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METHODOLOGY AND HISTORY OF PEDAGOGY
МЕТОДОЛОГІЯ ТА ІСТОРІЯ ПЕДАГОГІКИ

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The article is dedicated to the outstanding public figure, doctor, patriot, writer and composer Modest Levytskyi. Without exaggeration, his activity became a service to the people of Ukraine. Paradoxically, but dialectically, society (and pedagogy in particular) mostly turns its attention to titans, those who have left dozens of volumes of works behind. They were praised for years, and the inheritance became the subject of careful and scrupulous analysis. Nevertheless, the history of the state is rich in the names of those whose selfless work has become the key to educating generations of young people by Ukrainians. They had no place in the Soviet pantheon of education, because they were located in territories that fell under the jurisdiction of other states. Modest Levytskyi lived and worked in Volyn. And this territory was under Polish rule for many years. He was a Ukrainian, but he could not fully feel like one, because those who were not polonized after hundreds of years of the Polish-Lithuanian commonwealth were disparagingly called "lower rank".

The processed literature gives an idea of the events of the beginning of the last century: constant wars, revolutions, coups. All these cataclysms swept across the land on which Levytskyi lived. He was well aware of the danger of assimilation of Ukrainians on his own native, but captured land.

Although Modest was called "father ..." "and grandfather of Volyn" during his lifetime, sometimes it seems that for modern science (literature, medicine, pedagogy, art) he is a representative of those who were called "shadows of forgotten ancestors". Nevertheless, it is within our reach to tell the public about this unique personality. Now the nuclear globalized era gives us heroes for one day, but Modest did not give us an inheritance in hard coins.

One of the writers wrote that human life becomes hell and torment there where two days, two cultures, two religions intersect. In front of Modest, the nineteenth century replaced the twentieth, the First World War took place, several coups, and the bloodiest tyrants in the history of mankind rushed to power. And only a few hundred intellectuals had hope for the independence of Ukraine in their hearts. This is probably a feat to defend the dream of reviving a nation that has been trampled.

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into oblivion for centuries, when it seemed like the whole world was against it. And the memory of a courageous and honest person, teacher, artist, even if not in thick luxurious folios, is in the quiet truth, and in this mention of the life given to Ukraine.

**Key words:** Volyn, pedagogy, education, upbringing, medicine, social activity, patriotism, personality, art.

**ПЕДАГОГІЧНІ ТА МИСТЕЦЬКІ ІДЕЇ МОДЕСТА ЛЕВИЦЬКОГО**

Н. М. Бовсунівська

Статтю присвячено видатному громадському діячу, ліку, патріоту, письменнику і композитору Модесту Пилиповичу Левицькому. Його діяльність без перебільшення стала служінням народу України. Парадокс, але діалектичне суспільство (і педагогіка, зокрема) здебільшого звертає свою увагу на титанів, тих, хто собі заложив десятки томів праць. Їх роками возвеличували, а наслідком стало предметом ретельного і скрупульозного розбору. Проте, історія держав багата іменами тих, чия подвигницька праця стала запорукою виховання поколінь молоді українцями. Їм не було місця в радянському пантеоні освіти, бо перебували вони на територіях, які підпали під юрисдикцію інших держав. Модест Левицький жив і творив на Волині. А ця територія довгі роки перебувала під польським пануванням. Він був українцем, але не міг у повній мірі почувати себе ним, бо тих, хто не ополячився після сотень років Речі Посполитої, зневажливо називали "нижчим рангом". Опрацьована література дає уявлення про події початку минулого століття: постійні війни, революції, перевороти. Всі ці катаклізми прокочувалися по землі, на якій жив Левицький. Він чудово розумів небезпеку асимілювання українців на своїй жіній землі. Хоча Модеста Пилиповича називали "батьком …" і "дідусем Волині" ще за життя, інколи складається враження, що він для сучасної науки (літератури, медицини педагогіки, мистецтва) є представником тих, кого називали "тіні забутих предків". Проте, в наших силах заповнити зазальну про цю унікальну особистість. Зараз нуклеарна глобалізована ера дає нам героя на один день, але Модест Пилипович дав нам спадок не в дзвінких монетах.

Один із письменників писав, що людське життя стає пеклом і мукою там, де перетинаються дві доби, дві культури, дві релігії. На очах Модеста Пилиповича дев'ятнадцяте століття змінило двадцяте, відбулася Перша світова війна, декілька переворотів, до влади репрезентативні тирани в історії людства. І тільки в декількох сотнях інтелігентів серця зароджувалася і жервіла надія на незалежність України. Відстоявати мрію про відродження віками втоптуваної в небуття нації, коли, здавалося б, весь світ проти – напевно, що це є подвигом. І пам’яті про мужню і чесну людину, педагога, митця, хай і не в повсті розкішних фоліантах. Вона в тихій правді, і в цій загадці про життя, віддане Україні.

**Ключові слова:** Волинь, педагогіка, освіта, виховання, медицина, громадська діяльність, патріотизм, особистість, мистецтво.

**Introduction of the issue.** Modern Ukrainian pedagogical science has long been famous for its outstanding names. However, even in the modern globalizing world, there are still practically unknown figures of those who created national pedagogy during the turbulent years of the liberation struggle of Ukraine for independence in a difficult duel with Bolshevism. Those who had no place in the Soviet pantheon of teachers. Those whose selfless work will be the key to the revival of national dignity at the end of the twentieth century. Such figures include the personality of the patriot, doctor, writer, teacher and diplomat Modest Levytskyi. Despite a wide range of studies about him, the pedagogical community of Polissia is not very familiar with his literary and educational achievements. Therefore, the local history aspect of this work is of
particular interest: Modest Levytskyi lived and worked in Volyn for a long time, in particular, in the Lutsk Ukrainian gymnasium, which now bears his name.

**Current state of the issue.** M. Levytskyi’s creative achievements have only recently become known to the general public thanks to research of scientists (so far, mostly of Volyn ones). His literary heritage was the object of interest of Y. Hromyk, T. Danyliuk-Tereshchuk, T. Lukanovska, T. Naidiuk, S. Romanov, O. Demianiuik, R. Yoltukhovskyi, L. Olander, L. Tokaruk introduced us Levytskyi as a public figure and politician. His pedagogical (including artistic) achievements were studied by N. Karabin, O. Koretska, N. Pushkar, N. hernenetska. V. Skochynskyi, V. Yukalo told in their works about his medical knowledge and skills.

In general, the personality and activity of M. Levytskyi attracted the attention of G. Bondarenko, A. Klymchuk, P. Oleshko.

**The outline of unresolved issues brought up in the article.** It should be noted the importance of understanding the personality of M. Levytskyi as a representative of the then elite, who lived and worked at the threshold of two epochs, two authorities, two worlds. His example will give an understanding of the situation of the Ukrainian intelligentsia in a partly hostile society, because for a long time the territory of Volhynia was torn apart by Russia and the Second Polish-Lithuanian Commonwealth. And, finally, the personality of this person is a clear evidence that human life is woven from semitones: the artist’s reflections on political topics make it clear that often you can find an enemy among your friends and a friend among your enemies.

**Aim of research.** To present to the general public of Polissia the life and creative path of Modest Levytskyi, to point out his innovative pedagogical achievements, which became the key to educating future generations of Ukrainian youth and have not lost their relevance to this day.

**Results and discussion.** In general, it is difficult to say who Modest was: his work as a teacher, doctor, diplomat, writer was equally highly valued by his contemporaries. Among his acquaintances and friends are E. Chykalenko, V. Vynnychenko, S. Yefremov, the Kosach family, I. Lypa, G. Stepura, B. Grychenko, M. Lysenko.

"Father of Volyn". "Mr. Levitsky, ...<...> – I officially propose on behalf of our party to put up your candidacy for ambassador of the Polish Sejm. You are honored by the Ukrainian community here, you speak both Polish and Jewish fluently.

"You can't take that away", Wojciech muttered. – And also German, French, Greek, after all, there are probably a dozen languages. <...>.

– Gentlemen, I have lost everything in my life that I had most precious: my wife, prosperity, native places, Homeland. I have nothing left now but the last thing – National Honor. I will not give it up" [1: 9-11]. Birth and upbringing in a noble family made itself felt: Modest spoke a dozen languages: in addition to translation, he used them in everyday life – after all, Volhyn has always been a multiethnic region. Therefore, quite often the doctor Levytskyi communicated with the patient in Yiddish or Polish, wrote prescriptions in Latin, and in the diplomatic mission in Greece at receptions proved the need to support Ukraine’s struggle for the right to be a sovereign and independent state in French, Greek, German, and Czech. In the positions that Modest held throughout his life, he did everything possible (and sometimes impossible) for the people of Ukraine: for example, thanks to his efforts, connections and authority even in the Polish authorities he and like-minded people achieved the right of Ukrainian graduates of the Lutsk Ukrainian gymnasium to enter higher education institutions. He and like-
minded people have achieved a ban on the closure of the Rivne Ukrainian gymnasium. He constantly helped in court cases, when priests, teachers, and workers who were being wronged turned to him for help.

"Muzhytdkyu dokhtur" (Doctor for the people.) "It became clear that Modest was a doctor not only of the body, but also of the soul, and it was a question which doctor prevailed in him". The young man "came" to medicine after realizing that he was not very attracted to the pedagogical field. Actually, "was not very attracted" is not entirely honest in justifying the reason for the change of profession: he simply saw and understood that teaching in the Russian Empire has long turned into a guardian of autocracy. Therefore, I preferred the Medical Faculty of the University of St. Volodymyr to get to know life. And life has fully spilled out natural and unpredictable dimensions of existence. After graduating from the faculty, the young Levytskyi couple decided to come to their first place of work – in Volyn. Then a new medical concept – consumption – just entered everyday life. The young Aesculapius' son and wife were in very poor health. Especially the wife, who will later pass away due to consumption. In his new place of residence, M. Levytskyi will have to be a universal doctor: a general practitioner, a pulmanologist, an obstetrician, and even a dentist. He came to our region with an open heart, so Polissia opened its soul to Poddilla resident: "He treated tuberculosis at a time when there were no drugs for this disease. Now there is a CT scan. But the computer does not always see the source of infection. <...>". Once he was called to an emergency with a young girl who lost consciousness right during the service in the church. At the patient's house, he noticed the green color of her room. And he told the girl that it wasn't very good for her recovery. The girl replied that green – is the color of our forests and groves. Later Modest Levytskyi found out that it was Lesya Ukrainka.

Subsequently, he will become the family doctor of the Kosach-Dragomanov family for many years to come. It was in Polessia that Levytskyi, having understood the nature of consumption, began to promote sanitation, prevention and health protection among the common people. This was facilitated by his work as a doctor during catastrophic epidemics.

"Grandfather of Volyn". "You must know what kind of land you are walking on". "and why do you need to play the role of a Ukrainian instigator here, in the Polish city of Lutsk? What prevents you from becoming, like many of the educated modern Ukrainians, a true Polish patriot? <...>.

– But what do you mean by "instigator"?

– That bandurist club, dramatic performances, plastuns, Shevchenko evenings. All this somehow divides people, and there should be one people, one Polish state, one land, one Borders. It seems to me that you still don't believe that this is forever. And it was decided not today or yesterday, but in the year 1651, near Berestechko" [Ibidem: 6-7].

Despite a certain disappointment in the teaching profession during his studies at the Faculty of history and philology, M. Levytskyi declared himself as a thoughtful and talented novelist. His works are pain about the fate of Ukraine, humor on rather censored political topics, pictures from Ukrainian everyday life. Note that the Ukrainian Diaspora published Levytskyi's works and memoirs of Levytskyi in impressive print runs, which were quickly sold out overseas (Despite the fact that in the XIX century in our lands, his works were not reprinted). During the time of the UPR, he dreamed of publishing seven volumes of his works – it is obvious that the writer's chest was rich. However, modern Ukrainian literature, for objective reasons, turned to the literary heritage of Modest relatively recently [2]. Now we often demagogically proclaim slogans about the love of our native language.
Levytskyi did it simply and simply did it: his linguistic heritage, although created more than a hundred years ago, still amazes stylists, lexicographers, and phonetics. (From the author: now it is fashionable to compare the spelling of the same words in Russian, Ukrainian, Czech or Polish. It became a real internet meme. However, it is in the outstanding work "Grammar of the Ukrainian language", created in the early twentieth century the reader can see three columns with comparisons). Note that in the Levytskyi family there were two main types of disputes with his wife: money and translation of G. Sienkiewicz’s works. As a man who had a medical profession and was also an experienced and intelligent doctor, Modest had a little money. But he gave exactly half of it to his wife, and spent the rest on medicines for those in need. As for the literary heritage of the outstanding Polish writer, here he had his own point of view: "Khmelnitskyi is a minor drunkard, and we are all somehow so – so, tramps and robbers. <…> . The prize is a prize (we are talking about the Nobel Prize in literature, which G. Sienkiewicz was awarded in 1905). However, in 1908, after the claim of students of Lviv University, the Vienna court sided with the rebellious Ukrainian youth, and awarded the Nobel laureate 30 days of arrest with the right to replace a fine of 300 kronor for insulting honor and dignity [3]. You know that Ivan Franko has already written about this. And Lesya herself wrote in a letter about beautiful notes on the words of Shevchenko [5]. Later (1925-1926), the artist will head the Bandura school (founded by Vasily Yemets in Czechoslovakia) under the Kobzar society [6]. And not only will he lead it – he and his friends will take instrument lessons. It is usually almost impossible to become a virtuoso in a few months, but the love for the instrument remained for life. In the future, Modest will create a bandurist club at the Lutsk Ukrainian gymnasium, teach the instrument himself (he also had a good command of guitar and piano), and buy two banduras for himself and his grandson from master Schnidel. Often with the instrument surrounded by a crowd of colleagues and students he could be seen in the courtyard of the gymnasium. Anna Bilohub, head of the women’s Bursa for junior students, adopted music science from Levytskyi and became a brilliant solo artist [7].

"Graduates". "By their fruits you will know them... " [Mt. 7. Holy Scripture]. Modest saw that his pupils never became angry with those who, along with the Ukrainians, lived in that fertile and unhappy land and also suffered from their nobles-fellow countrymen. He believed that young people would come out of the gymnasium as Christians, who would not look at someone else’s things, but would protect them from war. He believed that young people would not
look away and say "we are local" when asked about their national identity, but would become Ukrainian. And there are no important or unimportant cases for this, for this he organized theaters, museums, bandurist clubs, edited gymnasium magazines. He firmly believed that in addition to Berestechko, Ukrainians would remember the battles of Orsha, Zhovti Vody, and Batih... In the meantime, in Moscow, the "land collector" was smoking his pipe in the face of the world, and look at the back of a small corporal who shouted about the great Reich in pubs in Munich and was preparing to come to power. But the doctor-poet, polyglot-artist did not see this anymore. Nevertheless, his students passed the exam of skill with honor, and some of them passed civic courage: they will take the student ranks of European universities, Tamara Vishnevska will open movie screens, Volodymyr Rykhtovskyi will be thrown to Australia by fate, where he will be a soloist of the National Choir for many years, and together with his wife will lead choreographic groups in Britain and the United States. Eduard Gaken (a student of an excellent teacher, a graduate of the Zhytomyr gymnasium Dmytro Levytskyi) will become a star of the European opera scene. He will remember his first roles with warmth – in particular, the role of Mr. Voznyi in the gymnasium production of M. Lysenko's opera "Natalka-Poltavka" (which Modest also helped stage) [8; 9]. The library of Volyn University has been replenished with a dozen books handed over by Irina Shved-Fedorenko, a graduate of the gymnasium from the United States. Due to the persecution of the Soviet government, the name of actor Vasil Zelenov remains practically unknown to the general public. The millstones of war ground the peoples of Europe. Bogdan and Yurii Koch were both in concentration camps. In Auschwitz, Yurii will remain in one of the crematorium furnaces, Bogdan will remain alive among two hundred and eleven of the twenty-five thousand slaves. Further, for participating in the performance during the Nazi occupation, during which the blue and yellow flag was unfurled on the stage, Bogdan Koch will serve another seven years in a Soviet camp. After rehabilitation, he will graduate from the Kyiv conservatory and serve Melpomene at the M. Zankovetska theater for the next forty years. Conclusions and research perspectives. All of the above does not exhaust the rich legacy that Modest Levytskyi left behind. Despite the fact that he lived and worked at the intersection of the last and penultimate centuries, he had a direct influence on the development of Bandura art in Volyn, his medical advice is still used by doctors, and literary opuses are gradually included in the programs of educational institutions. Modest, through his political and diplomatic activities, proved that mutual understanding and moderation in relations between different ethnic groups in society are possible. His charitable support for his students, comrades and patients is also evidence of the ancient axiom that you should love your homeland not only to the depth of your heart, but also to the depth of your pocket. It should be noted once again that the name of this person is practically unknown in Zhytomyr Polissia (to a lesser extent in the Rivne region). Therefore, the promotion of its educational and pedagogical activities in these lands will significantly strengthen the local history component in the educational programs of educational institutions at all levels. On a moral example, you should educate Patriots of your state. And comprehensive education, multiplied by active support and promotion of Ukrainian art, should become a standard for future generations. And not just for those who strive to be a teacher. Also, the presented results can be used directly in classes on the history of pedagogy, literary studies, for certain local history topics, and extracurricular activities.
REFERENCES (TRANSLATED & TRANSLITERATED)


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THE ACTIVITIES OF CHARITABLE FUNDS OF THE CITY OF IVANO-FRANKIVSK: HISTORY AND MODERNITY

V. V. Stynska*, I. I. Zavulichna**

The article deals with a public charity in Ivano-Frankivsk taken in historical retrospect and at the present stage.

It is proved that the charitable activity in Ivano-Frankivsk (then Stanislaviv), which dates back to the 19-th century, is diverse (educational, medical, social). The city had a wide range of charitable organizations (Society of Christian Ladies, Society of St. Vincent and Paul, Society of Public Education, Bread for Hungry Children, Folk Kitchen, etc.), which organized various charity events ("Chocolate of Happiness", etc.) and assisted to all in need. In Stanislaviv, many institutions existed thanks to donations (Abraham Halpern Orphanage, Elderly and Disabled Orphanage, Brother Albert’s Shelter, Isakovych Orphanage for boys, Mrochkovska Orphanage for ladies, etc.).

In the post-war period, an important event of charitable activity was the foundation of the Ukrainian Red Cross and Red Crescent, and the Ukrainian Students’ Charitable Foundation.

It is investigated that the beginning of the 21-st century is marked by the rapid development of charitable foundations in Ukraine, including in the Ivano-Frankivsk region. The mission and responsibilities of the organizations in Ivano-Frankivsk are clarified as educational (“Osvita Ivano-Frankivsk (Education Ivano-Frankivsk)”, “My Universytet (My University)”, “INTEGRO”); social (“Maty Tereza (Mother Teresa)” Charitable Foundation for the Terminally Ill, St. Panteleimon Charitable Foundation of Palliative Care Center, Caritas Ivano-Frankivsk UGCC Charitable Foundation, “Chysti sertsem (Pure Heart)” Charitable Foundation, “Nebaiduzhi (Not Indifferent)” Charitable Foundation, “Time for the goodness and mercy”, “Community of St. Egidius”, “Maltese Aid Service”, “My city is Ivano-Frankivsk”, Charitable Christian Foundation “Solidarnist (Solidarity)”; medical (Ivano-Frankivsk Regional Clinical Center for Palliative Care IF Hospice, Charitable Foundation “Ty anhel (You are Angel)”, Charitable Foundation “Zavzhdy z toboiu (Always with You)”, etc.

It is concluded that the charitable organizations in Ivano-Frankivsk are founded to provide the following services: educational, advisory, prognostic, organizational, educational (in the field of education); care, information and advisory, legal, humanitarian/financial/material assistance (in

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the social sphere); legal advice, pilot support, psychological and pedagogical assistance, financial assistance (fundraising for treatment, etc.) in the field of health care. We consider it promising to study the peculiarities of charitable organizations in different regions of Ukraine.

**Key words:** charity, benevolence, charitable foundation, education, healthcare, social sphere, Ivano-Frankivsk.

**Introduction of the issue.** Charity in Ukraine is being developed under new conditions now. The pandemic and the Russian-Ukrainian war led to the emergence of new charitable foundations, whereas existing ones outlined new challenges aimed not only at education, health, science, culture, art, motherhood, and childhood but at helping internally displaced persons.

**Current state of the issue.** A review of scientific and methodological literature proves the fact that at the present stage the phenomenon of charity has been studied by scientists in various fields:
O. Donik, T. Kurinna, M. Lapina, A. Naradko, R. Serbin studied the origin and development of charity in Ukraine. Charity in the field of history of pedagogy and history of social work is represented by the works of O. Adamenko, L. Vakhovsky, N. Gupan, I. Zvierieva, S. Zolotukhina, G. Laktionova, N. Seiko, O. Sukhomlynska, V. Stynska, S. Kharchenko.

Outline of the unresolved issues brought up in the article. The activity of charitable foundations in Ivano-Frankivsk is partially considered in the works of R. Bigun, O. Buchyk, I. Zavydnyak, M. Zhytnyk, L. Kiyak, O. Oliynyk, O. Pylypiv, L. Trindokhir, at the same time the given problem was not analyzed thoroughly in scientific research. It determines the relevance of the topic of scientific publication.

Aim of the research is to analyze the activities of charitable foundations of Ivano-Frankivsk taken in historical retrospect and at the present stage in the field of education, medicine, and social relations.

Results and discussion. Consider the origins of philanthropy in Ivano-Frankivsk (then Stanislav). According to official sources, the charity in Stanislav was an integral part of the life of every person who cared about his/her reputation. Compared with modernity, charity work was a must for the city’s first ladies. Thus, Maria Kaminska, the wife of the mayor Ignatius Kaminsky, was the patroness of the amateur theater society, which staged charitable performances (one of these performances took place in March 1875), and the income was given to the poor [1].

One of the important stages of charity in Stanislav was court balls (since 1878) regularly organized, the raised money was transferred to Kraszewski School – a kind of boarding school, where children from villages lived and studied.

There were numerous charitable organizations in the city: the Abraham Halpern Orphanage (November 22, 1885); the care home for the elderly and disabled (1900). The care home welcomed the фахівцями різних галузей наук. Виникнення та розвиток благодійності в Україні вивчали О. Донік, Т. Курінна, М. Лапіна, А. Нарацько, Р. Сербін. Благодійність у сфері історії педагогіки та історії соціальної роботи представлено працями О. Адаменко, Л. Ваховського, Н. Гупана, І. Звєрєвої, С. Золотуцької, Г. Лактіонової, Н. Сейко, О. Сухомлинської, В. Стінської, С. Харченко.

Виділення невирішених раніше частин загальної проблеми, яким приписується стаття. Діяльність благодійних фондів м. Івано-Франківська частково розглянута в роботах Р. Бігун, О. Бучик, І. Завидняк, М. Житник, Л. Кяк, О. Олійник, О. Пілпів, А. Триндохір, водночас грунтовно заявленна проблема не аналізувалася в наукових дослідженнях, що обумовлює актуальність теми наукової публікації.

Метою статті є аналіз діяльності благодійних фондів м. Івано-Франківська в історичній ретроспективі та на сучасному етапі у сфері освіти, медицини, соціальних відносин.

Виклад основного матеріалу. Розглянемо витоки становлення благодійництва на теренах Івано-Франківщини (тогочасного Станіславова).

Як свідчать офіційні джерела, добробічність у Станіславові була невід’ємною частиною життя кожної людини, небайдужої до своєї душі. Як і в наші дні, добробічність була обов’язковою для перших леді міста. Так, Марія Камінська, дружина бургомістра Ігнація Камінського, була покровителькою аматорського театрального товариства, яке ставило благодійні вистави (одна з таких вистав відбулась в березні 1875 р.) дохід від яких віддавали убогим [1].

Одним із важливих етапів благодійності в Станіславові були регулярно організовані придворні бали (з 1878 р.), зібрани кошти з яких передавалися бурсі імені Крашевського – це свого роду був інтернат, де жили та харчувалися діти з навколишніх сіл, які вчились у міській секції.

В місті діяли численні благодійні заклади й товариства: будинок сиріт імені Абрахама Гальперна (22 листопада 1885 р.); заклад для старців і калік (1900 р.). До будинку
elderly people, terminally ill men and women of all nationalities and religions, but only those who belonged to the Stanislaviv community. The establishment was exemplary and clean and had everything necessary for life to make the patients feel comfortable. Catholic patients could visit the chapel, and Jews had a special hall for praying. Charitable organizations – Brother Albert’s shelter fed, clothed, and provided a bed for the needy free of charge; an orphanage for boys named after Isakovich and a similar institution for ladies under the leadership of Ms. Mrochkovska. Charitable organizations – a women’s society that cared for orphans; Organization of St. Vincent and Paul, which helped poor families; Organization of Public Education and others. It should be noted that all institutions mostly existed due to private donations [15].

The city’s Charitable organizations often organized exhibitions or fairs (1902), accompanied by certain entertainments. They usually took place in the theater hall or the Sokil Society, the money raised was given to charity.

Remarkable event was organized by the local women’s organization (November 1903), which cared for orphans. According to the press, almost all residents of Stanislaviv visited it. The success was due to a loud advertising campaign, the great popularity of the organization, but above all due to an interesting and creative program. In particular, the fair included a beauty contest, a humorous "ugliness contest", a competition for the best wit, "flirting school" lessons, and a charity lottery.

There was a tradition of making donations to charity on the occasion of some important events or anniversaries, in particular the owner of a famous boutique for women Vladislav Lievak (1908) repeatedly made donations to the Society of Rusky Ladies and other charities.

An important charity dance evening was organized by the Society of Christian Ladies (1910), which aimed at raising money for a shelter for single women.

приймали старших осіб, невиліковно хворих чоловіків і жінок будь-якої національності й віросповідання, але лише тих, які належали до ґміни Станиславова. В закладі панувала зразкова чистота і було все необхідне для життя, щоб мешканці почувалися комфортно. Пацієнти-католики могли відвідувати каплицю при закладі, а євреї мали спеціальний зал для молитв.

Благодійні заклади – притулок брата Альберта безкоштовно годував, одягав і надавав ліжко-місце потребуючим; сиротинець для хлопців імені Ісаковича й аналогічний заклад для дівчат під керівництвом пані Мрочковської. Благодійні товариства – жіноче товариство, що опікувалося сиротами; Товариство Святого Вінцентія а Пауло, яке допомагало убогим родинам; Товариство народної освіти та інші. Зазначимо, що всі заклади здебільшого існували за рахунок приватних пожертв [15].

Благодійні товариства міста нерідко організовували "венти" (виставки-продаж чи ярмарки) (1902 р.), які супроводжувалися певною розважальною програмою. Вони зазвичай проходили у театральній зализі чи приміщеннях товариства "Сокіл", дохід яких віддавався на благодійні потреби.

Цікавим був захід, організований місцевим місцевим жіночим товариством (листопад 1903 р.), що опікувалося дітьми-сиротами. Як повідомляла преса, на нього завітав мало не весь Станиславів. Такий успіх пояснювався гучною рекламою, великим авторитетом товариства в місті, але перш за все цікаво й творчу організованою програмою. Зокрема, в рамках ярмарку відбувся конкурс краси, жартівливий "конкурс бридоти", змагання на найкращий дотеп, уроки "школи флірту", благодійна лотерея.

Серед заможних людей існувала традиція робити пожертві на благодійні цілі з нагоди якихось важливих подій чи річниць, зокрема власник відомого бутика товарів для жінок Владислав Лєвак (1908 р.) неодноразово робив пожертві на потреби Товариства руських дам та інших благодійних організацій.

Важливий доброчинний танцювальний вечір відбувся за організації Товариства
The introduction of a coupon campaign (1911) was one of Stanislaviv's charities. It aimed to help the Ukrainian People's Society. The shop or restaurant received charity coupons, and activists placed them not only in institutions owned by Ukrainians but also by Jews and Poles. Each customer who wished to join the charitable activity was asked to write down the amount of money he paid for goods or services on the coupon. Later, a representative of the charity visited these institutions and received a certain percentage of each coupon from the specified amount (usually 2%). Such coupons could be obtained in many famous shops in the city.

One of the oldest charitable initiatives of the interwar Stanislaviv (the 1920s – 1930s) was "the Bread for Hungry Children" Society, whose members, thanks to their great activity and interesting charity events (such as "Chocolate of Happiness"), donated all their income to orphanages.

Among the great variety of charities, the most famous was "Folk Kitchen", which was supported by a few volunteers, but later an influential patron, Sabina Khovanets, the mother of the Khovants brothers, who owned a printing house and a large townhouse in the city center. "Folk Kitchen" took care of the city's poorest residents, giving free about 300 lunches a day.

An important event of charitable activity during World War II (1939-1945) was the emergence of the Ukrainian Red Cross and Red Crescent, coordinated by L. Karbach. The Ukrainian Red Cross dealt with the mobility of released prisoners, as well as equipped points and shelters for medical check-ups, medical care, and food [3].

Attention should be paid to the founding of the Ukrainian Students Charitable Foundation (1942), thanks to it, representatives of the future intellectual elite (priests, doctors, lawyers, judges, engineers, etc.) received higher professional qualifications. Thanks to the charitable funds raised, the Committee for християнських дам (1910 р.), метою якого був збір коштів на притулок для самотніх зневолених жінок.

Одним із різновидом благодійності Станиславова було запровадження купонної акції (1911 р.) для потреб українського народного товариства. Крамниця чи ресторан отримували благодійні купони, причому активісти розміщали їх не лише у тих закладах, де власниками були українці, а й у євреїв і поляків. Кожен клієнт, який бажав приєднатися до акції, просив, щоб на купоні вписали суму, яку він заплатив за товари чи послуги. Пізніше представник благодійної організації обходив ці заклади і з кожного купона отримував певний відсоток від вказаної суми (зазвичай 2 %). Такі купони можна було отримати в багатьох відомих крамницях міста.

Одна з найстаріших благодійних ініціатив міжвоєнного Станиславова (1920-1930-х рр.) було товариство "Хліб голодним дітям", члени якого завдяки величній активності та цікавим благодійним акціям (наприклад, акція "Шоколад щастя") весь дохід спрямовували на потреби будинків сиріт.

Серед численних благодійних організацій ще одним з найвідоміших була "Народна кухня", яку підтримувала жена видатного доброго закоханого, але згодом з'явилися впливові покровительки – Сабіна Хованець, мати братів Хованців, які володіли друкарнею і великою кам'яницею в центрі міста. "Народна кухня" дбала за харчування найбідніших мешканців міста, роздаючи близько 300 обідів щодня.

Важливим подією благодійної діяльності періоду Другої світової війни (1939-1945) стало виникнення осередків Українського Червоного Хреста і Червоного Півмісяця, координатором яких був Л. Карбач. Український Червоний Хрест узяв на себе організацію пересування відпущених полонених, а також обладнав пункти та притулки для проходження медогляду, надання медичної допомоги, харчів [3].

Слід зосередити увагу на формування благодійного фонду "Українського студентства" (1942 р.), завдяки якому вишу професійну кваліфікацію отримували представники майбутньої інтелектуальної
Assistance to Ukrainian Students awarded 171 scholarships to students.

As we can see, charity was not a formality for our predecessors, but a sincere conviction, because they put their souls into charity.

According to V. Stynska’s research [18], during the Soviet era charity did not develop at all: the concept of "charitable organizations" was replaced by "voluntary societies", which provided charitable assistance only to the founders and members of the certain society. National legislation to regulate philanthropic relations began to take shape only in 1991. The first document initiating the creation of charitable organizations in the form of public organizations was the Law of Ukraine "On Associations of Citizens", adopted in June 1992. However, the Law the legal peculiarities of the establishment and activity of charitable organizations were not written out, which led to the adoption in October 1992 of the Resolution of the Presidium of the Verkhovna Rada of Ukraine (VRU) "On Charitable Funds", according to which the Verkhovna Rada was to prepare a draft law on charitable foundations, and the Cabinet of Ministers of Ukraine (CMU) – temporary rules for registration of charitable foundations. However, according to I. Zavydniak, the Temporary Rules were approved only on October 6, 1994, and the Law on Charitable Foundations was not enacted at all.

Legislative documents that gave impetus for the development of charity in independent Ukraine were the Law of Ukraine "On Charity and Charitable Organizations" (1997) [9] and the Resolution of the Cabinet of Ministers "On Regulations on State Registration of Charitable Organizations" (1998).

The main principles (legal, organizational, social) of receiving, providing, registering, distributing, and control over the targeted use of humanitarian aid were defined by the Law of Ukraine "On Humanitarian Aid", adopted in October 1999.

Issues of creating conditions that would
promote philanthropy and revive the traditions of patronage in the spiritual life of the people were periodically outlined in various legal documents: the President’s order "On promoting charitable activities in Ukraine" (2000); in the draft laws: "On Amendments to Certain Laws of Ukraine on Charitable Activity" (2005), "On Amendments to Certain Laws of Ukraine on State Support of Charity (Patronage)" (2005); in normative legal acts that directly regulate this activity: Laws of Ukraine "On Taxation of Enterprise Profits" (1997), "On Personal Income Tax" (2004), etc.

The defining normative legal act regulating the basic principles of charitable activity at the present stage is the Law of Ukraine "On Charitable Activities and Charitable Organizations". In the new version dated July 5, 2012, № 507, the notions of "charitable foundation" and "public organization" are distinguished; new terminology was introduced (charitable grant, charitable easement, charitable endowment); the sphere of charitable activity was expanded; the right of the philanthropist to control the intended use of the charitable donation is legalized. It was this law that regulated the basic provisions of charitable foundations, which began to grow rapidly during independent Ukraine. Thus, in 1990 the judicial authorities of the Ivano-Frankivsk region registered 94 charitable foundations, in 2000 their number was 679, and in 2021 it reached 956 [19]. The largest share of charitable foundations in the Ivano-Frankivsk region is educational, medical, and social. Consider them in more detail.

Among the educational charitable foundations, the most remarkable is the activity of the following: "Education of Ivano-Frankivsk", "My University", "INTEGRO" and others.

The mission of the Charitable Foundation "Education of Ivano-Frankivsk" [4], founded by T. Boychuk in 2007, is to train coaches and educators to use innovative learning technologies in working with children.

The main task of the charity fund "My University" [5], registered by O. Dzoba in


Визначальним нормативно-правовим актом, що регламентує основні засади благодійної діяльності на сучасному етапі є Закон України "Про благодійну діяльність та благодійні організації", у новій редакції якого від 5 липня 2012 р. № 5073-VI було запроваджено такі нововведення: розмежовано поняття "благодійний фонд" і "громадська організація"; введено в обіг нову термінологію (благодійний грант, благодійний сервітут, благодійний ендаумент); розширено сферу благодійної діяльності; узаконено право благодійника контролювати цільове використання благодійної пожертви. Саме цей закон унормував основні положення діяльності благодійних фондів, які за незалежної України почали стрімко зростати.


З поміж освітніх благодійних фондів найбільш виразною є діяльність наступних: "Освіта Івано-Франківськ", "Мій університет", "ІНТЕГРО" та ін.

Місією Благодійного фонду "Освіта Івано-Франківська" [4], заснованого Т. Бойчук у 2007 р., є підготовка тренерів та фахівців освіти до використання у роботі з дітьми інноваційних технологій навчання.
2013 is to provide services in the field of vocational training: organization and holding international scientific and practical conferences.

Among the educational charity of the Ivano-Frankivsk region, the "INTEGRO" Charitable Foundation [17] deserves attention, the founder is N. Chaplynska. In 2015, one of the main projects of the Foundation is the "School of Leadership" – a social project "Ticket to Success" whose mission is to form a new generation of leaders through the involvement of adolescents and youth in social and leadership projects based on personal ethics and social responsibility.

Thus, charitable foundations in the field of education are established to provide the following services: educational, advisory, prognostic, organizational, etc.

An important mission in the Ivano-Frankivsk region is given to social charitable foundations, namely: Mother Teresa Charitable Foundation for the Terminally Ill, the St. Panteleimon Charitable Foundation of the Palliative Care Center, the Caritas Ivano-Frankivsk UGCC, Charitable Foundation, the 'Pure Heart', Charitable Foundation "Indifferent", Charitable Foundation "Time of Goodness and Mercy", as well as religious social foundations "Community of St. Egidius", "Maltese Aid Service", Charitable Christian Foundation "Solidarity". We describe the activities of some of them.

"The Caritas Ivano-Frankivsk UGCC" Charitable Foundation (1991) [13] is one of the largest international networks of charitable organizations in the world and Europe. The main mission of the fund is aimed at:
- assistance to the elderly and seriously ill;
- work with families with children and young people in difficult life situations;
- providing pedagogical support to HIV-infected children;
- assistance to people with disabilities (youth);
- charity canteen for single people, people with disabilities, homeless people,

Основним завданням благодійного фонду "Мій університет" [5], зареєстрованого в 2013 р. є О. Дзьобою є надання послуг у сфері професійної підготовки: організація і проведення міжнародних науково-практичних конференцій.

Серед освітнього благодійного сектору Івано-Франківщини увагу заслуговує Благодійний фонд "ІНТЕГРО" [17], фундатором якого є Н.Л. Чаплинська в 2015 р., одним із основних простів фонду є "Школа лідерства" – соціальний розвитковий проект "Квиток до успіху" місією, якого є сформувати нове покоління лідерів, через залучення підлітків та молоді у соціальні та лідерські проекти на основі етики особистості та соціальної відповідальності.

Отже, благодійні фонди у сфері освіти покликані надавати такі види послуг: освітні, консультативні, прогностичні, організаційні, просвітницькі та ін.


Благодійний фонд "Карітас Івано-Франківськ УГКЦ" (1991 р.) [13] – входить в одну з найбільших міжнародних мереж благодійних організацій у світі та Європі. Основна місія фонду спрямована на:
- допомогу літнім і важкохворим людям;
- роботу з сім’ями з дітьми та молоддю, що опинилися у складних життєвих обставинах;
- надання педагогічної підтримки ВІЛ-інфікованим дітям;
- допомога людям з інвалідністю (молоддю);
- благодійна ідентність для самотніх людей, людей з інвалідністю, осіб без постійного місця проживання, дітей з багатодітних і малозабезпечених сімей;
children from large families, and low-income families;
- annual charity event "First Schoolbag".

The Regional Charitable Organization Malteser Ukraine [11], whose main task is to care for the sick and needy, was founded in Ukraine in December 1990 with a focal point in Lviv, and in 1996 – in the city of Ivano-Frankivsk. Today Malteser Ukraine has a developed structure, with more than 300 volunteers. The volunteer organization supports orphans, people with disabilities; provides humanitarian assistance in case of natural disasters (food, baby food, medicines, necessities, toys, clothes, etc.); organizes camps, cooking to provide mass events and the needy (project "Food on wheels"); conducting first aid courses.

"Solidarity" Christian Charitable Foundation (1998) [6] cares for persons deprived of their liberty, socially vulnerable groups (drug addicts, alcoholics, HIV-infected, AIDS patients, the mentally ill, and the homeless). The Christian Charitable Foundation protects their legal interests at the level of local governments and public authorities, as well as aims to provide psychological and social support to these categories of citizens and their families. With the help of the foundation’s volunteers, legal advice, education (organization of training sessions for young people and schoolchildren on drug, alcoholism, HIV / AIDS prevention) and informational (free computer classes for the unemployed, orphans, disabled), etc. are provided.

"Mother Teresa" is a charitable fund with the main task to help the terminally ill, established in 2000 [12]. It deals with developing the hospice service network in the Ivano-Frankivsk region (Visiting Hospice Advisory Service "Home Hospice", "First Children’s Hospice", palliative care departments in the Carpathians); organization of various assistance for the hospice in Ivano-Frankivsk (methodological, scientific, material, financial, etc.); providing medical, psychological, social care to patients in the - щорічна благодійна акція "Перший портфелік".

Обласна благодійна організація Мальтійська Служба Допомоги (надалі МСД) [11], основним завданням якої було піклуватися про хворих та потребуючих, почала діяти в Україні з грудня 1990 р. з координаційним центром у м. Львові, а з 1996 р. – в м. Івано-Франківську. На сьогодні МСД має розвинуту структуру, налічує понад 300 волонтерів. Волонтерська організація підтримує дітей-сиріт, людей з обмеженими фізичними можливостями; надає гуманітарну допомогу при стихійних лихах (продукти харчування, дитяче харчування, медикаменти, предмети першої необхідності, іграшки, одяг та ін.); організовує табори, приготування їжі для забезпечення масових заходів та потребуючих (проєкт "Їжа на колесах"); організовує навчання з першої медичної допомоги.

Благодійний християнський фонд "Солідарність" (1998 р.) [6] опікується особами, позбавленими волі, соціально-незахищеними верствами населення (наркозалежними, алкогольними, ВІЛ-інфікованими, хворими на СНІД, психічнохворими та бездомніми). Благодійний християнський фонд захищає їх правові інтереси на рівні органів місцевого самоврядування і державних органів влади, а також має за мету надання психологічної і соціальної підтримки даним категоріям громадян та їх сім’ям. При допомозі волонтерів фонду надаються юридичні консультації, освітня (організація тренінгових занять для молоді і школярів по профілактиці наркоманії, алкоголізму, ВІЛ/СНІД) та інформаційна (безкоштовний комп’ютерний клас для безробітних, сиріт, інвалідів) допомога та ін.

Основним завданням благодійного фонду допомоги невідмовно хворим "Мати Тереза", створеного у 2000 р. [12] є: сприяння розвитку мережі хоспісної служби в Івано-Франківській області ("Виїзна консультативна служба "Хоспіс вдома", "Перший дитячий хоспіс", паліативні відділення у районах Прикарпаття); організація різноманітної допомоги для існуючого в Івано-Франківську хоспісу
terminal stage of cancer and other diseases; organization of training for staff and volunteers on the care of the seriously ill.

The religious community, which represents the worldviews and ideologies of different religions, is also involved in charitable activities. In particular, it is the Community of St. Egidius [16] – a worldwide Catholic organization, established in Rome in 1968 thanks to the initiative of A. Riccardi, which began operations in Ivano-Frankivsk in 2003. This community is based on serving the elderly, the poor, and the homeless.

"Pure Heart" Charitable Foundation [7] was founded on February 4, 2013, initially under the name "Renaissance of Prykarpattia", and in 2016 was renamed the Pure Heart Charitable Foundation.

Over the years, the Foundation’s team led by K. Buzhynska has implemented several international social projects, including:
- Summer holidays in Hungary for children (internally displaced persons, from low-income and large families, gifted children) from different regions of Ukraine (2014-2017);
- International social project "Children for World Peace", thanks to which children were able to visit 35 countries as young ambassadors. As part of the project, children from around the world placed pigeons of peace with their wishes on the map of their country and passed the baton and peace map to the next country and Ukraine; had the honor of attending the Pope’s reception at the Vatican and praying for peace in Ukraine. After the completion of the project, an exclusive postage stamp with the logo of the international social project "Children for Peace around the World" was issued;
- International social project "Book of Good", brought together thousands of children and adults with a common goal – to find unique stories of good in all its manifestations. As a result of the Book of Good project, the best stories and illustrations about good were selected and published in a book, which will later be
transferred to libraries and general education institutions in the regional centers of Ukraine.

Based on the Foundation, cooperation has been organized with partner foundations and philanthropists who provide humanitarian aid to the war zone and IDPs who have moved from the hot spots of Ukraine to the Ivano-Frankivsk region.

Among the charitable foundations of social orientation, the Charitable Foundation "Nebaiduzhi (Not Indifferent)" (2018) [8], the founder is R. Martyniuk, should be given great respect. The main focus of the fund is to collect and sort clothes, shoes, and toys, which will later be sent to boarding schools and orphanages, sometimes to families in need.

"Not Indifferent" helped: Pogonsky Psychoneurological Boarding School, Bohorodchany Boarding School, Korshiv Geriatric Boarding House, Dolya District Association of the Disabled "Goodness and Mercy (Dobrota ta myloserdia)", Territorial Center for Social Services of Dolya District, etc.

The Charitable Foundation "Time for Goodness and Mercy (Chas dobra i myloserdia)" , which was founded on January 3, 2019, aims at social equalization and overcoming stratification among the population [9]. The charity fund provides volunteer assistance (fundraising for treatment) to the population of the Ivano-Frankivsk region - single mothers, families with children in critical situations and below the poverty line, orphans, and children with special educational needs. The focus of the foundation is to create a "Mother and Child House" in Ivano-Frankivsk - a home for women at risk of violence in their own families, as well as for single and underage mothers who are on the poverty line.

With the beginning of the full-scale Russian-Ukrainian war at the Ivano-Frankivsk City Council, the "My City is Ivano-Frankivsk (Moie Misto Ivano-Frankivsk)" Charitable Foundation was established, headed by S. Obidnyak. The
organization aims at raising funds to meet the needs of the Armed Forces of Ukraine and territorial defense. The lion’s share of the money is spent on cloth, tailoring, camouflage, military uniforms, medical bags, sleeping bags, etc.

Thus, charitable foundations in the social sphere focus on such types of services as care, information, advisory, legal, humanitarian/financial/material assistance, etc.

The charitable medical foundations of Ivano-Frankivs'ka, such as "Ivano-Frankivs'ka Regional Clinical Center for Palliative Care IF Hospice", Charitable Foundation "You are Angel (Ty angel)" and Charitable Foundation "Always with You (Zavzhdy z toboiu)" should be given great respect.

"Ivano-Frankivs'ka Regional Clinical Center for Palliative Care IF Hospice" (August 15, 1997) [14] – a hospital providing medical care to terminally ill patients, free counseling, special care, and specialized medical care in hospital and at home ("Hospice at home") patients according to the profile of the disease; providing legal advice; training of relatives of hospitalized patients in the skills of caring for the seriously ill; providing psychological support to hospice patients and their relatives during the loss of a loved one, etc.

"You are Angel" [10] is a new era in the charity of the Ivano-Frankivs'ka region. It was founded on August 21, 2016, by V. Sabat. First, the fund’s activities aimed at raising funds and helping children with cancer, and later the charitable foundation focuses on helping orphans and children in orphanages.

Thanks to the efforts of the "You Angel" Charitable Foundation, several projects have been implemented, namely:

- rehabilitation in summer camps for orphans, where you can get not only quality recreation but also educational services for non-formal education through training, seminars, workshops (projects "Apitherapy for orphans", "Angel’s House", "Christmas together with children", "Winter vacation", "Teach orphans independence", "School of angels");
- installation of a "Playground" where children from all over the region are treated (projects "Playground – a step towards children’s dreams", "Happy bed – happy children", "No reason to give up children’s dreams", "History of one light bulb");
- organization of pilot support for children with special needs (cerebral palsy). In particular, in the Dolyna orphanage "Warm House" the foundation plans to open an office for hydrotherapy (jacuzzi) and physical rehabilitation. At the Ivano-Frankivsk Center for Social and Psychological Rehabilitation, the charity fund is working to create a sensory room (projects "Room that inspires life", "Sweet dreams for little dreamers", and other types of help).

Thus, charitable foundations in the field of medicine are established to provide the following types of services: legal advice, pilot support, psychological and pedagogical assistance, financial assistance (fundraising for treatment), etc.

Conclusions and research perspectives. Taking into account all analyzed above, we can conclude that the activities of charitable foundations of the Ivano-Frankivsk region, which date back to the 19-th century, are diverse (educational, medical, social).

The 21-st century is marked by the beginning of the rapid development of charitable foundations in Ukraine, including in the Ivano-Frankivsk region. Charitable foundations are established to provide the following types of services: educational, advisory, prognostic, organizational, educational (in the field of education); care, information and advisory, legal, humanitarian/financial/material assistance (in the social sphere); legal consultations, pilot support, psychological and pedagogical assistance, financial assistance (fundraising for treatment, etc.) in the field of medicine.
REFERENCES (TRANSLATED & TRANSLITERATED)


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The article presents the results of scientific analysis of the concept of pre-professional training as a system of psychological, pedagogical, informational and organizational activities in primary school, which is designed to fully ensure the realization of interests, inclinations and abilities of students. It is established that pre-professional training is the basis for choosing the profile (future profession) and place of study, creates prerequisites for life and professional self-determination, realization of personal potential, and is the key to successful reform of senior specialized school. The importance of cross-cutting career guidance at all levels of the educational process is emphasized not only by psychologists and class teachers, but also by teachers of biology and basics of health, in the study of higher nervous activity in particular (section “Mental and spiritual component of health” in 8th and 9th grades). The professional inclinations and monitoring of the formation of professional interests of 8th grade students of Zhytomyr City Lyceum № 1 of Zhytomyr City Council was carried out with the help of differential diagnostic questionnaire designed by E. Klimov, methods of diagnosing the professional orientation developed by B. Bass as well as the author’s questionnaire for students. It is identified that one third of 8th grade lyceum students are motivated to acquire a future profession, as well as professional development and improvement; the vast majority of students decided on the future profile of study; however, the lack of a unified focus of professional
interests and the diversity of professional types of students, especially in groups of future mathematical studies, had its impact on overall statistical results.

The practical experience of organizing pre-professional training in the educational environment of the lyceum is generalized. The method of conducting research training in biology is described, which contributes to the knowledge of one’s own temperament and the ratio of one’s abilities, aptitudes with further education and future profession.

**Key words:** pre-professional career guidance, professional self-determination, training, teacher of biology and basics of health.

**ДОПРОФІЛЬНА ПІДГОТОВКА УЧНІВ В ОСВІТНЬОМУ СЕРЕДОВИЩІ ЛІЦЕЮ**

Л. Й. Соколюк, Р. К. Романюк, С. Ю. Шевчук

У статті представлено результати наукового аналізу поняття допрофільної підготовки як системи психолого-педагогічної, інформаційної та організаційної діяльності в базовій школі, що посилює наявну мірою забезпечувати реалізацію інтересів, нахилів і здібностей учнів. Встановлено, що допрофільна підготовка є підґрунтям для вибору профілю і місця навчання, створює передумови для життєвого і професійного самовизначення, реалізації потенціалу особистості, є запорукою здійснення успішної реформи старшої профільної школи. Підкреслюється важливість наскрізної професійної орієнтації на усіх ланках освітнього процесу не лише психологами і класними керівниками, а й учителями біології та основ здоров’я, зокрема при вивченні вищої нервової діяльності людини; розділу "Психічна і духовна складова здоров’я" у 8-му і 9-му класах. Досліджено професійні нахили учнів 8-х класів Житомирського міського ліцею №1 Житомирської міської ради за допомогою диференційно-діагностичного опитувальника Е. Клімова, методики діагностики професійної спрямованості особистості М. Басса та авторської анкети для учнів. Встановлено, що третина ліцеїстів 8-х класів мотивована на здобуття майбутньої професії, професійний розвиток та вдосконалення; переважаюча більшість учнів визначалась з майбутнім профілем навчання; проте виявлено відсутність єдиної спрямованості професійних інтересів і різноманітність професійних типів учнів, особливо в групах майбутнього математичного профілю навчання.

Узагальнено практичний досвід організації допрофільної підготовки в освітньому середовищі ліцею. Описано методику проведення дослідницького тренінгу з біології, який сприяє пізнанню власного темпераменту та співвідношення своїх можливостей, сильностей та наступної освіти та майбутньою професією.

**Ключові слова:** допрофільна підготовка, профорієнтаційна робота, професійне самовизначення, тренінг, вчитель біології та основ здоров’я.

**Introduction of the issue.** The modern education system is on the way to the rapid implementation of reforms of the New Ukrainian School (NUS), which is considered a key area of educational change in Ukraine [2]. The legal framework of Ukraine takes a course for specialized education, which provides for real and planned renewal of high school, its transformation into an independent three-year institution with two main areas – academic (focused on in-depth study of individual subjects and continuing
education in higher education) and professional (combines basic education and obtaining a specialty focused on the labour market). Pre-professional training and specialized training should be organized in such a way as to optimally find a balance between the interests, inclinations, abilities, capabilities of each student and the demands of society, the requirements of the modern labor market.

Scientists, managers in the field of education, teachers-practitioners emphasize the important role of pre-professional training and career guidance work, consider their guarantee of successful reform of high school. Helping students to choose an individual educational trajectory and future profession is increasingly becoming the responsibility not only of the school psychologist, but also of the subject and class teacher. That is why the readiness to carry out career guidance work and pre-professional training at school becomes an important component of the professional competence of a modern teacher.

**Current state of the issue.** Thus, analysis of the corresponding sources indicates the intensity of scientific research to solve problems of pre-professional training and career guidance work at school. Study devoted to the psychological support of the organization of pre-professional training in primary school and specialized training of high school students conducted by S. Maksymenko [8], O. Tytarenko, K. Stoianovka [15]. The question of the psychological and pedagogical aspect of the student’s readiness to study in specialized classes of biological direction is revealed in the work of S. Siabro [16], and pedagogical conditions of preparation of senior pupils for a choice of a profession in the conditions of profile-based professional training became a subject of research of L. Turchyna [18]. The problem of readiness of teachers to carry out career guidance work, pre-professional training of students, work in a specialized school is revealed in monographs written by O. Blazhka (on the example of chemistry teachers) [1] and nавчання у вищій школі) і професійним (посідає базову освіту і здобуває спеціальність, зорієнтованім на ринок праці). Допрофільна підготовка та профільнє навчання мають бути організовані таким чином, щоб оптимально знаходити баланс між інтересами, нахилами, здібностями, можливостями кожного учня та запитами суспільства, вимогами сучасного ринку праці.

Науковці, управлінці у сфері освіти, педагоги-практики підкреслюють важливу роль допрофільної підготовки та профорієнтаційної роботи, розглядають їх запоруку здійснення успішної реформи старшої школи. Допомога учня у виборі індивідуальної освітньої траєкторії та майбутньої професії дедалі частіше стає не лише обов'язком шкільного психолога, але й вчителя-предметника та класного керівника. Саме тому готовність до здійснення профорієнтаційної роботи та допрофільної підготовки в школі стає важливою складовою професійної компетентності сучасного учителя.

Аналіз останніх досліджень і публікацій свідчить про інтенсивність наукового пошуку вирішення проблем допрофільної підготовки та профорієнтаційної роботи в школі. Психологічному супроводу організації допрофільної підготовки в базовій школі та профільного навчання старшокласників присвячені роботи С. Максименко [8], О. Титаренко, К. Стояновської [15]. Питання психологічного та pedagogічного аспекту готовності учнів до навчання у профільних классах біологічного спрямування розкрито у роботі С. Сябро [16], а педагогічні умови підготовки старшокласників до вибору професії в умовах профільного навчання стало предметом дослідження Л. Турчины [18]. Проблема готовності учителів до здійснення профорієнтаційної роботи, допрофільної підготовки учнів, роботи у профільній школі розкрита у монографіях О. Блажка (на прикладі вчителів хімії) [1] та Р. Романюк (вчителів біології) [13]. Питанню організації шкільного центру допрофільної підготовки, профільного навчання і профорієнтації присвячено дослідження Л. Липової зі співавторами.
R. Romaniuk (biology teachers) [13].

The research of L. Lypova and co-authors is devoted to the issue of organization of the school center of pre-professional training, specialized training and vocational guidance [7]. The methodology of career guidance work at school was the subject of scientific research conducted by V. Rohoza [12]. In the research of L. Lazarenko [6], H. Kholod [20], L. Shvachych [21] and others’ the necessity of career guidance work, starting from the 5th grade was substantiated.

In addition, recently (2021) the Ukrainian Institute for Educational Development with the support of the European Union under the EU program "EU4Skills: best skills for modern Ukraine" presented for public discussion the concept of "Professional Guidance in the New Ukrainian School" [5]. The document states that despite the great need and understanding of the importance of career guidance work carried out by students, parents, teachers, heads of GSEI (general secondary education institutions), today there is no systematic activity on this issue as well as insufficient human and resource potential for its implementation currently available, including the exploitation of outdated ineffective forms and methods of career guidance. The authors of the Concept propose a new approach through a thorough professional orientation in the NUS at all levels of complete general secondary education; introduction of a separate vocational guidance course in basic and specialized schools (for example, 8th and 10th grades); internships and volunteering in the workplace; emphasize the need to train qualified career counselors and / or specially trained teachers, psychologists, etc. [5: 13-16]. Such a system has been operating effectively in developed countries abroad for many years [9; 18; 25; 26], however, unfortunately, it has not become the norm in domestic educational institutions.

Despite the understanding of the importance of pre-professional training, most scientific and pedagogical research in this area is theoretical. Career guidance work in school was a field of scientific research of V. Rohoza [12]. However, today there is no systematic activity on this issue as well as insufficient human and resource potential for its implementation currently available, including the exploitation of outdated ineffective forms and methods of career guidance. The authors of the Concept propose a new approach through a thorough professional orientation in the NUS at all levels of complete general secondary education; introduction of a separate vocational guidance course in basic and specialized schools (for example, 8th and 10th grades); internships and volunteering in the workplace; emphasize the need to train qualified career counselors and / or specially trained teachers, psychologists, etc. [5: 13-16].
work is carried out today in the Ukrainian GSEI unsystematically and mainly in the graduating classes, which is not effective enough.

Aim of research is the generalization of practical experience in organizing pre-professional training in the educational environment of the lyceum (on the example of Zhytomyr City Lyceum № 1 of Zhytomyr City Council (ZCL № 1 ZCC)).

Results and discussion. The concept of "pre-professional training" in the domestic pedagogical science appeared in 2003 with the adoption of the "Concept of specialized training in high school" [3] and was developed in subsequent editions of this document.

Pre-professional training is a component of specialized primary school education (mostly grades 8-9); system of psychological and pedagogical, informational and organizational activities, which is designed to fully ensure the realization of interests, inclinations and abilities of students through appropriate changes in the structure, content, objectives and organization of the learning process. Pre-professional training ensures continuity between primary and secondary school. It is the basis for choosing the profile, direction and place of study, creates the conditions for life and professional self-determination, the realization of the potential of an individual on the basis of psychological and pedagogical support [4]. According to representatives of employment services, the best setup for a person is a combination of several components: "I want", "I can", "I can and I know", "I need at the moment". Graduates of schools must make a conscious, informed choice of profession, understanding the prospects of completing that or another level of education and correlating it with their capabilities, skills, abilities and so on.

Recent studies suggest the need for a propaedeutic phase of pre-professional learning from the 5th grade. Thus, L. Shvachych proposes to carry out pre-professional training in two stages. The first stage (grades 5-7) aims to form the profile
interests (interest in specific profession/occupation) of students through the development of motives for cognition, conscious choice of level and direction of educational activities. Various forms of extracurricular activities (clubs, subject weeks, competitions, tournaments, etc.) play leading role in this process. At the second stage (grades 8-9) the formation of profile intentions (intentions to qualify for a particular profession/occupation) takes place. The primary role is played by school subjects and selective courses, selectives, the implementation of their applied orientation, enrichment with career guidance content [21]. A similar periodization is proposed in the studies of L. Lazarenko [6].

H. Kholod’s research proposes three stages of pre-professional training: propaedeutic (5th, 6th, beginning of 7th grade), basic (end of 7th, 8th, beginning of 9th grade) and corrective (end of 9th grade). The researcher believes that under the influence of the educational process, extracurricular educational work until the end of 7th grade, the student is self-identifying, forming an idea of their own interests, abilities, capabilities, guidelines for future profession. This allows to choose the right selective courses, selectives, the study of which during grades 8-9 will allow him/her to make the final decision on the choice of study profile [20].

The Concept of Professional Orientation in the New Ukrainian School emphasizes the importance of cross-professional guidance at all levels of the educational process (from primary to senior school). The authors consider it necessary to introduce appropriate topics in educational programs, to provide special training for subject teachers, class teachers and/or psychologists, social educators for career guidance. This will establish a link between disciplines and professional clusters, explore the demand for certain specialties in regional and local labor markets, meet successful people in the profession, examples of successful careers, etc. [5: 15-17].

We agree with the previous authors and...
believe that pre-professional training is an important component of vocational guidance, and the key age group for its implementation are students of grades 8-9. Educational institutions of Ukraine have accumulated a lot of successful experience in the practical implementation of pre-professional training of students. Among such educational institutions is Zhytomyr City Lyceum № 1 of Zhytomyr City Council, where students of 8-11 grades are being educated. This is one of the best educational institutions not only in Zhytomyr region, but also in Ukraine, which got into the top 50 institutions in the ranking of "TOP-200 schools in Ukraine according to the results of the External Evaluation 2021". Admission to the lyceum is on a competitive basis, students have a high level of motivation to study, familiar with the future profiles of high school – mathematics and foreign philology. Pre-professional training of students of 8-9 grades is carried out in two directions: in-depth study of subjects of mathematical or social-humanitarian cycle, which logically ensures the continuity of learning profiles.

We believe that the study of professional inclinations of students and monitoring the formation of their professional interests allows to effectively provide psychological support to students to consciously choose the educational profile in high school, and in the long run, he/she will get ready for the future profession. In addition to the importance of the school psychologist in choosing the future educational trajectory of the lyceum student, the leading role, in our opinion, belongs to the class teacher, as well as the teacher of biology and basics of health. In the system of psychological support of pre-professional training of students, it is important to analyze the practical component of subjects, specific topics, the study of which can introduce elements of self-knowledge, study of students' personal sphere for comprehensive development and choice of future profession instead of blindly meeting the expectations of others (friends, parents, teachers).

The study of professional inclinations и реалізації допрофільної підготовки школярів. Серед таких освітніх установ – Житомирський міський ліцей № 1 Житомирської міської ради, де навчаються учні 8-11-х класів. Це один із кращих освітніх закладів не лише Житомирщини, але й України, що потрапив в перші 50 закладів у рейтингу "ТОП-200 школ України за результатами ЗНО 2021". Вступ до ліцею здійснюється на конкурсній основі, учні мають високий рівень мотивації до навчання, ознайомлені з майбутніми профілями старшої школи – математичним та іноземною філологією. Допрофільна підготовка учнів 8-9-х класів здійснюється за двома спрямуваннями – поглибленим вивченням предметів математичного або суспільно-гуманітарного циклу, що логічно забезпечує наступність профілів навчання.

Вважаємо, що дослідження професійних нахилів учнів та моніторинг сформованості їх професійних інтересів дозволяє ефективно здійснювати психологічний супровід учнів до усвідомленого вибору профілю в старшій школі, а в перспективі – до майбутньої професії. Окрім значимості шкільного психолога у виборі майбутньої освітньої траєкторії ліцеїста, провідна роль, на нашу думку, належить класному керівнику, а також учителю біології та основ здоров’я. У системі організації психологічного супроводу допрофільної підготовки учнів важливим є аналіз практичного компоненту предметів, конкретних тем, при вивченні яких можна впроваджувати елементи самопізнання, дослідження особистісної сфери учнів задля усебічного розвитку та правильної вибору майбутньої професії, орієнтуючись на власні здібності та інтереси, а не на бажання чи очікування інших – друзів, батьків, учителів.

Дослідження професійних нахилів та інтересів учнів здійснювалося нами під час позакласної роботи протягом 2021-2022 н.р. Вибірку склали 90 учнів 8-х класів Житомирського міського ліцею № 1 Житомирської міської ради (01 і 03 групи математичного профілю, 02 група філологічного профілю, по 30 учнів
and interests of students was carried out by the authors during extracurricular activities during 2021-2022 academic year. The sample consisted of 90 students of 8th grades of Zhytomyr City Lyceum № 1 of Zhytomyr City Council (groups 01 and 03 of mathematical profile, group 02 of philological profile, 30 students each) [11]. After that, biology training sessions were held, which contributed to the knowledge of one’s temperament and the relationship between one’s abilities, inclinations and further education and future profession.

Such methods were used during the research experiment:

1) differential-diagnostic questionnaire by E. Klimov [19]; online access https://kariera.in.ua/vibrati-profes%D1%96yu/viznachiti-sxiln%D1%96st/;

2) methods of diagnosis of professional orientation of the individual (B. Bass) [11];

3) questionnaire for students "Interest in professional self-determination" [19].

**Results analysis.** The analysis of the results of the questionnaire was carried out according to the three above-mentioned methods.

1) analysis of the results of psychodiagnostic research by the method of "E. Klimov’s differential-diagnostic questionnaire" shows the diversity of choices of types of professions by students of different profiles (Fig. 1).

In particular, among the students of group 01 the diversity of types of students’ profiles and the lack of a unified orientation of professional interests of the group were revealed (Fig. 1). Among the representatives of group 02, the largest number of students (40%) is characterized by a pronounced tendency to professions such as "Man – artistic image", which is quite expected and predicted for students in the philological profile group, and 30% of respondents prefer "Man – man". Lyceum students of group 03 also do not have a single orientation of professional interests by types of professions in groups, but 31.2% of students prefer "Man – man", "Man – nature" oriented professions; 25% – "Man – artistic image" and critically few (1 respondent) chose the "Man – кожна) [11]. Після цього було проведено уроки-тренінги з біології, котрі сприяли пізнанню власного темпераменту та співвідношення своїх можливостей, сильностей з наступною освітою і майбутньою професією.

Дослідження було проведено за такими методиками:
1) диференційно-діагностичний опитувальник Е. Клімова [19]; онлайн доступ https://kariera.in.ua/vibrati-profes%D1%96yu/viznachiti-sxiln%D1%96st/;
2) методика діагностики професійної спрямованості особистості (автор Б. Басс) [11];
3) анкета для учнів "Зацікавлення у професійному самовизначенні" [19].

**Результати дослідження.** Здійснено аналіз результатів анкетування за трьома вище згаданими методиками.

1) аналіз результатів психологічного дослідження за методикою "Диференційно-діагностичний опитувальник Е. Клімова" свідчить про різноманітність виборів типів професій учнями різних допрофілів навчання (рис. 1). Зокрема, серед учнів 01 групи було виявлено різноманітність професійних типів учнів та відсутність єдиної спрямованості професійних інтересів групи (рис. 1). Серед учнів 02 групи найбільша кількість учнів (40%) характеризується яскраво вираженою схильністю до професій типу "Людина – художній образ", що цілком очікувано та прогнозовано для навчання учнів у філологічній профільній групі, а також 30% респондентів віддають перевагу "Людина – людина". Ліцеїсти 03 групи також не мають єдиної спрямованості професійних інтересів за типами професій у групи, проте по 31,2% учнів віддає перевагу професіям "Людина – людина", "Людина – природа", 25% – "Людина – художній образ" і критично мало (1 респондент) обрав сферу "Людина – техніка" (рис. 1).
technology" field (fig. 1).

Fig. 1. The choice of types of professions by lyceum students (M-M – man-man, M-A – man-artistic image, M-S – man-sign system, M-N – man-nature, M-T – man

This result is probably due to the lack of motivation to continue studying in the mathematics class and choosing a future profession in a field that requires knowledge in the exact sciences. Diagnosis has shown the need for a system of psychological support in groups of future mathematical training (01 and 03). We believe that one of the reasons for the lack of a single focus of professional interests is that some high school students are focused on future medical, agricultural, veterinary, biotechnological, sports and other similar professions, thus they choose a mathematical profile by force in the absence of lyceum classes of natural sciences.

2) analysis of the survey on the method of diagnosing the professional orientation of the personality designed by B. Bass allows us to analyze the level of maturity of personal professionally oriented motives for choosing the future profile of high school education. Thus, the results of lyceum students of group 01 show that 50% of students have a focus on communication, 26.7 focused on work and professional competencies, 23.3% have a focus on themselves. Similar results of lyceum students of group 02, who study in-depth subjects of the social and humanitarian cycle (56.7% are focused on communication, 26.7 on work, 23.3% on self).

Подібний результат, ймовірно, пов’язаний з недостатньо сформованою мотивацією до продовження навчання в математичному класі та обрання майбутньої професії у сфері, що вимагає знань у точних науках. Діагностика показала необхідність здійснення системи психологічного супроводу в групах майбутнього математичного профілю навчання (01 та 03). Вважаємо, що однією із причин відсутності єдиної спрямованості професійних інтересів є те, що частина старшокласників, яка зорієнтована на майбутні медичні, аграрні, ветеринарні, біотехнологічні, спортивні та ін. професії, обирає математичний профіль вимушено, за відсутності у ліцеї класів природничого спрямування.

2) аналіз опитування за методикою діагностики професійної спрямованості особистості Б. Басса дозволяє проаналізувати рівень зрілості osobistisних професійно зорієнтованих мотивів вибору майбутнього профілю навчання старшої школи. Так, результати ліцейців 01 групи свідчать про те, що 50% школярів мають спрямованість на спілкування, 26,7 – зорієнтовані на справу та професійні компетентності, 23,3% мають спрямованість на себе. Схожі результати ліцейців 02 групи, які поглиблено вивчають предмети суспільно-гуманітарного циклу
16.7 on themselves). As for the results of the group 03 survey, they are set for their own future: 40% of respondents marked work and development of professional competencies, 33.3 chose communication and 26.7% are focused on themselves. The generalized results of diagnostics of the orientation of the personality of lyceum students are presented in fig. 2.

Fig. 2. Results of diagnostics of professional orientation of 8th grade students

Thus, these results indicate a predominant orientation of students to communication (47%), the desire to maintain relationships with people, focus on social acceptance, dependence on the group, the need for emotional connection, which corresponds to age-specific psychological characteristics. Positively, almost a third of students (31%) are motivated to acquire a future profession, professional development and improvement. They are interested in carrying out tasks, focused on cooperation, seek to defend their own opinion in the interests of the common cause, useful for achieving a common goal. Some students (22%) are still self-centered, worried about direct rewards and satisfaction, show a tendency to rivalry, anxiety, desire for power, which does not create the conditions for full disclosure of personality for conscious choice of future educational profile, because personal problems are crucial, and conflicts hinder self-knowledge and self-development.
3) the author’s questionnaire "Interest in professional self-determination" has become an auxiliary factor that allows to explore the degree of certainty of students with future professions, educational profiles and whether they have a strong interest in learning certain subjects.

The results of the survey show that students of group 01 are interested in studying subjects of environmental sciences and mathematics, art, technical subjects. Only 6 students indicated one profession that they have already identified in the future, 13 indicated either several professions or only the field of knowledge with which this profession is related, the remaining 11 students did not decide on their future profession at all. A similar trend is observed in the selection of the future profile of high school education. The majority (16 people) choose a mathematical profile of study, six – several profiles of study, including mathematics, three students would like to study philology, environmental sciences or have not yet been able to determine.

Questionnaire of students of group 02 indicates interest in subjects of philology and art. Regarding the readiness to choose the profile of study, 27 students are ready to choose one, in this case the philological profile of study, which correlates with the previous results of psychodiagnostics of students of group 02. The rest are still to be determined by choosing several options. As for the choice of profession, 9 students decided, six hesitated, noting several professions, the rest do not even indicate the field of activity.

The analysis of the survey of students of group 03 shows the interest of students in the subjects of environmental sciences, mathematics and art. As for the choice of educational profile, 16 students see their future in the mathematics profile, five indicated two profiles, including philology, as many chose the environmental field, four students did not decide on this issue. Regarding the choice of profession, only 12 students decided on their future profession.
profession, 10 students did not decide, 8 chose several possible options for their professional future.

The generalized results of 8th grade lyceum students regarding the choice of educational profile and professional future are presented in fig. 3, 4.

Fig. 3. Peculiarities of choosing a profile of study in high school

Fig. 4. Self-determination of students in the professional future
(A – of each group, individuals% B – in general on lyceum students of 8th grade, %)

Analyzing the quantitative indicators of...
student survey results, we can state that the percentage of students who did not decide on the future profile of high school education and made ambiguous choices, indicating several possible options is about 22%, the remaining 78% clearly indicated future profile of learning that correlates with results of previous psychodiagnostic studies. However, the choice of future profession causes significant difficulties for eighth graders.

The Concept of Professional Orientation in the New Ukrainian School specifically emphasizes that systematic professional and vocational guidance should be introduced in educational institutions, which will help in making conscious decisions about future learning and directions of professional development. This desire is expressed by 88% of students, 92% of parents, supported by 95% of heads of educational institutions and 86% of teachers [5: 6]. One of the ways of such work is a thorough professional orientation during the study of school subjects.

After analyzing the content of the program material on the subjects of "Biology" and "Fundamentals of Health" in grades 8-9, we identified topics and sections that have the greatest career potential, focus on self-knowledge and study of personality traits and abilities. In particular, the topic "Higher Nervous Activity" in the 8th grade biology curriculum and the section "Mental and spiritual components of health" in the 8th and 9th grade health basics program seemed the most promising. The program material is aimed at orientation and awareness of students of the role of self-education in the formation and development of personality; the importance of personal traits of temperament and features of character to perform certain activities; the importance of memory for human intellectual development and success in certain activities; reasons for individual characteristics of human behavior; understanding the importance of self-knowledge and self-study of an individual as an important component in deciding
Curricula contain practical work that is part of their activity component. Thus, in the study of biology in the 8th grade there is a research workshop for students entitled "Determining the type of higher nervous activity and temperament properties", which can be conducted for career guidance with the help of interactive and training methods of interaction. The curriculum on the basics of health in the 9th grade includes practical work "Identification of professional aptitudes" and a mini-project "Labor market research based on media materials" and/or an excursion to the employment center.

In order to test the effectiveness of various forms of pre-professional training and professional guidance of students, we conducted a research workshop "How does our temperament type affect professional choices?". According to the organization of the educational process in ZCL № 1 ZCC, subject "Biology" is conducted in pairs, which allows to implement: elements of training, interactive teaching methods, debates, case studies, role and business games, analysis of stories and life situations, exercises for critical thinking development, art-therapeutic techniques, methods of project activities of students, etc. (if this is not possible, an integrated pair lesson in biology and basics of health can be conducted). Table 1 summarizes the structure of the lesson.

Table 1

<table>
<thead>
<tr>
<th>№</th>
<th>Name of the exercise</th>
<th>Aim</th>
<th>Exercise description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exercise &quot;Association with a name&quot;.</td>
<td>Get acquainted with the participants of</td>
<td>Participants are located in a circle. Everyone is asked to name themselves and the</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Acquaintance with training participants.</td>
<td>the training, create a friendly atmosphere</td>
<td>dish (or profession, movie, etc.) that begins with the first letter of his/her name.</td>
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<tr>
<td></td>
<td></td>
<td>of interaction, set up for further work.</td>
<td>Each subsequent participant names the previous participants, their associations, and</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>then completes the same task him/her. The exercise ends with the result of the uniqueness and</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>individuality of each participant.</td>
<td></td>
</tr>
<tr>
<td>№</td>
<td>Name of the exercise</td>
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<td>Exercise description</td>
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</tr>
<tr>
<td>1.</td>
<td>Updating the training topic, approving the rules of the group.</td>
<td>Pay attention to the relevance of the research workshop, the importance for each student as well as to develop rules of group interaction.</td>
<td>The trainer announces the topic of the workshop to students, draws attention to the importance of self-knowledge in the formation of a mature personality capable of being responsible for their choices. It is suggested to develop rules of group work, some rules are suggested by the trainer, students choose important ones and suggest their own, which are registered / attached to the board.</td>
<td>5 min.</td>
</tr>
<tr>
<td>2.</td>
<td>Exercise &quot;My expectations from the workshop&quot;.</td>
<td>To help participants realize their own expectations from the training, to practice the skills of goal setting.</td>
<td>The trainer invites all participants to formulate their own expectations about the knowledge, skills and qualities they would like to gain during the lesson. Pre-prepared stickers and pens are given to each participant. Students write down their expectations and attach them to the board.</td>
<td>5 min.</td>
</tr>
<tr>
<td>3.</td>
<td>Information message &quot;Temperament and its types&quot;.</td>
<td>Provide information on HNA and the main types of temperament.</td>
<td>Презентація до інформаційного повідомлення тренера &quot;Темперамент людини (холерик, сангвінік, флегматик, меланхолік)&quot;.</td>
<td>10 min.</td>
</tr>
<tr>
<td>4.</td>
<td>Exercise &quot;My temperament type&quot;</td>
<td>Research of individual features of HNA, determine type of temperament (conducted by each student).</td>
<td>Students explore their temperament type using the online resource <a href="https://kariera.in.ua/">https://kariera.in.ua/</a> and get an individual result immediately.</td>
<td>15 min.</td>
</tr>
<tr>
<td>5.</td>
<td>Warm-up game &quot;Story from the bag&quot;</td>
<td>Relieve the psychological burden, give participants a break and tune in to the next exercises, activate the sense of personality.</td>
<td>Participants randomly take an object out of the bag (the trainer must prepare various items: a pen, candy, eraser, sticker, marker, etc.). The task of the student who pulled out an object blindly is to present himself on behalf of this object. For example, &quot;I am a pencil – slender, useful for everyone, etc.&quot; Summing up the results of the warm-up game, the trainer draws the participants' attention to the fact that the personal traits of each participant are very well manifested in the game, because each of those present in the room has his/her own view of things around us and life in general.</td>
<td>10 min.</td>
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<tr>
<td>6.</td>
<td>Work in mini-groups &quot;Temperament and professions that are most suitable and which are not&quot;</td>
<td>Establish causal links between individual characteristics of HNA and the effectiveness of the individual in certain professions, develop critical thinking</td>
<td>Students are divided into mini-groups according to the type of temperament (according to the results of the previously passed online test). 4 groups are formed: sanguine, choleric, phlegmatic, melancholic. Each group should develop and depict on the whiteboard/sheet of paper the characteristics of the studied type of temperament and those</td>
<td>15 min.</td>
</tr>
<tr>
<td>№</td>
<td>Name of the exercise</td>
<td>Aim</td>
<td>Exercise description</td>
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<tr>
<td>7.</td>
<td>Group presentations</td>
<td>Development of skills of presentation of work, ability to substantiate own point of view.</td>
<td>Each team demonstrates its teamwork. During the presentation there is a discussion, members of other groups can add professions to the lists under each type of temperament. The coach conducts the summary.</td>
<td>15 min.</td>
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<tr>
<td>8.</td>
<td>Completion of the training questionnaire-reflection.</td>
<td>Investigate the impact of training on the level of awareness of participants about the impact of personality traits on the choice of profession in the future.</td>
<td>The participants of the training fill in the questionnaire-reflection.</td>
<td>5 min.</td>
</tr>
<tr>
<td>9.</td>
<td>Exercise “Meat grinder, suitcase, trash can”.</td>
<td>Reflection. Completion of training.</td>
<td>Each student takes his/her own sheet of records of expectations and puts them in a suitcase if he/she thinks that he/she has gained new and useful knowledge in class; in a meat grinder if he/she needs to think and process something; attaches to the trash can if he/she thinks he/she has not received anything useful. Students express their impressions of the training, wishes, thoughts, awareness. The trainer summarizes the work of the training group.</td>
<td>5 min.</td>
</tr>
</tbody>
</table>

Research workshop: “How does our temperament type affect professional choice?” was introduced in ZCL № 1 ZCC after studying the professional inclinations of 8th grade students. It should be noted that this form of work with adolescents promotes better learning, has a practical research orientation, helps to establish close interaction between training participants, improves group dynamics, forms friendly relations between students and focuses training participants on individual orientation of the research component.

Students were happy to perform exercises and tasks, showed motivated activity, learnt how to logically substantiate their thoughts, defend their point of view, creatively present their group work. Creative tasks motivated students, taught them to think critically, analyze and solve problems in which this type of temperament will be successful, as well as those that will not suit him/her due to personal characteristics and type of HNA. Students are provided with support materials that they can use while working.

Дослідницький практикум-тренінг: "Як впливає наш тип темпераменту на професійний вибір?" було впроваджено в Житомирському міському ліцеї № 1 після дослідження професійних нахилів учнів 8-х класів. Варто зазначити, що дана форма роботи з учнями підліткового віку сприяє кращому засвоєнню матеріалу, має практичну, дослідницьку спрямованість, допомагає налагодити тісну взаємодію між учасниками тренінгу, покращує групову динаміку, формує товариські стосунки між учнями, а також орієнтує учасників тренінгу на індивідуальну спрямованість дослідницького компоненту.

Учні із задоволенням виконували вправи та завдання, були активними, логічно обґрунтовували свої думки, відстоювали свою точку зору, креативно презентували свої групові роботи. Творчі завдання
proposed tasks based on their own experience, observations and acquired knowledge. At the end of the training workshop, lyceum students were asked to fill in an anonymous reflection questionnaire, which included three questions: What impact did the training have on you?; Did you learn more about your temperament type from the training?; Will you be able to use the knowledge gained from training in the future? Analysis of the results of students’ reflection allowed us to assess the importance of training and its impact on the level of awareness of high school students about the types of temperament and opportunities to apply the acquired knowledge in the future when choosing a field of professional activity. Significant majority – 91% of the participants (82 students) said that their level of awareness of temperament types increased after attending the training, and 86.7% of participants (78 students) indicated in the reflection questionnaire that they will use the acquired knowledge and skills in future, which is an excellent result of achieving the goal of training work. The participants of the training also noted that the group interaction had a positive effect on them – it allowed them to get to know each other better and understand each other.

Conclusions and research perspectives. Therefore, pre-professional training and professional guidance should be comprehensive and thorough, through the introduction of appropriate topics in educational programs, as well as the implementation of psychological diagnostic studies of students in grades 8-9. Promising in the study of biology and basics of health is the use of training technologies, the introduction of elements of self-knowledge, the study of the personal sphere of students to choose the right profile of learning in high school and future profession. The problem of creating a separate vocational integrated course of choice in the 8th or 9th grade aimed at self-knowledge of their own professional aptitudes and physical, mental, intellectual requirements for representatives of different professions, needs further
Prospects for further research are the training of tutors, facilitators, professionals in vocational guidance at school, who will help high school students in the correct implementation of professional and life choices.

REFERENCES (TRANSLATED & TRANSLITERATED)


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FEATURES OF THE FOUR-LEVEL APPROACH TO TRAINING FOR STUDENT OLYMPIADS IN COMPUTER SCIENCE

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The article proposes elements of the methodological system of training students for computer science Olympiads (CSO), which covers four levels: basic, medium, high and advanced. For each of the levels, a list of topics is given; for some topics there are proposed assessment tasks, that can be used to determine the student's readiness. Also for each level the sets of tasks on eolymp.com and codeforces.com are offered. To increase the effectiveness of the proposed approach, it is recommended that students, starting from the medium level, participate in various competitions and Olympiads, which give many motivating impulses to master programming. High and advanced levels include own topics and tasks as well.

Besides, the paper formulates the requirements that were the basis for the selection of tasks by topics and separation of the proposed levels. In particular, there are proposed the following requirements for tasks: availability of interesting plot, making curiosity for students, illustrativeness, connectivity and diversity. The construction of task systems takes into account the didactic and methodological requirements that determine the pedagogical expediency of their use. The model of the process of creating a tasks system, which consists of analytical, design and technological stages, is described.

The proposed approach methodology was successfully used in teaching students of Uzhhorod specialized boarding school with in-depth study of certain subjects (UzhSBSw/DSCS), at summer and winter programming schools in Kremenchug and summer programming schools in Khust. Many students of UzhSBSw/DSCS studied on the basis of this approach, participated in competitions and became winners of various stages of the All-Ukrainian Student Olympiad in Informatics. The mentioned approach has been successfully tested in distance learning.

Key words: computer science, elements of methodological system, Olympiad, programming schools.

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У статті запропоновано елементи методичної системи підготовки учнів до олімпіад з інформатики, яка охоплює чотири рівні. Виокремлено такі рівні: базовий, середній, високий та продвинутий. Для кожного з рівнів наведено перелік тем та запропоновано контрольні задачі для деяких тем, за якими можна визначити підготовленість учня. Також для кожного рівня запропоновано набори задач на двох відомих ресурсах – eolymp.com та codeforces.com. Для підвищення ефективності запропонованого у роботі підходу рекомендується учням, починаючи з середнього рівня, брати участь в різного роду змаганнях та олімпіадах, які дають базово мотиваційних поштовхів до опанування програмування. Високий та продвинутий рівні включають в себе власні авторські теми та задачі.

У статті наведено вимоги, якими користувались при підбірці задач по темах та виділенню рівнів. Зокрема, виділено такі, як наявність цікавої фабулі та виникнення інтересу в учнів, ілюстративність, зв'язність та різноманітність. При побудові систем завдань враховуються дидактичні та методичні вимоги, що визначають педагогічну доцільність їх використання. Описано модель процесу створення системи завдань, яка складається з аналітичного, проєктувального та технологічного етапів.

Запропонований підхід успішно використовувався при навчанні учнів Ужгородської загальноосвітньої спеціалізованої школи-інтернату з поглибленним вивченням окремих предметів (УЗСШІзПВОП), на літніх та зимових університетських школах з програмування в Кременчуці та на літніх учнівських школах з програмування в Хусті. Базово учні УЗСШІзПВОП навчалися за запропонованим підходом, брали участь в олімпіадах і ставали призерами різних етапів Всеукраїнської учнівської олімпіади з інформатики. Також вказаній підхід пройшов успішне апробування в умовах дистанційного навчання.

Ключові слова: інформатика, елементи методичної системи, олімпіада, школи з програмування.

Introduction of the issue. The global IT industry is growing rapidly and needs more and more employees. These workers do not need to build large factories, as in the days of industrialization, but just ordinary office space and computer equipment. But the training of such a specialist is much more difficult than an employee in the industry. This training should start at school. Various competitions, tournaments and Olympiads contribute to the development of motivation to engage in programming in the initial stages.

Current state of the issue. There is a number of publications related to this topic. In [1] theoretical information on three main functions of teaching programming is highlighted and presented: general educational, developmental and upbringing. It is stated that the general educational function of teaching programming in...
schools is to form students' knowledge of the fundamental concepts and paradigms of programming and the formation of students' programming skills and abilities. The developmental function is to develop students' algorithmic thinking style, intellectual qualities and creative abilities, the formation of students' ability to see the problem at different levels of detail, the ability to use programming to solve practical problems. The upbringing function is to form in students such qualities as pedantry, discipline, accuracy, internal control, perseverance, awareness of personal responsibility for the results of their work, the desire for self-affirmation through creative activities, ability to work both individually and collectively, systematic learning.

In [2] three components of preparing students for Olympiads in informatics are highlighted: diagnostic-motivational, content-theoretical and procedural-activity (competitive-training). It is stated that diagnostic-motivational one is aimed at identifying students capable of programming and solving non-standard problems, motivating students to in-depth study of this section of computer science. Content-theoretical component consists of 2 subcomponents: learning a specific programming language and solving logical, non-standard problems using simple programming methods (array search, use of mathematical formula etc.); study of basic Olympiad algorithms and their application in solving problems. Procedural-activity (competitive-training) component is aimed at consolidating theoretical material, its application to solving Olympiad tasks of different levels of complexity, participation in Olympiads, contests, tournaments, writing computer programs. On the basis of the specified components the author's approach to training for Olympiads is offered.

In [3] the main stages of students training for participation in competitions are indicated and the classification of Internet resources that can be used in the
educational process is considered. In [4] it is described in detail the method of conducting two lessons on the topics: wave algorithm for finding the shortest path in the maze and ordering tabular quantities. In [5] a brief overview of systems of training for the Olympiads in informatics in some countries is provided. In [6] the scheme consisting of seven stages is proposed to solve the Olympiad problem. The analysis of the considered sources shows that the authors do not offer a level differentiation of methods with a description of topics and a list of corresponding tasks, that is seen as a shortcoming. Accordingly, this article proposes a methodology of training for Olympiads, taking into account the division at the levels and describes its features.

**Aim of research** is to develop elements of the methodological system, that provide a four-level approach to the training for Olympiad in informatics for secondary school students, to describe in detail the topics for each of the levels, to select tasks for each topic.

**Methodology:** analysis and generalization of experience of long-term practical training students for the Olympiads in informatics, experience of other coaches, selection and systematization of Olympiad tasks of different levels of complexity, work with scientific and scientific-methodological sources, systematic approach to teaching computer science.

**Scientific novelty:** there have been developed elements of the methodological system, that provide a four-level approach to the training for Olympiad in informatics for secondary school students; the development contains classified topics and tasks that correspond to each of the four proposed levels. These elements of methodology has been tested and proved to be quite effective in teaching students programming and training for the Olympiads in informatics.

**Results and discussion.** In training for the Olympiads in informatics, we will...
highlight the following requirements for the selection of tasks by topics and determine the levels: 1) availability of interesting plot and making curiosity for students (to gain the attention of students and engage them in Olympiad informatics, distracting them from the gadgets with which they spend more and more time); 2) illustrativeness (so that it is possible to conveniently depict the task, which will allow students to better see it and possibly reduce it to an isomorphic or similar task); 3) connectivity (important topics are continued at the next level and require quality training in the previous material; for example, at the second level students study the general concepts of graphs and input / output of relevant data structures, the third level is used in the study of in-depth search, which is being used at the fourth level in finding the component of strong connectivity of the graph); 4) diversity (the system of tasks takes into account the presence of different types of thinking, types of memory etc.).

At task systems building, the requirements that determine the pedagogical expediency of their use are taken into account: didactic, reflecting the relevant traditional and specific principles of teaching, and methodological that take into account the features of informatics as a subject and science.

The model of the process of creating a system of tasks (as a set of tasks, in some way related to each other and having several levels of organization in relation to consistent subordination) consists of the following stages: 1) analytical (analysis of educational material meaning, formulation of goals and determination their mutual compliance, selection of content); 2) design (choice of methods and techniques, determination of forms of presentation of educational material, methods of its presentation); 3) technological (technical creation of task systems in accordance with the requirements).

It is proposed to teach students programming according to a scheme that provides four levels: basic, medium, high and advanced.
Elements of the methodology of teaching the basics of programming, as well as literature that covers the basic level, are given in [7]. In the process of studying a certain topic, students are grouped into different age groups according to the method of Valentyn Melnyk, who has the title of People's Teacher of Ukraine [8]. The main factor in the formation of such groups is not age, but the degree of mastery of topics that corresponds to a certain level.

The basic level allows mastering the basics of programming and includes topics such as linear, conditional and cyclic constructions, working with strings and arrays, bit operations, procedures and functions. Each topic includes a number of different subtopics. In particular, the topic "Linear structures" includes the following subtopics:

- example of a simple program;
- constants and variables;
- types of variables;
- assignment operator;

![Fig. 1. Scheme of training on four levels](image)

Fig. 1. Scheme of training on four levels

Елементи методики навчання основ програмування, а також літературу, яка охоплює базовий рівень, наведено в [7]. У процесі вивчення певної теми учні об’єднуються у різновікові групи за методом народного вчителя України Валентина Мельника [8]. Основним чинником формування таких груп є не вікові особливості, а рівень засвоєння тем, які відповідають певному рівню.

Базовий рівень дозволяє опанувати азі програмування і включає в себе такі теми, як лінійні, умовні та циклічні конструкції, робота з рядками та з масивами, бітові операції, процедури і функції. Кожна з тем включає в себе певну кількість різних підтем. Зокрема, тема "Лінійні конструкції" включає в себе такі підтеми:

- приклад простої програми;
- константи та змінні;
- типи змінних;
- оператор присвоювання;
- арифметика у C++, арифметичні вирази та операції;
- введення, виведення у консоль у
• arithmetic in C++, arithmetic expressions and operations;
• input, output to the console in the style of C and C++ (printf, scanf, cin, cout threads);
• formatted input and output to the console.

The selection of tasks for these subtopics is given in Table 1.

<table>
<thead>
<tr>
<th>№</th>
<th>Topic name</th>
<th>Task numbers on eolymp.com</th>
<th>Task numbers on codeforces.com</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Working with strings</td>
<td>205, 494, 909, 1119, 2611, 7326, 8222, 8243, 8316, 8318, 8319, 8320, 8519, 8533, 8569, 8570, 8571, 8610, 8620, 8625, 8632</td>
<td>71A, 1607A, 1462B, 1539B, 1504A, 1301A, 1146A</td>
</tr>
<tr>
<td>6</td>
<td>Bit operations</td>
<td>27, 769, 1550, 1612, 1645, 1647, 1648, 1753, 2616, 2733, 2807, 4142, 5050, 5095, 5097, 5314, 5315, 5316, 5317, 5318, 5319, 5320, 5718, 5868, 6311, 6777, 7339, 9098</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Procedures and functions</td>
<td>913, 920, 926, 1209, 1648, 2862, 8239, 8240, 8241, 9026</td>
<td></td>
</tr>
</tbody>
</table>

Table 1

Topics and tasks covered by the basic level
Each topic is processed according to the scheme shown in Figure 2.
The scheme connects the following sequence of actions that will allow effective teaching:
• Lecturing of the new topic material, answers to students' questions after the lecture.
• Providing presentations and other supporting materials.
• Analysis of the tasks that caused the greatest difficulties for students at the beginning of a new class before presentation of new material.
• Providing a large number of practical tasks on a new topic and the opportunity to solve them during the week. The easier the topic, the more tasks are provided. In particular, there may be hundreds of such tasks on the first topics of the basic level. Verification is carried out using online testing systems at eolymp.com and codeforces.com.

The task for knowledge control, which will indicate good mastery of the topic "Arrays" and a number of previous topics and, accordingly, indicate the possibility of

Fig. 2. General scheme of work on each topic

Кожна тема опрацьовується за схемою, наведеною на рисунку 2.
Схема пов'язує таку послідовність заходів, що дозволяє здійснювати ефективне навчання:
• Виклад матеріалу нової теми, відповіді на запитання учнів після лекції.
• Надання презентації та інших допоміжних матеріалів.
• Розбір задач, що викликали в учнів найбільші труднощі на початку нового заняття, перед поданням нового матеріалу.
• Надання великої кількості практичних задач із нової теми та можливість їх розв'язувати впродовж тижня. Чим легша тема, тим більше задач надається. Зокрема, на перші теми базового рівня таких задач може бути сотні. Перевірка здійснюється за допомогою систем онлайн-тестування на eolymp.com та codeforces.com.
Задачею для контролю знатні, яка вкаже на добре володіння темою “Масиви” та ряд попередніх тем і, відповідно, вкаже на можливість перейти на наступний рівень, може бути така: вивести елементи
moving to the next level, may be as follows: display elements of a given array in the following order: first minimal, then maximal, then the next minimal, then the next maximal etc.

Заданий масив у такому порядку – спочатку найменший, далі найбільший, далі наступний найменший, далі наступний найбільший і т.д.

### Table 2

<table>
<thead>
<tr>
<th>№</th>
<th>Topic name</th>
<th>Task numbers on eolymp.com</th>
<th>Task numbers on codeforces.com</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Recursion. Enumeration</td>
<td>6, 480, 1391, 1488, 1511, 1514, 1517, 2167, 25236 2764, 3603, 3606</td>
<td>1490D, 1167B, 1385D, 1373D, 1528A, 1461D, 768D</td>
</tr>
<tr>
<td>2</td>
<td>Euclidean algorithm</td>
<td>563, 1155, 2612</td>
<td>17A, 26A, 109B</td>
</tr>
<tr>
<td>3</td>
<td>Sieve of Eratosthenes</td>
<td>22, 33, 1302, 2245, 3843, 4076</td>
<td>237C, 615D</td>
</tr>
<tr>
<td>5</td>
<td>Containers STL: stack</td>
<td>693, 1776, 1871, 2479, 6122, 6123</td>
<td>5C, 343B, 281D</td>
</tr>
<tr>
<td>6</td>
<td>Containers STL: set</td>
<td>555, 790, 1225, 1226, 1227, 1228</td>
<td>1312B, 1277B, 975A, 960B, 978C, 977D, 975C, 982B, 966A</td>
</tr>
<tr>
<td>7</td>
<td>Containers STL: map</td>
<td>1211, 1868, 2040, 5492</td>
<td>4C, 855A, 903C, 918B</td>
</tr>
<tr>
<td>8</td>
<td>Containers STL: deque</td>
<td>694, 2248, 3161, 6128, 6129, 6129</td>
<td>1179A, 1579E1, 1579E2</td>
</tr>
<tr>
<td>12</td>
<td>Graph theory. Introduction</td>
<td>292, 548, 1064, 2383, 2923, 3165, 4007</td>
<td>1549B, 939A, 755A, 115A, 938A, 1055A, 500A</td>
</tr>
<tr>
<td>14</td>
<td>Computational geometry. Introduction</td>
<td>924, 925, 926, 929, 932, 934</td>
<td>1369A, 1398A, 1622A, 1312A, 1466A, 1422A, 1064A</td>
</tr>
</tbody>
</table>

The transition to the second level is also accompanied by the active participation of students in various competitions and Olympiads. Undoubtedly, the main skills that develop during the competition are the ability to think logically, the ability to solve problems, and the ability to work in a team.
in competitions are programming itself and the ability to look for errors in written programs. There are different formats for holding Olympiads and evaluating solutions. But for each of them, the number of points obtained for the proposed solution directly depends on its correctness. Therefore, it is necessary to implement the idea without errors, preferably from the first time. Otherwise, the participant must quickly identify and correct inaccuracies.

The ability to debug programs quickly is one of the most important skills in programming. Undoubtedly, the winners of prestigious programming Olympiads are very talented and persistent people. There are many competitions held by the largest IT companies. Technical recruiters have been monitoring the results of various competitions and specific participants for many years. The most promising and successful are offered an internship, combining it with university studies, with the opportunity to get a full-fledged job after graduation. In general, participation in programming Olympiads consists of two stages: creating effective algorithms for tasks and their implementation.

At first glance, it may seem that to achieve significant results in the Olympiads, it is enough to study a number of existing algorithms, and then only successfully use them during the competition, leaving others no chance of winning. In fact, it doesn’t work that way. Otherwise it would not be so interesting to be engaged in Olympiad informatics. Tasks are formed in such a way that it is not enough to guess the algorithm that needs to be used to solve them. Almost always for a complete solution it is necessary to upgrade a known algorithm, supplement it, combine several algorithms in one program. One can’t do without inventing own new ideas.

The task for knowledge control, which will indicate good mastery of the topic "Dynamic programming" for the second level may be the following task [9, task 5101]. Hodja Nasreddin is in the upper
left cell of the n × n table, and his donkey is in the lower right. Hodja walks only to the right or down, the donkey walks only to the left or up. In how many ways can they meet in one cell? (The two methods are considered different if they have different routes of Hodge or donkey). One number n (1 ≤ n ≤ 50) is given at the input. Print one number – the number of ways Hodja and Donkey will meet. Since this number can be very large, print it modulo 9929.

To solve this problem it is necessary to know the Bellman optimality principle with a fairly simple filling of a two-dimensional array.

Table 3

<table>
<thead>
<tr>
<th>№</th>
<th>Topic name</th>
<th>Task numbers on eolymp.com</th>
<th>Task numbers on codeforces.com</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greedy algorithms. Tasks of increased complexity</td>
<td>2016, 8691, 1403, 4973, 7029, 7174, 7493</td>
<td>1632D, 1630B, 1624G, 1620D, 1620C, 1622C, 1621B</td>
</tr>
<tr>
<td>2</td>
<td>Dynamic programming. Quadratic and cubic varieties. Organization of recalculation by profile</td>
<td>764, 1553, 1283, 1559, 809, 1552, 798, 1105, 2302</td>
<td>1555C, 1253C</td>
</tr>
<tr>
<td>3</td>
<td>Graph theory. Methods for determining the shortest distances</td>
<td>1365 1388, 2209, 2267, 7710, 4856, 974, 975</td>
<td>1486B, 520B, 3A, 370A, 329B, 266B, 1418C</td>
</tr>
<tr>
<td>4</td>
<td>Graph theory. Finding the minimum skeletal tree</td>
<td>3385</td>
<td>609E, 959E, 891C</td>
</tr>
<tr>
<td>5</td>
<td>Graph theory. Finding the smallest common ancestor</td>
<td>5217, 2317, 3298, 3300, 5218, 3299, 2318</td>
<td>1304E</td>
</tr>
<tr>
<td>6</td>
<td>Graph theory. Finding components of strong connectivity, bridges and connection points</td>
<td>674, 1943</td>
<td>550D, 652E, 555E, 231E</td>
</tr>
<tr>
<td>7</td>
<td>Graph theory. Formation of pairs</td>
<td>1738 1989 2904</td>
<td>1525D, 1630F, 739D, 86B, 1624C, 1549B</td>
</tr>
<tr>
<td>8</td>
<td>Algorithms for working with strings. Tasks of increased complexity</td>
<td>2172, 2303, 3844, 6129, 6030</td>
<td>126B, 1537E1, 1326D2, 1326D1, 471D, 1621I</td>
</tr>
<tr>
<td>10</td>
<td>Automata theory.</td>
<td>2171</td>
<td>126B, 471D, 633C, 432D</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
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<td>11 Game tasks. Tasks of increased complexity</td>
<td>32, 1009, 1011, 1417, 35056</td>
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<td></td>
<td>268A, 455B</td>
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<td></td>
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<tr>
<td>12 Combinatorial tasks. Tasks of increased complexity</td>
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<td></td>
<td>1620G, 1615F, 1613F</td>
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<td>14 Segment tree</td>
<td>4073, 4496, 8247, 2941, 2041, 4255, 2907</td>
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<td>339D, 356A, 459D</td>
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<td></td>
<td>61E, 380C, 474F, 292E, 501D, 220E</td>
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<td>338E, 19D, 351D, 515E, 540E, 609F, 594D, 455E</td>
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<td>15 Sqrt-decomposition. Root optimization. Mo’s algorithm</td>
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<td></td>
<td>121E, 103D, 710F</td>
<td></td>
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<tr>
<td>16 Isomorphic representation of problems in computer science</td>
<td>Own development, tasks for which are posted on olymp.uzhnu.edu.ua</td>
<td></td>
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</tr>
</tbody>
</table>

The task for knowledge control, which will indicate good mastery of the above topic "Dynamic programming", but at the third level, may be the following task [9, task 1528]. A subsequence is formed from a string by removing zero or more characters from it. For the given three lines, you should count the number of their different non-empty common subsequences. Each test consists of three words in three different lines. The length of each word is slightly more than 50. Each word consists of lowercase Latin letters (‘a’ – ‘z’). Print the number of different non-empty common subsequences in a separate line for each test.

To solve this problem, we need to use a three-dimensional array, the values of which will be filled using the Bellman principle of optimality.

The topic "Isomorphic representation of problems in computer science" is the author's and part of it was developed jointly with Bohdan Zadorozhny, who in 2019 won first place in the final stage of the competition for the defense of research works of the Small Academy of Sciences.
### Table 4

<table>
<thead>
<tr>
<th>№</th>
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<th>Task numbers on eolymp.com</th>
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<tr>
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<td>3</td>
<td>Ad hoc – tasks</td>
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<td>4</td>
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<tr>
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<td>10</td>
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</tr>
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<td>11</td>
<td>Number theory. Tasks of increased complexity</td>
<td>8593, 1096, 1012</td>
<td>10C, 1389E, 1310F, 1264F</td>
</tr>
<tr>
<td>12</td>
<td>Approaches to reducing the running time of programs that are related to sequences and matrices</td>
<td>Own development, tasks for which are posted on olymp.uzhnu.edu.ua</td>
<td></td>
</tr>
</tbody>
</table>

Note that the topic "Approaches to reducing the time of programs that are associated with sequences and matrices" is well exposed in [10]. Quite a lot of information on the topics of the fourth level is given in [11-14].

**Conclusions and research perspectives.** The proposed four-level methodological system of training students for the Olympiads in informatics was successfully used in teaching students of Uzhgorod specialized boarding school with in-depth study of certain subjects (UzhSBSwiDSCS), at summer and winter students' programming schools in Kremenchug and summer programming

Відмітимо, що тема "Підходи до зменшення часу роботи програм, які пов’язані з послідовностями та матрицями" є добре розкрита в [10]. Достатньо багато інформації за темами четвертого рівня наведено в [11-14].

**Висновки з даного дослідження і перспектив подальших розвідок.** Запропонована чотирирівнева методична система підготовки учнів до олімпіад з інформатики успішно використовувалась при навчанні учнів Ужгородської загальноосвітньої спеціалізованої школи-інтернату з поглибленням вивченням окремих предметів (УЗСШІзПВОП), на літніх та
Many students of UzhSBSwDSCS studied by this system of training, participated in Olympiads and became winners of various stages of the All-Ukrainian Student Olympiad in Informatics. This approach also has been successfully tested in distance learning [15]. Many of the students continued to participate in programming Olympiads as students of higher educational institutions. Over time, they received invitations and internships in the world’s leading IT companies [16, 17].

REFERENCES (TRANSLATED & TRANSLITERATED)


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STATE OF FORMATION OF ORGANIZATIONAL COMPETENCE IN FUTURE SPECIALISTS IN PHYSICAL EDUCATION AND SPORT OF THE ARMED FORCES OF UKRAINE

I. O. Bielikov*

The paper is devoted to the coverage of the results of the summative stage of the pedagogical experiment on the formation of organizational competence of future professionals in physical culture and sports of the Armed Forces of Ukraine (hereinafter "the AFU"). An algorithm is presented for determining the levels of formedness of their organizational competence according to a number of criteria: value-motivational, cognitive, activity, managerial, individual-mental and subject and their corresponding components of the phenomenon under study. The application of these criteria and their indicators made it possible to determine the levels of formedness of organizational competence of the subjects (low, medium, high). The study was conducted with cadets of the Educational and Scientific Institute of Physical Culture and Sports and Health Technologies of the National Ivan Cherniakhovskyi University of Defense of Ukraine.

In the 1st academic year, the high level of formedness of organizational competence was identified as following: high - 1.66%, medium – 15%, low – 83.33% and, accordingly, in the 2nd academic year, the high level of formation was: high 5.55%, medium – 22.22%, low – 72.22%; in the 3rd academic year, the high level was at 4.55%, medium – 19.69%, low – 75.75%; in the 4th academic year, the high level was at 5.12%, medium – 21.8%, low – 73.07%.

These input data allow drawing a conclusion that the coefficients for each component have a low level of formedness of the organizational competence of future professionals in physical culture and sports, namely: value-motivational – 1.53, cognitive – 1.13, activity – 1.35, managerial – 1, individual-mental – 1.44 and subject – 1.13. The greatest difficulties occurred at the stage of diagnosing managerial, cognitive and subject components. The vast majority of respondents could not reach even a low level of formedness on these components. The results of the summative stage of the pedagogical experiment showed a low level of formedness of the organizational competence of future professionals in physical culture and sports, namely, the coefficient of formedness was 1.23. This made it possible, on the one hand, to establish the conditions that affect its formation, and on

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the other hand, to emphasize the need to introduce additional pedagogical conditions for its formation at the formative stage of the experiment.

**Keywords:** organizational competence, summative stage of the experiment, state of formedness, criterion, indicator, levels, research methods.

**СТАН СФОРМОВАНОСТІ ОРГАНІЗАЦІЙНОЇ КОМПЕТЕНТНОСТІ В МАЙБУТНІХ ФАХІВЦІВ ФІЗИЧНОЇ КУЛЬТУРИ І СПОРТУ ЗБРОЙНИХ СИЛ УКРАЇНИ**

I. О. Бєліков

Стаття присвячена висвітленню результатів констатувального етапу педагогічного експерименту щодо формування організаційної компетентності у майбутніх фахівців із фізичної культури і спорту Збройних сил (далі – ЗС) України. Представлено алгоритм визначення рівнів сформованості їх організаційної компетентності за низькою критеріями – ціннісно-мотиваційним, коєнтивним, діяльнісним, менеджерським, індивідуально-психічним і суб’єктним критеріями і відповідних до них компонентів досліджуваного феномену. Застосування цих критеріїв та їх показників дало змогу визначити рівні сформованості організаційної компетентності досліджуваних – низький, середній, високий. Дослідження проводилось із курсантами навчально-наукового інституту фізичної культури та спортивно-оздоровчих технологій Національного університету оборони України імені Івана Черняховського.

На 1-ому навчальному курсі високий рівень сформованості організаційної компетентності – 1,66%, середній – 15%, низький – 83,33 % та, відповідно, на 2-ому навчальному курсі високий рівень сформованості – 5,5 %, середній – 22,22 %, низький – 72,22%; на 3-ому навчальному курсі високий рівень – 4,55 %, середній – 19,69 %, низький – 75,75%; на 4-ому навчальному курсі високий рівень – 5,12%, середній – 21,8%, низький – 73,07%.

Ці вхідні данні дають змогу зробити висновок, що коєфіцієнти за кожним компонентом мають низький рівень сформованості організаційної компетентності у майбутніх фахівців із фізичної культури і спорту, а саме: ціннісно-мотиваційний – 1,53, коєнтивний – 1,13, діяльнісний – 1,35, менеджерський – 1, індивідуально-психічний – 1,44 та суб’єктний – 1,13. Найбільше труднощі викликало на етапі діагностування менеджерського, коєнтивного та суб’єктний компонентів. Переважна кількість респондентів не змогла набрати навіть низький рівень сформованості за цими компонентами. Результати констатувального етапу педагогічного експерименту засвідчили низький рівень сформованості організаційної компетентності у майбутніх фахівців із фізичної культури і спорту, а саме коєфіцієнт сформованості – 1,23. Це дало змогу, з одного боку, встановити умови, які впливають на її формування, а з іншого – акцентувати увагу на необхідності впровадження додаткових педагогічних умов її формування на формувальному етапі експерименту.

Ключові слова: організаційна компетентність, констатувальний етап експерименту, стан сформованості, критерій, показник, рівні, методи дослідження.

**Introduction of the issue.** The principal idea of the research is to comply with the provision that the organizational competence of future professionals in physical culture and sports of the Armed Forces of Ukraine (hereinafter "FPPCS") is an important structural element of their professional
competence, while its formation is a relevant field of their establishment as subjects of professional and occupational activities in military units.

In the European Qualifications System, the following skills are listed among the requirements to knowledge, skills, personal and professional competencies of graduates: "to develop strategic and creative approaches in the study of clearly defined concrete and abstract problems"; "to demonstrate mastery of methods..., demonstrate innovations in the use of methods"; "to form diagnostic ways to solve problems based on research..."; "to study, develop and adapt projects that lead to new knowledge and new solutions" [12]. Therefore, the process of training a competent professional in physical culture and sports requires purposeful consistent formation of organizational competence in cadets.

The effectiveness of professional activities of FPPCS for the AFU mainly depends on the formedness of their organizational competence, the ability to solve problematic organizational and managerial situations in military-professional and occupational activities. According to researchers, it is important for this to have organizational knowledge, skills, abilities, professionally important organizational qualities, as well as readiness for organizational activities both in everyday and in combat conditions as a subject of military-professional activity [1].

That is why the formation of organizational competence of FPPCS is a very important scientific problem both in theoretical and applied aspects.

**Current state of the issue.**

The problem of implementing the competence approach and the formation of basic types of competence of professionals in various fields is carried out in the works of V. Baidenko, I. Zymnya, G. Yelnikova, M. Kuzmina, V. Luhowyi, O. Markova, L. Mitina, N. Nychkalo, E. Pometun, V. Radkevych, V. Slastyonin, A. Khutorsky, V. Svystun et al. As for професійної компетентності, а її формування – це актуальний напрям їх становлення як суб’єктів професійної та фахової видів діяльності в військових частинах.

В Європейській системі кваліфікацій серед переліку вимог до знань, умінь, навичок особистісних і професійних компетентностей випускників зазначаються такі вміння: "розробляти стратегічні і творчі підходи при дослідженні чітко визначених конкретних та абстрактних проблем"; "демонструвати володіння методами..., демонструвати інновації у використанні методів..."; "формувати діагностувальні шляхи розв’язання проблем, що базуються на дослідженнях..."; "досліджувати, розробляти і адаптувати проекти, що призводять до одержання нового знання і нових рішень" [12]. Відтак, процес підготовки компетентного фахівця із фізичної культури і спорту вимагає цілеспрямованого посадівного формування у курсантів їх організаційної компетентності.

Результативність професійної діяльності майбутніх фахівців із фізичної культури і спорту для ЗС України переважно залежить від сформованості їх організаційної компетентності, умінь розв’язувати проблемні організаційно-управлінські ситуації у військово-професійній і фаховій діяльності. Важливим для нього є, на думку науковців, організаційні знання, навички, вміння, здатності, професійно важливі організаційні якості, а також готовність до організаційної діяльності як в повсякденних, так і в бойових умовах як суб’єкта військово-професійної діяльності [1].

Саме тому формування організаційної компетентності у майбутніх фахівців із фізичної культури і спорту є досить актуальною науковою проблемою як у теоретичному, так і в прикладному аспектах.

**Аналіз останніх досліджень і публікацій.**

Проблема впровадження компетентнісного підходу та формування основних видів компетентності у фахівців різної галузі міститься у працях В. Байденка, І. Зимньої, Г. Єльникової, М. Кузьміної, В. Лугового, О. Маркової, Л. Мітіної, Н. Ничкalo, Є. Пометун, В. Радкевич,
military professionals, the problem of formation and development of basic types of competencies of different categories of servicemen has been studied insufficiently, as military pedagogy lacks systematic research on its formation and development. Yet, some research has been performed, for example, on problematic issues of formation and development of professional competence of certain military professionals (O. Artyushyn, O. Vydai, L. Oliynyk, O. Safin, O. Tymchenko, M. Tomchuk, O. Torychnyi, V. Yahupov et al.).

Some types of competence of military professionals have been analyzed in the research papers of O. Boiko [12], I. Bloshchynskyi [13], G. Hryban and K. Prontenko [14], V. Kiva and V. Syistun [15], V. Yahupov [16] and other, some of which are directly related to the problem of physical training and sports in the Armed Forces of Ukraine.

The problem of formation and development of organizational competence of various professionals has been studied by the following researchers: F. Badaev (managers of enterprises and organizations in the field of health care); T. Gelzhynska (technology teachers) [3]; V. Dzega (local self-government officials) [4]; L. Karamushka (various specialists and organizations) [5], K. Mamaev (enterprises of knowledge-intensive industries), S. Oguy (service industry professionals) [6], V. Sysyut (organizational culture of the teaching staff) [7], G. Tymoshko (the phenomenon of organizational culture) [8], I. Belikov and V. Yahupov (professionals in physical training and sports, as well as HR bodies professionals) [1; 2; 10] et al. Thus, researchers understand the organizational competence of military officers as "...an integral professional formation (as a psychological term) as officials of HR bodies of the AF of Ukraine which characterizes their organizational theoretical and practical proficiency, capability (practical organizational skills and abilities to
upgrade their organizational training in different conditions of occupational activities, including extreme ones), professional, psychological and subjective readiness to implement organizational competence as subjects of the personnel management system” [10].

Outline of unresolved issues brought up in the article. Based on the analysis and generalization of the higher education standard for specialization 017 "Physical Culture and Sports" for the first (bachelor’s) level of higher education, we can conclude that the existing system of higher (pedagogical) education does not practically contribute to the full actualization of creative potential of a FPPCS and his/her high-quality professional establishment, in particular, in terms of forming their organizational competence as part of their professional competence. Accordingly, it is important to find conditions that will ensure addressing the problem of training FPPCS for the AFU for organizational activities, bringing them to an appropriate level of organizational competence, which would meet the demand of military units for professionals of the new type and generation. It should be noted that currently the problem of organizational competence formation is considered by researchers very rarely, which determines its relevance, necessity and importance.

Aim of research is to determine the state of formedness of organizational competence of FPPCS at the summative stage of the pedagogical experiment.

Results and discussion. In this study we consider that the organizational competence of FPPCS is a set of components of their professional activities that characterizes the optimal level of organizational proficiency, ability and readiness to implement their work-related competencies as a manager of physical education and sports in the military unit the content, that is, the content of this competence should be correlated with their main organizational functions in the
dіяльності, у тому числі в екстремальних), професійна, психологічна та суб'єктна готовність до реалізації організаційної компетенції як суб'єктів системи кадрової роботи” [10].

Виділення невирішених раніше частин загальної проблеми, яким присвячується ця стаття. На основі аналізу та узагальнення стандарту вищої освіти за спеціальністю 017 "Фізична культура і спорт" для першого (бакалаврського) рівня вищої освіти можемо зробити висновки про те, що наявна система вищої (педагогічної) освіти практично не сприяє повній реалізації творчого потенціалу майбутнього фахівця із фізичної культури і спорту та його якісному професійному ставленню, зокрема, у плані формування у них організаційної компетентності як складової їх професійної компетентності. Відповідно важливим є пошук умов, які забезпечуватимуть розв’язання проблеми підготовки майбутніх фахівців із фізичної культури і спорту для ЗС України до організаційної діяльності, введення її відповідний рівень організаційної компетентності, що дало б змогу задовольняти потреби військових частин у фахівців нового типу та генерації. Варто зазначити, що нині проблемі формування організаційної компетентності розглядається дослідниками вкриття рідко, що визначає її актуальність, необхідність і важливість.

Мета статті – визначити стан сформованості організаційної компетентності у майбутніх фахівців із фізичної культури і спорту на констатувальному етапі педагогічного експерименту.

Виклад основного матеріалу. В даному дослідженні будемо вважати, що організаційна компетентність майбутніх фахівців із фізичної культури і спорту – це суккупність компонентів їх професійної діяльності, що характеризує оптимальний рівень організаційної підготовленості, здатності та готовності до реалізації своїх посадових компетенцій як менеджера фізичного виховання та спорту в військовій частині, тобто зміст цієї компетентності має бути скорелюваний із її основними
military unit for the organization of physical training and sports with personnel [2].

During the summative stage of the pedagogical experiment, the theoretical, methodical and practical aspects of organizational competence of FPPCS were clarified, taking into account the requirements of systemic, subject, subject-activity and competence approaches and with due regard to the structure of organizational competence of military officers, the criteria for diagnosing its formedness were determined. In the process of their isolation, the recommendations of researchers regarding allocation of a minimum scope of criteria for assessing the formedness of professional competence of different categories of military officers have been taken into account: "the isolated criteria and indicators should cover all aspects of its manifestation – value-motivational, cognitive, administrative, managerial, organizational, individual-mental and subject, taking of which into account is most appropriate to get a full picture of its level of advancement and to plan further activities on its purposeful development and improvement" [9: 172]. We believe that these criteria should be made more specific using the relevant indicators, depending on the exact position and functional responsibilities that a particular officer will perform. Taking into account this methodological provision, we have identified the following criteria for diagnosing the organizational competence of FPPCS of the AFU:

- the value-motivational criterion, the indicators of which are professional values and professional motives as a specialist in physical culture and sports [17];
- the cognitive criterion – activity knowledge as an officer of the AFU, pedagogical knowledge as a pedagogue-manager, and managerial knowledge as an organizer in the field of physical training and sports in the military unit;
- the practical criterion – functional activity as an organizer in the field of physical training and sports in the military unit;
the activity criterion – praxeological skills as an officer of the AFU, organizational skills and abilities as an organizer in the field of physical training and sports in the military unit;
- the managerial criterion – motivating servicemen to participate in physical education and sports activities and engage in physical education and sports, their planning (forecasting) according to the needs of the military unit personnel, organization of physical training and sports activities with specific categories of personnel, coordination of organizational activities for physical training and sports activities, control of these activities;
- the individual-mental criterion (professionally important qualities) – dominance (leadership), communicativeness [18], responsibility, good organization, professional endurance (the result of physical fitness);
- the subject criterion – self-evaluation as an organizer, reflexivity, autonomy, responsibility, professional subjectivity, etc.

Since all the above qualities must be formed in a professional in physical culture and sports, then, of course, the teaching staff of professional subjects by appointment should be ready for their formation and development.

The aim of the summative stage of the pedagogical experiment was as follows: to find out the levels of formedness of organizational competence of FPPCS and to analyze them; to analyze the educational professional program of training FPPCS for the AFU; to find out how the formation of their organizational competence in the course of acquiring professional education should take place at higher military educational establishments and in the process of studying the professional subjects; to select experimental groups (hereinafter "EG") of cadets, etc.

The diagnostics participants were 43 cadets of academic years 1-4 of the Educational and Scientific Institute of підготовки та спорту в військовій частині;
менеджерський – мотивування військовослужбовців до участі в заходах фізичного виховання та спорту та зайняття фізичним вихованням і спортом, їх планування (прогнозування) згідно зі потребами особового складу військової частини, організація заходів фізичної підготовки та спорту з конкретними категоріями особового складу, координація організаційних заходів зі фізичної підготовки та спорту військовослужбовців, контролювання цих заходів;
індивідуально-психічний (професійно важливі якості) – домінантність (лідерство), компунікативність [18], відповідальність, організованість, професійна витривалість (результат фізичної підготовленості);
суб'єктний – самооцінка як організатора, рефлексивність, автономність, відповідальність, професійна суб'єктність тощо.

Оскільки всі вище передбачені якості мають бути сформовані у фахівці із фізичної культури і спорту, то, безумно, педагогічний склад фахових дисциплін за призначенням має бути готовим до їх формування та розвитку.

Meta констатувального етапу педагогічного експерименту полягала в наступному: з’ясувати рівні сформованості організаційної компетентності у майбутніх фахівців із фізичної культури і спорту та їх проаналізувати; проаналізувати освітню професійну програму підготовки майбутніх фахівців із фізичної культури і спорту для ЗС України; з’ясувати як має відбуватися формування в них організаційної компетентності в процесі набуття професійної освіти в ВВНЗ і в процесі вивчення фахових дисциплін; вибір експериментальних груп (далі – ЕГ) курсантів тощо.

У діагностуванні брали участь 43 курсанта 1-4 курсів навчально-наукового інституту фізичної культури та спортивно-оздоровчих технологій Національного університету оборони України імені Івана Черняховського. А якщо вибірка дослідження порівняно не велика – не менше 5 осіб і не більше 50, то всі
Physical Culture and Sports and Health Technologies of the National Ivan Cherniakhovskyi University of Defense of Ukraine. And if the sample group size of the study is relatively small, being not less than 5 persons and not more than 50, then they are all subject to research – a contiguous diagnostics. Taking into account these features of the sample group, a consistent pedagogical experiment will be conducted. After its completion, the presence of statistical differences in the levels of formedness of organizational competence of the EG before and after the formative experiment will be established.

The basis for determining the condition of formedness of organizational competence in FPPCS, taking into account the specifics of their military-professional and managerial functions and our research objectives, was our developed method of diagnosing by value-motivational, cognitive, activity, managerial, individual-mental and subject criteria. To diagnose them, we have created a battery of tests that includes the following methods: the method for diagnosing the motivation of professional activity according to K. Zamfir as modified by A. Rean; S. Bubnov's method "Diagnostics of the real structure of value orientations of an individual"; the test to determine the levels of knowledge of the study subjects regarding organization of physical culture and sports in the AFU; the test to determine the levels of military professional knowledge; the test to determine the levels of pedagogical knowledge; the questionnaire "Quasi-managerial situations"; the author's method of diagnosing FPPCS as managers in the field of physical training and sports of the AFU; the test "Disposition to leadership"; the method for diagnosing communicative and organizational skills according to V. Synyavsky and B. Fedoryshyn; М. Shchukina’s method "Assessment of the level of development of personality subjectivity"; A. Karpov's method
“Assessment of reflexivity”; the level of physical fitness.

Diagnostics of the levels of organizational competence of FPPCS according to the chosen methods had different rating scales. Therefore, to determine the reliable results of the pedagogical experiment, all the results of applying the selected methods were correlated with the generalized 100-point rating scale. In particular, as follows:

- 100-90 points – a high level of formedness of a certain criterion of organizational competence of FPPCS;
- 89-70 points – an average level of formedness of its certain criterion;
- 69-50 points – a low level of formedness of its certain criterion.

We determined the coefficient of formedness of each criterion of organizational competence in the subjects, which we propose to calculate according to the formula for determining the average value of the population:

\[ K_c = \left( n_n + n_s + n_v \right) / N, \]  

where: \( K_c \) is the coefficient of formedness of the relevant criterion of organizational competence; \( n_n, n_s, n_v \) is the number of cadets with the formed level (low, average and high); \( N \) is the total number of cadets.

To obtain the results of the assessment of the summative stage of the pedagogical experiment on the formation of organizational competence of FPPCS, a formula was used to determine the coefficient of formedness of its criteria, that is, value-motivational, cognitive, activity, managerial, individual-mental and subject, which are interconnected and interdependent and determine the formation of each other:

\[ I_c = (K_{vm} + K_c + K_a + K_m + K_{im} + K_s) / 6, \]  

where: \( K_{vm} \) is the coefficient of formedness of organizational competence according to the value-motivational criterion;
\( K_c \) is the coefficient of formedness according to the cognitive criterion;
\( K_a \) is the coefficient of formedness according to the activity criterion;
\( K_m \) is the coefficient of formedness according to the managerial criterion.

As a result of using the methods, the level of physical fitness was assessed. Diagnostics of the levels of organizational competence of FPPCS according to the chosen methods had different rating scales. Therefore, to determine the reliable results of the pedagogical experiment, all the results of applying the selected methods were correlated with the generalized 100-point rating scale. In particular, as follows:

- 100-90 points – a high level of formedness of a certain criterion of organizational competence of FPPCS;
- 89-70 points – an average level of formedness of its certain criterion;
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where: \( K_{vm} \) is the coefficient of formedness of organizational competence according to the value-motivational criterion;
\( K_c \) is the coefficient of formedness according to the cognitive criterion;
\( K_a \) is the coefficient of formedness according to the activity criterion;
\( K_m \) is the coefficient of formedness according to the managerial criterion;
According to the managerial criterion;  
\( K_m \) is the coefficient of formedness according to the individual-mental criterion;  
\( K_s \) is the coefficient of formedness according to the subject criterion.

This coefficient should indicate the extent to which FPPCS have developed organizational competence. To estimate the partial coefficients, a score from 1 to 3 was used, where:

3 is the high level of formedness;  
2 is the average level of formedness;  
1 is the low level of formedness.

When calculating the coefficients \( K_{vm}, K_c, K_s, K_m, K_{im}, K_s \), the results for each criterion are summed and divided by their number, after which we obtain the total coefficient of formation of organizational competence of FPPCS.

Thus, we move on to the analysis of the results of the summative diagnostics of the levels of formation of organizational competence of FPPCS in accordance with the selected criteria and levels. The results of the diagnostics are presented in tables 1-6.

<table>
<thead>
<tr>
<th>Formedness levels</th>
<th>Summative experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>persons</td>
</tr>
<tr>
<td>low</td>
<td>23</td>
</tr>
<tr>
<td>average</td>
<td>17</td>
</tr>
<tr>
<td>high</td>
<td>3</td>
</tr>
<tr>
<td>formedness coefficient</td>
<td>1.53</td>
</tr>
</tbody>
</table>

According to the results of diagnostics of formedness of the value-motivational criterion of organizational competence, 53.5% (23 cadets) have a low level, 39.5% (17 cadets) – average, 7% (3 cadets) – high, and the overall formedness coefficient is 1.53. This, according to the score rating, corresponds to the low level of formedness of this criterion of organizational competence in FPPCS.

Table 1

Formedness of the value-motivational criterion of organizational competence of future professionals in physical culture and sports

За результатами діагностування сформованості ціннісно-мотиваційного критерію організаційної компетентності 53,5% (23 курсантів) мають низький рівень, 39,5% (17 курсантів) – середній, 7% (3 курсанта) – високий, а загальний коефіцієнт сформованості дорівнює 1,53. Це згідно з бальною оцінкою складає низький рівень сформованості цього критерію організаційної компетентності у майбутніх фахівців із фізичної культури і спорту.
Table 2
Formedness of the cognitive criterion of organizational competence of future professionals in physical culture and sports

<table>
<thead>
<tr>
<th>Formedness levels</th>
<th>Summative experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>persons</td>
</tr>
<tr>
<td>low</td>
<td>37</td>
</tr>
<tr>
<td>average</td>
<td>6</td>
</tr>
<tr>
<td>high</td>
<td>0</td>
</tr>
<tr>
<td>formedness coefficient</td>
<td>1.13</td>
</tr>
</tbody>
</table>

According to the results of diagnostics of formedness of the cognitive criterion of organizational competence, 86% (37 cadets) have a low level, 14% (6 cadets) – average, with none at the high level, and the overall formedness coefficient is 1.13. This means the low level of formedness of the cognitive criterion of organizational competence of FPPCS.

Table 3
Formedness of the activity criterion of organizational competence of future professionals in physical culture and sports

<table>
<thead>
<tr>
<th>Formedness levels</th>
<th>Summative experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>persons</td>
</tr>
<tr>
<td>low</td>
<td>30</td>
</tr>
<tr>
<td>average</td>
<td>11</td>
</tr>
<tr>
<td>high</td>
<td>2</td>
</tr>
<tr>
<td>formedness coefficient</td>
<td>1.35</td>
</tr>
</tbody>
</table>

According to the results of diagnostics of formedness of the activity criterion of organizational competence, 69.8% (30 cadets) have a low level, 25.6% (11 cadets) – average, 4.6% (2 cadets) – high, and the overall formedness coefficient is 1.35, which according to the score rating corresponds to the low level of formedness of this criterion of organizational competence in FPPCS.

Table 4
Formedness of the managerial criterion of organizational competence of future professionals in physical culture and sports

<table>
<thead>
<tr>
<th>Formedness levels</th>
<th>Summative experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>persons</td>
</tr>
<tr>
<td>low</td>
<td>43</td>
</tr>
<tr>
<td>average</td>
<td>0</td>
</tr>
<tr>
<td>high</td>
<td>0</td>
</tr>
<tr>
<td>formedness coefficient</td>
<td>1</td>
</tr>
</tbody>
</table>

According to the results of diagnostics, the low level of formedness of the managerial criterion of organizational competence is 0% (0 cadets), with none at the high level, and the overall formedness coefficient is 1.

За результатами діагностування сформованості когнітивного критерію 86% (37 курсантів) мають низький рівень, 14% (6 курсантів) – середній і взагалі відсутній високий рівень, а загальний коефіцієнт його сформованості дорівнює 1,13. Це низький рівень сформованості когнітивного критерію організаційної компетентності у майбутніх фахівців із фізичної культури і спорту.

За результатами діагностування сформованості діяльнісного критерію організаційної компетентності 69,8% (30 курсантів) мають низький рівень, 25,6% (11 курсантів) – середній, 4,6% (2 курсанти) – високий, загальний коефіцієнт сформованості складає 1,35, що згідно зі бальною оцінкою характеризує низький рівень сформованості діяльнісного критерію організаційної компетентності у майбутніх фахівців із фізичної культури і спорту.

За результатами діагностування сформованості організаційного критерію організаційної компетентності у майбутніх фахівців із фізичної культури і спорту сформованість складає 0% (0 курсантів), згідно зі бальною оцінкою характеризує низький рівень сформованості організаційного критерію організаційної компетентності у майбутніх фахівців із фізичної культури і спорту.

Table 4
of formedness of the managerial criterion, 100% of cadets showed its low level. It is critical that 81% of cadets (35 persons) did not score even to the "threshold" low level. The total coefficient of formedness of this criterion is 1, which according to the score rating corresponds to the low level of formedness of this criterion.

Table 5

<table>
<thead>
<tr>
<th>Formedness levels</th>
<th>Summative experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>persons</td>
</tr>
<tr>
<td>low</td>
<td>25</td>
</tr>
<tr>
<td>average</td>
<td>17</td>
</tr>
<tr>
<td>high</td>
<td>1</td>
</tr>
<tr>
<td>formedness coefficient</td>
<td>1.44</td>
</tr>
</tbody>
</table>

According to the results of diagnostics of formedness of the individual-mental criterion of organizational competence, 58.1% (25 cadets) have a low level, 39.6% (17 cadets) – average, 2.3% (1 cadet) – high, and the overall formedness coefficient is 1.44, which according to the score rating corresponds to the low level of formedness of this criterion.

Table 6

<table>
<thead>
<tr>
<th>Formedness levels</th>
<th>Summative experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>persons</td>
</tr>
<tr>
<td>low</td>
<td>38</td>
</tr>
<tr>
<td>average</td>
<td>4</td>
</tr>
<tr>
<td>high</td>
<td>1</td>
</tr>
<tr>
<td>formedness coefficient</td>
<td>1.13</td>
</tr>
</tbody>
</table>

According to the results of diagnostics of formedness of the subject criterion of organizational competence, 88.4% (38 cadets) have a low level, 9.3% (4 cadets) – average, 2.3% (1 cadet) – high, and the overall formedness coefficient is 1.13 This, according to the score rating, corresponds to the low level of its formedness.

Based on the generalization of the above empirical material, we can identify the main trend in the formation of organizational competence of the subjects.
– at the summative stage of pedagogical experiment, cadets have mostly low and medium level of formedness of organizational competence by all criteria, and the overall level of organizational competence formedness is low.

As shown by Fig. 1, in the 1st academic year, the high level of formedness of organizational competence was only in 1.66% of the cadets, medium – 15%, low – 83.33% and, accordingly, in the 2nd academic year, the high level of formation was 5.55%, average – 22.22%, low – 72.22%; in the 3rd academic year, the high level was 4.55%, average – 19.69%, low – 75.75%; in the 4th academic year, the high level was 5.12%, average – 21.8%, low – 73.07%. In our opinion, such distribution is due to the fact that in the 1st year there is no training in professional disciplines at all, and in the 2nd year cadets obtain knowledge of professional disciplines only at the end of the year, in the 3rd and 4th years they study their specialization deeper but have gaps in the acquisition of theoretical, practical and methodological knowledge, and in formation of organizational skills and abilities. We would like to note that there is a complete lack of understanding of managerial and pedagogical knowledge as a professional in physical culture and sports (Fig. 1).

Fig. 1. Comparative characteristics of the levels of formedness of organizational competence of the sample group

Let us determine the coefficient of formedness of organizational competence

73
competence of FPPCS and compare the distribution of the coefficient of formedness by each criterion of their organizational competence (Table 7).

The results of the assessment of the levels of formedness of organizational competence in the subjects at the stage of the summative experiment are presented in Table 7. These input data allow drawing a conclusion that the coefficients for each criterion have a low level of formedness of the organizational competence of future professionals in physical culture and sports and need significant improvement. The greatest difficulties occurred at the stage of diagnosing managerial, cognitive and subject criteria. The vast majority of respondents could not reach even a low level of formedness on these components.

Thus, first, the results of the summative experiment reflect the actual state of formedness of their organizational competence, which is an integrated component of professional competence.

Second, the analysis, generalization and systematization of the results of the diagnostic assessment at the summative stage of the experiment showed that theoretical, practical and other training sessions taught in the process of acquiring professional education to FPPCS are not focused on formation of their organizational competence.

Third, the obtained empirical critical results should stimulate the Ministry of

<table>
<thead>
<tr>
<th>Experiment stage</th>
<th>value-motivational</th>
<th>cognitive</th>
<th>activity</th>
<th>managerial</th>
<th>individual-mental</th>
<th>subject</th>
<th>Formedness</th>
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<td>1.53</td>
<td>1.13</td>
<td>1.35</td>
<td>1</td>
<td>1.44</td>
<td>1.13</td>
<td>1.23</td>
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</tbody>
</table>

Результати проведеного оцінювання рівнів сформованості організаційної компетентності у досліджуваних на етапі констатувального експерименту представлено у таблиці 7. Ці вхідні дані дають змогу зробити висновок, що коефіцієнти за кожним критерієм мають низький рівень сформованості організаційної компетентності у майбутніх фахівців із фізичної культури і спорту та потребують суттєвого вдосконалення. Найбільше труднощів викаикало на етапі діагностування менеджерського, когнітивного та суб'єктний критеріїв. Переважна кількість респондентів не змогла набрати навіть низький рівень сформованості за даними компонентами.

Таким чином, по-перше, результати констатувального експерименту відображають дійсний стан сформованості їх організаційної компетентності, який є інтегрованою складовою професійної компетентності.

По-друге, аналіз, узагальнення та систематизація результатів діагностувального зору на констатувальному етапі експерименту засвідчили, що теоретичні, практичні та інші навчальні заняття, які викладаються в процесі набуття професійної освіті майбутнім фахівцям із фізичної культури і спорту, не є орієнтованими на формування їх організаційної компетентності.

По-трете, отримані емпіричні критичні
Education and Science of Ukraine and its relevant bodies, as well as higher general and military educational establishments to refine and improve the standard of higher education 017 – Physical Culture and Sports, in which sufficient attention should be paid to the formation of organizational competence of all future professionals in specialization 017, as the nature of their future occupational activity has mainly organizational orientation.

Fourth, a number of problematic issues regarding the formation of their organizational competence can be solved by organizational and pedagogical measures at higher military educational establishments by strengthening the existing pedagogical system of professional training with appropriate pedagogical conditions that would promote its purposeful formation.

Conclusions and research perspectives. The results of the summative stage of the pedagogical experiment revealed a low level of formedness of organizational competence of FPPCS, which allowed to establish conditions that affect its formation (low level of motivation for the chosen profession; lack of understanding of the essence and role of organizational competence of a professional in physical culture and sports, the instability of the approach of higher military educational establishments to the purposeful creation of pedagogical conditions for its formation, the lack of organizational aspects in the course of teaching of professional disciplines, etc.). This allowed us to outline a range of theoretical and practical problems.

The next stage of the pedagogical experiment is the formative stage, in which pedagogical conditions for the formation of organizational competence of FPPCS will be introduced to the educational process. In particular, the following conditions:

- support and development of motivation to formation of organizational
competence of FPPCS;
pedagogical modeling of its formation in FPPCS of the AFU at higher military educational establishments as its organizers;
establishment of interdisciplinary links in the process of its formation;
purposeful formation of the system of organizational knowledge, skills and abilities as future organizers of physical training and sports with the help of a special course "Organizational competence of future professionals in physical culture and sports of the Armed Forces of Ukraine".

Promising areas of further research are conducting a formative pedagogical experiment with statistical analysis and justification of its results.

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STRUCTURE AND CONTENT OF THE EDUCATIONAL AND PROFESSIONAL PROGRAM OF TRAINING SPECIALISTS IN PHYSICAL THERAPY AND OCCUPATIONAL THERAPY (ON THE EXAMPLE OF ZHYTOMYR MEDICAL INSTITUTE)

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The article considers the need to prepare bachelors for the 227 "Physical Therapy, Occupational Therapy" educational and professional program on the basis of the competence approach.

The future specialist in physical therapy, occupational therapy is considered as a person who purposefully acquires qualifications in accordance with the chosen educational degree in the process of specially organized educational activities in higher education, aimed at forming a high quality rehabilitation culture and healthcare culture based on general and special competencies.

The experience of development and implementation of educational and professional program "Physical Therapy, Occupational Therapy" for those seeking a bachelor's degree by specialists of the Zhytomyr Medical Institute of the Zhytomyr Regional Council is analyzed. The main elements of the educational and professional program are given, the requirements for the quality of content, structure, competencies (general and special) are determined.

Special competencies are practical and can be used in the professional activities of a specialist in physical therapy and occupational therapy. The sequence of study of educational components, plan and schedule of educational process, list and scope of normative and selective educational components correspond to the structural and logical scheme of higher education training for

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"Physical Therapy, Occupational Therapy" educational program and are designed to help ensure compliance of program learning outcomes with the demands of potential employers (stakeholders).

The document contains all the necessary structural and semantic components, is based on modern world and domestic educational standards, takes into account the requirements of practical health care, reflects modern requirements for training in physical therapy, occupational therapy and meets the requirements of practical use.

**Key words:** educational and professional program; educational components; specialist in physical therapy, occupational therapy; competence approach, program learning outcomes.

**Introduction of the issue.** In Ukraine, as in most countries of the world, there is a progressive decline in public health of the nation as an integrative indicator of physical and mental health of citizens. Therefore, there is a growing need for specialists who can effectively recover patients/clients to the maximum level of functionality and independence in all aspects of life under the "evidence-based practice" approach. The latter follows from the very interpretation of the concept of "Physical Therapy and Occupational Therapy" as a process of restoring partially or completely lost functions of the human body by non-drug correction, the main of which is the impact on the motor sphere.

According to the experience of developed countries, the profession of a specialist in physical therapy and
occupational therapy should be separated from the profession of a doctor. The professional activity of a specialist in physical therapy and occupational therapy aims to restore and improve the functional state and general health of the human body with the use of physical culture and natural factors. He is able to choose the means and forms of therapeutic physical culture, develop methods of exercise in the early stages of treatment, plan and implement a program of further functional recovery and physical capacity of the patient, identify and expand the body's reserves, train and prepare for exercise at work and everyday life, return to active participation in society [5].

In addition, the significance of proper training of a highly qualified specialist in physical therapy and occupational therapy is justified by the wide range of contingents of the population with whom he will have to work.

Zhytomyr region is in need of highly qualified staff for rehabilitation treatment. Personnel potential of the "Nursing" department of Zhytomyr Medical Institute, practical and information support allowed in 2019 to start "Physical Therapy, Occupational Therapy" educational program and to carry out the first set of applicants for this program. The professional activity of graduates will provide an opportunity to improve the quality of treatment of patients in the region and the state as a whole, restore their ability to work, help patients develop self-care skills in cases of disability, help them adapt to active life in new conditions due to illness or injury, as well as to fuller integration into all spheres of human activity [2].

Aim of research is to analyze the structure and content of the educational and professional training program for physical therapy and occupational therapy, which is implemented at the Zhytomyr medical institute, as well as requirements for the quality of their training based on the competence approach.

Current state of the issue. The analysis of the works of domestic and foreign scientists showed that physical rehabilitation is considered as a medical-pedagogical and educational process with the use of active, passive and psychoregulatory means. The works of leading scientists substantiate the training of physical rehabilitation specialists as a process of forming a level of professional competence of the individual sufficient for physical rehabilitation of various segments and age groups and successful work in health care facilities taking into account modern labor market requirements [6].

Focusing on the process of quality management of educational activities, S. Gordiichuk, I. Snikhovska, L. Kalinina, O. Goray researched the implementation of educational programs for the training of specialists in the field of health care in domestic medical institutions, including those who train specialists in physical therapy, occupational therapy [1].

G. Boyko, L. Suschenko, V. Kuksa and others analyzed the current state of professional training of future specialists in physical rehabilitation in the context of healthcare and development of valeological culture of students. G. Atanova, I. Pustynnikova, M. Romanyshyn and others studied the formation of readiness of specialists in this field to work with athletes and to implement professional functions in rehabilitation institutions [6].

According to O. Karpukhina, the future specialist in physical rehabilitation should be widely oriented in the professional sphere, see prospects for its further development and improvement, and physical rehabilitation is considered as medical and pedagogical, and as an educational process using various tools: active (all forms of therapeutic physical culture), passive (massage, physiotherapy, manual therapy, natural factors) and psychoregulatory (autogenic training, muscle relaxation) [6].
L. Sushchenko defines the professional training of a physical rehabilitation specialist as "a process that reflects scientifically and methodologically defined measures of higher education institutions aimed at forming a level of professional competence of a person sufficient for physical rehabilitation of various segments of the population and successful work in health care facilities, taking into account the modern requirements of the labor market" [5; 6].

According to N. Belikova, the experience of training specialists in physical therapy (physical rehabilitation) in European countries is important for Ukraine from the standpoint of its accession to the World Confederation of Physical Therapy. The scientist stands that it is important to eliminate as many differences between the structure and content of curricula and programs for effective exchange of students and teachers, as well as promoting the mobility of labor resources [6].

Research of scientist A. Gercyk helped to reveal the national interpretation of the terms "physical rehabilitation" and "physical rehabilitation specialist", and also found similarities between the national interpretation of the term "physical rehabilitation" and the international interpretation of the term "physical therapy". It was found that the phrase "physical rehabilitation" is not used in economically developed countries as the name of the industry or specialty. It was not possible to find a definition of physical rehabilitation at all. The terms "physical therapy" and "physiotherapy" in English-language literature are synonymous, and in the domestic scientific and methodological literature, the term "physical therapy" is not common [5; 6].

In the 10-volume edition "Encyclopedia of Physical Rehabilitation" a group of scientists from Kirovograd State Pedagogical University named after Volodymyr Vynnychenko under the leadership of Professor of Rehabilitation A. Grigoriev note that physical rehabilitation specialists can work in specialized preschools: boarding schools, orphanages, training and rehabilitation centers, hospitals, clinics, dispensaries, rest homes, the specifics of which are related to physical rehabilitation [6].

Results and discussion. Due to changes in current legislation, since 2016, the specialty 227 "Physical Therapy, Occupational Therapy" is classified in the field of knowledge 22 "Healthcare", which provided an opportunity to train personnel in physical therapy, occupational therapy in medical institutions of higher education. The profile project team of Zhytomyr Medical Institute of Zhytomyr Regional Council was instructed to develop an educational program in specialty 227 "Physical Therapy, Occupational Therapy" taking into account the requirements of the labor market and the Standard of Higher Education in 227 "Physical Therapy, Occupational Therapy", approved by the Order of the Ministry of Education and Science of Ukraine from December 19, 2018 № 1419 [2; 4].

The development of educational program 227 "Physical Therapy, Occupational Therapy" was preceded by a thorough analysis of the market of educational services and trends in the medical industry. According to the results of the analysis, the growing demand for specialists in 227 "Physical Therapy, Occupational Therapy" was identified, which is associated with the establishment of rehabilitation centers for patients with diseases of the musculoskeletal, nervous, respiratory, cardiovascular systems and others.

The administrative staff of the higher education institution, research and teaching staff, stakeholders and representatives of the Department of Health of the Zhytomyr Region were involved in this work.

The development and implementation of educational program allowed to provide quality professional training of bachelors in specialty 227 "Physical Therapy, Occupational Therapy". The document contains all the necessary
structural and semantic components, reflects the current requirements for the training of specialists in physical therapy, occupational therapy and meets the requirements of practical use.

Educational program (educational-professional, educational-scientific) is a single set of educational components (disciplines, individual tasks, practices, control measures, etc.) aimed at achieving the learning outcomes provided by such a program, which gives the right to receive certain educational or professional qualifications [4]. The educational program regulates the purpose, goals, content, conditions and technologies of the educational process, assessment of the quality of graduate training, based on well-known provisions and results of modern research in physical therapy, occupational therapy [3].

The ideological basis for the preparation of bachelors in physical therapy and occupational therapy are universal and humanistic values, state and national orientation. The system of training such specialists is focused on the close connection with the national traditions of society, its life, interests and moral values, follows from the purpose, main tasks, principles and criteria.

The purpose of training bachelors in the specialty 227 "Physical Therapy, Occupational Therapy" bachelor’s degree is to ensure that students acquire competencies for the development of prevention and rehabilitation strategies, in determining the individual plan of physical therapy to improve health, functionality, adaptation to environmental conditions, increasing the level of physical activity in people of different ages and with different opportunities in the context of personal factors and the environment.

The objectives of the bachelor’s degree training in physical therapy and occupational therapy are:
- demonstration of skills to use biological, medical, pedagogical and psychosocial aspects of physical therapy, identify the relationships of its various elements;
- identification of symptoms and syndromes of common human diseases; adequate selection of assessment and diagnostic methods and tools in accordance with the patient’s/client’s disorders and indicators according to the International Classification of Functioning (IFF);
- demonstration of ability to patient-centered practical activities in coordination with the patient/client, his family/caretakers, members of the multidisciplinary team in accordance with legal requirements and norms of professional ethics;
- choosing appropriate methods that would ensure respect for the patient/client, his safety/protection, comfort and privacy;
- forecasting, planning, setting and correcting goals, implementing an individual physical therapy program in accordance with available resources and environment;
- demonstration of the ability to instruct and train clients, members of their families, colleagues and small groups;
- evaluation of the results of the rehabilitation program with the use of appropriate tools for measuring and modifying current activities;
- demonstration of verbal and non-verbal communication skills with individuals and groups of interlocutors, different in age, level of education, social and professional affiliation, psychological and cognitive qualities, etc., participation in multidisciplinary communication;
- demonstration of the ability to carry out physical therapy measures to correct disorders of the structure/functions of the body, eliminate or compensate for functional and associated restrictions on participation in activities;
- safe and effective use of devices, devices and equipment for rehabilitation activities; devices and equipment for monitoring the main vital signs of the
patient; technical aids for mobility and self-service;
- ensuring the competitiveness of graduates in the specialty 227 "Physical Therapy, Occupational Therapy" in the domestic and international labor markets in accordance with the International Standard Classification (ISCO-08).

The principles of training bachelors in physical therapy and occupational therapy are defined as follows:
- unity of theoretical and practical training, educational, scientific and educational work;
- humanization of educational activity, national orientation, its organic combination with the history and culture of Ukraine;
- harmonious combination of integration, variability and individualization of content and forms of learning;
- democratization of educational activities, priority of universal values;
- continuity of education, integrity and continuity in teaching and education;
- compliance with the requirements of the Laws and legislative acts of Ukraine; normative documents of the Ministry of Education and Science and other ministries; state and world standards and experience of educational activities.

The criterion for effective training of such specialists is the level of theoretical and practical readiness for independent responsible professional activity, acquisition of professional competencies; observance of the established generally accepted norms of personal behavior and a healthy way of life; active life position [5].

The purpose of the educational and professional program 227 "Physical Therapy, Occupational Therapy" is to train professionals capable of solving complex specialized problems and practical problems associated with dysfunction of organs and systems, including musculoskeletal, nervous, cardiovascular and respiratory systems using the provisions, theories and methods of medical-biological, social, psychological and pedagogical sciences [4].

The volume of educational program in ECTS is 240 credits, of which: 143 credits are required for the formation of competencies defined by the standard of higher education in the relevant specialty and level of higher education, 60 credits are allocated to disciplines chosen by applicants for higher education. Compulsory educational components of the program are structured by semesters / years of study according to the curriculum, divided into two cycles of training: the cycle of humanitarian and socio-economic training, disciplines of mathematical and natural sciences and disciplines of professional and practical training [4].

The next component of the educational program is the formation of competencies, which means a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, ideological and social qualities, moral and ethical values that determine a person's ability to successfully carry out professional and further activities. a certain level of higher education. In the process of creating the educational program 227 "Physical Therapy, Occupational Therapy" was chosen integral competence: the ability to solve complex specialized problems and practical problems related to physical therapy and occupational therapy, characterized by complex and uncertain conditions, using the provisions, theories and methods of medical biological, social, psychological and pedagogical sciences [2; 4].

Also, according to the Standard of Higher Education in Specialty 227 "Physical Therapy, Occupational Therapy" for the first (bachelor's) level of higher education, 15 general and 14 special (professional) competencies were identified, including: ability to explain the need of physical therapy, occupational therapy, principles of their use and connection with health care to patients, clients, families, interdisciplinary team members, other health professionals;
ability to analyze the structure, normal and individual development of the human body and its motor functions; ability to interpret pathological processes and disorders and use suitable means of physical therapy, occupational therapy for their correction; ability to take into account medical, psychological and pedagogical, social aspects in the practice of physical therapy, occupational therapy; ability to conduct safe practical activities in physical therapy, occupational therapy for the patient/client and practitioner in traumatology and orthopedics, neurology and neurosurgery, cardiology and pulmonology, as well as other fields of medicine, ability to perform basic components of examination in physical therapy and/or occupational therapy, surveys, measurements and testing, record their results; ability to help the patient/client understand their own needs, discuss and explain the content and need for a physical therapy and occupational therapy program; the ability to effectively implement the program of physical therapy and/or occupational therapy, the ability to ensure the compliance of the measures of physical therapy and/or occupational therapy to the functional capabilities and needs of the patient/client; ability to carry out operative, current and stage control of the patient’s/client’s condition by appropriate means and methods and record the obtained results; ability to adapt current practical activities to changing conditions; ability to provide pre-medical care during emergencies; ability to teach the patient/caregivers self-care/care, prevention of diseases, injuries, complications and disabilities, a healthy lifestyle; the ability to find ways to continuously improve the quality of physical therapy and occupational therapy [4].

The next step in the development of the educational program was to determine the program learning outcomes. For the first (bachelor’s) level of “Physical Therapy, Occupational Therapy” educational program were identified 18 program learning outcomes: to demonstrate readiness to strengthen and maintain personal and public health through the use of human physical activity and outreach among patients/clients, their family members, health professionals, and improving the community environment; communicate orally and in written form in Ukrainian and foreign languages in a professional environment, be fluent in professional terminology and professional discourse, adhere to the ethics of business communication; compile documents, in mother tongue and in a foreign language (languages); use modern computer technology; find information from various sources; analyze domestic and foreign sources of information needed to perform professional tasks and make professional decisions; apply in professional activities knowledge of biological, medical, pedagogical and psychosocial aspects of physical therapy and occupational therapy; provide pre-medical care for emergencies and pathological processes in the body; choose the best methods and means of saving lives; apply methods and tools to identify and measure structural changes and impaired body functions, activity and participation to interpret the information obtained; interpret information on the patient’s/client’s violations according to the International Classification of Functioning, Restriction of Life and Health (ICF) and the International Classification of Functioning, Restriction of Life and Health of Children and Adolescents (ICF CA); act in accordance with legal requirements and norms of professional ethics; to implement individual programs of physical therapy, occupational therapy; carry out physical therapy measures to eliminate or compensate for motor disorders and activity; carry out occupational therapy measures to eliminate or compensate for functional and associated limitations of activity and participation in activities; apply modern scientific evidence in professional
activities; choose the best forms, methods and techniques that would ensure respect for the patient/client, his safety/protection, comfort and privacy; use equipment safely and effectively for rehabilitation activities, control of the patient's main vital signs, rehabilitation aids for mobility and self-care; communicate verbally and non-verbally with individuals and groups of interlocutors, different in age, level of education, social and professional affiliation, psychological and cognitive qualities, etc., in a multidisciplinary team; to instruct and train clients, members of their families, colleagues and small groups; evaluate the results of the implementation of physical therapy and occupational therapy programs, using appropriate tools, and, if necessary, modify current activities; to evaluate oneself critically, to assimilate new professional information, to deepen knowledge through self-education, to evaluate and present one's own experience, to analyze and apply the experience of colleagues [4].

Certification of graduates studying the "Physical Therapy, Occupational Therapy" educational program is carried out in two stages:

- Certification exam, which is conducted in the form of a standardized test (license, integrated) exam "Krok".
- Practical-oriented exam.

Certification ends with the issuance of a standard document on the award of a bachelor's degree with the qualification of bachelor of physical therapy, occupational therapy [4].

Conclusions and research perspectives. The basis for the development and implementation of the educational program 227 "Physical Therapy, Occupational Therapy" at the Zhytomyr Medical Institute was many years of scientific, innovative activities of higher education institution. While formulating the goals, objectives and program results of the educational program, the sectoral and regional context was taken into account, which determined the current areas of health care: restoring human health, improving quality of life using rehabilitation tools and methods based on the International Classification of Functioning (IFF).

Future specialists of specialty 227 "Physical Therapy, Occupational Therapy" at the first (bachelor's) level are able to study the full range of medical disciplines, master modern methods of treatment in physical therapy and occupational therapy, be experienced psychologists, treat functional disorders, especially motor and primarily use non-drug treatment, for example, exercise, chiropractic, massage and the influence of various natural factors (heat, light, high frequencies and ultrasound, water).

According to the authors, the strengths of the educational program are:

- academic autonomy of the Zhytomyr Medical Institute of ZRC, within the framework of which graduates have the opportunity to obtain the full range of necessary knowledge and skills;
- relevance, which is determined by current trends in the labor market;
- reasonable selection of educational components, which provides applicants with the fullest possible set of necessary general and professional competencies;
- cooperation with employers, stakeholders, which provides opportunities for practical training of higher education seekers, as close as possible to the real conditions of their future professional activity;
- combination of traditional and innovative educational technologies, teaching and research work;
- educational process is filled with constant step-by-step practice of skills in the training center with the use of modern models, simulators, devices, equipment according to current domestic and European protocols.

At the same time, it is advisable to provide guidelines for modernization and improvement of the program:
- increase the library fund of professional literature on physical therapy, occupational therapy;
- to start training applicants for higher education in a dual form of education, which would provide the opportunity for working students to study at a convenient time without leaving work, on an individual schedule, as enrolment is based on complete general secondary education;
- intensify the process of further involvement of teachers in foreign internships in leading educational and research institutions; writing professional publications on topical issues of physical therapy, occupational therapy.

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THE RESEARCH INTO ACME-FEATURES OF PRODUCTIVE SCIENTIFIC AND PEDAGOGICAL ACTIVITY OF HIGHER EDUCATION INSTITUTIONS TEACHERS

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The article presents the results of a study of the features of productive scientific and pedagogical activities of higher education institutions teachers. The research has been conducted on the basis of acmeological approach. The analysis of scientific and pedagogical activities of the teachers has been made being based on the study of scientific works and the selection of appropriate criteria (goal-motivational, cognitive, activities, communicative, reflective-productive ones). The three levels of their productivity are differentiated. The highly productive level is characterized by such aspects: teachers' scientific orientation, the interest in scientific knowledge, the constant need to generate new ideas, high-level research knowledge and skills, the desire for continuous self-development, high level of research competence. The productive level is characterized by such aspects: teachers' inherent need to acquire value-oriented innovative knowledge, pertinent skills, continuous self-improvement, significant effectiveness of scientific and pedagogical activities. Ineffective teachers are characterized by such aspects as low motivation and lack of interest in scientific research, low efficiency of scientific activity. The dependence of the motives for further scientific and pedagogical activity on the level of teachers' productivity has been proved in the process of the research of their acme-peculiarities. It has been proved that it is the creative nature of teachers' activity that allows to realize both their own natural potential and the natural talents of young researchers. Thus, the study of acme-features of productive scientific and pedagogical activities of the teachers of higher education has shown that a set of activating factors of motivation, satisfaction and research competence determine the creative orientation of teachers, their desire to reach the acme-pinnacles.

Key words: acme-features, productive scientific and pedagogical activity, high school teacher, acmeological approach, competence.

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У статті представлено результати дослідження особливостей продуктивної науково-педагогічної діяльності викладачів закладів вищої освіти на засадах акмеологічного підходу. На основі вивчення наукових праць та виділення відповідних критеріїв (ціле-мотиваційний, когнітивний, діяльнісний, комунікативний, рефлексивно-результативний) здійснено аналіз науково-педагогічної діяльності викладачів. Виділено три рівні їх продуктивності. Для високопродуктивного рівня – характерна наукова спрямованість, інтерес до наукового пізнання, постійна потреба генерувати нові ідеї, сформовані на високому рівні дослідницькі знання та вміння, пренебрегання до постійного саморозвитку, високий рівень дослідницької компетентності. Для продуктивного рівня – притаманна потреба здобувати ціннісно-орієнтовані інноваційні знання, уміння, неперервне самовдосконалення, значима результативність науково-педагогічної діяльності. Малопродуктивні педагоги характеризуються низькою мотивацією та відсутністю інтересу до наукового пошуку, невисокою результативністю наукової діяльності. У процесі дослідження акме-особливостей викладачів ЗВО доведена залежність мотивів подальшої науково-педагогічної діяльності від рівня її продуктивності. Саме креативний характер діяльності дозволяє викладачам реалізувати як власний природний потенціал, так і природні задатки молодих дослідників. Отже, дослідження акме-особливостей продуктивної науково-педагогічної діяльності викладачів закладів вищої освіти свідчить, що сукупність спонукальних чинників умотивованості, задоволеності і дослідницька компетентність визначають творчу спрямованість особистості викладачів, їх пренебрення до досягнення акме-вершин.

Ключові слова: акме-особливості, продуктивна науково-педагогічна діяльність, викладач вищої школи, акмеологічний підхід, компетентність.

Introduction of the issue. The importance of the issue under consideration stems from current educational changes, as well as from the processes of development, modernization of domestic higher education, which requires improvement of scientific and professional activities of higher education teachers and creating conditions for them to achieve scientific and pedagogical achievements and professional skills. These problems are outlined in the laws of Ukraine "On Higher Education" (2014), "On Scientific and Scientific-Technical Activities" (2015), as well as in the Concept of the New Ukrainian School (2016) and the National Qualifications Framework (2011). The urgency of the problem lies in the need to train the teacher-researchers, that is, the specialists of a new generation, able to dynamically master the methodology and techniques of scientific and pedagogical research, implementing these aspects into practical training of the prospective professionals. Such training should be based on the experience of the teachers with a high level of competences and skills, who have reached the pinnacles in research and professional activities [4].

Current state of the issue. Acme-features of teachers' research activity and its methodology have been considered at different stages of development of pedagogical science by such scientists as: V. Kraevsky, V. Kremen, N. Kuzmina, N. Nychkalo, S. Palchevsky, N. Pobirchenko, S. Rybalko, S. Sysoeva and others [4]; the methodological principles of scientific research have been studied by N. Kushnarenko, N. Kichuk, O. Krushelnytska, O. Myktyuyk, O. Martynenko, L. Onyshchuk, L. Sultanova, D. Chernilevsky. The implementation of theoretical conclusions into practice has been the
research subject of E. Barbina, I. Zyazyun, Z. Kurland, V. Slastyonin, V. Sheiko and others. In this regard, it is important to study the basic concept of "scientific and pedagogical school", which has been carried out in the scientific research of S. Goncharenko, O. Grezneva, O. Gnizdilova, V. Lozova, L. Sukhorukova, O. Ustenko and others. In the context of university education, the activities of scientific and pedagogical schools were studied by O. Antonova, O. Adamenko, A. Aleksyuk, N. Biruk, O. Gluzman, S. Zolotukhina, B. Stuparyk, O. Sukhomlinska and others.

**Aim of research** is to explore the features of productive scientific and pedagogical activities of higher education teachers on the basis of acmeological approach.

**Research methods** are based on theoretical and methodological procedure of analyzing the problem field of the research by moving from the general to the specific, that is, from theoretical aspects of the problem field to its practical aspects. The research has been carried out on the basis of such methodological approaches as: systemic, personality-oriented, activities, synergetic, acmeological, competence approaches, which provide a comprehensive implementation of the research goal. The dominant approach is acmeological one, since it creates favourable opportunities for the scientists to achieve acme peaks in scientific and professional activities.

**Results and discussion.** The acme-features of productive scientific and pedagogical activity of teachers of higher education institutions are clarified with taking into account the following criteria:

- **Goal-motivational criteria** is connected with setting current and future goals, objectives, motivating teachers' actions and behaviour;
- **Value criteria** is connected with value perception by the teacher's personality of scientific and pedagogical values (universal and national ones);
- **Cognitive criteria** is connected with a holistic system of scientific and pedagogical knowledge;
- **Activity criteria** is connected with introduction of innovative forms, methods, means in scientific and professional activity;
- **Communicative criteria** is connected with the realization of positive attitudes, humanistic values, responsible attitude to research activity in communication process;
- **Reflective-productive criteria** is connected with a comprehensive analysis of one's scientific and pedagogical activities, personal achievements, the level of culture (this reveals the need in analysing one's attitudes, as well as the needs in scientific activities to carry out the self-analysis and self-assessment of one's achievements).

We distinguish three levels of teacher-researchers' productivity based on the analysis of their scientific and pedagogical activities.

**High level of scientific productivity.** This level characterizes the scientists and educators who have established scientific schools, have been managing the training of scientific and pedagogical staff for decades. In Ukraine, these are such well-known scientists as S. Gurevich, N. Nychkalo, S. Zolotukhina, L. Lukyanova, L. Khomych, O. Antonova, O. Yaroshynska, A. Vykhrushch, A. Sbrueva, S. Sysoeva and others who see scientific perspectives and work for the prospective achievements.

The scientific school is a team of scientists of different ages who work on a certain scientific concept and develop urgent and prognostic topics. The scientists consider promising concepts of modern pedagogical education, innovative approaches for solving modern educational problems. There is a transfer of experience, knowledge from the older generation of scientists to the younger one. The scientists manage research topics and projects.
Such researchers are characterized by high publishing activity, create individual and collective monographs, textbooks, manuals, scientometric and professional articles. Such scientists are chairmen or members of specialized scientific councils. They have been training the scientific and pedagogical staff from different regions of Ukraine and abroad for a long time. Numerous doctoral and candidate dissertations have been defended under their supervision.

Over the last 5 years, the teachers of the department of pedagogy have published more than 20 articles in scientific and metric journals, more than 140 articles in scientific journals of Ukraine, 15 monographs (collective and individual), more than 160 publications of approbation and popular science character.

\[Fig. 1. Publication activity of the teachers of the Department of Vocational, Special Education, Andragogy and Management of Zhytomyr Ivan Franko State University\]

It is important to note the axiological orientation of research activities of the scientists of high-level competence being formed during the educational activity and is always manifested in terms of values and personality interest. This creates favourable opportunities for achieving high scientific and professional results [2]. Such researchers are characterized by high scientific results, which are marked by the awards of the National Academy of Pedagogical Sciences of Ukraine and the Ministry of Education and Science of Ukraine.

Such researchers are also characterized by distinguished scientific orientation at and interest in scientific knowledge, they reveal constant need for generating new scientific ideas, based on modern research methodology. They also are characterized by high-level research skills:

- **gnostic skills** (these presupposes analysing scientific literature, both historical and pedagogical, modern and those highlighting urgent pedagogical phenomena, structuring research materials, analysing modern methodological approaches and concepts);
- **designing skills** (these presupposes setting advanced, far-sighted research goals, as well as taking into account current issues and promising lines of research, studying modern scientific literature, identifying prognostic ideas and the possibility of their implementation in practice);
- **constructive skills** (these presupposes planning research goals, tasks for the near future, as well as highlighting constructive, practice-oriented ideas);
- **organizational skills** (these presupposes organizing a team of
researchers for joint research, as well as conducting productive research using historical and pedagogical, theoretical, empirical and other research methods, implementing scientific results in practice, developing current research projects, participating in various national and international scientific-practical conferences, seminars, webinars of different levels of the organization; 

communicative skills (these presupposes establishing scientific contacts with foreign scientists and domestic researchers, conducting joint research, exchanging interesting information, establishing contacts with various categories of scientists, including assisting young researchers in research, communicating during scientific conferences, webinars, webinars, webinars).

As a result, the scientists have acquired a high level of research competence. The research activity of such scientists is characterized by aspiration for acquiring new knowledge being the way of active scientific search, as well as the forming of creative knowledge and new experience. The scientists have acquired a high level of research competence, which is considered to be personality's integral property which is manifested by the willingness and ability to work independently concerning the solving of research problems and creative transforming the reality based on a set of knowledge, skills, values [5].

The research competence of the University teacher characterizes his/her personality and presupposes his/her possession of skills and methods of research activities at the level of technology as for finding knowledge for solving educational problems and building modern educational process [1]. From the point of view of A. Khutorsky, such competence turns out to be the result of human cognitive activity in a particular field of science, as well as the mastery of research methods, and researcher's developed motivation and value orientations.

**Productive level of scientific productivity.** The teachers of productive level also have sufficient experience in scientific and pedagogical work. Some University teachers hold the positions of vice-rector, dean, head of the department and others, they run the research centres or laboratories, scientific circles. They are motivated and focused on creative research. They also train scientific and pedagogical staff from different regions of Ukraine. The doctoral and candidate dissertations are also defended under their supervision. Their research activities are also characterized by an important need to acquire value-oriented innovative knowledge, that is, the need not only for new knowledge but also for the results of this activity being an integral aspect of their personality (S. Rubinstein).

Such scientists possess a definite set of scientific and pedagogical knowledge and skills. They organize young researchers for productive search producing new knowledge. Such scientists gradually acquire a sufficient level of research competence, which means knowledge being a consequence of human cognitive activity in a particular scientific field, and mastering the research methodology for carrying out research activities. They are characterized by a sufficient publishing activity. They are also constantly improving their scientific and pedagogical activities, striving for continuous self-development.

**Ineffective teachers.** They are characterized by low motivation and lack of interest in scientific research. They defend dissertations due to the need to work in a higher education institution. They cannot set prospects for goals and plan productive work for a certain period. They supervise students' scientific activities, organize their research activities, but this activity is limited by their workload, such as supervising the writing of students' term
papers and qualification works. Thus they reveal a low need for new knowledge and they do not work on the development of their research skills. They are not interested in the results of scientific activities as well as they experience some difficulties in writing scientific publications, articles thus showing low publishing activity. In all, they do not seek to engage in personal and professional self-improvement.

Let us summarize the results obtained.

1. The dependence of the motives of teachers’ scientific and pedagogical activity on the level of their productivity has been proved in the process of the research of acme-peculiarities of the educators. According to statistical criteria the outlined tendency is most clearly manifested between "high" and "low-productive" activity of the educators.

2. It is important to note that the vast majority of the teachers are not only aware of the creative nature of scientific and pedagogical activities, but also consider this indicator to be the main motivating factor for their further work in certain scientific field. It is the creative nature of the activity that allows the teachers to realize both their own natural potential and the natural talents of young researchers. However, the understanding of creative scientific orientation of "highly productive" teachers in contrast to "low-productive" lies in that that the former focus on the end result of their activity (the formation of creative personality of the researcher and mastering the ways of self-realization of their talents), while the latter ones focus on intermediate results (conducting classes, scientific events, etc.).

3. A significant part of the teachers, despite all socio-economic problems, continues to be guided by moral values. Such features as spiritual values, the importance of creative, mutually enriched professional communication are of unsurpassed significance for such teachers, who focus on the difficult process of mouldering a teacher-researcher.

Thus, the study of acme-features of productive scientific and pedagogical activities of the teachers of higher education institutions has shown that a set of motivating factors for the attractiveness and satisfaction of such activities determine the research orientation of teacher's personality. So, we can dwell on a conclusion that the dominant motivational factors for highly productive activities, owe to the creative approach of the teachers and the values of the scientific sphere, which are related to teachers' creative and natural potential to develop student youth.

It is the painstaking process of cultivating the creative personality of a inexperienced researcher that causes real satisfaction for the mentor-scientists. It is proved that one of the effective forms of training highly qualified teachers is scientific schools of pedagogical orientation, providing coordination of research and initiation of new research directions, which reveals the creative potential in inexperienced scientists, unfolding their creative abilities. This is confirmed by more than 30 years of activity of Zhytomyr Scientific and Pedagogical School, which resulted in a significant increase in the scientific potential of Zhytomyr Ivan Franko State University.

In particular, the Department of Vocational, Special Education, Andragogy and Management of the University currently employs all certified teachers, among 17 teachers there are 7 doctors of sciences, professors or 41% of the total number of teaching staff; and 2 research are completing their doctoral studies. The teachers of the department have a high publishing activity. The doctoral and postgraduate studies have been operating at the university for a long time [3].

Properly organized research process in higher education institutions contributes to teacher-researchers' acquisition of a high level of competence,
successful adaptation to fleeting changes in life, awareness of the importance of one’s methods of scientific activity.

Therefore, the following ways of formation of creative acme-personality are inherent in productive teacher-researchers:

Defining a common goal, which should be attractive to every scientist including inexperienced researchers. In higher education, there is such a significant goal as the personality and scientific growth of teacher-researchers and inexperienced researchers combined with the development of their professional intentions. It is important to master the strategic goal, which involves the process and technology of solving basic scientific and pedagogical problems, as well as understanding the creative potential of academic disciplines.

Awareness of the importance of purposefulness in scientific activity leads us to the differentiation of three main stages: goal setting, goal realization and goal affirmation. At the stage of goal setting the teacher formulates the leading scientific and educational goals/tasks on the basis of comprehension of current educational changes and actual problems of student youth, the modern approaches to the process of formation of experienced researchers. Hereby we have fundamental objective: creative development of the personality is reflected in a number of strategic objectives. The main ones are:

1) designing and developing the personality of the teacher-researcher, his/her formation as an individual,
2) education and development of the team of scientists.

The general research tasks are solved hereby: the formation of creative qualities, scientific worldview, professional interests and intentions. The ways of achieving the set objectives, the means of creative interaction are designed at this stage.

At the stage of goal realization certain tasks are realized through planning of research work with inexperienced scientists, the scientific information is selected, collective scientific projects are organized. Young researchers master the methods of goal setting under the guidance of a supervisor: they learn how to predict the results of scientific achievements of certain goals; they also learn how to make optimal decisions, how to gain experience due to forming creative cooperation.

Conclusions and research perspectives. Thus, the results of our study indicate that productive teachers are characterized by value-oriented unity, which is mediated by the value content of their joint activities.

Thus, by comparative analysis of research activities of different levels of teachers' educational productivity on the basis of acmeological approach it was proved that the main psychological and pedagogical factors that contribute or do not contribute to increasing the level of productivity are: high level of goal-motivational and developed value sphere, pertinent personality qualities, productive system of relations, creative orientation of research knowledge and skills, the ability to continuous personality self-development, self-improvement and in general a high level of scientific and pedagogical competence and its effectiveness.

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FUTURE PHILOLOGISTS’ LANGUAGE COMPETENCE FORMATION ON THE BASIS OF ASPECT INTEGRATION

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The article deals with possibilities of future foreign language teachers’ language competence formation at the universities of Foreign Languages.

The importance of highly qualified new generation specialists, who are able to adapt quickly to a new polycultural information society, ready for fruitful beneficial cooperation with the representatives of other countries is stressed. Particular attention is paid to Common European Framework of References for Languages, requirements of Bologna Convention and new Ukrainian educational strategies for future teachers’ and philologists’ professional training.

Different approaches to students’ professional training at the university have been analyzed. The advantages of integrated language competence formation as a means of students’ independent general and linguistic horizon’s development and future self-education have been highlighted.

The authors of the article claim that integrated language competence formation enables the learners to move away from learning the same linguistic notions in different subjects, to combine language knowledge in terms of students’ future profession thus showing them the importance and value of it. The peculiarities of the first-year students’ language competence formation are presented.

The necessity of designing an integrated language module as a complex of teaching aids and teaching materials for each topic studied is considered.

The characteristics of the 4 C’s components (content, communication, cognition, culture) of the integrated language module on the topic “Meals” and the integrated skills for each of them are described.

The effectiveness and expediency of integrated language competence formation both for university teachers and students were experimentally proved. The results of interviewing and

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incomplete tests presented in the article speak about the qualitative growth of students’ language knowledge, habits and skills.

**Key words:** language competence, aspect integration, integrated language module, incomplete sentence test, future philologists, foreign languages, Higher Education Institution, methods of teaching.

**ФОРМУВАННЯ МОВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФІЛОЛОГІВ НА ОСНОВІ АСПЕКТНОЇ ІНТЕГРАЦІЇ**

А. В. Калініна, Т. Ю. Григор’єва, Л. М. Чумак

Стаття розглядає можливості формування мовної компетентності студентів-філологів мовного закладу освіти. Автори наголошують на важливості підготовки висококваліфікованих конкурентоздатних спеціалістів нового типу, які здатні швидко адаптуватися у новому полікультурному інформаційному суспільстві, готові до співробітництва з представниками інших країн, до самоосвіти та навчання впродовж життя.

Зосереджено увагу на вимогах Болонської конвенції, Загальноєвропейських рекомендаціях з мовної освіти, нових освітніх стратегіях України до професійної підготовки майбутнього вчителя-філолога у мовних закладах освіти. Проаналізовано різні підходи до професійної підготовки майбутніх філологів. Розглянуто переваги інтегрованого формування мовної компетентності студентів, як такої, що дозволяє їм самостійно розвивати свій зовнішньокультурний і лінгвістичний кругозір, формувати власну ресурсно-інформаційну базу для подальшого самовдосконалення та використовувати знання сучасних наук у відповідності до своєї спеціальності.

Автори вбачають важливість міжаспектної інтеграції у можливості відійти від крайньої диференціації предметного навчання, усунення дублювання у вивченні однакових явищ з різних спеціальних предметів і зведення нового комплексу мовних знань, навичок та вмінь до органічного зв’язку з майбутньою професією, що сприяє формуванню мовної компетентності студентів.

Розкрито особливості формування мовної компетентності на першому курсі мовного закладу освіти, на якому студенти вперше отримують професійні знання мови, навички та вміння, що значно відрізняються від шкільної програми.

Висвітлено необхідність створення пакета навчальних матеріалів у межах певної теми інтегративного модуля з метою ефективного формування мовної компетентності студентів. Розглянуто компоненти інтегративного модуля з теми “Meals”, надано характеристики 4 "C" – content, communication, cognition, culture та визначено інтегративні вміння у кожному з них.

Експериментально доведено успішність міжаспектної інтеграції для формування мовної компетентності студентів як для викладачів англійської мови ЗВО, так і студентів-філологів. Представлено результати опитування викладачів ЗВО та тесту “незакінчені речення” студентів, які свідчать про якісний зріст мовних знань, навичок та вмінь майбутніх вчителів-філологів.

**Ключові слова:** мовна компетентність, міжаспектна інтеграція, тематичний інтегративний модуль, тест незакінчених речень, вчитель-філолог, іноземні мови, заклад вищої освіти, методи навчання.
are ready for self-education and lifelong learning.

New educational strategies of Ukraine – the Law "On Education", the Law of Ukraine "On Higher Education", "The State Standard of Basic and Complete General Secondary Education", "New Ukrainian School Concept" and others also put forward new requirements for both: the preparation of secondary school students of the new generation, as well as for future teachers’ professional training, who are responsible for the implementation of state educational reforms [9; 10].

According to the Bologna Agreement, the participating countries, including Ukraine, seek to expand educational and cultural ties, integrate experience, knowledge, skills and abilities in higher education institutions, and intensify students’ academic mobility. To do this, students of a language university must have a high level of foreign language proficiency of an experienced user, which is indicated in the Common European Framework of Reference for Languages; have the skills of foreign-language communicative competence in order to "successfully solve the problems of mutual understanding and interaction with native speakers, in accordance with the norms and cultural traditions in direct and indirect contacts" [2].

The mentioned above causes to reconsider the essence of modern approaches to future teachers’ professional training in the institution of higher education; to prepare him / her as a linguistic and language personality, who manifests himself / herself in foreign-language communication on the basis of knowledge, skills and abilities gained.


The analysis of these works shows that their authors single out two main approaches to professional training of future philologists as a linguistic and language personality: a traditional approach that is based on explicit learning of a foreign language, and integrated approach, which in its turn is based on implicit language proficiency.

Outline of unresolved issues brought up in the article. Without reducing the merits of the analyzed scientific works, we believe that the challenges of the 21-st century require from language universities the necessity of training new generation specialists of philology – those, who are able to broaden their general cultural and linguistic horizons independently; form their own resource and information base for further self-improvement; use knowledge of modern sciences in accordance with their specialty; systematize, generalize and use the best experience of Ukrainian and foreign scientists.

We see the implementation of the above-mentioned ideas in the integration of subject knowledge, professionally significant skills and abilities of future teachers-philologists.

Aim of research. The aim of this article is an attempt to substantiate the possibilities of aspect integration in language university students’ language competence formation on the basis of an integrated language module.

Results and discussion. The issues of the integrated approach are widely represented in the pedagogical literature, particularly in the works of N. F. Borisko, L. O. Konoplyanko, O. A. Nikitenko, L. V. Kalinina, E. R. Chernyshova, D. Marsha, M. Wallace and others. "The Explanatory Dictionary of Foreign Languages" gives the following definition of the concept
integration: "mastering of the development process parts, elements and aspects, that are associated with their combination into a single unity" [8]. However, in modern sense, an integrated approach means not only the "combination" of knowledge, skills and abilities obtained from different disciplines, but also the possibility to avoid extreme differentiation of subject learning; the elimination of duplication in the study of the same phenomena in different subjects but bringing together the whole complex of knowledge, skills and abilities to a natural, organic connection with life and future profession. Our working experience at a language university has shown that mastering students' ability to integrate general professional competences with highly specialized ones, contributes to the formation of their understanding the value of gaining knowledge and increases the motivation of educational activities.

We believe that integration of subject knowledge and professionally essential habits and skills will lead students to mastering three basic competences:

- **general**, which will enable them to develop their cultural and linguistic outlook, gain knowledge of teaching learners of different age groups, cooperate with other teachers borrowing their experience and finally plan their future self-education;
- **didactic**, which presupposes students’ readiness to make decisions independently in any teaching situations and take responsibility for them; use knowledge according to their specialty; systematize, generalize and use the best teaching experience of Ukrainian and foreign teachers;
- **special**, which points at the ability to share experience, participate in professional discussions and conferences, plan learners' individual mastering a foreign language programme regarding their interests and guide their self-preparation for State Final Examination and Independent external evaluation.

In this respect, integration means not only deepening and specification of general concepts, but also enables students to see the interrelation of the same notions from different aspects and sciences. From our point of view, integration forms the basis of overall idea and understanding about the language and laws of its development, enables to use systematic learning within new interrelations.

Scientists single out the possibilities of integrated approach in terms of:

- content (when we integrate the content of different fields of knowledge);
- method (using all fields of knowledge in a creative developing paradigm);
- technology (integration of various means of activities);
- mode of teaching (interaction in different communicative modes: student-student, teacher-student etc.).

The specific character of the subject "Foreign Language" determines the specific possibilities of content integration, which allows to combine the components of linguistic competence (phonetics, grammar, vocabulary), speech competence (listening, speaking, reading, writing) within the framework of a certain topic. Such integration, in our opinion, involves the integration of the 21-st century skills and technologies, including media-educational and information-communicative technologies. And since the main goal of mastering a foreign language at a language university is to form a foreign language communicative competence, the integration of methods of communicative interaction will be based on the technologies of cooperative learning in different modes.

We share the opinion of Professor N. F. Borysko that the traditional distribution of a foreign language into aspects is artificial, contrary to the functioning and use of language in the
process of communication, and makes it impossible to implement the principle of communication, because linguistic phonetics and grammar dominate as an object of learning. Aspect teaching does not create conditions for foreign language communication, because in such classes students gain only some language knowledge, and this fact cannot motivate students’ speech activity [7].

We are absolutely confident that the overall integration of all aspects of the language competence has huge methodical opportunities when organized as a whole set of teaching materials within each topic, and which is called “Integrated Language Module”.

Our observations and the experiment carried out on the first course of studies in the Institute of Foreign Philology in Zhytomyr Ivan Franko State University proved the effectiveness of the students’ language competence formation on the basis of aspect integration.

The first course of studies was chosen not accidentally since first-year students gain their first professionally essential language knowledge, habits and skills which differ from school studies. Furthermore, the students have an opportunity to enlarge basic knowledge of Phonetics, Linguistics, Grammar that they lack on the basis of Integrated Language Module. The example on the topic "Meals" is presented in the following table.

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<th>INTEGRATED LANGUAGE MODULE 4 (MEALS)</th>
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<td><strong>ASPECT OF THE LANGUAGE COMPETENCE</strong></td>
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According to the structure and content of the Integrated Language Module, not only the aspects of language competence, which are presented horizontally, but also the so-called 4 "C" – Content, Communication, Cognition, Culture, presented vertically, are studied in unity and this provides a clear picture of integrated skills in each of 4 "C"-s. Thus, for example, in terms of communication
within the given topic the students are to learn not only how to ask their groupmates about taste preferences but also speak about their food preferences with the help of modal verbs, different types of questions (general, disjunctive, alternative), grammar structures (would you / what about), describe their favourite dishes and if it is necessary share the recipes using active topic vocabulary. They should be also aware of pronunciation, intonation, stress and rhythm of all types of questions and statements within the topic studied.

Besides, we assume that such integration provides an opportunity to integrate different methods of teaching. For example:

- communicative-problem methods (e.g. participation in cross-cultural task-oriented discussion);
- problem-solving / searching methods (independent information search under the instruction of the teacher);
- the use of innovative technologies of the 21st century in the teaching process of all aspects of language competence: ICT, QR codes, electronic dictionaries;
- media-educational technologies (white board, smart phone, word cloud, scavenger hunt, branding);
- technologies of blended learning (flipped classroom, rotation modes);
- technologies of cooperative learning (the whole group techniques, jigsaws etc.).

Integration of content, methods and technologies is a set of teaching materials for the formation of linguistic competence that is phonetics, vocabulary and grammar within a particular topic.

We believe that having acquired the basic skills of intonation and pronunciation during Introductory Course, students continue to upgrade their phonetic competence by means of such phonetic phenomena as assimilation, reduction, elision, palatalization etc. In this respect we speak about knowledge of linguistic phonetics. Due to receptive and reproductive phonetic exercises that each module contains, the students familiarize themselves with pedagogical phonetics.

While forming grammar competence, we suggest using communicative grammar exercises which require learners’ awareness of grammar functions rather than forms, knowledge of grammar meanings especially of the structures on the borderline with vocabulary as they may convey lexical meaning. As a result, this will lead to so-called intuition in use of grammar. In other words this is implicit knowledge of language structure which is as a rule subconscious but leads to fluent use of grammar while speaking or writing and to better understanding while listening or reading.

Lexical content of each Integrated Language Module corresponds to its topic. First of all, the vocabulary is enlarged due to the components of sociocultural competence which means the ability to choose, use and understand the language and ways of communication with cultural semantics in accordance with situational context and style of communication. The next factor of enlarging students’ vocabulary is cognition which implies: a) the ability to distinguish multi-syllable words and word-building elements from the point of view of morphology; b) working with derivatives; c) use of synonyms and antonyms and others.

As it can be seen from the structure and content of the Integrated Language Module, due to such integration the principles of integrated approach and didactic integration are observed. They are:

- **The principle of cultural awareness.** In phonetics it deals with pronunciation of difficult words either of British or American national cuisine; in terms of lexis the students enlarge their vocabulary both with topical and non-equivalent lexical units; concerning grammar students study such grammar structures that convey different communicative functions while either
discussing culinary advantages or ordering a meal in a café, etc.

- The principle of self-development and self-education. It presupposes that future teachers do not only enhance their sociocultural knowledge and develop their language skills on the topic using all available resources including the Internet, but also improve their professional skills such as selecting teaching methods and learning modes for learners with different level of English proficiency ranging from A1 to B1+, or B2 etc.

- The principle of the communicative approach. It is based on the idea that the whole utterance should sound correct and natural in terms of intonation and in accordance with the communicative function in order to gain more information (special questions; polite requests with the word "please" at the beginning, in the middle or at the end of the sentence; the correct use of modal words to express a personal view, differentiation between words and speech patterns that can be easily mixed up while transferring information which is either heard or seen).

- The principle of creativity. It allows a teacher to use creative activities (writing a menu, an announcement for the restaurant opening, reviews, an advertisement of favourite dishes, role-playing). While performing these activities students can reveal their creativity on the basis of the comprehensive study of the topic to the maximum.

Our observation shows that the Integrated Language Module that is designed within every topic studied during the first year in Higher Education Institution on the basis of didactic integration principles will enable a foreign language teacher to see what integrative skills students must acquire when studying the topic in accordance with all 4 "C"-s.

Our experimental research proved that such integration was useful and effective both for University teachers and students. The interview, conducted for university teachers who had been working within the Integrated Language Module, enabled us to generalize the qualitative results of the experiment and vary planning the teaching process in terms of:

- improving the contents of language disciplines;
- changing the order of grammatical notions depending on the topic of the module;
- shifting logically the topics of the University discipline “Practical course of the English language”;
- introducing new conversational situations within a familiar topic with some specifications and additions due to current changes and individual students’ needs;
- enlarging the volume of intensiveness of language components’ interconnection as they are topically combined and aimed at solving a common task;
- using various teaching methods (communicative, problem) and innovative techniques (mixed, hybrid, problem-solving and others);
- systematizing students’ cognitive and learning activity;
- enlarging linguistic sociocultural consideration of the language competence components (phonetics, linguistics, grammar);
- providing all-round language personality development of the students of the University of Foreign Languages who are regarded as future professionals in the field of Philology.

All respondents appreciated the effectiveness of the integration that allowed them to create the whole language environment in which a language personality, that is a teacher, a philologist, is formed. Such kind of a teacher masters a foreign language with great awareness in order to teach it to his potential students.
While working on Integrated Language Module, the future teachers of foreign languages of the experimental group were offered to do "a test of incomplete sentences" the aim of which was to assess the quality of their personal language competence formation. In our opinion, this test provided students with the opportunity to conduct proper self-evaluation.

A few examples, summarized in accordance with specific language competence components, are illustrated further in the article.

Phonetic competence
- I have managed ….. (to enlarge my own phonetic competence by means of getting to know different shades of constructing the language such as assimilation, reduction, palatalization (61 %); to understand the difference in the pronunciation of words in the English and American variants (54 %); to realize that intonation in the English language conveys different shades of meaning (67 %)).

- I can …….. (explain to my future students why certain English words are pronounced in such a way, in what cases one and the same sound will be pronounced differently (72 %); participate in interaction with friends using correct intonation (66 %)).

Grammar competence
- I realize …….. (that communicative intentions can be expressed with the aid of grammar patterns and structures (74 %); that some prepositions in the English language, except lexical ones, convey grammatical meaning, while some meanings do not coincide with the prepositions in the Ukrainian language or do not exist at all (86 %)).

- I am able …….. (to define the communicative functions of many grammatical structures (58 %);

differentiate the correlation of meanings and the cases of using grammatical structures which correspond to Ukrainian and the English languages (84 %)).

Lexical competence
- I am satisfied because I ……… (acquired linguistic sociocultural knowledge (words with no direct equivalents in Ukrainian / culture-specific lexis, background lexis) which I didn’t learn at school (67 %); learned a lot of idioms, proverbs and collocations on each topic (87 %); enlarged my vocabulary with the help of derivatives (73 %)).

- I find it easy ……… (to recognize multisyllabic words and word-building elements – prefixes, suffixes and others (48 %); to use synonyms and antonyms on each topic (72 %); linking phrases (53 %)).

The number of incomplete sentences with negative answers was far fewer, as a result they did not affect general evaluation of the experiment. For example:
- I do not always manage ……… (to use lexical units correctly in different contexts (31 %); to pronounce stressed and unstressed words in the sentence to build proper rhythm (24 %) and others).

Conclusions and research perspectives. The research which was conducted on the first-year students’ language competence formation at the University of Foreign Languages on the basis of aspect integration proved its effectiveness and was positively evaluated both by teachers and students. Everything mentioned above allows us to come to the conclusion about the expediency of using aspect integration on the basis of the Integrated Language Module as a means of language competence formation of future teachers of foreign languages.

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TOPICAL PROBLEMS OF PREPARATION OF FUTURE TEACHERS FOR THE IMPLEMENTATION OF THE FOLLOW-UP BETWEEN PRESCHOOL AND PRIMARY LEVELS OF EDUCATION

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In the article the author analyzes the compliance of the professional standard “Tutor of preschool educational establishment” of higher education in specialty 012 “Preschool education” in terms of professional training of future educators of GSE. There is some discrepancy between general and professional competencies in these documents. Inconsistencies will cause a number of problems and the future tutors (graduates) might face them while working in preschool educational establishments. After all, their level of training will not meet modern requirements and professional standards.

The article actualizes the problem of professional training of future specialists in accordance with modern requirements. A thorough analysis of the issue of continuity between preschool and primary education through the prism: compliance with higher education standards in specialties 012 “Preschool education” and 013 “Primary education” in the aspect of professional training of future tutors of GSE and primary school teachers on the implementation of pedagogical interaction in the context of continuity. There has been analyzed the presence of consensus on the issue of continuity, which is specified in the professional standards of “Tutor of GSE”, “Teacher of primary school general education”, which determined the regulation of normative documents to ensure continuity in the primary education sphere.

In addition, the article substantiates the organizational and pedagogical conditions under which continuity will be effectively ensured in practice: they include the revision of the program of professional training of future primary school teachers and teachers for pedagogical interaction in the context of continuity; normalization of the standard of higher education in the specialty 012 “Preschool education” in accordance with the professional standard “Preschool teacher”; development and mandatory introduction of disciplines “Continuity and prospects in the education and upbringing of children and students of preschool and primary education” during the training of future tutors and primary school teachers; inclusion in the tasks of industrial practice the issue of continuity between the initial links of education; coordination of professional methods of teaching and raising children in both links of education in order to ensure continuity, continuity and prospects; development of a single targeted focus of cooperation between GPE, primary school,

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family and the public in the context of continuity between the initial links of education; increasing the level of professional and pedagogical competence of teachers of both educational links.

**Key words:** basic component of preschool education, primary school teacher, tutor, State standard of primary education, continuity, professional standard, professional training.

**АКТУАЛЬНІ ПРОБЛЕМИ ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІВ ДО РЕАЛІЗАЦІЇ НАСТУПНОСТІ МІЖ ДОШКІЛЬНИМ ТА ПОЧАТКОВИМ РІВНЯМИ ОСВІТИ**

О. Г. Косенчук

У статті автором здійснено аналіз відповідності Професійного стандарту "Вихователь закладу дошкільної освіти" стандарту вищої освіти за спеціальністю 012 "Дошкільна освіта" в аспекті фахової підготовки майбутніх вихователів закладів дошкільної освіти. Встановлено неузгодженість між загальними та фаховими компетентностями у зазначені документах. Неузгодженість спричинити у майбутньому ряд проблем з якими майбутні вихователі (випускники) зустрінуться під час роботи у закладах дошкільної освіти.

Здійснено грунтовний аналіз питання наступності між дошкільною та початковою ланками освіти через призму: відповідності стандартів вищої освіти за спеціальністями 012 "Дошкільна освіта" та 013 "Початкова освіта" в аспекті фахової підготовки майбутніх вихователів ЗДО та вчителів початкових класів щодо реалізації педагогічної взаємодії, проаналізовано наявність суперечностей у питанні наступності, що зазначено у професійних стандартах "Вихователя закладу дошкільної освіти", "Вчителя початкових класів закладу загальної середньої освіти", визначено регламентованість нормативних документів для забезпечення наступності між початковими ланками освіти.

У статті обґрунтовуються організаційно-педагогічні умови, за яких, наступність ефективно забезпечуватиметься у практичній площині серед яких: доопрацювання програми фахової підготовки майбутніх вихователів та вчителів початкових класів до педагогічної взаємодії в контексті наступності; унормування стандарту вищої освіти за спеціальністю 012 "Дошкільна освіта" відповідно професійному стандарту "Вихователь закладу дошкільної освіти"; розроблення та обов'язкове введення дисциплін "Наступність і перспективність у навчанні і вихованні дітей" під час підготовки майбутніх вихователів та вчителів початкових класів; включення у завдання виробничої практики питання наступності між початковими ланками освіти; узгодження фахових методик навчання і виховання дітей в обох ланках освіти; завдання забезпечення наступності, спадкоємності і перспективності у контексті наступності між початковими ланками освіти; підвищення рівня професійно-педагогічної компетентності педагогів обох освітніх ланок.

**Ключові слова:** Базовий компонент дошкільної освіти, вчитель початкових класів, вихователь закладу дошкільної освіти, Державний стандарт початкової освіти, наступність, професійний стандарт, фахова підготовка.

**Introduction of the issue.** The reform of the educational system in Ukraine has led to qualitative conceptual changes that are focused on updating the content of preschool and primary education. It unites implementation of the reform "New Ukrainian School", ensuring accessibility to barrier-free qualitative education;...
implementation of inclusive learning opportunities; professional training and retraining of pedagogical personnel, development of new professional standards of preschool teachers and primary school teachers; implementation of continuity between preschool and primary education links; creation of a modern educational space to ensure the comprehensive development of the child in GPE (general preschool education) and in a primary school of preschool age. Currently, the above conceptual changes are given in the regulatory documents [2; 3; 6-10]. Among the key principles of the state policy in the field of education and the principle of educational activity is defined as the integrity and continuity of the education system [4]. The basic component of preschool education (the standard of preschool education) (hereinafter referred to as the standard) indicates the key idea of effective implementation of continuity between preschool and primary educational levels. According to the developers of the standard, the leading place should be paid to professional training of preschool and primary education teachers, which is based on the basis of a holistic philosophy of personal development in the period of childhood [2: 32-33]. Practitioners and scientists state the fact that preschool and primary education are autonomous and unrelated. A. Bogush, notes that "...we need the effective mechanisms that would be implemented in practice, not on paper" [1: 3].

The end-to-end educational trajectory developed and implemented in educational institutions will provide a holistic philosophy of personality development during childhood years. However, a number of questions still arise: whether the professional training of future teachers of preschool educational institutions (hereinafter referred to as GPE) and primary school teachers is provided for pedagogical interaction in the context of continuity between preschool and primary education links; are the future teachers of GPE familiar with the

інклюзивного навчання; фаховій перепідготовці та перепідготовці педагогічних працівників, розроблення нових професійних стандартів педагогів дошкільної освіти та вчителів початкових класів; реалізація наступності між дошкільною та початковою ланками освіти; створення сучасного освітнього простору для забезпечення всебічного розвитку дитини у ЗДО та у початковій школі дошкільного віку. Наразі, зазначені вище концептуальні зміни регламентовані нормативно-правовими документами [2; 3; 6-10].

Серед ключових засад державної політики у сфері освіти та принципів освітньої діяльності визначено – цілісність і наступність системи освіти [4].

У Базовому компоненті дошкільної освіти (стандарті дошкільної освіти) (далі – стандарт) зазначена ключова ідея ефективної реалізації наступності між дошкільною та початковою ланками освіти. На думку розробників стандарту, провідне місце має зайняти – професійне навчання педагогів дошкільної та початкової освіти, яке ґрунтується на основі цілісної філософії розвитку особистості в період дитинства [2: 32-33].

Практики та науковці констатають той факт, що дошкільна та початкова ланки освіти є автономними та непов’язаними між собою. А. Богуш, зауважує, що "...потрібні дієві механізми, які б реалізувались на практиці, а не на папері" [1: 3]. Розроблена та імплементована у закладах освіти насокрізня освітня траєкторія, забезпечить цілісну філософію розвитку особистості в період дитинства.

Однак, постає ряд запитань: чи передбачено професійну підготовку майбутніх вихователів закладів дошкільної освіти (далі – ЗДО) та вчителів початкових класів до педагогічної взаємодії в контексті наступності між дошкільною та початковою ланками освіти; чи ознайомлені майбутні педагоги ЗДО зі стандартом початкової освіти, а вчителі початкової школи із стандартом дошкільної освіти; чи готові майбутні вихователі ЗДО та вчителі початкової школи реалізувати принципи наступності
standard of primary education, and primary school teachers know the standard of preschool education; are future GPE tutors and primary school teachers ready to implement the principles of continuity and perspective in practice; are the teachers of the two primary levels of education ready to provide a synergistic educational trajectory, focusing on the age and individual characteristics of children's development, organizational and meaningful characteristics of the educational process; whether future educators of preschool educational institutions and primary school teachers have appropriate reflective skills.

Current state of the issue. The problem of training future GPE educators and primary school teachers, assessing their readiness to carry out professional and pedagogical activities has been put in the focus of many international and Ukrainian scientists. In the world pedagogy, scientific research on the problems of pedagogical integration are the most valuable (A. Bloom, F. Best, V. Bretsynka, J. Bruner, R. Winkel, R. Winthrop, R. Gagne, L. Klinberg, C. Maziazh, O. Mihai, R. Neuner, V. Roglіcek, R. Slavin, R. Stevenson, K.-G. Tamaszewski, A. Horvath). Ukrainian scientific research is aimed at identifying: the nature and essence of the professional activity of a teacher (A. Bogush, E. Karpov, T. Lesina); conceptual ideas in the aspect of progressive shifts in the modern system of professional training (V. Bondar, I. Ziazyun, G. Sibin, A. Linenko, G. Nagorna). Many modern authors express the opinion that the mastery of future teachers with theoretical knowledge involves their integration into practical activities (I. Bekh, N. Gavris, L. Dolynska, N. Popiakel, T. Ponimanska, V. Semichenko, N. Chepeleva).

The problem of continuity between preschool and primary education has always been in the circle of attention of international and Ukrainian leading та перспективності на практиці; чи готові педагоги двох початкових ланок освіти забезпечити синергетичну освітню тракторію, орієнтуючись на вікові та індивідуальні особливості розвитку дітей, організаційні та змістовні характеристики освітнього процесу; чи розвинені у майбутніх вихователів закладів дошкільної освіти та вчителів початкових класів відповідні рефлексивні уміння.

Аналіз останніх досліджень і публікацій. У центрі уваги багатьох міжнародних та українських учених знаходиться проблема підготовки майбутніх вихователів ЗДО та вчителів початкових класів, оцінка їхньої готовності до здійснення професійно-педагогічної діяльності. У світовій педагогіці цінними стали наукові дослідження з проблем педагогічної інтеграції (А. Блум, Ф. Бест, В. Брецинка, Дж. Брунер, Р. Вінкель, Р. Вінтроп, Р. Гагне, Л. Клінберг, Ч. Мазяж, О. Міхай, Р. Нойнер, В. Роглічек, Р. Славін, Р. Стівісон, К.-Г. Тамашевські, А. Хорват).

Українські наукові розвідки спрямовуються на виявлення: природи і сутності професійної діяльності педагога (А. Богуш, Е. Карпова, Т. Лесіна); концептуальні ідеї в аспекті прогресивних зрушень в сучасній системі фахової підготовки (В. Бондар, І. Зяззон, Н. Ничкало, О. Мороз, С. Сисовська, А. Хомич); структури та змісту її окремих компонентів (А. Ващенко, Г. Засобіна, А. Ліненко, Г. Нагорна).

Багатьма сучасними авторами висвітлюється думка про те, що оволодіння майбутніми педагогами теоретичними знаннями передбачає їх інтеграцію в практичну діяльність (І. Бех, Н. Гавриш, Л. Долинська, Н. Пов'якель, Т. Поніманська, В. Семиченко, Н. Чепелєва).

Проблема наступності між дошкільною та початковою ланками освіти завжди перебувала у колі уваги міжнародних та українських провідних науковців і педагогів-практиків. Під різним кутом дослідники вивчали проблематику наступності: психологічні теорії діяльності
scientists and teachers-practitioners. From different angles, the researchers studied the problems of continuity: psychological theories of activity and personality development are outlined in the works of G. Ball, I. Bekh, L. Vygotsky, G. Kostyuk, O. Leontiev, V. Molyako, S. Rubinstein, etc.; the study of the problem of an integrated approach in the system of the educational process in the preschool educational institution is covered in the scientific works of A. Bogush, K. Belay, G. Belenko, N. Gavrish, I. Kindrat, O. Kovshar, O. Kononko, K. Krutiy, N. Lysenko, T. Pirozenko, S. Yakymenko, etc.

Outline of unresolved issues brought up in the article. The issue of professional preparation of the future teacher and primary school teacher for pedagogical interaction in the context of continuity between preschool and primary education has not become the subject of a separate scientific study. This issue is becoming especially relevant now, in connection with the implementation of a number of regulatory documents, a new edition: standards of preschool and primary education, standards of higher education in the specialties 012 "Preschool Education" and 013 "Primary Education", professional standards "Teacher of preschool education" and "Teacher of primary schools of a general secondary education institution". As a result, the problem of professional training of future specialists in accordance with modern requirements is actualized.

Aim of the research. At highlighting the results of the scientific search for solving the problems of continuity in the training of future GPE tutors and primary school teachers.

Results and discussion. One of the key principles of state policy and the principle of educational activity in the field of preschool education is the continuity of preschool and primary education. A. Bogush considers the problems of continuity, prospects and continuity between the two educational
links as interrelated and interdependence [1: 3]. To create a viable system of continuous education and upbringing, to achieve high educational levels, to ensure the possibilities of constant spiritual growth of the individual, it is important to create favorable conditions for the transition of the child from preschool to primary education. Every child to school should receive appropriate training according to the requirements of the standard; primary school, preserving continuity with the preschool period of childhood, ensures the further formation of the child’s personality, his intellectual, physical, social development. The end-to-end educational trajectory will provide a holistic philosophy of personality development during childhood.

In this regard, special attention is paid to the system of professional training of the future teacher of GPE and primary school teachers in the context of continuity between the primary links of education. Let us dwell in more detail on the analysis of the standards of higher education of Ukraine for the training of future specialists of the first (bachelor) levels of 012 "Preschool education" and 013 "Primary education" in the context of continuity between the initial links of education. Let us dwell in more detail on the analysis of the standards of higher education of Ukraine for the training of future specialists of the first (bachelor) levels of 012 "Preschool education" and 013 "Primary education" in the context of continuity between the initial links of education. Let us dwell in more detail on the analysis of the standards of higher education of Ukraine for the training of future specialists of the first (bachelor) levels of 012 "Preschool education" and 013 "Primary education" in the context of continuity between the initial links of education.

The standard of higher education of the first (bachelor) level in the specialty 012 "Preschool education" states that the object of study and activity is "...upbringing and education of children from birth to admission to school, the formation of the ideas, skills, qualities necessary for schooling, a holistic, realistic picture of the world, the foundations of the worldview. We must point out some differences between the standard of higher education and the Law of Ukraine "On Preschool Education", in particular, in Art. 12 states that the provision of educational services to preschool children is carried out from one year, but in the standard of higher education in the specialty 012 "Preschool education" it is indicated that the object of study and activity is the upbringing and education of children from birth to
school, however, in fact, the teacher of GPE can work only with children of early (from 1 year) age and up to preschool age. Therefore, this wording requires adjustment in accordance with the provisions of the Law.

We correlated the goals specified in the standard of higher education in the specialty 012 "Preschool education" and the theoretical content of the subject area. So, "... the purpose of training is to prepare specialists for the development, training and upbringing of children of early and preschool age in educational and family institutions capable of solving specialized tasks characterized by complexity and uncertainty of conditions with the application of the theory and methodology of preschool education" [9]. It is appropriate to point out that "the theoretical content of the subject area is based on the following concepts: preschool education, education in preschool age, teaching children in GPE, the development of preschool children, the leading activity of preschool children" [9].

Currently, there is a conflict, because in accordance with the standard of higher education in the specialty 012, the future teacher of GPE must educate and teach preschool children before entering school, and for this he must be aware of the State Standard of Primary School, the Concept of the New Ukrainian School (hereinafter referred to as the NUS) [5].

We are also convinced that primary school teachers should be aware of both the State Standard of Primary School and the Basic Component of Preschool Education. This approach will ensure continuity, continuity and prospects of continuous education and at the same time continue a comfortable second childhood for older preschoolers, elementary school students. However, in fact, in the standard of higher education in the specialty 013 "Primary Education", the issue of continuity, prospects, continuity of education between preschool and primary education is not covered. Let us dwell in more detail on the analysis of program results of training, defined in the...
standards of higher education in the specialties 012 "Preschool Education" and 013 "Primary Education". We found that the standard of higher education 012 "Preschool education" in two program results of education (hereinafter - PRE) mentions aspects of continuity: PRE 01; 05. Thus, the PRE-01 states that the future teacher of the GPE has "...understand and determine pedagogical conditions, patterns, principles, goals, objectives, content, organizational forms, methods and means used in working with children from their birth to school age; find out typical signs and specifics of the educational process and the development of children of early and preschool age" [9]. The PRE-05 states that "...to interact in the work of the GPE, family and school. To involve parents in the organization of the educational process with children of early and preschool age in the conditions of GPE" [9].

Instead, in the standard of higher education 013 "Primary Education", the object is defined as "...educational process in primary school" [10]. The question of continuity between preschool and primary education as a whole cannot be traced, the PRE has not been recorded, no mentioning of preschool education and continuity. If we consider that pre-school children are 5-6 years old, and first-grade students are the vast majority of 6 years of age, an effective model of continuity, integrity and continuity of the educational process should be built. According to the terminology of L. Vygotsky during transitional age periods, the leading function of continuity is to ensure the lyrical development of the child. It is continuity that prevents and minimizes crisis phenomena in the mental development of the individual. We stand in solidarity with scientists and practitioners on the importance of continuity between preschool and primary education. A. Bogush defines "...continuity as the highest stage of development, the roots of which sprouted in the previous soil" [1:3]. Continuity in the work of GPE and primary school is zгадується про аспекти наступності: ПРН 01; 05. Так у ПРН-01 зазначено, що майбутній вихователь ЗДО має "...розуміти і визначати педагогічні умови, закономірності, принципи, мету, завдання, зміст, організаційні форми, методи і засоби, що використовуються в роботі з дітьми від народження до навчання у школі; знаходити типові ознаки і специфіку освітнього процесу і розвитку дітей раннього і дошкільного віку" [9]. У ПРН-05 зазначено, що "...здійснювати взаємодію в роботі ЗДО, сім’ї та школи. Залучати батьків до організації освітнього процесу з дітьми раннього і дошкільного віку в умовах ЗДО" [9].

Натомість у стандарті вищої освіти 013 "Початкова освіта" об’єктом визначено – "...освітній процес у початковій школі" [10]. Питання наступності між дошкільною та початковою освітою в цілому не простежується, у ПРН не зафіксовано, жодної згадки про дошкільну освіту та наступність.

Якщо врахувати, що діти передшкільного віку – 5-6 років, а учні першого класу у переважній більшості 6-ти річного віку, має бути вибудована ефективна модель наступності, цілісності та безперервності освітнього процесу.

За термінологією Л. Виготського впродовж переходних вікових періодів провідною функцією наступності є забезпечення діричного розвитку дитини. Саме наступність запобігає та мінімізує кризові явища у психічному розвитку особистості.

Ми солідаризуємося з науковцями та практиками щодо важливості наступності між дошкільною та початковою ланками освіти. А. Богуш визначає "...наступність як вищий щабель розвитку, коріння якого проросли в попередньому ґрунті" [1:3]. Наступність в роботі ЗДО та початкової школи – це не тільки суголосність в загальних підходах, цінностях і принципах. Вона повинна прослідковуватися у змісті, методах, формах, основних аспектах розвитку особистості дошкільника та учня початкових класів. Тому, важливе збереження основних видів діяльності.
not only a consonance in general approaches, values and principles. It should be traced in the content, methods, forms, main aspects of the development of the personality of the preschooler and primary school student. Therefore, it is important to preserve the main activities of preschool children in elementary school, especially in the first grade, such as: play, cognitive, artistic, labor, communication, etc. GPE educators should be familiar with the content, forms and methods of work in elementary school. Continuity will allow the primary school teacher to take into account the standard of preschool education, to understand what competencies are formed in the child during preschool childhood. The standard of preschool education indicates the key idea of effective implementation of continuity between preschool and primary levels of education, the priority place should be taken – professional training of teachers of preschool and primary education. Let us dwell in more detail on the study of the issue of professional training of future GPE tutors and primary school teachers to implement the principle of continuity between preschool and primary education.

Of course, the professional training of a teacher (in all fields) in higher education institutions involves the study of age psychology, where future teachers learn knowledge of the characteristics of the mental development of children of different age periods. They also study pedagogy, in the content of which they get acquainted with general pedagogy, didactics and the theory of education. However, only students of the specialty "Preschool Education" study preschool pedagogy, professional methods, the content of educational programs for preschool children, and get acquainted in detail with the peculiarities of mental development of children of this age period. In educational programs, the training of primary school teachers, the study of preschool pedagogy and methods of working with preschoolers is not provided. Therefore, it is important to preserve the main activities of preschool children in elementary school, especially in the first grade, such as: play, cognitive, artistic, labor, communication, etc. GPE educators should be familiar with the content, forms and methods of work in elementary school. Continuity will allow the primary school teacher to take into account the standard of preschool education, to understand what competencies are formed in the child during preschool childhood. The standard of preschool education indicates the key idea of effective implementation of continuity between preschool and primary levels of education, the priority place should be taken – professional training of teachers of preschool and primary education. Let us dwell in more detail on the study of the issue of professional training of future GPE tutors and primary school teachers to implement the principle of continuity between preschool and primary education.
Therefore, as practice shows, the problem of continuity between the first educational links is more concerned with preschool specialists who understand the large discrepancy between the content, forms and methods of work in GPE and elementary school. In part, this problem is solved by some higher education institutions, which, within the framework of educational and professional programs for the first (bachelor) level of higher education, introduce selective specialization, for example, a preschool teacher with selective specialization, a primary school teacher, or a primary school teacher with selective specialization, a preschool teacher. Given that the standards of higher education in the specialties 012 "Preschool Education" indirectly mention the issue of continuity between the primary links of education, namely in the context of preparing the child for school, instead, during the preparation of the future primary school teacher, attention is not paid to the issue of preschool education, which is fundamental for the child, the end-to-end educational trajectory will not provide a holistic philosophy of personal development during childhood.

We assume that the lack of systematic professional training of future GPE educators and primary school teachers to implement the principle of continuity between preschool and primary education leads to difficulties in the period of adaptation of children to school, substitution of leading activities of the "game" for "learning" in GPE, overloading the educational process in the GPE. We stand in solidarity with the opinion of academician A. Bogush, "...it is necessary to radically change and seriously finalize the programs on preschool pedagogy and pedagogy of primary school. To adjust professional methods of teaching and raising children in both levels of education in order to ensure continuity, continuity and prospects." The researcher, back in 2007, proposed effective steps to increase the efficiency and effectiveness of continuity between межах освітньо-професійних програм для першого (бакалаврського) рівня вищої освіти запроваджують вибіркову спеціалізацію, наприклад, вихователь закладу дошкільної освіти з вибірковою спеціалізацією вчитель початкових класів, або вчитель початкових класів з вибірковою спеціалізацією вихователь закладу дошкільної освіти.

Враховуючи, що у стандартах вищої освіти за спеціалізациями 012 "Дошкільна освіта" опосередковано згадується питання наступності між початковими ланками освіти, а саме в контексті підготовки дитини до школи, натомість, під час підготовки майбутнього вчителя початкових класів, не звертається увага на питання дошкільної освіти, яка є фундаментальною для дитини, наскрізна освітня траєкторія не забезпечить цілісну філософію розвитку особистості в період дитинства.

Ми припускаємо, що відсутність системної професійної підготовки майбутніх вихователів ЗДО та вчителів початкових класів до реалізації принципу наступності між дошкільною та початковою ланками освіти зумовлюють виникнення труднощів в період адаптації дітей до навчання в школі, підміні провідних видів діяльності "грі" на "навчання" у ЗДО, перевантаження освітнього процесу в ЗДО.

Ми солідаризуємося з думкою академіка А. Богуш, "...потрібно докорінно змінити і серйозно доопрацювати програми з дошкільної педагогіки та педагогіки початкової школи. Скоректувати фахові методики навчання і виховання дітей в обох ланках освіти задля забезпечення наступності, спадкоємності й перспективності". Дослідниця, ще у 2007 році пропонувала дієві кроки, щодо підвищення ефективності та результативності наступності між дошкільною та початковою ланками освіти в контексті фахової підготовки майбутніх фахівців у закладах вищої освіти. Ключовим лейтмотивом Алли Михайлівни стала теза – "...врятувати положення може обов'язкове введення спецкурсів на факультетах дошкільного виховання
preschool and primary education in the context of professional training of future specialists in higher education institutions. The key leitmotif of Alla Mikhailovna was the thesis – "... to save the provision can be mandatory introduction of special courses at the faculties of preschool education "Continuity and prospects in the education and upbringing of children and students of preschool and primary education" [1: 7]. We will analyze the compliance of the standard of higher education 012 "Preschool education" with the professional standard "Preschool teacher". It is important to understand whether future competitive specialists are trained in higher education institutions whose qualifications and competencies meet modern requirements. It should be noted that the professional standard of the GPE educator was approved after the adoption of the relevant standard of higher education in the specialty 012 "Preschool Education", namely, 1456 21.11.2019 Order of the Ministry of Education and Science of Ukraine of November 21, 2019 No. 1456 "About approval of the standard of higher education in the specialty 012 "Preschool education" for the first (bachelor) level of higher education, and the professional standard "Teacher of preschool education institution" was approved by the order of the Ministry of Economy of Ukraine from 19.10.2021 No 755-21 "On approval of the professional standard "Teacher of preschool education institution". We correlated the general and professional competencies specified in the professional standard "Preschool Teacher" and the standard of higher education in the specialty 012 "Preschool Education". It was recorded that out of 6 general competencies (civic, social, cultural competence, leadership, entrepreneurial, ethical) defined in the professional standard of a GPE tutor, only three (civic, social, cultural competence) are reflected in the standard of higher education in the specialty 012 "Preschool Education". Instead: leadership, entrepreneurial, "Наступність і перспективність у навчанні і вихований дітей і учнів дошкільної і початкової ланок освіти" [1: 7]. Проаналізуємо відповідність стандарту вищої освіти 012 "Дошкільна освіта" професійному стандарту "Вихователь закладу дошкільної освіти". Важиво зрозуміти, чи готують у закладах вищої освіти майбутні конкурентоспроможних фахівців, кваліфікація та компетентності яких відповідають сучасним вимогам. Необхідно зауважити, що професійний стандарт вихователя ЗДО було затверджено після прийняття відповідного стандарту вищої освіти за спеціальністю 012 "Дошкільна освіта", а саме, наказом Міністерства освіти і науки України від 21.11.2019 № 1456 "Про затвердження стандарту вищої освіти за спеціальністю 012 "Дошкільна освіта" для першого (бакалаврського) рівня вищої освіти, а професійний стандарт "Вихователь закладу дошкільної освіти" був затверджений наказом Міністерства економіки України від 19.10.2021 № 755-21 "Про затвердження професійного стандарту "Вихователь закладу дошкільної освіти". Нами були співвіднесені загальні та фахові компетентності, які зазначені у професійному стандарті "Вихователь закладу дошкільної освіти" та стандарті вищої освіти за спеціальністю 012 "Дошкільна освіта". Зафіксовано, що із 6 загальних компетентностей (громадянська, соціальна, культурна компетентність, лідерська, підприємницька, етична) визначених у професійному стандарті вихователя ЗДО, тільки 3 (громадянська, соціальна, культурна компетентність) відображенні у стандарті вищої освіти за спеціальністю 012 "Дошкільна освіта". Натомість: лідерська, підприємницька, етична не відображений у переліку загальних компетентностей випускника закладу вищої освіти. Щодо професійних компетентностей передбачених профстандартом "Вихователь закладу дошкільної освіти" визначено 11 компетентностей: прогностична, організаційна,
ethical are not reflected in the list of general competences of a graduate of a higher education institution.

As for the professional competences provided by the professional standard "Preschool Teacher", eleven competencies are defined: predictive, organizational, evaluation and analytical, subject-methodical, health-saving, psycho-emotional, pedagogical partnership, moral and ethical, lifelong learning ability, information and communication. In the standard of higher education in the specialty 012 "Preschool education" five competencies of consonants: organizational, subject-methodical, design, pedagogical partnership; ability to learn throughout life. At the same time, two competencies are partially represented: health-preserving, information and communication. Currently, there are no four competencies: predictive, evaluative-analytical, psycho-emotional, moral and ethical. In accordance with the standard of higher education in the specialty 012 "Preschool education" and the professional standard "Teacher of GPE" organizational competence is determined: the ability to choose effective methods, forms and means of organizing the educational process; the ability to organize play (leading) and other activities and support activities initiated by the child. The subject-methodical competence is consonant: the ability to form key competencies in education applicants in accordance with the state standard of preschool education. It should be noted that an important place in the range of competencies is occupied by design: the ability to organize and design educational centers according to the principles of universal design and reasonable adaptation. In the context of continuity, pedagogical partnership is important: the ability to effectively cooperate and communicate in professional activities; the ability to attract participants in the educational process on the basis of partnership and mutual responsibility, however, requires strengthening: the ability to team interaction. The ability to learn throughout life is also provided: the ability
to self-reflection and evaluate one’s own professional activity; ability to plan and implement individual professional development and self-education. Partially represented health-saving and information-communication competences. Regarding health-saving competence, we consider it expedient to expand and strengthen: the ability to organize a physically safe educational environment.

It should be noted that the new realities caused by COVID-19 have led to the informatization of the educational process. The future teacher must have certain composites to ensure a high-quality educational process. The professional standard of the GPE tutor indicates information and communication competence: the ability to effectively use information and communication technologies (hereinafter referred to as ICT) and electronic educational resources in professional activities; the ability to adhere to the rules of safe behavior in the digital environment, not presented in the standard of higher education in the specialty 012 "Preschool education". Predictive competence is absent in the standard of higher education in the specialty 012 "Preschool Education", but the professional standard "Teacher of GPE" states: the ability to plan and predict the results of the educational process; the ability to target, self-organize and prepare for the educational process; ability to document professional activities.

We trace a similar situation in the absence of evaluation and analytical competence of future GPE educators, namely: the ability to carry out and interpret the results of monitoring the quality of educational activities for adaptation and adjustment of the educational process in accordance with the capabilities and needs of applicants for education; ability to determine the level of formation of competencies in applicants for education in accordance with the state standard of preschool education. There is also a lack of psycho-emotional competence in the standard of higher education in the specialty 012 "Preschool education": the
ability to self-control, self-regulation and tolerant interaction; ability to respond quickly to changes, flexibility, adaptability and stress resistance. Moral and ethical complexity is not represented: the ability to take into account the cultural, religious, social and linguistic characteristics of the family during the educational process and implement it regardless of their own views, stereotypes and prejudices.

As a result, the professional level of training of future tutors (graduates of a higher education institution in the specialty 012 "Preschool Education") will not meet the professional standard "Preschool teacher", and the young specialist will not correspond to the position, because currently there are no a number of competencies, both general and professional. The management of the GPE will need to carry out additional training of a young specialist in accordance with the requirements of the professional standard. Thus, the content of the standard of higher education in the specialty 012 "Preschool education" requires coordination and amendments in accordance with the professional standard of the teacher of GPE, because the future specialist must be competitive and meet modern requirements. Conclusions from this study and prospects for further research in this direction.

Conclusions and research perspectives. In terms of implementation of a new State Standard of Primary Education, the Basic Component of Preschool Education, development and implementation of professional standards of an GPE tutor and a primary school teacher; implementation of higher education standards concerning the specialties 012 "Preschool Education" and 013 "Primary Education" there exists significant need for changes in the preparation of future preschool teachers and primary school teachers to work in new conditions.

Analyzing the Standards of Higher Education of the specialties 012 "Preschool Education" and 013 "Primary Education", we record inconsistencies in the context of
continuity, and therefore cross-sectoral interaction, joining forces and coordinating approaches to the development of Higher Education Standards for future primary school teachers and teachers would allow us to work out effective mechanisms of continuity between the primary links of education.

In addition, there exists an urgent problem to normalize the standards of higher education in the specialties 012 "Preschool Education" and 013 "Primary Education" in the context of compliance with the professional standards "Preschool Teacher" and "Primary School Teacher of a General Secondary Education Institution", because future specialists must meet modern needs and be competitively capable. This can be done by consolidating the efforts of practitioners, scientists, teachers of higher education institutions in solving topical issues in the field of preschool education, including continuity and pedagogical interaction.

Summing up the said above we should emphasize that in order to ensure continuity between preschool and primary education, significant progress in the content of normative documents has been made. In particular it concerns the professional standards of "Preschool Teacher", "Primary School Teacher of a General Secondary Education Institution", higher education standards in the specialty 012 "Preschool Education" and 013 "Primary Education", State Standards of Preschool and Primary Education.

However, there is still a number of organizational and pedagogical conditions under which, in our opinion, continuity between preschool and primary education is ensured in the practical field. They include the revision of the program of professional training of future primary school teachers and teachers for pedagogical interaction in the context of continuity; normalization of the standard of higher education in the specialty 012 "Preschool education" in accordance with the professional standard "Preschool teacher"; development and mandatory
The introduction of disciplines "Continuity and prospects in the education and upbringing of children and students of preschool and primary education" during the training of future tutors and primary school teachers; inclusion in the tasks of industrial practice the issue of continuity between the initial links of education; coordination of professional methods of teaching and raising children in both links of education in order to ensure continuity, continuity and prospects; development of a single targeted focus of cooperation between GPE, primary school, family and the public in the context of continuity between the initial links of education; increasing the level of professional and pedagogical competence of teachers of both educational links.

The article does not exhaust all aspects of the research problem. We consider it promising to study the international experience of professional training of future GPE tutors and primary school teachers for pedagogical interaction in the context of continuity between the primary links of education; analysis of domestic and international models of continuity between preschool and primary education.

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THE PEDAGOGICAL CONDITIONS OF EFFECTIVE LEARNING ACTIVITY OF
THE APPLICANTS FOR THE SECOND (MASTER'S) LEVEL OF HIGHER
EDUCATION

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The article analyzes the basic concepts of “condition”, “pedagogical condition”, “condition-reason”,
“condition-circumstance”, “condition-factor”, “efficiency”, “pedagogical conditions”, “activity”,
“educational activity”, “higher education seeker (applicant for higher education)” and the relationship
and interdependence of these concepts.

The main pedagogical conditions that affect the educational activities of applicants for higher
education of the second (master’s) level are identified and characterized.

The results of theoretical and empirical research of each pedagogical condition are presented
(positive motivation to study; rapid adaptation in higher education environment; availability of
pedagogical abilities; propensity for future professional activity (to the chosen profession); level of
preparation for higher education; efficiency, purposefulness, availability of individual and creative
opportunities, social activity, interaction with the team and others.

Different points of view of scientists are considered in order to determine the pedagogical
conditions: the first one identifies pedagogical conditions as a set of any measures of pedagogical
influence and opportunities of the material and spatial environment; as a set of activities, content,
methods and organizational forms of teaching and education; the second position is occupied by
researchers who link pedagogical conditions with the construction of a pedagogical system that
reflects a set of internal (which ensure the personal development of educational subjects) and
external (contributes to the procedural aspect of the system) elements that ensure its effective
functioning and further development.

Methods of research of pedagogical conditions are characterized and results of research, their
quantitative and qualitative analysis are given.

Key words: condition, pedagogical condition, activity, learning activity, applicant for higher
education, effectiveness of learning activity.

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ПЕДАГОГІЧНІ УМОВИ ЕФЕКТИВНОЇ НАВЧАЛЬНОЇ ДІЯЛЬНОСТІ ЗДОБУВАЧІВ ДРУГОГО (МАГІСТЕРСЬКОГО) РІВНЯ ВИЩОЇ ОСВІТИ

С. С. Вітвицька


Визначено і схарактеризовано основні педагогічні умови, що впливають на навчальну діяльність здобувачів вищої освіти другого (магістерського) рівня.

Подано результати теоретичного та емпіричного дослідження кожної педагогічної умови (позитивна мотивація до навчання; швидка адаптація у закладі вищої освіти; наявність педагогічних здібностей; схильність до майбутній професійній діяльності; до образної професії; рівень підготовки до навчання у закладі вищої освіти; працездатність, цілеспрямованість, наявність індивідуально-творчих можливостей; соціальна активність, взаємодія з колективом та інші).

Розглянуто різні позиції вчених до визначення педагогічних умов. Першої позиції дотримуються вчені, з погляду яких педагогічні умови є сукупністю будь-яких заходів педагогічного впливу і можливостей матеріально-просторового середовища; як комплекс заходів, змісту, методів і організаційних форм навчання і виховання. Другу позицію займають дослідники, які пов'язують педагогічні умови з конструюванням педагогічної системи, що відображає сукупність внутрішніх (які забезпечують особистісний розвиток суб'єктів освітнього процесу) і зовнішніх (що сприяють реалізації процесуально-аспекту системи) елементів, які забезпечують її ефективне функціонування і подальший розвиток.

Схарактеризовано методики дослідження педагогічних умов та подано результати дослідження, їх кількісний та якісний аналіз.

Ключові слова: умова, педагогічна умова, діяльність, навчальна діяльність, здобувач вищої освіти, ефективність навчальної діяльності.

Introduction of the issue. The current state of Ukrainian statehood is characterized by complex socio-economic, political and spiritual processes. For their successful implementation it is necessary to train highly qualified personnel for various branches of science and industry, which encourages the reform of the national system of higher education. In particular, it is a question of creation of conditions for effective educational activity of applicants for higher education (the Law of Ukraine "On higher education", 2014; "Concepts of development of education of Ukraine for 2015-2025 y.", etc.).

In the legal framework "National Strategy for Education Development in Ukraine for 2012-2021 y.", the Concept of Education Development of Ukraine for 2015-2025 y., the strategic task of Ukraine’s educational policy is to expand international cooperation, increase the

Постановка проблеми. Сучасний стан українського державотворення характеризується складними соціально-економічними, політичними і духовними процесами. Для успішної реалізації цих процесів необхідно підготувати якісні кадри для різних галузей науки й виробництва, що спонукає до реформування національної системи вищої освіти. Зокрема, йдеться про створення умов для ефективної навчальної діяльності здобувачів вищої освіти (Закон "Про вищу освіту", 2014; Концепції розвитку освіти України на 2015-2025 років та інші.).

У державних документах "Національна стратегія розвитку освіти в Україні на 2012-2021 роки", Концепції розвитку освіти України на 2015-2025 років стратегічним завданням освітньої політики України визначено розширення міжнародного співробітництва, підвищення конкурентоспроможності
competitiveness of Ukrainian higher education within the network of world educational services.

Achieving this goal requires modernization of theoretical and methodological foundations of higher education, its structural and organizational restructuring. Higher pedagogical education performs a special, key function in shaping the intellectual potential of the nation and society.

**Current state of the issue.** The problem of pedagogical conditions is widely studied by scientists in various aspects: pedagogical conditions for the introduction of innovative technologies (I. Bohomolov, L. Romanov, A. Spitsyna, I. Osobov and other); pedagogical conditions for the formation of competences and competencies (O. Melnyk, O. Korolop, I. Kladikova and other); pedagogical conditions for training specialists in certain sectors of the economy (O. Hnydiuk, Yu. Chechulina, V. Synishyna); pedagogical conditions of health-preserving education (F. Kalinchuk, S. Ihnatenko), pedagogical conditions of teaching activity (L. Tkach, O. Yatsenko); pedagogical conditions for the organization of independent work of higher education seekers (L. Orel, I. Kyryliuk, I. Tsisariuk and other).

**Aim of research is** conduct analysis of the concepts of "condition", "pedagogical condition", "condition-reason", "condition-circumstance", "condition-factor", "efficiency", "pedagogical conditions", "activity", "educational activity", "higher education seeker (applicant for higher education)"; to carry out the coverage and analysis of empirical and theoretical research in order to create conditions for effective learning activities of applicants for the second (master's) level of higher education at the university.

**Results and discussion.** Despite the fact that the subject of a large number of dedicated studies are pedagogical conditions for the implementation of certain processes, in modern science there are differences in the understanding of the concept of "pedagogical condition", ukraińskoї вищої освіти на ринку світових освітніх послуг.

Досліджування цієї мети потребує модернізації теоретико-методологічних засад вищої освіти, її структурно-організаційної перебудови. Вища педагогічна освіта виконує особливу, ключову функцію у формуванні інтелектуального потенціалу нації, суспільства.

**Аналіз останніх досліджень і публікацій.** Проблема педагогічних умов широко досліджується вченими в різних аспектах: педагогічні умови упровадження інноваційних технологій (І. Богослова, Л. Романов, А. Спіціна, І. Особов та ін.); педагогічні умови формування компетенції та компетентностей (О. Мельник, О. Королоп, І. Кладікова та ін.); педагогічні умови підготовки фахівців окремих галузей народного господарства (О. Гнідюк, Ю. Чечуліна, В. Снішинна); педагогічні умови здоров'язбережувального навчання (Ф. Калінчук, С. Ігнатенко), педагогічні умови викладачької діяльності (Л. Ткач, О. Яценко); педагогічні умови організації самостійної роботи здобувачів вищої освіти (А. Оред, І. Кирилюк, І. Цісарюк та інші).

**Метою статті** є аналіз понять "умова", "педагогічна умова", "умова-обставина", "умова-чинник", "умова-фактор", "діяльність", "навчальна діяльність здобувачів вищої освіти": висвітлення та аналіз емпіричного та теоретичного дослідження створення умов для ефективної навчальної діяльності здобувачів другого (магістерського) рівня вищої освіти в університеті.

**Виклад основного матеріалу.** Незважаючи на те, що предметом великої кількості педагогічних досліджень виступають педагогічні умови реалізації певних процесів, в сучасній науці існують розбіжності у тлумаченні самого поняття "педагогічна умова". На жаль, це поняття не завжди тлумачиться відповідно до проблеми дослідження.

Філософське трактування цього поняття пов’язується з відношенням предмету до оточуючих його явищ, без яких цей
thus, this concept is not always interpreted in accordance with the research problem.

Philosophical interpretation of this concept is associated with the relationship of the object to the surrounding phenomena, without which this object cannot exist, as well as an essential component of the complex of objects (things, their states, interactions), with which the existence of this phenomenon is indivisible.

Analysis of scientific literature, dictionaries and reference sources makes it possible to conclude that the condition is the most generalized concept: "working conditions – a set of elements of the production environment and the specifics of the labor process that affects human health as well as efficiency and the results of his/her activities" [2: 1536].

In pedagogical research, this concept is used as a "condition-circumstances" – feature of reality, under which something happens or will happen in the future [2: 1506]. In this sense, this concept is appropriate and can be used in historical and pedagogical studies. Some researchers use the term "factor", which is identified as the condition, the driving force, the cause of any process that determines its nature or one of its main features. Common is the use of "condition-factor" is its anthropogenic origin caused by human activities [2: 1601]. Factor (faciū – "do") – a condition, driving force, the cause of a phenomenon, process – Latin, thus, this term is used in this exact sense in our study. Psychology identifies and studies two groups of factors that affect personality, mental phenomena and processes: external, in relation to the behavior of the individual (personality) – natural and social determinants of his behavior and internal – purely psychological, those inherent in man himself, in his inner world. In learning, as in other activities, psychological factors are inevitably revealed. There are positive and negative factors [7: 201].

In psychology, the concept is usually exploited in the context of mental development and is revealed through a set of conditions in which the subject develops. These conditions are not always interpreted in accordance with the research problem. Conditions are the most generalized concept: "working conditions – a set of elements of the production environment and the specifics of the labor process that affects human health as well as efficiency and the results of his/her activities" [2: 1536].

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of internal and external factors that determine the mental development of a human being, accelerating or slowing it down, influencing the development process, its dynamics, the end result.

Thus, the results of the analysis allow us to conclude that the concept of "condition" is general science, and its essence in the pedagogical aspect can be characterized by several provisions from different points of view.

The first point is supported by the scientists for whom pedagogical conditions are a set of any measures of pedagogical influence and opportunities of the material and spatial environment (V. Andrieiev, A. Nein, N. Yakovlieva).

The second viewpoint is supported by researchers who link pedagogical conditions with the construction of a pedagogical system that reflects a set of internal (ensuring the development of the personal aspect of the educational process) and external (promoting the procedural aspect of the system) elements that ensure its effective functioning and further development.

The third concept identifies pedagogical conditions as a systematic work aimed at clarifying the patterns as stable links in the educational process, which provides an opportunity to verify the results of scientific and pedagogical research (B. Kuprianov, S. Dynin).

Analysis of the positions of various researchers on the definition of "pedagogical conditions" allows us to identify a number of provisions important for understanding this phenomenon:

1) conditions act as an element of the pedagogical system, the entire pedagogical process;
2) pedagogical conditions reflect the set of possibilities of the educational process (content, methods, techniques and forms of teaching and education, software) and material-spatial (educational and technical equipment, natural and spatial environment of the educational institution, etc.), positively or negatively influencing environments and their functions;
3) in the structure of pedagogical conditions, there are internal (which determine the functioning of the educational process) and external (influencing the development process) elements.

result.

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The third concept identifies pedagogical conditions as a systematic work aimed at clarifying the patterns as stable links in the educational process, which provides an opportunity to verify the results of scientific and pedagogical research (B. Kuprianov, S. Dynin).
3) in the structure of pedagogical conditions there are both internal (providing influence on the development of the personal sphere of the subjects of the educational process) and external (contribute to the formation of the procedural component of the system) elements;

4) the implementation of appropriately selected pedagogical conditions ensures the development and effectiveness of the pedagogical system, the pedagogical process.

Thus, we consider pedagogical conditions as one of the components of the pedagogical system of higher education, pedagogical process that includes educational activities of higher education and reflects the set of educational and material-spatial environment that affect the personal and procedural aspects of the system and ensure its effective functioning and development.

The activity of the higher education system is of great social importance, as its main task is to provide training for specialists in various sectors of the economy, to meet the social needs of people with high level of education and culture.

The concept of "activity" is interpreted in dictionaries as the application of effort to something. Work and directed effort of people in any field [2: 1306]. The activity of the applicant for higher education is unique in its purpose and objectives, content, internal and external conditions, means, features of the psychological course of mental processes, the impact of motivation and more. Higher education seekers are identified as individuals who study in a higher education institution at a certain level of higher education in order to obtain the appropriate degree and qualification [1]. Applicants for higher education are the source of replenishment of the intelligentsia, the spiritual elite of society. Modern psychology considers human activity as a system included in the network of social relations. With the development of society changes the purpose, methods, results, subject of higher education. Accordingly, the

складової системи) елементи;

реалізація доцільне обраних педагогічних умов забезпечує розвиток і ефективність функціонування педагогічної системи, педагогічного процесу.

Таким чином, ми розглядаємо педагогічні умови як один з компонентів педагогічної системи закладу вищої освіти, педагогічного процесу, що включає навчальну діяльність здобувачів вищої освіти і відображає сукупність можливостей освітнього та матеріально-просторового середовища, які впливають на особистісний і процесуальний аспекти системи і забезпечують її ефективне функціонування й розвиток.

Діяльність системи вищої освіти має велике соціальне значення, оскільки її основне завдання – забезпечити підготовку фахівців різних галузей народного господарства, реалізувати суспільну потребу в людях з вищою освітою, високим рівнем вихованості та культури.

Поняття "діяльність" тлумачиться у словниках, як застосування своєї праці до чого-небудь. Праця, діє людей у який-небудь галузі [2: 1306]. Діяльність здобувача вищої освіти є своєрідною за своєю метою та завданнями, змістом, внутрішніми і зовнішніми умовами, засобами, особливостями психологічного перебігу психічних процесів, впливу мотивації тощо. Здобувачі вищої освіти – особи, які навчаються у закладі вищої освіти на певному рівні вищої освіти з метою здобуття відповідного ступеня і кваліфікації [1]. Здобувачі вищої освіти – джерело поповнення інтелігенції, духовної еліти суспільства. Сучасна психологія розглядає діяльність людини як систему, що включена в систему відносин суспільства. З розвитком суспільства змінюється мета, способи, результати, предмет діяльності здобувачів вищої освіти. Відповідно змінюються вимоги до випускника закладу вищої освіти, його професійної компетентності та особистісних якостей, що зумовлені ефективністю навчального процесу.

Ефективність навчального процесу
requirements for a graduate of a higher education institution, his professional competence and personal qualities due to the effectiveness of the educational process are changing.

The effectiveness of the educational process is measured by the level of implementation of the tasks and objectives of higher education institutions.

Educational activity is one of the main types of human activity, aimed at mastering theoretical knowledge and methods of activity in the process of solving educational problems [5: 301]. By "learning activity" we mean the interconnected activities of teachers and students of higher education in the process of which students obtain systematic, systematic, scientific knowledge, skills and abilities, as well as their development and improvement.

Self-education, independent work, participation in scientific research, carting out professionally-oriented tasks, maintaining communication with representatives of the profession, chosen by the individual, plays an increasing role in the educational activity of the applicant for higher education.

The success of education, the effectiveness of educational activities of higher education depends on a number of pedagogical conditions:

1. Positive motivation for learning and the level of readiness of the applicant for further acquisition of knowledge;
2. Successful and rapid adaptation in a higher education institution;
3. Availability of abilities for the chosen profession;
4. The presence of a creative team and educational-developmental environment; implementation of partnership pedagogy;
5. Use of modern learning technologies; maximum approximation of the learning process to practical activities.
6. Constant control and monitoring of the quality of educational activities of applicants for higher education;
7. Availability of modern material and technical support of higher education institutions.

vимірюється рівнем реалізації поставлених завдань перед закладами вищої освіти.

Навчальна діяльність – один із основних видів діяльності людини, спрямований на засвоєння теоретичних знань і способів діяльності у процесі розв'язання навчальних задач [5: 301]. Під поняттям "навчальна діяльність" ми розуміємо взаємопов'язану діяльність викладача і здобувачів вищої освіти у процесі якої відбувається озброєння здобувачів систематичними, системними, науковими знаннями, уміннями, навичками, їх розвиток і виховання.

У навчальній діяльності здобувача вищої освіти все більшу роль починає відігравати самоосвіта, самостійна робота, участь у наукових дослідженнях, виконання професійно-спрямованих завдань, спілкування з представниками цієї професії, яку обрав здобувач.

Успішність навчання, ефективність навчальної діяльності здобувача вищої освіти залежить від низки педагогічних умов:

1. Позитивної мотивації до навчання та рівня готовності здобувача до подальшого засвоєння знань.
2. Успішної та швидкої адаптації в умовах закладу вищої освіти.
3. Наявності здібностей до обраної професії.
4. Наявності творчого колективу та освітньо-розвивального середовища; реалізації педагогіки партнерства.
5. Використання сучасних технологій навчання; максимального наближення процесу навчання до практичної діяльності.
6. Постійного контролю та моніторингу якості навчальної діяльності здобувачів вищої освіти.
7. Наявності сучасного матеріально-технічного забезпечення закладів вищої освіти.

Час навчання у закладі вищої освіти співпадає з другим періодом юності або першим періодом зрілості, який вирізняється складністю становлення особистісних рис.

Соціолог В. Шубкін називає вік від 17 до 25 років доленосним періодом у житті.
The period of study in a higher education institution coincides with the second period of adolescence or the first period of maturity, which is characterized by the complexity of the formation of personality traits. Sociologist V. Shubkin calls the age of 17 to 25 a fateful period in a person's life. Intensive search for the job, choice of priority, transition from idealistic ideas to a clash with real institutions, professional self-determination, employment, love, family formation. All this is due to such a sharpness of emotional experiences, with so many decisions that need to be made in the shortest possible time and which greatly determine the fate of an individual. A characteristic feature of moral development in this period is the strengthening of moral motives, reassessment of values, forming conscious motives for behavior.

The performance of a higher education seeker is professionally oriented, it is a form of social and cognitive activity, an expression of aspirations for life self-determination and self-affirmation. Most applicants are independent in the learning process, take an active position, preferring forms of learning that are not only a means of knowledge but also a means of self-affirmation, given the opportunity to express their own point of view. The list of features of the applicants should include: the uniqueness of goals and results (preparation for independent work, mastery of knowledge, skills, abilities, development of personal qualities); special nature of the object of study (scientific knowledge, information about the future profession, etc.); the activities of applicants take place in the planned conditions (program, term of study); special means of activity – books, laboratory equipment, models, computers, etc.; activities of applicants are intensive psyche, high intellectual tension.

Motivation (positive motivation for education) is the main psychological and pedagogical condition for successful learning, effective learning activities of the applicant of the second (master's) level of higher education. This is confirmed by...
both long-term observations and their annual questionnaires. The results of the survey (55 respondents) for the chosen profession are reflected in Table 1.

### Table 1.

<table>
<thead>
<tr>
<th>Attitude to the chosen profession</th>
<th>Number / % of respondents who chose the corresponding option</th>
</tr>
</thead>
<tbody>
<tr>
<td>I've chosen wisely</td>
<td>40 (72,7%)</td>
</tr>
<tr>
<td>Disappointment</td>
<td>6 (10,9%)</td>
</tr>
<tr>
<td>I've chosen poorly</td>
<td>9 (16,4%)</td>
</tr>
</tbody>
</table>

Factors influencing the choice of teaching profession: parents (34.3%), own wish (28.6%), teacher (22.8%), friends (5.7%), random choice (8.6%).

Thus, for 38% of respondents, learning is difficult but interesting; 32.7% indicated that learning is not difficult and interesting, 23.6% answered that they do not like to study; for 5.5% learning is a difficult process. That is, most applicants are interested in learning (acquiring knowledge).

The next psychological and pedagogical condition of effective educational activity of applicants is the presence of abilities to the chosen pedagogical profession. We conducted diagnostic tests in the process of studying higher school pedagogy. For example, the method "Barriers to pedagogical activity" and the method "Pedagogical situations" were used. This technique allows to judge the pedagogical abilities of the applicant on the basis of which option he/she selects in a number of predefined pedagogical situations. Before conducting the research, the object of study receives instructions as follows: In front of you is a series of complicated pedagogical situations. After getting

Отже, для 38% респондентів навчання є складним, але цікавим; 32,7% – навчатися не складно і цікаво, 23,6% – не подобається вчитися, для 5,5% навчання є важким процесом. Тобто, більшість здобувачів мають зацікавленість у навчанні (отриманні знань).

Наступною психолого-педагогічною умовою ефективної навчальної діяльності здобувачів є наявність здібностей до обраної педагогічної професії. Нами проводились діагностичні тести у процесі вивчення педагогіки вищої школи. Наприклад, методика "Бар’єри педагогічної діяльності" та методика "Педагогічні ситуації". Ця методика дозволяє судити про педагогічні здібності здобувача на основі того, який вихід він (вона) знаходить з ряду описаних педагогічних ситуацій. Перед початком дослідження об’єкт дослідження отримує інструкцію наступного змісту: Перед вами – низка важких складних педагогічних ситуацій. Познайомившись зі змістом кожної з них, необхідно вибрати із
acquainted with the content of each of them, it is necessary to choose from the proposed options the one that is pedagogically (in your opinion) the most appropriate. If none of the proposed answers suits you, you can derive a unique set of options [3: 83-88].

An important condition for active learning is the rapid and successful adaptation of the applicant in a higher education institution in order to be actively involved in the educational activities of HEI, it is vital that the readiness to continue education be formed in the general school; “readiness to learn” we identify as a complex integral property of the student’s personality, which includes the attitude, desire and ability to accumulate knowledge, the presence of experience of independent cognitive activity in new conditions.

Socio-pedagogical adaptation is the assimilation of the norms of student life by a young individual, inclusion of him/her in the system of interpersonal relations of the academic group.

Adaptation of applicants for higher education within HEIs should be considered as a complex issue, highlighting the various individual levels and links, each of which has specific mechanisms due to the level of development of the applicant, academic group and forged team. The process of adaptation takes place on several levels: “adaptation” to the new mode of life, to change the mode of work and rest; interactions in the learning system before joining a new team and active self-affirmation.

According to our research, one third of applicants cannot be fully involved in the learning process by the end of the first semester. This has its own psychological basis: a student, who has developed a stereotype of the regime of educational activities in the classroom, has to overcome it from the first days of being included into the system of higher education. Insufficient attention to the formation of a productive style of thinking in students leads to the fact that the
In our opinion, the educational and developmental environment of a higher education institution is an orderly space in which developmental learning is carried out on the basis of variability of content, individualization, differentiation, creative activity of students in educational and extracurricular activities, introduction of modern interactive technologies, active interaction of participants in the educational process and involves the creation of modern information and logistics of the pedagogical process [4].

The educational and developmental environment of a HEI can be structurally represented in the form of: social component, which includes subjects of professional training, communicative interaction between them; subject-content, which includes the content and main types of educational and extracurricular activities of applicants for higher education, means of professional training; organizational-methodological component, which includes the organization of all parts of the educational activities of higher education institutions, methodological support of the educational process; psychological component, which implies the presence of a healthy psychological climate in the academic group, faculty, university; material and technical component, which includes computerization of training and modern equipment; spatial-subjective component.
(which provides modern design of premises and logistics).

The formation of educational-developmental environment in the institution involves the use of modern techniques and innovative technologies.

In the process of training applicants for the second (master's) level of higher education we use modular context technology.

This technology of focusing on personal structures (comprehensively harmonious in the nature of content) – humanistic, educational, type of management – a system of small groups, the leading method of learning is problem-solving, creative, dialogical, game; by organizational forms: academic, individual-group, differentiated.

The technological approach integrated within the course "Higher School Pedagogy" involves the following: goal setting, planning, organization of the educational process, diagnostic and final performance assessment, tests, problem solving, crossword puzzles, etc. in each module. The study of higher school pedagogy is based on the principles of didactic heuristics (personal goal-setting; choice of individual educational trajectory; meta-subject bases of educational content; learning productivity; primary educational products). The educational process is accompanied by a reflective awareness of students (subjects of education). Forms of educational reflection are different: oral discussion, written questionnaires, graphical representation of changes in progress, and so on.

Every higher education seeker is a unique individual and can be revealed only in activities. Whatever the work (boring, monotonous, one-sided, multifaceted), it is necessary to look for creative use of the opportunities available to applicants. Only on the basis of creativity the applicant can feel emotional uplift and spiritual growth. According to V. Sukhomlinsky, harmonious, comprehensive development, education, spiritual wealth, moral purity – all this a
person achieves when, along with intellectual, moral, aesthetic culture, he achieves a high degree of culture of labor, labor creativity [9: 301].

Conclusions and research perspectives. The educational activities of higher education seekers are a complex phenomenon, the main of which is solving educational tasks. The applicant’s educational activity can be narrowly focused (desire to have positive assessments, study the main literature, etc.), widely active (fairly complete understanding of the importance of learning, mastery of methods and techniques of teaching, desire to communicate with teachers), creative (deep understanding of learning, higher education as a system, independence in the study of educational material, original speeches at seminars, etc.).

The core of educational activity is the educational self-knowledge of applicants, by which B. Ananiev understood the awareness of him/herself as a subject of educational activity, which organizes, directs and controls the learning process. Solving this problem is promising for further research.

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FORMATION OF HEALTH-PRESERVING COMPETENCE OF HIGHER EDUCATION SEEKERS DURING UKRAINIAN LANGUAGE CLASSES IN THE CONDITIONS OF DISTANCE LEARNING IN INSTITUTIONS OF HIGHER MEDICAL EDUCATION

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The article presents the results of scientific analysis of the concept of health-preserving competence (HPC), which is identified as an indivisible component of system of education of Ukraine, as well as the prerequisite for introduction of New Ukrainian School (NUS). Peculiarities of HPC functioning in terms of distance learning application are singled out and described. Author’s questionnaire was designed in order to accomplish the objectives of research; thus, a survey aimed at gathering and processing statistical data on formation of health-preserving competence of education seekers during Ukrainian language classes in the conditions of distance learning in institutions of higher medical education. The survey

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results indicated that level of formation of above-mentioned competence varies from high to low depending on the type and features of technical means of distance learning as well as they level of integration into the educational process. Moreover, level of HPC directly impacts the health of applicant for higher education by causing negative tendencies, such as inability to concentrate on the tasks given and/or new material that is being presented via means of distance learning, low level of interest and involvement into educational activities, accidental loss of track of time, feeling of disorientation etc., which, in their turn, can potentially decrease the quality of knowledge obtained as well as skills that are being formed. This negative phenomenon can also potentially affect all aspects of training of future healthcare professionals thus this issue requires dedicated scientific research and proper methodical and methodological recommendation.

Perspectives of future research imply proper analysis of the level of development of HPC in applicant for higher education of different years of study as well as to distinguish the factors that negatively impact the formation of health-preserving competence under the conditions of continuous distance learning; corresponding recommendations for the educators of MHEIs aimed at improving the quality of knowledge obtained by the students as well as the skills formed will be designed.

Key words: health-preserving competence, medical higher education institutions, healthcare professionals, Ukrainian language classes, distance learning, higher education seekers.

FORMUWANIA ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНОЇ КОМПЕТЕНТНОСТИ ЗДОБУВАЧІВ ЗАКЛАДІВ ВИЩОЇ МЕДИЧНОЇ ОСВІТИ НА ЗАНЯТТЯХ УКРАЇНСЬКОЇ МОВИ В УМОВАХ ДИСТАНЦІЙНОГО НАВЧАННЯ

С. Д. Поплавська, С. В. Гордійчук, О. В. Антонов, М. В. Кірячок, О. В. Горай

У статті наведено результати наукового аналізу концепції здоров'язбережувальної компетентності (ЗЗК), яка визначена як нерозривний компонент системи освіти України, а також передумова запровадження Нової української школи (НУШ). Виокремлено та описано особливості функціонування ЗЗК в умовах застосування систем дистанційного навчання. Для досягнення цілей дослідження розроблено авторський опитувальник; таким чином, проведено опитування, спрямоване на збирання та обробку статистичних даних щодо формування здоров'язбережувальної компетентності здобувачів освіти під час заняттів українською мовою в умовах дистанційного навчання у ЗВО. Результати опитування показали, що рівень сформованості вищезазначеної компетенції варіюється від високого до низького за залежність від типу та особливостей технічних засобів дистанційного навчання, а також рівня її інтегрованості в навчальний процес. Крім того, рівень сформованості ЗЗК безпосередньо впливає на здоров'я здобувача освіти, викликаючи негативні тенденції, такі як нездатність зосередитися на поставленних завданнях та/або новому матеріалі, який подається за допомогою засобів дистанційного навчання, низький рівень зацікавленості та залучення до навчальної діяльності, втрата відчуття часу та простору, відчуття дезорієнтації тощо, що, у свою чергу, потенційно може зннизити якість отриманих знань, а також навичок, що формуються. Це негативне явище також потенційно може вплинути на всі аспекти підготовки майбутніх медичних працівників, тому це питання потребує цілеспрямованих наукових досліджень та відповідних методичних і методологічних рекомендацій.

Перспективи майбутніх досліджень передбачають належний аналіз рівня розвитку ЗЗК у здобувачів вищої освіти різних років навчання, а також виділення факторів, що негативно впливають на формування здоров'язбережувальної компетентності в умовах безперервного дистанційного навчання; будуть розроблені відповідні рекомендації для вихователів МВНЗ, спрямовані на підвищення якості знань, отриманих студентами, а також сформованих умінь та навичок.

Ключові слова: здоров'язбережувальна компетентність, медичні вищі навчальні заклади, медичні працівники, урок української мови, дистанційне навчання, здобувачі вищої освіти.
Introduction of the issue. Continuous transformation and development of education system of Ukraine requires implementation of particular changes into different aspects of its functioning. Moreover, constant use of means of distance learning due to long-lasting outbreaks of COVID-19 pandemic, Russian-Ukraine war and other important factor that prevent the national education system of Ukraine come back to its former tracks. Thus, the vital components of newly-formed current educational reality, including the concept of New Ukrainian School (NUS), must undergo substantial research aimed at optimization of the entire education system, as well as clarifying and prioritizing its functions and output.

Thus, health-preserving competence (HPC) as one of the essential components of distance learning that directly impacts both the physical and mental conditions of the higher education seekers, serves as the prerequisite of successful knowledge assimilation and skills formation, which can potentially benefit an individual in the labor market, but, at the same time, can decrease competitive potential of one if the level of formation of HPC is insufficient.

The issue of importance of HPC and the level of its formation is being widely discussed both by educators and researchers. It has also been reflected in recent legal framework such as Concept of New Ukrainian School [1] and corresponding changes to the Law of Ukraine "On Higher Education" [2].

In recent years, politicians, doctors, researchers, educators state the fact that the requirement to fulfill one of the main tasks of the state educational program is the formation and preservation of health of children and adolescents, which, in its turn, contradicts the existing signs of socio-economic and environmental crisis in Ukraine caused by multiple factors including Russia-Ukraine war. Particular attention is paid to maintaining and preserving the health of the younger generation.

All this leads to the actualization of scientific research on the study and development of the problem of protection and preservation of health of students of HEIs of Ukraine. Given the urgency of the problem of preserving the health of citizens, in most government documents relating to education (National Program "Education (Ukraine of the XXI century)", "Children of Ukraine", National Doctrine of Education, the program "Health of the Nation") among the priority tasks are the formation of the foundations of a healthy lifestyle through education, the creation of a healthy educational environment, the formation of spiritual, mental and physical health of the individual, the formation of children's responsible attitude to it as the highest individual and social value, formation of HPC. According to the National Doctrine of Education Development in Ukraine, educators and parents have a priority task which is stated as "teaching people to take responsibility for their own health and the health of others as the highest individual and social values. This is through the development of effective valeological education, full medical care, optimization of the educational process, the creation of environmentally friendly living space, involvement in physical culture and sports of all participants in the educational process " [3].

Current state of the issue. In the psychological and pedagogical literature, the problem of forming health-preserving competence, as well as the formation of a healthy lifestyle is considered in the works of L. V. Volkova, H. I. Vlasiuk, O. D. Dubohai, M. D. Zubalii, I. I. Petrenko, N. M. Khomenko and other); H. P. Holoborodko studied formation of the concept of a healthy lifestyle in primary school students; S. O. Svyridenko conducted research on formation of a healthy lifestyle of during extracurricular activities); A. L. Turchak, V. M. Orzechkovska considered prevention of bad habits in the process of formation of HPC and deviant behavior of students; O. V. Vakulenko analyzed the
role of HPC in the process of formation of personality in adolescence; M. S. Honcharenko, L. H. Tatarnykove, S. O. Yurochkina reviewed the basis of ensuring proper HPC formation in the education system; I. D. Beh, S. V. Lapaenko studied educational work at school on the formation of a healthy lifestyle and the creation of favorable psychological and pedagogical conditions for the implementation of personality-oriented education of students [2].

Outline of unresolved issues brought up in the article. Analysis of recent research dedicated to the formation and features of HPC indicated that this issue remains topical and urgent, nevertheless, the problem of formation of health-preserving competence of education seekers in the conditions of distance learning in institutions of higher medical education has not been properly covered.

Aim of research is to analyze and assess the process and level of formation of health-preserving competence (HPC) of higher education seekers during Ukrainian language classes in the conditions of distance learning in institutions of higher medical education (on the basis of Zhytomyr medical institute of Zhytomyr regional council). The following research methods are used: analysis and synthesis; designing a specialized questionary, which is used to collect experimental data on the issue; statistical analysis of the data collected.

Results and discussion. Competence approach is identified as the leading in the modernization of the education system of Ukraine as well as one of the most important conceptual provisions for updating the content of education. It is emphasized that the understanding of the competency approach is based on the ideology of interpreting the content of education, which is formed "from the result" ("output standard"). In general, the goal of the competency approach is to ensure the quality of education. In this case, competence is the most important criterion for the quality of education, its compliance with modern conditions and is a set of specific requirements for the level of training of the specialist.

Competence is a multifactorial personality trait. It presupposes not only the presence of a certain amount of knowledge, skills, experience and personal qualities that are very important factors for achieving high results in professional activities, but also the value orientations of the specialist, his/her awareness of his/her place in society and understanding of the world around him/her, style of interaction with other people, the general culture of the individual, as well as abilities and opportunities for continuous improvement of their own creative potential [6].

Universal competencies of a wide range of uses, which are called key ones, cover the basics of modern scientific knowledge, principles and patterns of many objects and phenomena of reality. These competencies are multifunctional, cross-curricular and interdisciplinary, as they include cognitive, operational-technological, emotional-volitional and motivational components.

The authors of the strategy of modernization of the content of general education, based on foreign experience, provide basic competencies in the following areas: independent cognitive, civil society, social-labor, cultural-leisure activities, in everyday life (including aspects of personal health, family life, etc.) [7].

Researchers in the field of healthcare claim that the role of the educator in the process of preserving and maintaining health of the modern students is much more important than the doctors’. However, this fact doesn’t mean that the teacher or and educator must carry out duties of a healthcare professional and/or perform specific medicine-related tasks. The educator must work in such a way that the educational process in HEIs doesn’t harm the health of students, thus, the educator must possess
important professional qualities that allow him/her to generate fruitful pedagogical ideas and provide positive pedagogical results. Among these qualities are, in particular, a high level of professional, ethical, communicative, cultural reflection; knowledge of the formation and functioning of mental processes, states and properties of personality, the ability to know other people and self-knowledge, creative improvement of man; basics of health, healthy lifestyle (HLS); knowledge of the basics of designing and modeling health technologies in training programs and activities; ability to predict the results of their own activities, as well as the ability to develop an individual style of teaching. All these qualities are closely related to each other, affect the effectiveness of the educator's use of tools, methods and techniques of health technologies in the educational process when working with younger students.

Thus, the basic competencies include a set of universal knowledge, characterized by a broad level of generalization, including general scientific and professional categories, concepts, laws, principles and patterns of science, technology and society.

Based on the results of the working group on the implementation of the competency approach, created within the "Educational Policy and Education Peer to Peer" project, the following list of key competencies is proposed: learning ability (learning), civic, cultural, information-communication technology competence, social, entrepreneurial, health [5].

The idea of preserving the greatest value, which is human health and life, to some extent attracted the attention of society at different stages of its development. Recent studies of the phenomenon of "human health" have revealed the limitations of a purely medical approach, which defines health as the absence of disease [6]. Moreover, the complex of purely medical issues is only a small part of the phenomenon of health. Thus, the generalized results of studies of the dependence of human health on various factors suggest that the state of the health care system determines on average only about 10% of the whole complex of influences. The remaining 90% is accounted for by ecology (about 20%), heredity (about 20%) and most – by conditions and lifestyle (about 50%). That is, the purely medical aspect is not the main among the variety of effects on human health, and therefore the medical definition of health as the absence of disease does not correspond to the realities of life.

Moreover, due wide and continuous use of distance learning technologies, the issues of health preservation, as well as the formation of HPC, have become the top priority educational tasks that must be resolved as soon as possible.

In order to identify the level of awareness of high education seekers, we designed a questionary, which consisted of series of questions about health-preserving competence and its components (Table 1). 100 respondents (students of Zhytomyr medical institute of Zhytomyr regional council) were offered to participate in the anonymous survey, which was conducted via Google Forms online service during the Ukrainian language lessons with the help of the technical means of the distance learning. Thus, according to the statistical data collected, only 15% of respondents were completely and clearly aware of the concept of HPC and its major components; 35% of participants could more or less correctly identify and explain the contents of health-preserving competence; 17% of students had vague understanding of HPC, thus they were unable to give it a proper definition and corresponding description of its components; 18% of respondents mentioned, that they have already encountered the above-mentioned concept, they couldn’t properly explain it; 15% of surveyed had wrong understanding of HPC and couldn’t name its structural parts.
Table 1.

<table>
<thead>
<tr>
<th>№</th>
<th>Level of awareness</th>
<th>Description</th>
<th>Respondents, %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High</td>
<td>Respondents gave substantial and clear definition of HPC and its components.</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Medium</td>
<td>Respondents gave mostly correct definition of HPC and most of its components, but some inconsistency of their awareness level was detected.</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>Low</td>
<td>Respondents could hardly define what HPC is, its main components have been vaguely described.</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>Essential</td>
<td>Respondents noted that they have already encountered the concept of HPC, but they didn't carry any substantial knowledge about its meaning and features.</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>Non-existent</td>
<td>Respondents noted that they are unaware of the basics of HPC concept and can't give it a definition.</td>
<td>15</td>
</tr>
</tbody>
</table>

Thus, level of awareness of students on the HPC concept remains relatively low, however, level of its formation may differ from these indicators. The second part of the survey aimed at identifying and analyzing the current level of HPC formation regardless of respondents’ awareness of it. Table 2 shows the results of the experimental research conducted among the students at Zhytomyr medical institute of Zhytomyr regional council during the lessons of Ukrainian language and revealed the results of educator's work aimed at forming and developing the health-preserving competence in the conditions of continuous distance learning.

Table 2

<table>
<thead>
<tr>
<th>№</th>
<th>Level of HPC formation (according to the survey scale)</th>
<th>Description</th>
<th>Respondents (%</th>
<th>Main indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High</td>
<td>High level of formation of HPC, which positively impact students’ motivation and successfulness during the distance academic sessions.</td>
<td>33</td>
<td>High level of motivation; Quick assimilation of knowledge obtained; Deep involvement in the educational activities; Absence of health-related complains and attempts to skip lessons; High-to-perfect well-being; Next to no visual signs of tiredness/health issues;</td>
</tr>
<tr>
<td>2</td>
<td>Medium</td>
<td>Medium level of formation of HPC, which mostly positively impact students’ motivation and successfulness during the distance academic sessions with a slight presence of health issues.</td>
<td>25</td>
<td>Medium to high level of motivation; Relatively quick assimilation of knowledge obtained; Considerable involvement in the educational activities; Slight presence of health-related complains and rare attempts to skip lessons; High level of well-being; Slight visual signs of tiredness/health issues;</td>
</tr>
<tr>
<td>3</td>
<td>Low</td>
<td>Low level of formation of HPC, which mostly positively impact students’ motivation and successfulness during the distance academic sessions with a slight presence of health issues.</td>
<td>25</td>
<td>Students can hardly be motivated</td>
</tr>
<tr>
<td>Level</td>
<td>HPC Formation</td>
<td>Description</td>
<td>Impacts</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------------</td>
<td>-------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>Formation of HPC, which greatly negatively impacts students’ motivation and successfulness during the distance academic sessions.</td>
<td>Assimilation of knowledge obtained requires considerable time and effort from behalf of the student, educators and parents; Individual is usually uninvolved in the educational activity, but is present during the lesson; Individual visits only a small number of classes, Individual files multiple health-related complaints.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essential</td>
<td>Formation of HPC causes severe negative impact on students’ learning activities.</td>
<td>Individuals visit selected distance learning classes, but almost always require additional consultations and real-life educational sessions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-existent</td>
<td>Non-existent level of formation of HPC can render the entire distance learning concept inappropriate to exploit.</td>
<td>Individual doesn’t participate in distance learning activities due to serious health issues caused by the distance learning and/or unhealthy lifestyle.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thus, according to the statistical data, the majority of respondents (58%) indicated high and medium level of HPC development, which positively impacts their academic successfulness and ability to exploit the distance learning system to the fullest; 25% of participants stated, that their level of HPC formation is relatively low, which negatively impacts their academic activities and gradually decreases the their will and motivation to study using distance learning system; 13% of students suffer major health issues caused by the insufficient level of HPC development, which greatly reduce their academic successfulness and ability to work/learn via means of distance learning; 4% of respondents indicated completely undeveloped HPC, thus rendering further academic activities via means of distance learning impossible or next to impossible.

**Conclusions and research perspectives.** Thus, according to the analysis of the experimentally collected and processed data, we can state that the level of formation of health-preserving competence of education seekers during Ukrainian language classes in the conditions of distance learning in institutions of higher medical
education greatly impacts academic successfulness of students as well as directly and indirectly influences their motivation and involvement in the educational activities.

Also, the analysis of the level of awareness of applicants for higher education on the issues of HPC formation and its main components indicated that only around one third of students can freely understand and explain the concept of health-preserving competence, which, in its turn, reduces the effectiveness of distance learning system application.

 Perspectives of further research imply in-depth analysis of factors that impact the level of formation of HPC of students of HMEI (higher medical education institutions) and creation of corresponding methodological materials to help the educator to stimulate the formation of HPC in students.

REFERENCES (TRANSLATED & TRANSLITERATED)


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METHODS OF APPLYING THE CONCEPT OF VISIBLE THINKING IN THE EDUCATIONAL COMPONENT "SELF-MANAGEMENT OF LEADERSHIP QUALITIES AND SOCIAL LEADERSHIP"

N. P. Pavlyk*, N. A. Seiko**, S. M. Sytniakivska***

The article presents the method of applying the concept of visible thinking as an innovative method of teaching students majoring in 231 "Social Work". The main factors that require updating the content, forms and methods of social workers training are defined; it is also noted that the importance of using the capabilities of modern information and communication technologies (ICTs) in the teaching of compulsory and selective educational components is substantiated. Based on the study of scientific sources and materials of the latest educational Internet platforms, the content and features of the implementation of the concept of visible thinking as a tool to ensure conscious participation of the subjects of educational process are outlined.

It is proved that the integration of this concept into the direct educational process within the educational program "Social Work" is carried out through its systematic, purposeful and multiple implementation, which allows to form soft skills of students such as: critical thinking, strategic thinking, information skills, creativity, cooperation and dialogue, emotional intelligence, tolerance for other points of view and other experiences. Based on the analysis of Project Zero results, methodological techniques and procedures of thinking are outlined, and their prospects in teaching

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the educational component "Leadership Self-Management and Social Leadership" at Zhytomyr Ivan Franko State University (using the case "Invisible Women") are extrapolated. The research potential of teaching methods based on the concept of visible thinking (observation and research of interesting things, in-depth research, intensification of search for causes and explanations, research of different points of view, broadening horizons, reflection of ways and factors of changing the opinion, verification of ideas and proposals, substantiation of facts data and judgments) is substantiated. The conclusion is formulated that the implementation of the concept of visible thinking in the educational process of Zhytomyr Ivan Franko State University allows to make the process of thinking conscious by encouraging the active participation of students in the study of the specified educational unit.

**Key words:** concept of visible thinking, training of social workers, educational component, innovative teaching methods.

**МЕТОДИКА ЗАСТОСУВАННЯ КОНЦЕПЦІЇ ВИДИМОГО МИСЛЕННЯ У ОСВІТНІЙ КОМПОНЕНТІ "САМОМЕНЕДЖМЕНТ ЛІДЕРСЬКИХ ЯКОСТЕЙ ТА СОЦІАЛЬНЕ ЛІДЕРСТВО"

Н. П. Павлик, Н. А. Сейко, С. М. Ситняківська

У статті репрезентовано методику застосування концепції видимого мислення як інноваційної методики навчання студентів спеціальності 231 "Соціальна робота". Відзначено основні фактори, що вимагають оновлення змісту, форм і методів професійної підготовки фахівців соціальної сфери; зазначено про важливість використання можливостей сучасних інформаційно-комунікаційних технологій у процесі викладання обов'язкових і вибіркових освітніх компонент. На підставі вивчення наукових джерел та матеріалів освітніх інтернет-платформ окреслено зміст та особливості впровадження концепції видимого мислення як інструменту забезпечення свідомої участі суб'єктів освітнього процесу.

Доведено, що інтеграція цієї концепції в безпосередній освітній процес в межах освітньої програми "Соціальна робота" здійснюється шляхом її системної, цілеспрямованої та база-торазової реалізації, що дозволяє формулювати її навички студентів: критичне мислення, стратегічне мислення, навички роботи з інформацією, теорічность і креативність, співпрацю та діалог, емоційний інтелект, толерантність до інших точок зору та іншого досвіду. На підставі аналізу результатів проекту Project Zero окреслено методичні прийоми й процедури мислення та екстрапольовано їх можливості у викладанні освітніх компонент "Самоменеджмент лідерських якостей та соціальне лідерство" в Житомирському державному університеті імені Івана Франка (з використанням кейсу "Невидимі жінки"). Обґрунтовано дослідницький потенціал методики викладання, побудованої на концепції видимого мислення (постеререження і дослідження цікавих речей, поглиблене дослідження, активізація пошуку причин і пояснень, дослідження різних точок зору, розширення горизонтів, рефлексія шляхів і чинників зміни думки, перевірка ідеї й пропозицій, обґрунтування фактів, ідей та суджень). Сформульовано висновки, що реалізація концепції видимого мислення у навчальному процесі ЗВО дозволяє робити процес мислення свідомим шляхом стимулювання до активної участі студентів у вивченні означеної освітньої компоненти.

**Ключові слова:** концепція видимого мислення, підготовка соціальних працівників, освітня компонента, інноваційні методики навчання.

**Постановка проблеми.** Професійна підготовка майбутніх соціальних працівників потребує сьогодені суттєвого оновлення у зв'язку з кількома основними
content of training to meet the powerful challenges of postmodern society (including pandemic constraints); gradual standardization of the process of social sphere specialists professional training according to European requirements; active development and implementation of innovative forms and methods of forming readiness for professional activity, which form the basis of modern scientific and methodological support for training specialists in higher educational institution. The Standard of Higher Education in the specialty "Social Work" is based on these provisions [1].

In this regard, the latest theories and practices of teaching special subjects, including modern information and communication technologies, need a specific scientific justification. In fact, these innovative technologies are improved traditional ones: problem-solving learning, dialogic method, discussion method and so on. Case studies, binary teaching methods, bilingual education, etc. have become quite popular in the system of higher education. Modern educational platforms (as well as ICT in the field of education in general) provide the necessary information, methodological, technological resources for the development and implementation of authorial models, forms and methods of teaching students to form the appropriate level of their readiness for professional activity.

**Current state of the issue.** Issues of social workers professional training are considered by scientists from different points of view, including: a general methodological point of view (T. Alekseenko, O. Bezpalko, I. Zvereva, A. Kapska, G. Laktionova, T. Semigina, etc.), in the context of updating the content and methods of training (L. Koval, N. Kolyada, L. Romanovska, N. Seiko, G. Skachkova, S. Kharchenko, etc.), in terms of the use of current foreign experience (O. Homonyuk, M. Kandyba, A. Kulikova, N. Chernukha, S. Sytniakivska, etc.), in the field of methods and practice of implementing the factors: neобхідністю трансформації змісту професійної підготовки з урахуванням потужних викликів постпостмодерного суспільства (в тому числі пандемічними обмеженнями); поступовою стандартизацією процесу професійної підготовки фахівців соціального профілю за європейськими вимогами; активною розробкою та реалізацією інноваційних форм і методів формування готовності до професійної діяльності, що складають основу сучасного науково-методичного забезпечення підготовки фахівців у закладі вищої освіти. На зазначених положеннях побудовано й Стандарт вищої освіти за спеціальністю "Соціальна робота" [1].

У цьому відношенні окремого наукового обґрунтування потребують новітні теорії і практики викладання фахових дисциплін, в тому числі за допомогою сучасних інформаційно-комунікаційних технологій. Фактично ці інноваційні технології є логічним продовженням, вдосконаленням традиційних – технологій проблемного навчання, діалогічного методу, методу дискусії тощо. Досить популярними в системі вищої освіти стали кейс-методики, бінарні методи викладання, білінгвальне навчання та ін. Сучасні освітні платформи (як і загалом ІКТ в освітній сфері) надають необхідний інформаційний, методичний, технологічний ресурс для розробки й реалізації авторських моделей, форм і методів навчання студентів з метою формування належного рівня їх готовності до професійної діяльності соціальних працівників\ педагогів.

Аналіз останніх досліджень і публікацій. Питання професійної підготовки фахівців соціальної сфери розглядаються науковцями з різних позицій, у тому числі: із загальнокомпаративистичної точки зору (T. Алексеенко, O. Безпалко, I. Зверева, A. Капська, Г. Лактіонова, T. Семигіна та ін.), в контексті оновлення змісту та методів підготовки (L. Koval, N. Kol’da, L. Romanovich, N. Seiko, G. Skachkova, S. Kharchenko, etc.), в розрізі використання актуального зарубіжного досвіду (O. Гомонюк, M. Kandiba, A. Kulikova, S. Sytniakivska, etc.), в системі вищої освіти стали кейс-методики, бінарні методи викладання, білінгвальне навчання та ін. Сучасні освітні платформи (як і загалом ІКТ в освітній сфері) надають необхідний інформаційний, методичний, технологічний ресурс для розробки й реалізації авторських моделей, форм і методів навчання студентів з метою формування належного рівня їх готовності до професійної діяльності соціальних працівників\ педагогів.
innovative experience in teaching special subjects within the educational program "Social Work" (O. Gorpynych, A. Kulikova, N. Pavlyk, I. Savelchuk) etc.

Instead, we believe that some innovative methods of teaching special (professional) subjects (especially foreign ones) within this educational program are being researched and tested rather slowly, and their scientific substantiation is not complete and deep.

**Aim of research** is to analyze the existing experience and opportunities for the introduction into the educational process the innovative teaching method within the professional training of future social workers – *method of applying the concept of visible thinking*.

**Research methods:** theoretical analysis of methodological and pedagogical literature, Internet resources on the issue connected with the method of visible thinking; synthesis and generalization.

**Results and discussion.** The concept of visible thinking is described in detail on the educational platform *Stories that Move* [4] as a tool to ensure conscious participation of learners. The concept was launched at the Lemshaga Academy (Sweden) as part of the *Innovation with Intelligence* project, aims to develop students' thinking through the development of truth, understanding, justice and imagination skills and has been disseminated through Harvard University research [3].

One of the developers of the concept, David Perkins (2003), in his article "Making Thinking Visible" gives an interesting example of the relevance of the implementation of visible thinking in the learning process: learning almost always involves imitating what we see; so, it is difficult to imagine learning the arts (music, sports, dance, drawing, etc.) without observing the visual actions of artists; but the process of thinking is almost invisible, those who learn are incomprehensible hidden processes of drawing conclusions or constructing judgments; the factors that evoke certain
ideas or encourage reflection are also inconspicuous [2]. Accordingly, the art of thinking becomes complex, people pay little attention to its preconditions and often do not know how to work with information.

The concept is integrated through its systematic, purposeful use in the educational process, which allows forming students' soft skills: critical thinking, strategic thinking, information skills (analysis, synthesis, generalization, interpretation, etc.), creativity, cooperation and dialogue, emotional intelligence, tolerance for other points of view and other experiences. The concept is aimed at students as active participants of the learning process and provides time for exchange of views and discussions. It is important to emphasize that in the process of applying the concept it is not possible to assess the accuracy or correctness of students' answers; the application of the concept is not possible to quantify the level of knowledge or experience of students; it serves as a tool for building open empathic communications as a fundamental basis for the quality of pedagogical processes.

The concept of visible thinking is based on research on how to make the thinking process visible to others and, accordingly, to promote the ability to work with information: the use of thinking language (Tishman & Perkins, 1997); application of methodological techniques and procedures of thinking (Ritchhart, 2002; Tishman, 2002) [2].

We have analyzed and summarized in Table 1 the techniques and procedures of thinking developed during the implementation of Project Zero [3]. Here is an example of the application of these techniques in the process of future social workers professional training within the study of the educational component "Self-management of leadership qualities and social leadership" (at Zhytomyr Ivan Franko State University for bachelor students mastering the educational program 231 "Social Work").

Case: "Invisible Women"
Case materials:
1) video material from the Stories that Move: Shirel, Austria, 17 years old (Shirel expresses her opinion on how the media affects the appearance and sexual attractiveness of girls) https://www.storiesthatmove.org/uk/istorii/mediagramotnis/
2) crystal Ponty’s article "Your ideal of beauty: does it really exist?", which presents the results of modern research on the perception of the appearance of others https://www.bbc.com/ukrainian/vert-fut-45682220
3) the #ShowUs online project is a collection of women’s photographs created by women to break stereotypes about beauty and show women as they are in life https://www.dove.com/ua/stories/campaigns/showus.html

<table>
<thead>
<tr>
<th>Methodological Techniques</th>
<th>Content and algorithm of application</th>
<th>Purpose of application</th>
<th>Application: Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>See, Think, Wonder</td>
<td>Answer the following questions: 1. What do you see? 2. What do you think about what you saw? 3. What surprises you in what you saw?</td>
<td>Observation and research of interesting things: encouragement to observation, reflection and interpretation; stimulating interests</td>
<td>The technique is used at the beginning of the discussion of a new material/new topic for the formation of educational interests or at the end of the study of the topic to encourage further research. * Discussion on the algorithm of some women photos of the Internet project from the case</td>
</tr>
<tr>
<td>Think, Puzzle, Explore</td>
<td>1. What do you think you know about this topic? 2. What questions do you have (or things you do not understand) about this topic? 3. How could you find answers to</td>
<td>In-depth research: activation of existing knowledge, generation of new ideas, stimulation the interest in continuing research</td>
<td>The technique is used at the beginning of the study of a new topic, as it allows you to formulate problematic questions of the topic and determine the topic further research. * After announcing the topic of the case, ideas are gathered about what the case is about, what problems it reveals. * A list of questions to be...</td>
</tr>
</tbody>
</table>
### Think, Pair, Share

1. Think over the answer on the facilitator’s question.
2. Discuss your ideas and thoughts with the groupmate.

### Intensifying the search for reasons and explanations:

- thinking over the problems,
- verbalization of judgments,
- listening to other points of view, the experience of sharing ideas.

The technique is used in pairs, microgroups or while working with the whole group and involves the discussion of ideas and considerations.

*After studying all the case components, participants should answer the question: What social problems are embedded in the case "Invisible Women"?

* The task for pairs / microgroups is to formulate a list of social problems presented in the case as large as possible (gender inequality, social exclusion, stereotypes concerning appearance, eating disorders, psychological problems of self-perception, conflicts, etc.).

### Circle of Viewpoints

1. By brainstorming, participants form a list of different points of view on the research problem.
2. Participants choose one of the presented points of view and reveal it with the help of the following starter sentences: "I consider the problem... from the point of view...”, "As a bearer of this..."

### Research of different points of view:

- the technique helps students to see and explore different points of view on social problems;
- promotes awareness that different people have different experiences with the same things;
- this difference in experience affects what people see and think.

The technique is used for topics and problems that are complex. The technique is used to start discussions, resolve dilemmas and controversial issues.

* Demonstration of the Internet project “Show Us”
* Collection of views on the project. Possible roles (the list can be expanded and supplemented): pensioner, single mother, head of a youth political organization, daughter of a local bank director, European university student, young mother,
<table>
<thead>
<tr>
<th>Point of View</th>
<th>Consider…&quot; &quot;From this point of view I have questions…&quot;</th>
<th>Immigrant, devout Muslim girl, model, blogger, business owner, woman with disability. * Free choice by participants of roles and points of view on the project * Disclosure of own points of view by algorithm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect, Extend, Challenge</td>
<td>Remember what you recently read, saw, heard, and ask yourself: 1. How does this idea or information relate to what I have already known? 2. What new ideas have I learned that expand my knowledge? 3. What challenges does new knowledge pose to me, what new questions does it raise?</td>
<td>* Processing the article by the participants * Preparation the answers to questions from the algorithm * Presentation the answers in microgroups / group</td>
</tr>
<tr>
<td>I Used to Think... Now I Think...</td>
<td>According to the topic being studied, try to finish the sentence: 1. I used to think that… 2. Now I think that…</td>
<td>* The technique is used at the end of the case: in the circle the participants give feedback on the considered materials according to the algorithm</td>
</tr>
<tr>
<td>Compass Points</td>
<td>1. E (East) = Excited What excites you about this idea or proposal? What is its advantage? 2. W (West) = Worrisome What worries you</td>
<td>* Together, the group comes up with a project that will make women visible * Work in mini-groups to formulate positions on each</td>
</tr>
</tbody>
</table>
**What Makes You Say That?**

<table>
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<tr>
<th>Claim, Support, Question</th>
<th>State the idea or proposal. What is its disadvantage? 3. N (North)= Need to Know What else do you need to know or learn about this idea or proposal? What additional information will help you evaluate correctly? 4. S (South) = Stance or Suggestion for Moving Forward What is your current position or opinion on the idea or proposal? How can you move forward in your evaluation of this idea or proposal?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substantiation of facts and data:</strong> the technique stimulates the process of thinking through the formulation of statements and their justification (protection, support). The wording of the questions illustrates the continuity of the process.</td>
<td>Statements of facts or beliefs are widely represented everywhere. The technique can help students pay attention to these statements and reflect on them; teaches explanation, evaluation or interpretation of facts</td>
</tr>
<tr>
<td>*Work out the article; participants’ choice of statements from the text of the article that they want to present. * Individual work on finding arguments to defend allegations and wording questions * Presentation of work in the group</td>
<td></td>
</tr>
</tbody>
</table>
The techniques and procedures presented in Table 1 make the thinking process visible or conscious by encouraging active participation in the discussion of the learning material. In the process of studying the educational component "Self-management of leadership qualities and social leadership" one of the objectives of the course is to characterize important social problems, forming an active social position of students and joint search for tools to solve social problems. The examples of application the techniques of visible thinking within the educational component "Self-management of leadership qualities and social leadership" presented in Table 1 allow to implement professional tasks, personal and scientific development of students.

Conclusions and research perspectives. Thus, we presented the analysis of the methodology of applying the concept of visible thinking as an innovative method of teaching students majoring in specialty 231 "Social Work". The main factors that require updating the content, forms and methods of social workers professional training are noted; the idea of the need to use the capabilities of modern information and communication technologies in the teaching of compulsory and elective educational components is substantiated.

Based on the analysis of some scientific sources and materials of the latest educational Internet platforms, it is emphasized the need of the implementation the concept of visible thinking as a tool to ensure conscious participation of the members of educational process.

Prospects for further research are associated with the construction of a set of cases for the implementation of innovative teaching methods within the educational program "Social Work".

Представлені у таблиці 1 прийоми та процедури дозволяють зробити процес мислення видимим або свідомим через заохочення до активної участі у процесі обговорення навчального матеріалу. У процесі вивчення освітньої компоненти "Самоменеджмент лідерських якостей та соціальне лідерство" одним із завдань курсу є характеристика важливих соціальних проблем, формування активної соціальної позиції студентів та спільний пошук інструментів для вирішення соціальних проблем. Представлені у таблиці 1 приклади застосування методичних прийомів видимого мислення у освітній компоненті "Самоменеджмент лідерських якостей та соціальне лідерство" дозволяють реалізовувати завдання фахового, особистого та наукового розвитку студентів.

Висновки з даного дослідження і перспектив подальших розвідок. Таким чином, нами представлено аналіз методики застосування концепції видимого мислення як інноваційної методики навчання студентів спеціальності 231 "Соціальна робота". Відзначено основні фактори, що вимагають оновлення змісту, форм і методів професійної підготовки фахівців соціальної сфери; обґрунтовано думку про необхідність використання можливостей сучасних інформаційно-комунікаційних технологій у процесі викладання обов'язкових і вибіркових освітніх компонент. На підставі аналізу окремих наукових джерел та матеріалів новітніх освітніх Інтернет-платформ наголошено на необхідності впровадження концепції видимого мислення як інструменту забезпечення свідомої співучасті суб'єктів освітнього процесу.

Перспективи подальших досліджень пов'язуються з побудовою комплексну кейсів для реалізації інноваційних методик викладання в межах освітньої програми "Соціальна робота".
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INTERNET EDUCATIONAL RESOURCES AIMED AT EXPANSION OF INNOVATIVE OPPORTUNITIES FOR FUTURE SOCIAL WORKERS

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The article is devoted to the actual problem of studying the importance of online education resources for expanding the prospects of attracting future specialists to innovative activities in the field of social work. The necessity of using online courses in the context of self-educational activities of students as a characteristic feature of blended learning in the higher education system is proved. The expediency of mass open online courses for improvement of the effectiveness of training social workers is determined. Attention is focused on the fact that online courses help to expand the opportunities for attracting students to provide innovative social services to various categories of clients, thereby acting as a factor of enriching their professional experience and increasing the resource potential for training social workers. The purpose of the article is to reveal the prospects of attracting students to provide innovative social services and opportunities to enrich their professional experience and increase the resource potential of training social workers through the use of mass open online courses. To achieve the goal and solve the problems of the study, theoretical, empirical and statistical methods of data synthesis and processing were used, the features of enriching professional experience in the field of social work were analyzed, and the possibilities of increasing the resource potential of training social workers through the use of mass open online courses were clarified. The importance of self-educational activities of students receiving education in the field of Social Work and the heterogeneity of online courses are confirmed. It is proved that expanding the resource potential of training social workers will help to attract future social workers to provide innovative social services to various categories of clients. The novelty of the study is to determine the prospects and opportunities of mass open online courses to expand the

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resource potential of training social workers for innovation and meet the self-educational needs of students.

**Keywords:** mass open online course, self-educational activities, innovations in social work, resource potential, training of social workers, involvement in innovation activities.

### ІНТЕРНЕТ-ОСВІТНІ РЕСУРСИ, СПРЯМОВАНИ НА РОЗШИРЕННЯ ІННОВАЦІЙНИХ МОЖЛИВОСТЕЙ МАЙБУТНІХ СОЦІАЛЬНИХ ПРАЦІВНИКІВ

І. Б. Савельчук, Н. М. Андрійчук, Д. Д. Бибик

Стаття присвячена актуальній проблемі вивчення значення освітніх Інтернет-ресурсів для розширення перспектив залучення майбутніх фахівців до інноваційної діяльності у сфері соціальної роботи. Доведено необхідність використання онлайн курсів у контексті самоосвітньої діяльності студентів як характерної риси змішаного навчання в системі вищої освіти. Визначено доцільність масових відкритих онлайн курсів для підвищення ефективності навчання соціальних працівників. Акцентується увага на тому, що онлайн курси сприяють розширенню можливостей для залучення студентів до надання інноваційних соціальних послуг різним категоріям клієнтів, а саме виступають в ані чотири зазначених вище онлайн курсів. Для досягнення мети та вирішення завдань дослідження були використані теоретичні, емпірічні та статистичні методи синтезу та обробки даних, проаналізовані особливості збагачення професійного досвіду у галузі соціальної роботи та можливості розширення ресурсного потенціалу навчання соціальних працівників за допомогою масових відкритих онлайн курсів. Підтверджено важливість самоосвітньої діяльності студентів, які здобувають освіту в галузі соціальної роботи, та неоднорідність онлайн курсів. Доведено, що розширення ресурсного потенціалу підготовки соціальних працівників допоможе залучити майбутніх соціальних працівників до надання інноваційних соціальних послуг різним категоріям клієнтів. Новизна дослідження полягає у визначенні перспектив та можливостей масових відкритих онлайн курсів для розширення ресурсного потенціалу підготовки соціальних працівників до інновацій.

**Ключові слова:** масові відкриті онлайн курси, самоосвітня діяльність, інновації в соціальній роботі, ресурсний потенціал, навчання соціальних працівників, залучення до інноваційної діяльності.

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**Introduction of the issue.** The current state of social sphere reform, the need to develop innovative models for providing social services for various categories of Ukraine’s population, the existence of inconsistencies between the needs of social sphere clients and the capabilities of State Social Policy make it necessary to train competent, qualified, creative social workers. Social challenges and risks of Ukrainian society put forward new requirements for future social specialists even at the stage of studying at the University. For these reasons, the need to train specialists for innovative professional activities is actualized, which is caused by transformations of the sphere of social work in Ukraine in the conditions of modern globalizing socio-cultural trends.

The search of new opportunities to introduce innovations for the effectiveness of training social workers for professional activities in the field of social work is carried out taking into account the social significance of the
effectiveness of innovative activities of social workers, which is ensured through the integration of resources, their activation and interaction. Since the process of creating and implementing of innovations is closely related to the development of innovative activity of people, updating their innovative potential, the enrichment of its resource availability becomes an absolutely legitimate factor of improving the effectiveness of training social workers. Therefore, targeted training of social workers for innovative activities in the field of social work is a priority task of higher education, and identifying various aspects of providing such training makes it possible to implement it and expand the professional experience of students.

**Current state of the issue.** The legal framework of the theory and practice of social work in the European community is represented by the strategic documents of the International Association of Social Work schools (IASSW) and the International Association of social workers (IFSW) ratified in Ukraine, such as "global standards for the education and training of the social work profession" [1], "World priorities of social work and social development: commitments to action" [2], "Global definition of social work" [3]. According to the definition of the EU Social Innovation Committee [4: 21], combining resource opportunities and cooperation is considered a priority for solving social problems. For the production of social innovations, it is mandatory to create a favorable "natural environment" thanks to the tools for building such a space (incubators, hubs, forums, competitions and research methodologies: testing and measuring influence, etc.) [4: 21]. Social innovations as consciously organized innovations or new phenomena in the practice of social work that arise at a certain stage of society development in accordance with changing social conditions, undoubtedly need to be provided with available resources for their successful implementation.

Theoretical analysis of literature sources and the study of the practice of reorganizing self-education activities of future social specialists have shown the importance of creating a system to support self-education throughout life (M. Gibbons, and G. Phillips) [5], determining the personal and social significance of self-education for future social workers to update and enrich professional knowledge, develop emotional and volitional mechanisms for overcoming difficulties (N. Borisenko, I. Hrytsenko, V. Denysenko, and N. Sydorenko [6]), the ratio of types and forms of classroom and extracurricular educational and social-educational activities (O. Lisovets [7], G. Slozanska [8], D. Bybyk [9], I. Savelchuk [10; 11]), creating organizational and pedagogical conditions for use of information and communication technologies and formation of ICT competence of future social workers (I. Artemenko [12], L. Ditkovska [13]). The analysis of scientific sources gives grounds to assert that over the past decade, the importance of massive open online course has been updated in the works of researchers in various scientific fields, discussions about the relevance and legality of using online courses in teaching certain disciplines in the higher education system are unfolding.

**Aim of research.** The purpose of the article is to reveal the prospects of attracting students to provide innovative social services and opportunities to enrich their professional experience and increase the resource potential of training social workers through the use of mass open online courses. The task of the article is to determine the prospects and opportunities of mass open online courses to expand the resource potential of training social workers for innovation and meet the self-educational needs of students.

**Research methods.** To solve the problems of our study we used a set of theoretical, empirical and statistical
methods: a) theoretical: analysis of legal and methodological support of the process of training social workers; study, analysis and generalization of scientific and methodological literature on the issues of innovation in the field of social work; b) empirical: scientific observation, questionnaires, study and generalization of the experience of attracting students to provide social services to different categories of clients; c) statistical: quantitative and qualitative analysis of data processing of research results, systematization and grouping of data by essential features.

Results and discussion. The impact of innovations on the processes taking place in society and their relationship with the need to improve the quality of life of socially vulnerable segments of the population make the problem of training specialists to develop and implement innovations in the practice of social work extremely urgent. Innovative activity of social institutions, services and public organizations is the development of new, better social services to the population, which provide an increase in the efficiency of social work by combining resource opportunities for further introduction of innovative areas of Social Work and dissemination of new social services.

That is why the innovative activity of social specialists is aimed at solving the social problems of modern society, where the development and implementation of innovative models of social work should improve the quality of social services by combining resource opportunities and expanding them. However, the training of specialists for the introduction of innovative models of social work cannot be carried out by a simple combination of "traditions and innovations" in the system of professional training of social workers.

In order to update the system of providing social services to the population, according to the practice of training social specialists, each higher education institution tries to create opportunities for the use of information and communication technologies that cause the transition from traditional to promising areas of educational and self-educational activities of students, especially in mixed learning.

At the same time, the organization of self-educational work of future social workers should be "adapted" to mixed learning and be radically revised in the context of a consistent approach to the use of online education resources. In addition, the expediency of applying certain types of self-educational activities of students and finding out the general and distinctive features of "traditional" and "electronic" training will determine the prospects and opportunities of mass open online courses. This leads to an expansion of the resource potential for training social workers in innovative activities and promoting effective professional socialization and meeting the self-educational needs of students.

At the same time, the trend of using information and communication technologies, active involvement in online platforms of non-formal education and the use of the Internet, mobile means of communication contributed to the emergence of an innovative form of organizing the educational process – the blended learning model. The development of blended learning has significantly accelerated the expansion of opportunities for attracting all participants in the educational process to innovative activities regarding the active use of digital technologies and the Internet, as well as the potential of online education. Moreover, the limit of attracting subjects of self-educational activities for the use of mass open online resources is not clearly established.

Most often, four main models are used in practice, according to which self-educational activities of students are organized [14]: model of social interaction (model of cooperative learning, method of social curiosity, method of group research, laboratory method); information and process model (model of development of scientific interest, model of developing learning
and cognitive development); personological model (non-directive learning, model of conceptual system); behavioral model (model of behavior modification).

Among features of the organization of self-educational activities of students as a certain type of achievement of the effectiveness of the educational process is a system of general and special competencies that determine certain factors of its construction. Among the significant factors are determined: the means of assimilation as mandatory independent work, which is carried out in the course of training sessions and preparation for them and additional (selective) independent work, which is made according to a special individual plan; differentiation of management – direct management: direct help of the teacher; co-management: planning of students’ activities; self-management: without any outside help; form of practical implementation – classroom independent work and extracurricular independent work; content – search-analytical and research independent work.

At that time, the availability of scientific and methodological support, social and administrative support for the application of educational resources will be able to increase satisfaction from professional activities and the choice of means of intervention to their involvement [15]. It is clear that the influence of factors related to the relationship between teaching and learning [16] expands teaching opportunities, which leads to student involvement in learning. At the same time, it is the acquisition of “the characteristic ability to combine physical and virtual, individual and group learning with a mixed mobile presence that ensures the personal participation of each student in the learning process” [17]. At the same time, multi-faceted opportunities created to improve student engagement, according to E. R. Kahu [18], have a rather serious impact on educational and scientific achievements, teaching in higher education, because by understanding the key problems and factors of expanding various. Perspectives of engagement (behavioral, psychosocial, socio-cultural and holistic) of students, it becomes possible to ensure the effectiveness of teaching and learning.

In the context of our research, through a survey, we found out in which areas of professional activity in the field of social work students gain professional experience in the context of classroom and extracurricular educational and social activities (Fig. 1).

![Fig. 1. Areas of professional activity in the field of social work that need to be trained (at the choice of students).](image-url)
The distribution of respondents’ responses to determine the priority areas of professional activity in the field of social work, for which students — future social workers are trained, is determined in order of their importance. According to our data, students prefer social and technological activities (93.1 %), while organizational and managerial (85.5 %) and socio-pedagogical (74.1 %) activities, and already social and project (46.5 %) and research activities (31.4 %). This indicates that the strategy of these higher education institutions is primarily aimed at ensuring preparation for client-oriented social work and administrative social work.

This indicates the need to increase knowledge about the innovative activities of social workers, since the opinions of students were distributed almost equally, thereby filling the normative academic disciplines of the specialty "social work" with an innovative component. This is especially true for practice-oriented academic disciplines, in particular "social work with different groups of clients", which orients students to apply traditional methods and forms in working with clients and "innovative technologies of social work", the content of which reveals the features of introducing innovative areas of social work with appropriate methods and forms of solving social problems, as well as the introduction of innovative content-oriented academic disciplines of students' choice.

It is also worth focusing on the possibilities of influencing factors that seriously concern students about the possibilities of innovative professional activities (Table 1.).

<table>
<thead>
<tr>
<th>Factor</th>
<th>Number of elections</th>
<th>Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of the difficulties associated with the development and implementation of innovations in practical social work</td>
<td>34</td>
<td>64.6 %</td>
</tr>
<tr>
<td>Lack of opportunity to offer original ideas for improving the quality of social services</td>
<td>31</td>
<td>58.9 %</td>
</tr>
<tr>
<td>Awareness of obstacles in the development and implementation of innovative areas of social work</td>
<td>18</td>
<td>34.2 %</td>
</tr>
<tr>
<td>Lack of social design skills in social work</td>
<td>13</td>
<td>24.7 %</td>
</tr>
<tr>
<td>Lack of desire to independently search for new information, new methods and technologies of social work</td>
<td>35</td>
<td>66.5 %</td>
</tr>
<tr>
<td>There are not enough skills to conduct research in social work</td>
<td>10</td>
<td>19.0 %</td>
</tr>
<tr>
<td>Lack of professional help from teachers and specialists of social institutions to support student initiatives</td>
<td>8</td>
<td>15.2 %</td>
</tr>
<tr>
<td>Negative experience of applying for a project or research competition</td>
<td>7</td>
<td>13.3 %</td>
</tr>
<tr>
<td>Lack of incentives for the development and implementation of social work innovations</td>
<td>4</td>
<td>7.6 %</td>
</tr>
<tr>
<td>Lack of experience in conducting joint activities with the participation of social professionals</td>
<td>30</td>
<td>57.0 %</td>
</tr>
</tbody>
</table>

At the same time, it encourages students to master new knowledge, skills and abilities, Act and make decisions to expand the boundaries of involvement in
social work innovations through self-educational activities through massive open online resources.

Therefore, we focused on finding conditions and opportunities for integrating and integrating online courses of massive open online resources into the training of social workers in a blended learning format. It was worth focusing on the opportunities of online educational platforms, in particular EDUCATIONAL HUB, BYM ONLINE, PROMETHEUS, IMPACTORIUM, which encourage students to take diverse online courses for personal and professional growth and self-expression, promote the development of critical and creative thinking, the manifestation of initiative ideas and active participation in public, volunteer and social project activities. It is online courses that can complement the content, methods and forms of professional training of social workers and diversify students' self-educational activities. Obviously, each higher education institution can meet certain requirements for recognizing the results of students' self-education activities when mastering online courses, the feasibility of combining and integrating online learning with the traditional professional training system.

Evaluating the quality of mass open online courses in accordance with the improvement of key criteria for their development and application and the principles of online learning is still a controversial issue. So, to ensure the quality of mass open online courses, the following principles should be followed: 1. Problem-centred; 2. Activation; 3. Demonstration; 4. Application; 5. Integration; 6. Collective knowledge; 7. Collaboration; 8. Differentiation; 9. Authentic resources; 10. Feedback. [19: 78-79]. In accordance with our research, we study the factors that influence students' choice of mass open online courses and the indicators of enrollment and its successful completion [20; 21].

In general, the study showed that although students generally approve of the introduction of innovative social services that occur in modern social work, their independence regarding proposals and the development of their own initiatives proves the need to improve the educational process of preparing social workers for innovation.

It is interesting that this attitude can be attributed to a certain extent to students' interest in improving the training process, introducing the latest educational technologies, methods and teaching tools. In this case, it can be argued that there are opportunities to enrich their professional experience and increase the resource potential of training social workers through the use of mass open online courses.

Conclusions and research perspectives. The results of the study provide a basis for the conclusion about the importance and necessity of using mass open online resources in the format of mixed learning for students receiving higher education in the specialty "Social Work". Online courses help to combine educational resources for training social workers for innovative professional activities and act as a factor of enriching their professional experience and increasing the resource potential for training social workers.

The deployment of effective student participation focuses on creating a regulatory framework for identifying the success of online learning, since online courses are recommended for self-study without checking educational results by teachers. Consequently, blended learning contributes to the use of open online resources in the training of social workers, while simultaneously studying normative, professionally oriented disciplines and academic disciplines of students' choice.
REFERENCES (TRANSLATED & TRANSLITERATED)


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The article presents the concept of correctional (special education) teacher based on current legislation and studies the network of institutions for children with special educational needs, which are subordinated to various ministers of Ukraine, in particular: the Ministry of Education and Science of Ukraine (MES); the Ministry of Social Policy of Ukraine; the Ministry of Health of Ukraine (MoH). Considering the purpose and specifics of the institutions that provide education and upbringing of children with special educational needs and in their activities are subordinated to various ministers of Ukraine, the essence of the professional activity of a correctional teacher in each of the relevant institutions is highlighted, in particular: in the pre-school education institutions of compensatory and combined types, in the special school; in the educational and rehabilitation centre, in the inclusive education institutions, in the inclusive resource centres, which are subordinated to the Ministry of Education and Science of Ukraine; in the orphanage, in the comprehensive rehabilitation centres, which are subordinated to the Ministry of Social Policy of Ukraine; in the childcare home and in the rehabilitation institutions, which are subordinated to the Ministry of Health of Ukraine.

**Key words:** correctional (special education) teacher, professional activity, pre-school education institutions of compensatory and combined types, special school, educational and rehabilitation center, inclusive education institutions, inclusive resource center, orphanage, comprehensive rehabilitation center, childcare home, rehabilitation institutions.

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У статті охарактеризовано поняття корекційний (спеціальний) педагог, керуючись нормами чинного законодавства, проаналізовано мережу закладів для дітей з особливими освітніми потребами, які підпорядковуються різним міністерствам України, зокрема: Міністерству освіти і науки України (МОН); Міністерству соціальної політики України; Міністерству охорони здоров’я України (МОЗ). Відповідно до призначення та специфіки функціонування закладів, які забезпечують навчання та виховання дітей з особливими освітніми потребами, та у своїй діяльності підпорядковуються різним міністерствам України висвітлено суть професійної діяльності корекційного педагога у кожному з відповідних закладів, зокрема: у закладах дошкільної освіти компенсуючого та комбінованого типів, у спеціальній школі; навчально-реабілітаційному центру, закладах інклюзивного навчання, в інклюзивно-ресурсних центрах, які підпорядковуються міністерству освіти і науки України; в дитячому будинку-інтернаті, у центрах комплексної реабілітації, які підпорядковуються міністерству соціальної політики України; в будинку дитини та в реабілітаційних закладах які є у підпорядкуванні міністерства охорони здоров’я.

Ключові слова: корекційний (спеціальний) педагог, професійна діяльність, заклади дошкільної освіти компенсуючого та комбінованого типів, спеціальна школа; навчально-реабілітаційний центр, заклади інклюзивного навчання, інклюзивно-ресурсний центр, дитячий будинок-інтернат, центр комплексної реабілітації, подинок дитини, реабілітаційні заклади.

Introduction of the issue. The up-to-date specialty that unites three leading fields, in particular, pedagogy, psychology, and medicine, is the specialty of the correctional teacher, who is empowered to provide comprehensive education and upbringing of children with special educational needs. In Ukraine, the system of education for children with special educational needs has a vertical-horizontal structure: the vertical structure is developed considering the child’s age and levels of curricula, while the horizontal one is developed considering the nature of the psychophysical disability of the child. That is why today in Ukraine, there is an extensive network of institutions for children with special educational needs, which, depending on their purpose, are subordinated to various ministers of Ukraine, in particular: the Ministry of Education and Science of Ukraine (MES); the Ministry of Social Policy of Ukraine; the Ministry of Health of Ukraine (MoH). Given the above, it is necessary to study the specifics of functioning of institutions of different
subordination, which provide education and upbringing of children with certain features of psychophysical development, as well as to characterize the professional activity of the special education teacher in the relevant institutions.

**Current state of the issue.** The analysis of scientific research made it possible to outline the range of specialists who studied the features of professional activities of correctional teachers in their works, in particular: O. Havrylov, N. Kompanets, S. Myronova, Y. Pinchuk, L. Savchuk, V. Sinyov, D. Schulzenko and others, who studied the specifics of the professional activity of correctional teacher in special institutions; M. Buynyak, I. Dmytrieva, T. Dokuchyna, A. Kolupayeva, Z. Leniv, O. Martynchuk, N. Moseyuk, Y. Nayda, L. Pryadko, N. Sofiy and others, who paid their attention to the features of the professional activity of correctional teacher in the inclusive education institutions. Most research on the professional activity of correctional teacher is carried out by studying educational institutions, which are subordinated to the MES. However, some issues of functioning of institutions for children with special educational needs, which are subordinated to other ministers of Ukraine, as well as the actual role of correctional teachers in these institutions are still insufficiently studied and need to be considered in detail.

**Aim of research** is to highlight the features of the professional activity of correctional teacher based on the analysis of the functioning of institutions for children with special educational needs, which are subordinated to various ministers of Ukraine.

**Results and discussion.** Considering the works of many well-known domestic authors in the field of special education, until recently, a correctional teacher or a teacher-defectologist has been regarded as a specialist who directly carries out teaching and educating children with special educational needs [3]. Such definitions were determined in accordance with the specific function of the educational institution. However, recent research and practical experience show that the role and responsibility of correctional teachers extend beyond the traditional boundaries of their profession. They are involved in various aspects of the educational process, including the development of individual educational programs, the assessment of educational progress, and the coordination of efforts with other professionals involved in the education of children with special needs. The specific role and responsibilities of correctional teachers in various educational institutions require further research and analysis.
with the directions of training of relevant specialists, which were carried out in the specialties "Correctional Education (according to the nosology)", "Defectology", and were approved by law. But starting from 2015, when the Resolution of the Cabinet of Ministers of Ukraine No. 266 as of April 29, 2015 "On Approval of the List of Knowledge and Specialties in Which Higher Education is Provided" came into force, the training of specialists providing educational services for children with special educational needs is carried out in the specialty 016 "Special Education", therefore, following current legislation, a specialist in the field of special education should be called a special education teacher. In addition, given the views of our days, the term "special education teacher" is a more humane definition than the term "defectologist". However, in the course of our study, we consider it appropriate to use the terms "special education teacher" and "correctional teacher", as the legislative and scientific developments have been gradually happening, so not all legal documents use a single term "special education teacher".

The scientifically substantiated division of special pedagogy into its separate branches has led to the emergence of narrow-profile special teachers, the professional activity of each is aimed at working with children that have certain psychophysical disabilities. In accordance with the existing branches of special pedagogy, correctional (special education) teachers are classified as: teachers of the deaf, whose pedagogical activities are aimed at working with children with hearing impairments; teachers of the blind, who work directly with children with visual impairments; teachers of the mentally defective, who teach and upbring children with intellectual disabilities; speech therapists, who work with children with speech disorders [3: 28-30]. Each narrow-profile specialist has its specifics of the pedagogical activity, which is characterized by the appropriate professional skills of working with
children, depending on the specific nosology and the institution where the child is. However, all the above-mentioned specialists have one specialty – Special Education. Therefore, special education (correctional) teacher is a specialist who has education in specialty 016 "Special Education" and mastered the relevant knowledge, skills, and abilities to carry out teaching and educational work with children with special educational needs [11].

To ensure a comprehensive study of the features of professional activity of the correctional teacher, the analysis of the specifics of functioning of institutions for children with special educational needs has been conducted, which are subordinated to various ministers of Ukraine, in particular: the Ministry of Education and Science of Ukraine (MES); the Ministry of Social Policy of Ukraine; the Ministry of Health of Ukraine (MoH).

A significant number of educational institutions for children with special educational needs are subordinated to the Ministry of Education and Science of Ukraine, in particular: pre-school education institutions of compensatory and combined types; special schools; educational and rehabilitation centres; inclusive education institutions.

In accordance with the Law of Ukraine "On Pre-School Education" and the Regulations on Pre-School Education Institution, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 305, there are pre-school education institutions of compensatory type (a nursery and a kindergarten) for pre-school children with special educational needs, the staffing of which is carried out considering the specific type of psychophysiological disability of the child, which in turn are divided into special and sanatorium, as well as pre-school education institutions of combined type, which, in addition to general development groups, have special groups of compensatory type or inclusive groups [5].

In accordance with the Procedure for Staffing Pre-School Education Institutions
(Groups) of Compensatory Type, approved by the joint Order of the MES and the MoH No. 240/165, the main purpose of pre-school education institutions and special groups of compensatory type is to form and develop the personality of a child with special educational needs, strengthen his or her health and ensure socio-psychological rehabilitation and adaptation to living conditions by creating a special teaching and educational process that combines correction and development, as well as medical and health work. The educational process in the relevant pre-school education institutions is carried out using separate programs and methodologies that are based on the Basis Component of Pre-School Education, approved by the MES together with the MoH. The effectiveness of the results of the educational process directly depends on the staffing of the institution. The number of special education teachers, as well as pre-school education institutions of compensatory and combined types, is determined by the Order of the MES No. 1055 "On Approval of Standard Staffing Standards for Pre-School Education Institutions", according to which the positions of special education teachers are introduced considering the number of children (groups) of relevant nosology and working hours of such institutions [5]. In particular: one full-time position of a teacher-speech therapist is for each group of children with speech disorders in the relevant institutions; for children with hearing, visual, musculo-skeletal and motor function impairments, mental disabilities, as well as intellectual disabilities that have additional speech disorders, special pre-school education institutions introduce one full-time position of a teacher-speech therapist for every 10 children with severe speech disorders or for every 12 children with minor speech disorders; for every separate group of children with visual, hearing, musculo-skeletal and motor function impairments, intellectual disabilities, one full-time position of a teacher-completing the pre-school education of children with special needs, approved by the joint Order of the MES and the MoH No. 240/165, the main purpose of pre-school education institutions and special groups of compensatory type is to form and develop the personality of a child with special educational needs, strengthen his or her health and ensure socio-psychological rehabilitation and adaptation to living conditions by creating a special teaching and educational process that combines correction and development, as well as medical and health work. The educational process in the relevant pre-school education institutions is carried out using separate programs and methodologies that are based on the Basis Component of Pre-School Education, approved by the MES together with the MoH. The effectiveness of the results of the educational process directly depends on the staffing of the institution. The number of special education teachers, as well as pre-school education institutions of compensatory and combined types, is determined by the Order of the MES No. 1055 "On Approval of Standard Staffing Standards for Pre-School Education Institutions", according to which the positions of special education teachers are introduced considering the number of children (groups) of relevant nosology and working hours of such institutions [5]. In particular: one full-time position of a teacher-speech therapist is for each group of children with speech disorders in the relevant institutions; for children with hearing, visual, musculo-skeletal and motor function impairments, mental disabilities, as well as intellectual disabilities that have additional speech disorders, special pre-school education institutions introduce one full-time position of a teacher-speech therapist for every 10 children with severe speech disorders or for every 12 children with minor speech disorders; for every separate group of children with visual, hearing, musculo-skeletal and motor function impairments, intellectual disabilities, one full-time position of a teacher-

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defectologist of a narrow profile is introduced depending on the type of psychophysiological disability of the child. Additionally, two full-time positions of assistant teacher are introduced in the special pre-school education institutions for each group where children with special educational needs stay round-the-clock [5].

Summing up the analyzed material, it should be noted that a significant number of correctional teachers are involved in the educational process of pre-school education institutions of compensatory and combined types, who must have higher education in the specialty 016 "Special Education" following the Procedure for Staffing Pre-School Education Institutions (Groups) of Compensatory Type, approved by the joint Order of the MES and the MoH No. 240/165. The analysis of legal instruments makes it possible to conclude that the professional activities of correctional teachers in pre-school education institutions of compensatory and combined types are special, because the correctional teacher, working on a partnership basis, must ensure the unity of training, education, and development of each pupil, considering his or her characteristics.

In accordance with the Law of Ukraine "On Complete General Secondary Education", a special school, educational and rehabilitation centre, and inclusive institutions of general secondary education are among the educational institutions that provide general secondary education to the children with special educational needs [6].

The organization of the special school activity is determined by the Regulation on the Special School, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 221, according to which special schools are founded for children with special educational needs depending on the type of psychophysical disability of the child. In such schools, classes are formed considering the degree of disability. Additionally, special classes for
children with complex disorders of psychophysical development can be formed in special schools if the child has at least one developmental disorder, which corresponds to the disorders of the main contingent of students of special school [6]. The specialization of a special school is determined by the educational program, which should correspond to the typical educational program and must include correctional, developmental, and educational components that consider students’ needs and the specifics of their development. Educational programs and all changes are to be approved by the pedagogical council of the special school, which is a collegial governing body. The implementation of the educational process in special schools is ensured by the activities of teachers. The teaching staff of special schools consists mainly of teachers with special education, the number of them is regulated by the Order of the MES No. 1105 "On Approval of Standard Staffing Standards for Special Schools for Children in Need of Correction of Physical and Mental Development", according to which the staff of special schools is formed considering the type of institution, the number of students, relevant classes (groups), working hours, etc. In particular, regardless of the contingent of students, every special school has the position of a speech therapist (one full-time position for 25-30 students), as well as the position of a teacher-defectologist (one full-time position for one specialized cabinet (for hearing, visual impairments, etc.). Additionally, special schools have positions of educators, two full-time positions for each group of students. If children stay 24/7 in special school, the position of assistant educator is introduced, two full-time positions for each dormitory building [6]. Considering the legal analysis of staffing of special schools by teachers and the results of monitoring of the official websites of special schools in Ukraine, it is obvious that the special schools’ staff consists mostly of correctional teachers.

порушенням основного контингенту учнів спеціальної школи [6]. Спрямування спеціальної школи визначається освітньою програмою, яка має відповідати типовій освітній програмі та в обов'язковому порядку має містити корекційно-розвитковий та виховний компоненти, що враховують потреби учнів та спеціфіку їх розвитку. Освітні програми та всі внесені зміни схвалюються педагогічною радою спеціальної школи, яка є колегіальним органом управління. Реалізація освітнього процесу у спеціальних школах забезпечується діяльністю педагогічних працівників. Педагогічний штат спеціальних шкіл складається в основному із числа педагогів, які мають спеціальну освіту, чисельність яких регулюється Наказом МОН № 1105 "Про затвердження Типових штатних нормативів спеціальних загальноосвітніх шкіл для дітей, які потребують корекції фізично-розумового розвитку", відповідно до якого штат спеціальних шкіл формується з врахуванням типу закладу, кількості учнів, відповідних класів (груп), режиму роботи тощо. Зокрема, в кожній спеціальній школі, незалежно від контингенту учнів, вводиться посада вчителя-логопеда з розрахунком одна штатна одиниця на 25-30 учнів, посада вчителя-дефектолога вводиться з розрахунком одна штатна одиниця для одного спеціалізованого кабінету (слухового, зорового тощо). Крім того, в спеціальних школах наявні посади вихователів, з розрахунком дві штатні одиниці на кожну групу учнів. При цілодобовому перебуванні дітей в спеціальних школах вводиться посада помічника вихователя з розрахунком дві штатні одиниці на кожен спальний корпус [6]. Враховуючи нормативно-правовий аналіз штатних нормативів наповненості спеціальних шкіл педагогічними працівниками та результати проведеного моніторингу сайтів офіційних сторінок спеціальних шкіл України в мережі інтернет, стає очевидним те, що в основному штат спеціальних шкіл наповнений значною кількістю корекційних педагогів.
Pursuant to the objectives, teachers of the special school deliver school subjects in the most accessible ways for students of the relevant contingent to learn the material, considering their individual characteristics, by creating integrated courses, modifying the content of scientific subjects, and developing an individual development program for students when needed. A characteristic feature of the educational process of a special school is the establishment of a psychological and pedagogical council as a consultative and advisory body, which main functions are to provide psychological and pedagogical support to each student of a special school, study the peculiarities of students’ development, elaborate an individual development program, select optimal forms and methods of studying, monitor the dynamics of student development, as well as provide appropriate consultations as needed, etc. The psychological and pedagogical council is headed by the director of the special school; the obligatory participants of the council are full-time medical officer and teachers of the special school who have higher education in the specialty 016 “Special Education” (“Defectology”, “Correctional Education” (according to the nosology)); other pedagogical staff and specialists may be involved in the work of the council as needed [6].

According to the results of the analysis of current legislation on the organizational principles of the activity of special school, it is necessary to point on the important role of teachers, in particular special education teachers, who directly ensure teaching and educational process for children with special educational needs, providing psychological and pedagogical assistance and correctional and developmental services to form and develop competencies for students’ further independent life considering their individual characteristics. The professional activity of the correctional teacher of the special school is multifaced because relevant...
specialists are leading participants in ensuring the implementation of basic functions of psychological and pedagogical concilium, pedagogical councils, etc. in addition to conduction of correctional and developmental classes. The constant interaction of special education teachers with other participants of the educational process of the special school necessitates a team approach to the activities of relevant professionals.

The organization of the educational and rehabilitation centre is determined by the Regulation on the Educational and Rehabilitation Centre, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 221 [6], according to which educational and rehabilitation centre is founded to provide general secondary education for children with special educational needs, caused by severe developmental disorders. Appropriate centres are created depending on the contingent of students and the direction of their activities; for the most part, there are centres for people who have one major disorder of psychophysical development in combination with others, so training and rehabilitation centres can combine several activities and be multidisciplinary, resulting in the creation of appropriate classes. The organization of the educational process of the centre is aimed at the student’s personal development by forming his competence for independent living and the possibility of its application. The educational process of the educational and rehabilitation centre has a rehabilitation, correctional and developmental, as well as educational focus, which is determined by the educational program of the centre. The organization of the educational process in the educational and rehabilitation centre is similar to the educational process of the special school. A feature of the centre is the functioning of rehabilitation department that provides measures of social and living adaptation, psychological and pedagogical rehabilitation, and other rehabilitation activities provided under

багатогранною, оскільки, крім проведення з дітьми корекційно-розвиткових занять відповідні фахівці є провідними учасниками в забезпеченні реалізації основних функцій психолого-педагогічного консиліуму, педагогічних рад тощо. Постійна взаємодія спеціальних педагогів з іншими учасниками освітнього процесу спеціальної школи зумовлює необхідність командного підходу в діяльності відповідних фахівців.

Навчально-реабілітаційний центр в організації своєї діяльності керуються Положенням про навчально-реабілітаційний центр, затвердженої постановою КМУ № 221 [6], згідно якого, навчально-реабілітаційний центр створюється з метою забезпечення загальної середньої освіти для дітей з особливими освітніми потребами, зумовленими складними порушеннями розвитку. Відповідні центри створюються залежно від контингенту учнів та напряму їх діяльності, здебільшого функціонують центри для осіб, в яких одне основне порушення психофізичного розвитку поєднується з іншими, тому навчально-реабілітаційні центри можуть поєднувати кілька напрямів діяльності та бути багатопрофільними, в результаті чого створюються відповідні каси. Організація освітнього процесу центру спрямовується на особистісний розвиток учня шляхом формування у нього компетентності для самостійного життя та можливості її застосування. Освітній процес навчально-реабілітаційного центру має реабілітаційну, корекційно-розвивальну та виховну спрямованість, що визначається освітньою програмою центру. Організація освітнього процесу в навчально-реабілітаційному центрі подібна до освітнього процесу спеціальної школи. Особливістю центру є функціонування реабілітаційного відділення, яке забезпечує проведення заходів соціально-побутової адаптації, психолого-педагогічної реабілітації та здійснення інших реабілітаційних заходів, які надаються згідно індивідуальної програми реабілітації що попередньо узгоджуються з індивідуальною.
the individual rehabilitation program, which are previously agreed with the individual developmental program of the child. Special attention is paid to the formation of students’ centre of social and living orientation, improving of communication, motor, mental functions, mastering the rules of social behavior, providing correctional and developmental psychological and pedagogical assistance. Educational and rehabilitation centre provides an opportunity for children with special educational needs who are studying in other educational institutions to receive rehabilitation services, including correctional, developmental, psychological, and pedagogical assistance. The provision of relevant services is carried out by the pedagogical staff of the centre in accordance with the conclusion of the inclusive resource centre on the comprehensive psychological and pedagogical assessment of the person's development [6]. The issues of staffing of the educational and rehabilitation centre are regulated by the Order of the MES No. 890 "On Approval of Standard Staffing Standards for Educational and Rehabilitation Centres", according to which the correctional and developmental classes stipulated by the centre’s educational program for a permanent contingent of students and in accordance with the individual rehabilitation plan of students of variable contingent are carried out by the teachers who have higher education in the specialty 016 "Special Education" ("Defectology", "Correctional Education" (according to the nosology)) according to the relevant qualification. The number of positions of correctional teachers depends on the number of students (groups) in the centre and is determined by the rate, considering 18 hours of workload per week. For each group of children of the permanent contingent with homogeneous disorders, one position of correctional teacher (narrow-specialized teacher-defectologist) and one position of speech therapist are introduced. Additionally, appropriate positions are introduced for children with

програмою розвитку дитини. Особлива увага приділяється формуванню в учнів центру соціально-побутового орієнтування, покращенню комунікативних, рухових, психічних функцій, оволодінню правил суспільної поведінки, забезпеченню корекційно-розвиткової психологічної та педагогічної допомоги. Навчально-реабілітаційний центр надає можливість дітям з особливими освітніми потребами, які здобувають освіту в інших закладах освіти отримати реабілітаційні послуги, зокрема корекційно-розвиткову та психолого-педагогічну допомогу. Надання відповідних послуг здійснюється педагогічними працівниками центру, відповідно до висновку інклюзивно-ресурсного центру про комплексну психолого-педагогічну оцінку розвитку особи [6]. Формування штату навчально-реабілітаційного центру регулюється Наказом МОН № 890 "Про затвердження Типових штатних нормативів навчально-реабілітаційних центрів", згодно із яким, проведення корекційно-розвиткових занять, передбачених освітньою програмою центру для постійного контингенту учнів та відповідно до індивідуального плану реабілітації учнів змінного контингенту, здійснюється педагогами, які мають вищу освіту за спеціальністю 016 "Спеціальна освіта" ("Дефектологія", "Корекційна освіта (за нозоштатями)") за відповідною кваліфікацією. Кількість посад корекційних педагогів залежить від чисельності учнів(груп) в центрі та визначається став!кою з урахуванням 18 годин навантаження на тиждень. На кожну групу для дітей постійного контингенту з однорідними порушеннями вводиться одна посада корекційного педагога (вузькоспециалізованого вчителя-дефектолога) та одна посада вчителя-логопеда. Крім того, відповідні посади вводяться для дітей з ООП змінного контингенту, якщо кількість таких дітей становить від 11 до 25. Проаналізувавши специфіку освіти дітей в навчально-реабілітаційному центрі та місце корекційних педагогів в діяльності центру,
special educational needs of the variable contingent, if the number of such children is 11 to 25. Having analyzed the specifics of children’s education in the educational and rehabilitation centre and correctional teachers’ place in the centre’s activity, it should be noted that the peculiarity of the professional activity of the correctional teachers in the appropriate institutions is the conduction of classes with the permanent contingent of the centre, which include one specific of work, and provision of rehabilitation services to a variable contingent of children, which requires other special attention. Therefore, the work of the correctional teacher in the centre is multifaceted and has its own complexities, which in turn force the specialist to interact with many participants of the educational process.

The inclusive general secondary education institutions are functioning to educate children with special educational needs to socialize in society. The activities of inclusive institutions are regulated by the Law of Ukraine "On Complete General Secondary Education" and the Procedure for Organization of Inclusive Education in the General Secondary Education Institutions, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 957 as of September 15, 2021, according to which the staffing of inclusive classes is carried out considering the level of student support, determined by the inclusive resource centre [7]. Depending on the level of support and individual developmental program, additional correctional, developmental, psychological, and pedagogical classes of individual and group orientation are conducted for students with special educational needs. Such classes are conducted by qualified staff of the institution or additionally involved specialists if necessary [7]. A feature of the inclusive education organization is the creation of a team of psychological and pedagogical support in relevant institutions, the activity of which is regulated by the Model Regulations on the Team of Psychological and Pedagogical Slid zaznachiti, особливістю професійної діяльності корекційних педагогів у відповідних закладах є проведення занятті з постійним контингентом центру, в яких задіяна одна спеціфіка роботи та надання послуг реабілітації змінному контингенту дітей, що вимагає іншої особливої уваги. Тому робота корекційного педагога в центрі – багатогранна та має свої складності, які у свою чергу зумовлюють фахівця у своїй діяльності взаємодіяти з великою кількістю учасників освітнього процесу.

Для навчання дітей з особливими освітніми потребами з метою забезпечення їхньої повноцінної соціалізації у суспільстві функціонують інклюзивні заклади загальної середньої освіти. Діяльність інклюзивних закладів регулюється нормами Закону України "Про повну загальну середню освіту", Порядком організації інклюзивного навчання у закладах загальної середньої освіти, затвердженого постановою КМУ № 957 від 15.09.2021, відповідно до яких, укомплектування інклюзивних класів здійснюється з урахуванням рівня підтримки учнів, визначеного інклюзивно-ресурсним центром [7]. Для учнів з особливими освітніми потребами додатково, в залежності від рівня підтримки та індивідуальної програми розвитку, проводяться корекційно-розвиткові та психолого-педагогічні заняття індивідуального та групового спрямування. Проведення відповідних занять забезпечують штатні кваліфіковані працівники закладу, або додатково залучені фахівців разі необхідності [7]. Особливістю організації інклюзивного навчання є створення, у відповідних закладах, команди психолого-педагогічного супроводу, діяльність якої регламентується Примірним положенням про команду психолого-педагогічного супроводу дитини з особливими освітніми потребами в закладі загальної середньої та дошкільної освіти, затвердженого Наказом МОН України № 609 від 08.06.2018 [8]. Основною формою роботи команди супроводу є засідання, під час якого, учасники команди визначають напрями
Support of the Child with Special Educational Needs in General Secondary and Pre-School Education Organizations, approved by the Order of the MES of Ukraine No. 609 as of June 08, 2018 [8].

The main form of support team work is a meeting, during which the members of the team determine the directions of provision of necessary services to the child with special educational needs on the basis of the inclusive resource centre’s conclusion, develop, adjust, and evaluate individual developmental program, discuss the results of monitoring individual changes of the child, exchange guidelines for inclusive education organization, advise teachers and parents on the peculiarities of the development of a child with special educational needs, his or her education and upbringing, etc. The list of participants of the support team includes permanent and additionally involved specialists depending on the educational needs of the child.

Each of the team members has clearly defined functions, the implementation of which in combination ensures the achievement of the main goal of the team. The correctional teacher is an integral part of the support team, who, in addition to correctional and developmental classes defined by the individual developmental program and monitoring of achievements in the appropriate sphere of development of a child, also provides recommendations to other team members, including teachers, on the organization of the education process for the children with special educational needs, as well as the specifics of the implementation of correctional and developmental technologies, the use of adaptive techniques, etc. within the scope of his or her professional activities [8]. Given the defined functions of the correctional teacher, it should be noted that the professional activities of the correctional teacher in inclusive educational institutions require constant interaction with other members of the support team, the success of which is possible only in case of good coordination of the

надання необхідних послуг дитині з ООП на підставі висновку ІРЦ, розробляють, корегують та оцінюють індивідуальну програму розвитку, обговорюють результати моніторингу індивідуальних змін дитини, обмінюються методичними рекомендаціями щодо організації інклюзивного навчання, консультають педагогічних працівників та батьків щодо особливостей розвитку дитини з ООП її навчання та виховання тощо. Склад учасників команди супроводу формується з числа постійно-діючих та додатково-заучених фахівців, в залежності від освітніх потреб дитини.

Кожен із учасників команди має чітко визначені функції, виконання яких в сукупності забезпечує досягнення основної мети команди. Корекційний педагог у команді супроводу є невід’ємним учасником, який в межах своєї професійної діяльності крім проведення корекційно-розвиткових занять, визначених індивідуальною програмою розвитку та здійснення моніторингу досягнень відповідної сфери розвитку дитини також надає рекомендації іншим учасникам команди, зокрема педагогічним працівникам, щодо особливостей організації процесу навчання дітей з ООП, специфіки реалізації корекційно-розвиткових технологій та застосування адаптивних методик тощо [8]. За оглядом визначених функцій корекційного педагога, варто зауважити, що професійна діяльність корекційного педагога в інклюзивних закладах освіти вимагає постійної взаємодії з іншими учасниками команди супроводу, успішність досягнення якої можлива за допомогою злагодженої командної роботи.

В результаті проведеного нормативно-правового аналізу діяльності освітніх закладів для дітей з особливими освітніми потребами системи МОН України, варто виокремити значимість інклюзивно-ресурсних центрів (ІРЦ), оскільки відповідні центри проводять комплексну діагностику дітей з порушеннями психофізичного розвитку, в результаті чого формують висновок про комплексну
teamwork.

As a result of legal analysis of activities of educational institutions for children with special educational needs, subordinated to the MES of Ukraine, it is necessary to highlight the importance of inclusive resource centres (IRC), as such centres conduct comprehensive diagnostics of children with mental and physical disabilities, resulting in a conclusion on a comprehensive psychological and pedagogical assessment of child development, based on which the child is enrolled to special and inclusive educational institutions.

The activities of the inclusive resource centre are regulated by the Regulations on the Inclusive Resource Centre, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 545 as of July 12, 2017, according to which the specialists of the centre conduct a comprehensive assessment of the development of a child with special educational needs, ensure systematic qualified support by providing correctional, developmental, psychological, and pedagogical services to the children with psychophysical developmental disorders. The staff of the inclusive resource centre consists of psychological and pedagogical workers, specifically practical psychologists, and narrow-specialized special teachers, in particular speech therapists, teachers of the deaf, teachers of the blind, teachers of the mentally defective, and rehabilitation teachers. Relevant specialists individually assess the physical, speech, cognitive, emotional, and volitional development of the child, then prepare a conclusion on a comprehensive assessment during the session and obligatorily give it to the parents before further enrollment of the child to the educational institution. Also, the specialists of the centre join the teams of psychological and pedagogical support of the child in the educational institutions, participate in the development (adjustment) of individual developmental programs, provide consultations to the parents and psychologists-pedagogical evaluation of child development, on the basis of which the child is enrolled to special and inclusive educational institutions.

Діяльність інклюзивно-ресурсного центру регулюється Положенням про інклюзивно-ресурсний центр, затвердженого Постановою КМУ № 545 від 12.07.2017, відповідно до якого, фахівці центру проводять комплексну оцінку розвитку дитини з ООП, здійснюють системний кваліфікований супровід шляхом надання корекційно-розвиткових, психолого-педагогічних послуг дітям, які мають психо-фізичні порушення розвитку. Штат ІРЦ формується із числа психологів-педагогів та вузькоспеціалізованих спеціальних педагогів, зокрема логопедій, сурдопедагогів, тифлопедагогів, олігофренопедагогів, вчителів-реабілітологів. Відповідні фахівці в індивідуальній формі проводять оцінку фізичного, мовленневого, когнітивного, емоційно-вольового розвитку дитини, після чого шляхом засідання формуємо висновок про комплексну оцінку та в обов'язковому порядку дають його на ознайомлення батькам, за подальшого зарахування дитини до навчального закладу. Крім того спеціалісти центру долучаються до команд психологіо-педагогічних супроводу дитини в закладах освіти, беруть участь у розробці (корегуванні) індивідуальних програм розвитку, надають консультації батькам та методичну допомогу іншим педагогам, сприяють в залучені, по потребі, додаткових фахівців[8]. Тобто спеціальні педагоги інклюзивно-ресурсного центру виконують координаційну роль, забезпечуючи комплексний кваліфікований супровід дітей з особливими освітніми потребами. Відповідно до специфіки роботи ІРЦ можна відстежити різномічну взаємодію фахівців інклюзивно-ресурсного центру з характеристиками рисами командної роботи.

У підпорядкуванні Міністерства соціальної політики України знаходяться спеціальні заклади для дітей з особливими
methodological assistance to other teachers, assist in attracting additional specialists if needed [8]. That is, special teachers of the inclusive resource centre perform a coordinating function, providing comprehensive qualified support for children with special educational needs. Considering the specifics of the inclusive resource centre work, it is possible to point at the diverse interaction of the specialists of the inclusive resource centre with the characteristic features of teamwork.

Special institutions for children with special educational needs, which combine the provision of social, teaching, and educational services, are subordinated to the Ministry of Social Policy of Ukraine, in particular orphanages and comprehensive rehabilitation centres.

In accordance with the Standard Regulations on Orphanage, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 978, orphanages are inpatient social and medical institutions operated for children with special educational needs who need outside care. Orphanages are designed for various types of care (inpatient, daytime, palliative), provision of social and psychological rehabilitation, as well as crisis and emergency medication. The provision of the complex rehabilitation measures for children is carried out in accordance with the individual rehabilitation plan provided by the Ministry of Social Policy of Ukraine, and ensured by the staff of the orphanage, which includes special teachers, rehabilitation specialists, medical workers, and teachers, in particular educators and special education teachers (teachers-defectologists). An integral part of the rehabilitation of students is the teaching and educational process, which is carried out in accordance with the law using a certain form and set of methods that can ensure the correction of psychophysical disorders to acquire the necessary knowledge, skills and abilities for self-care and further life. The professional activity of correctional osvітніми потребами, які поєднують надання соціальних послуг з освітньо-виховними, зокрема: дитячі будинки-інтернати; центри комплексної реабілітації.

Дитячі будинки-інтернати відповідно до Типового положення про дитячий будинок-інтернат, затвердженого Постановою КМУ № 978, є стаціонарними соціально-медичними установами, що функціонують для дітей з особливими освітніми потребами, які за станом здоров’я потребують стороннього догляду.

Дитячі будинки-інтернати призначені для різного виду догляду (стаціонарного, денного, паліативного), надання соціально-психологічної реабілітації, кризового та екстреного втручання.

Проведення комплексу реабілітаційних заходів для дітей-вихованців здійснюється відповідно до індивідуального плану реабілітації вихованців, передбаченого Мінсоцполітики та забезпечується штатним персоналом дитячого будинку-інтернату, в число яких входят: соціальні працівники, фахівці з реабілітації, медичні працівники, соціальні робітники, педагогічні працівники, зокрема вихователі та спеціальні педагоги (вчителі-дефектологи). Невід’ємною складовою реабілітації вихованців закладу є навчально-виховний процес, який здійснюється згідно законодавства із застосуванням визначеної форми та комплексу методів, які спроможні забезпечити корекцію психофізичних порушень набуття необхідних знань, умінь та навичок для самообслуговування і подальшого життя дитини.

Професійна діяльність корекційних педагогів відповідного типу закладів залежить від профілю відділень, які функціонують при дитячому будинку-інтернаті [2]. Законодавчо визначено чотири види відділень, у яких можуть перебувати діти віком до 18 років зокрема:

1. Відділення (групи) денного догляду, у своїй діяльності керується. Типовим Положенням про відділення денного догляду для дітей-інвалідів, затвердженим Наказом Міністерства соціальної політики України № 653 та Державним стандартом
teachers of the appropriate type of institutions depends on the type of departments that operate at the orphanage [2]. According to the legal acts, there are four types of departments that can accommodate children under the age of 18, in particular:

1. Daycare department (groups), which is guided by the Standard Regulations on Daycare Department for Children with Disabilities, approved by the Order of the Ministry of Social Policy of Ukraine No. 653, and the State Standard of Daycare, approved by the Order of the Ministry of Social Policy of Ukraine No. 452. In accordance with the Regulations, children with disabilities with medical opinions are enrolled in the daycare department to obtain social daycare services (self-care assistance) and rehabilitation services in accordance with the individual rehabilitation program to develop self-care skills and support them. The main work of the department is focused on the provision of medical care. Pursuant to the staffing standards of the daycare department, two full-time positions of educator for each group of children (8-10 children in a group) and one full-time position of assistant educator for each 2-3 groups are introduced in addition to medical staff and social workers. At the same time, it should be noted that no permanent correctional teachers are provided by staffing standards. However, in accordance with the State Standard of Daycare, if necessary, other specialists may be involved in the department to provide social care services on a contractual basis, in particular psychologists, correctional teachers (speech therapists, defectologists), etc., who may be involved in a multidisciplinary team to specify the individual needs when drawing up an individual plan for the provision of social service [2].

2. The department (group) of five-day inpatient care, which is guided by the Standard Regulations on the Department (Group) of Five-Day Inpatient Care,
approved by the Order of the Ministry of Social Policy of Ukraine No. 1409, according to which the department of inpatient care is designed for 12-15 children with disabilities who require outside care; with fewer children, the groups of inpatient care are formed, where children stay round-the-clock for five working days. The main tasks of the relevant departments are to assist students in self-care, to carry out rehabilitation measures in accordance with the medical opinion, to ensure medical care and educational services stipulated by the individual rehabilitation program of the child. The organization of the teaching and educational process is carried out in accordance with the educational programs (plans), approved by the MES. Special attention is paid to the correctional and rehabilitation components, which include correctional and developmental classes of the appropriate course and the formation of social skills. The provision of educational services is ensured by correctional teachers (teachers-defectologists).

Pursuant to the staffing standards, one full-time position of special education teacher is introduced in the department of five-day inpatient care for each group of 6-8 children [2]. Summing up the analyzed material, it can be noted that in addition to the intensive medical care for children in the department, the attention is also focused on the educational component, which is ensured by permanent special education teachers.

3. Transit department (groups), which in accordance with the Standard Regulations on the Transit Department (Groups), approved by the Order of the Ministry of Social Policy of Ukraine No. 1398, operates round-the-clock on the principle of inpatient stay to prepare children with disabilities for independent living according to the individual plan of provision of social service. The organization of the transit stay in the department is ensured by the qualified specialists, in particular medical and social workers, educators, and provided reabilitaцiїних заходів згідно медичного висновку, надання медичної допомоги та освітніх послуг, передбачених індивідуальною програмою реабілітації дитини. Організація навчально-виховного процесу проводиться за навчальними програмами (планами), затвердженими МОН. Особлива увага зосереджується на корекційно-реабілітаційній роботі, яка полягає в проведенні корекційно-розвиткових занять відповідного спрямування та у формуванні соціально-побутових навичок. Надання освітніх послуг забезпечують корекційні педагоги (вчитель-дефектолог). Згідно штатних нормативів у відділенні п'ятиденної стаціонарного догляду вводиться посада спеціального педагога з розрахунку одна штатна одиниця на кожну навчальну групу з чисельністю 6-8 дітей [2]. Узагальнюючи опрацьований матеріал, можна відмітити, що крім інтенсивного медичного обслуговування дітей, які перебувають у відділенні також зосереджується увага на освітньому компоненті, який забезпечується постійно діючими спеціальними педагогами.

3. Відділення (групи) транзитного перебування, яке відповідно до Типового Положення про відділення (групи) транзитного перебування, затвердженого Наказом Міністерства соціальної політики України №1398, функціонує цілодобово за принципом стаціонарного перебування для підготовки дітей з інвалідністю до самостійного життя згідно з індивідуальним планом надання соціальної послуги. Організацію транзитного перебування у відділенні забезпечують кваліфіковані фахівці, зокрема медичні і соціальні працівники, вихователі та корекційні педагоги (вчителі-дефектологи). Навчально-виховний процес відбувається за програмами розвитку дітей з ООП та відповідними навчальними планами. Особлива увага зосереджується на корекційно-реабілітаційній роботі, яка проводиться впродовж всього календарного року і відповідає індивідуальним планам надання соціальних послуг. Корекційно-розвиткові
correctional teachers (teachers-defectologists). The teaching and educational process is organized in accordance with the programs of the development of children with special educational needs and relevant curricula. Special attention is paid to the correctional and rehabilitation work, which is carried out throughout the calendar year and corresponds to the individual plans of provision of social services. Correctional and developmental classes are conducted by correctional teachers, the number of which is one full-time position for each study group of 6-8 children pursuant to the staffing standards [2].

4. The department (groups) of palliative care, which is guided by the Standard Regulations on the Department of Palliative Care for Older Persons, Persons with Disabilities, and Children with Disabilities, approved by the Order of the Ministry of Social Policy of Ukraine No. 1293, according to which the department provides social services to persons with disabilities, including children, who are unable to self-care or are at the final stage of an incurable disease, as a result of which they constantly need outside help. The provision of social palliative care services is carried out according to the individual plan. Special attention is paid to the development of self-care skills, provision of rehabilitation services depending on the student’s needs, and constant monitoring of their health indicators. Palliative care is organized by a multidisciplinary team of qualified staff of the department, who have been trained in palliative care, and the coordinator of such a team is a specialist in social work. The team consists mostly of social and medical workers, as well as psychologists and other specialists, who may be involved if necessary. A feature of the team’s work is constant consultations for family members on the specifics of palliative care, solution of social and legal issues, provision of socio-psychological support, etc. [2]. In the Department of palliative
care, the organization of training and educational process in children’s groups is provided by the pedagogical staff, in particular educators (two full-time positions for each group of 6-8 children with special educational needs), assistant educators (one full-time position for each 2-3 groups), and correctional teachers (teachers-defectologists), the number of which is one full-time position for each group of children with disabilities. The main focus is on the correctional and rehabilitation work in accordance with the individual rehabilitation plans (provision of social services), which mainly consists of subject-practical training, communication development, spatial orientation, different types of perception, household skills, and formation of social behavior, etc. [2]. As a result of the conducted analysis, it should be noted that the main activity of the Department of palliative care is the provision of social services, although the provision of training and educational functions is imposed mainly on the correctional teachers, who in turn join the interdisciplinary team on the palliative care for children with disabilities and are directly involved in the discussion of individual plans for the provision of social service, as well as interact with children’s family members, providing correctional and pedagogical consultations.

In accordance with the Standard Regulations on the Comprehensive Rehabilitation Centre for Persons with Disabilities, approved by the Order of the Ministry of Social Policy of Ukraine No. 855, the comprehensive rehabilitation centres operate for persons, including children with disabilities, and children under three years of age who are at risk of disability. Relevant Centres have a specific purpose; and with a set of rehabilitation measures, they create the necessary conditions to reduce the display of existing disorders, correct them, prevent complications, as well as conditions for the all-round development of the personal potential of the child, formation of the basic social and living дві-три групи) та корекційні педагоги (вчителі-дефектологи), кількість яких встановлюється з розрахунком одна штатна одиниця на кожну групу дітей з інвалідністю. Основна увага зосереджуються на проведенні корекційної та реабілітаційно-абілітаційній роботи відповідно до індивідуальних планів реабілітації (надання соціальних послуг), яка здебільшого полягає в предметно-працівничому навчанні, розвитку комунікації, просторової орієнтації, різних видів сприймання, побутових навичок, формуванню соціальної поведінки, тощо [2]. В результаті проведеного аналізу, варто відмітити, що основний напрям діяльності Відділення паліативного догляду полягає в наданні соціальних послуг, однак забезпечення навчально-виховної функції покладається в основному на корекційних педагогів, які в свою чергу долучаються в діяльність міждисциплінарної команди по паліативному догляду за підопічними з числа дітей з інвалідністю та приймають безпосередню участь в обговоренні індивідуальних планів надання соціальної послуги, а також взаємодіють із членами сім’ї підопічних, надаючи корекційно-педагогічні консультації.

Центри комплексної реабілітації, відповідно до Типового положення про центр комплексної реабілітації для осіб з інвалідністю, затвердженого Наказам Міністерства соціальної політики України № 855, функціонують для осіб, зокрема дітей з інвалідністю, а також для дітей до трьох-річного віку, які знаходяться в групі ризику отримання інвалідності. Відповідні Центри мають цільове призначення, які, за допомогою комплексу заходів реабілітаційного спрямування, створюють необхідні умови для зменшення проявів існуючих порушень розвитку їх корегування, запобігання ускладнень, а також для всебічного розвитку особистісного потенціалу дитини, формування основних соціально-побутових навичок. Особливістю Центрів комплексної реабілітації є структурна розгалуженість, тобто можливість створення: служби соціального патронажу,
skills. The peculiarity of the Comprehensive rehabilitation centres is their structural branching, i.e., the possibility of creating a service of social home visits, a department of inpatient care, and separate rehabilitation departments, in particular: early rehabilitation; social; psychological; psychological and pedagogical; physical; physical culture and sports; professional; medical rehabilitation (medical observation), etc. The implementation of all rehabilitation measures is carried out in accordance with the child’s individual rehabilitation plans that are developed based on individual rehabilitation programs. The provision of rehabilitation services is ensured by relevant specialists from among the doctors (pediatricians, therapists, neurologists, etc.), teachers (correctional teachers: speech therapists, teachers of the deaf, teachers of the blind, teachers of the mentally defective; rehabilitation teachers; educators, labor training teachers, etc.), medical staff (nurses in physical therapy, physiotherapy, massage), as well as psychologists, social workers, specialists in physical rehabilitation, etc. In the relevant institutions, the professional activity of the correctional teacher consists in the conduction of individual and group correctional and developmental classes in various fields, the provision of consultations to parents and legal representatives of children with disabilities regarding the peculiarities of their child’s development, the specifics of developmental exercises, etc. In addition, correctional teachers are involved in the rehabilitation commission if necessary and participate in the formation (adjusting) of individual rehabilitation programs [1]. Considering the peculiarities of the organization of the comprehensive rehabilitation centres, the characteristic feature of complexity in the provision of rehabilitation services can be outlined, which is ensured by a team of qualified professionals, including correctional teachers, who conduct correctional classes to help the child to
learn the educational component.

The Ministry of Health of Ukraine oversees institutions that provide a range of medical, correctional, rehabilitation, and educational services to the children with mental and physical disabilities, including:

- childcare homes;
- rehabilitation institutions (departments, subdivisions).

In accordance with the Standard Regulations on Childcare Home, approved by the Order of the Ministry of Health of Ukraine No. 123 and amended by the Order of the Ministry of Health of Ukraine No. 69, childcare homes are divided into two main types:

1. Childcare homes of general type, which function for children with typical development, who are left without parental care (orphans), as well as for children with developmental delays, caused by unfavorable upbringing conditions. Such institutions take care of children from birth to three years of age [9].

2. Specialized childcare homes, which function for children with mental and physical disabilities, who are left without parental care (orphans), in particular with organic lesions of CNS, including in combination with mental disorders, cerebral palsy; speech disorders; hearing, visual, musculoskeletal, and motor function impairments, etc. Such institutions take care of children from birth to four years of age [9].

Childcare homes ensure medical and social protection for children of appropriate categories, providing daily medical supervision, as well as medical and health, correctional, rehabilitation, teaching, and educational activities. The provision of necessary services and direct care is carried out by medical and pedagogical specialists, who work closely with each other on a partnership basis. The organization of the educational process is based on a personality-oriented approach considering the individual characteristics of the child. Specialized childcare homes paid special attention to the conduction of correctional and developmental classes using innovative reabilitaciynogo ta vikhovnogo спрямування, зокрема:

- будинки дитини;
- реабілітаційні заклади (відділення, підрозділи).

Будинки дитини, відповідно до Типового положення про будинок дитини, затвердженого наказом МОЗ № 123 із змінами внесеними згідно з Наказом МОЗ № 69, поділяються на два основні типи:

1. Будинки дитини загального типу – функціонують для дітей, які залишилися без батьківського піклування (сироти) із типовим розвитком, а також для дітей із затримкою розвитку, спричиненим несприятливими умовами виховання. У відповідних закладах перебувають діти від народження до трьох-річного віку [9].

2. Спеціалізовані будинки дитини – функціонують для дітей, які залишилися без батьківського піклування (сиріт) з порушеннями психофізичного розвитку, зокрема: з органічними ураженнями ЦНС, в тому числі в поєднанні з психічними порушеннями, ДЦП; з мовленнєвими порушеннями; з порушеннями слуху, зору, функцій опорно-рухового апарату тощо. У таких закладах можуть знаходитися діти від народження до чотирьох років [9].

Охарактеризувавши діяльність відповідного типу закладів, варто
methods; such classes are conducted by special teachers of the required specialization, depending on the nature of the child’s developmental disorders [9]. Having analyzed the activities of the relevant type of institutions, it should be noted that the professional activity of correctional teacher is special, as it should combine pedagogical skills under the psychological and corrective influence and professional ability to interact with other specialists of the team to achieve a common goal.

According to the Law of Ukraine "On Rehabilitation in Health Care", rehabilitation institutions include rehabilitation hospitals (centres) and outpatient rehabilitation institutions that provide rehabilitation services during the acute and long-term period, as well as psychological rehabilitation centres and institutions of comprehensive rehabilitation. In their activities, rehabilitation departments are guided by the Standard Regulations on the Rehabilitation Department, Unit, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 1268, according to which the departments provide comprehensive rehabilitation to persons with daily functioning disabilities, including children in need of rehabilitation. Rehabilitation departments (subdivisions) include acute rehabilitation wards in hospitals of different profiles, inpatient and outpatient departments after acute and long-term rehabilitation in hospitals, educational institutions of health care, as well as inpatient rehabilitation departments (after acute and long-term rehabilitation) at sanatoriums [10].

A feature of the rehabilitation institutions, departments (units) is the functioning of the multidisciplinary rehabilitation team, which provides comprehensive rehabilitation services according to the individual rehabilitation plan. The activities of the respective teams are regulated by the norms of the Standard Regulations on the Multidisciplinary Rehabilitation Team, approved by the Resolution of the Cabinet of Ministers of

видмітити, що професійна діяльність корекційних педагогів має особливий характер, оскільки має поєднувати педагогічну майстерність охоплену психолого-корекційним впливом та професійну здатність взаємодіяти в команді фахівців різного профілю задля досягнення спільної мети.

До реабілітаційних zakładів, згідно із Законом України "Про реабілітацію у сфері охорони здоров’я", належать реабілітаційні лікарні (центри) та амбулаторні реабілітаційні заклади, які надають послуги реабілітації в післагострумому та довготривалому періоді, центри психологічної реабілітації та заклади комплексної реабілітації. Реабілітаційні відділення у своїй діяльності керуються Типовим положенням про реабілітаційне відділення, підрозділ, затвердженого постановою КМУ № 1268, відповідно до якого, відділення забезпечують надання комплексної реабілітаційної допомоги особам з обмеженими можливостями повсякденного функціонування, в тому числі дітям, які потребують реабілітації. До реабілітаційних відділень (підрозділів) надіймають палати гострої реабілітації у лікарнях різного профілю, стаціонарні та амбулаторні відділення після гострої та довготривалої реабілітації у лікарнях, освітніх закладах сфери охорони здоров’я, а також стаціонарні відділення (після гострої та довготривалої) реабілітації при санаторно-курортних установах [10].

Особливістю реабілітаційних zakładів, відділень (підрозділів) є функціонування мультидисциплінарної реабілітаційної команди, яка забезпечує надання послуг комплексної реабілітації згідно індивідуального реабілітаційного плану. Діяльність відповідних команд регламентується нормами Типового положення про мультидисциплінарну реабілітаційну команду, затвердженого постановою КМУ № 1268 [4]. Склад мультидисциплінарних команд формується в залежності від нозології пацієнтів з урахуванням їх вікової категорії, тому в одному закладі може функціонувати декілька команд.
Ukraine No. 1268 [4]. Multidisciplinary teams are formed depending on the nosology of patients and considering their age category, so several teams can operate within one institution. The team is led by a doctor of physical rehabilitation. For children who need rehabilitation care, a team that includes various specialists is formed, including physical therapist, occupational therapist, doctors of the corresponding specialty (pediatrician, neurologist, pediatrician-neonatologist, etc.), psychologist, correctional teachers (speech therapist, teacher of the deaf, teacher of the blind, teacher of the mentally defective, etc.), assistants, rehabilitation nurse, and other specialists if necessary. Each specialist has clearly defined tasks that are aimed at achieving the overall goal of the team. The main form of work of multidisciplinary rehabilitation teams is weekly meetings, during which the results of patient examinations are reviewing, individual rehabilitation plans are developing (or adjusting), monitoring indicators are discussing, and the results of the implemented plan are evaluating [4, 10]. Summarizing the analyzed material, it should be noted that the obvious feature of the professional activity of correctional teachers in rehabilitation institutions is the direct work in various interdisciplinary teams they may be the part of.

Conclusions and research perspectives. Summarizing the conducted legal analysis of the activities of special institutions of different subordination, which provide educational services to children with special educational needs of different nosologies and severity of violations, it is necessary to distinguish the contingent of children in certain institutions and the nature of the purpose of relevant institutions, in particular: institutions subordinated to the Ministry of Health of Ukraine are aimed at upbringing of children of young age (infants) with mental and physical disabilities who need custody and guardianship, as well as children who need comprehensive rehabilitation; institutions subordinated to the Ministry of Social Policy of Ukraine are Kерівництво командою здійснює лікар фізично-реабілітаційної медицини. Для дітей, які потребують реабілітаційної допомоги формується команда з числа різнопрофільних фахівців, зокрема: фізичного терапевта, ерготерапевта, лікарів відповідної спеціальності (педіатр, невролог, педіатр-неонатолог тощо), психолога, корекційних педагогів (логопеда, сурдопедагога, тифлопедагога, олігофренопедагога тощо), асистентів, медичної сестри з реабілітації та інших, за потребою, фахівців. Кожен фахівець має чітко визначені завдання, які спрямовуються для досягнення загальної мети команди. Основною формою роботи мультидисциплінарних реабілітаційних команд є проведення щотижневих зборів, під час яких розглядаються результати обстеження пацієнтів, розробляється (коригується) індивідуальний реабілітаційний план, обговорюються показники моніторингу та оцінюються результати виконаного плану [4, 10]. В результаті опрацьованого матеріалу, очевидною особливістю професійної діяльності корекційних педагогів у реабілітаційних закладах, є безпосередня робота у різних міждисциплінарних командах, до складу яких вони можуть входити.

Висновки з даного дослідження і перспектив подальших розвідок. Узагальнюючи проведений нормативно-правовий аналіз діяльності спеціальних закладів різного підпорядкування, які забезпечують надання освітніх послуг дітям з особливими освітніми потребами різних нозологій та ступеня тяжкості порушень, варто використати, відмінність контингенту дітей, які перебувають у тих чи інших закладах та характеру цільового призначення відповідних установ, зокрема: заклади системи МОЗ спрямовані на виховання дітей раннього віку (немовлят) з порушеннями психофізичного розвитку, які потребують опіки та пікування, а також дітей, яким необхідна комплексна реабілітація; заклади системи Мінсоцполітики спрямовані на формування соціально-побутових навиків самообслуговування
aimed at forming social and living skills of self-care of children with disabilities who mostly in need of outside care and comprehensive rehabilitation; institutions subordinated to the Ministry of Education and Science of Ukraine are aimed at providing pre-school and complete general secondary education for children of different nosologies with the appropriate age division, considering the type and degree of psychophysical development disorder. In accordance with the purpose of the specified institutions and the specifics of their work, the essence of the professional activity of a special education teacher depending on the type of institutions can be noted. The activity of correctional teachers is the most important in the institutions subordinated to the Ministry of Education and Science of Ukraine, as they directly ensure teaching and educational process, including correctional and developmental orientation. In special institutions subordinated to the Ministry of Health of Ukraine and the Ministry of Social Policy of Ukraine, the role of a correctional teacher is secondary, but his or her professional activity is an integral part of ensuring the comprehensiveness of services provided by the relevant institutions. As a result, a common feature is identified, which is specific to the professional activity of the correctional teachers in all types of institutions, regardless of their subordination, namely, the need for constant teamwork of correctional teachers, other participants in the educational process, and specialists of various specialization. Therefore, the education of children with special educational needs requires a team approach regardless of subordination of the institution, so the ability to work in a team should be an integral part of the professional activity of correctional teacher. The prospects for further study of the problem are seen in the experimental study of the level of readiness of correctional teachers for teamwork in teaching children with special educational needs at the institutions of different subordination.
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THE USE OF DISTANCE LEARNING TECHNOLOGIES BY FOREIGN LANGUAGE TEACHERS

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In the context of global changes in education in the context of the COVID-19 pandemic, the number and capabilities of distance technology, the availability of the Internet worldwide raises the importance of the issue of studying the use of distance technology in education, including foreign language learning. The paper finds that the distance learning process is carried out using a combination of synchronous and asynchronous tools, while maintaining flexibility and convenience and expanding the quality and efficiency of both methods of communication. The most effective forms of organizing foreign language classes with the use of distance technologies have been identified. Factors that should be taken into account when working with distance technologies in the process of learning a foreign language are identified: interface, the ability to present a variety of materials, including audio and video, presentations and links to useful Internet resources, automatic calculation of response statistics and activity monitoring. A brief description of some techniques and methods of teaching English remotely is given, their specificity is analyzed. The author also presents the main disadvantages and advantages of using distance technologies by teachers in the process of learning foreign languages, as well as outlines the prospects for their further effective use. It is emphasized that the advantages of distance learning technologies, such as the availability of materials, their ease of usage and the ability to manage the learning process are undeniable. It is stated that there are three main principles on which the distance education system is based: learn from native speakers, learn from authentic material, learn for free. The author also emphasizes that teacher’s feedback is an important factor in distance learning. It was found that a well-organized educational process using distance technologies can make learning a foreign language more

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effective and attractive to all motivated and modern people, regardless of their age, location and financial capabilities.

**Key words:** distance technologies, distance learning, teachers, learning foreign languages, synchronous and asynchronous tools.
distance learning have been considered in studies by both foreign and domestic scientists: J.E. Adams, A.A. Andreeva, F. Bodendorf, H. Dichanz, G. Hoppe, J. Kettunen, K.R. Kolos, V.O. Kukleva, V.Yu. Vashchenko, etc.

**Aim of research.** The purpose of this study is to present the practical features of distance learning technologies in the process of learning foreign languages, define their effectiveness and issues.

**Results and discussion.** The purpose of foreign language education is the formation of foreign language communicative competence for direct and indirect intercultural communication, which ensures the development of key competencies. New methods using distance learning technologies are an alternative to traditional foreign language teaching. Distance technology is defined by Raheen Brooks as “a type of learning that is referred to as e-learning, which is a formalized teaching and learning system that is specifically designed to be carried out remotely by using electronic communication” [5].

Implementation of distance technologies in the process of learning foreign languages allow: train different types of speech activity and combine them in different combinations; understand language phenomena; contribute to the formation of linguistic abilities; create communicative situations; automate speech actions; ensure the implementation of an individual approach and intensification of independent work of students.

Priority in teaching foreign languages is to perform oral exercises. This is the feature and main difficulty of teaching foreign languages. Distance learning of English with the use of distance technologies should ensure the implementation of the following tasks: formation and development of reading skills with the direct use of Internet materials; improving listening skills based on adapted and authentic audio texts; formation and development of skills of monologue and dialogic speech; expansion of active and passive dictionaries, acquaintance with the vocabulary of modern English; formation of stable motivation of cognitive activity, the need to use a foreign language in real communication; formation of a culture of communication; the ability to communicate with native speakers who can be added to friends, communicate on various topics at a convenient time and place.

Distance learning technologies can be very effective in learning English. For learning such speech activities as reading and writing, you can largely limit the asynchronous type of distance learning, because the features of these types of speech activities do not require sound accompaniment in themselves. However, learning to speak, pronounce and listen requires reliance on sound, as well as the creation of various situations that stimulate oral expression, has a need to rely on illustrative and audio materials.

From the point of view of learning English, all educational platforms provide enough opportunities for effective organization of the distance learning process: writing skills are well developed when students use chats and forums where they can communicate; there are opportunities to develop listening skills, as students are not tied to a limited number of listens to the material; it is very easy to check the quality of homework; effective development of speaking skills. Students can make an audio recording of their own speech. The use of online services can successfully and effectively affect the distance education system. Three main principles on which the distance education system is based: learn from native speakers, learn from authentic material, learn for free.

The first question that arises is which way synchronous or asynchronous teachers plan to use. In other words, will the teacher use online teaching to gather the class in a virtual classroom at the
same time (synchronously) or will he send students the work and ask them to report on its implementation (asynchronous).

The teacher’s task is to make the material as accessible, interesting, visual and stimulating as possible. Illustrated online lessons that encourage students to co-create, search, and turn them into researchers are always more rewarding.

Among the effective distance technologies in the process of learning foreign languages can be distinguished websites, web resources, social networks, instant messaging services and mobile applications, etc.

For instance, students can learn English online on specially designed websites that contain hundreds of pages of audio, texts, videos, interactive exercises, a variety of games, listening assignments, fairy tales, and songs. Mastering this material will help: improve English; improve language practice; form communicative and socio-cultural competence of students; make lessons interesting; motivate students to learn etc.

The use of Internet resources provides great opportunities for distance learning and diversifies the forms of work in the classroom, attracts students to learn the language.

Social networks, instant messaging services and mobile applications such as Viber allow you to create closed groups, communities, chats, discuss topics, tasks, problems, information.

For example, learning English grammar is possible thanks to effective and interesting applications that can be installed on smartphones:

1. Learn English with Danny Grammar’s Word Challenge from the British Council. Together with Danny Grammar you will have the opportunity to test your knowledge easily and interestingly not only of grammar, but also to check your vocabulary and spelling. You need to choose the level of difficulty of the test and go through online exercises in the form of a game, thus identifying weaknesses in knowledge.

2. Grammar Up from Grammar Express. The application was created to practice grammar in preparation for the currently popular TOEIS (English Proficiency Test).

3. Practice English Grammar is a free application for iOS and Android, which was nominated in 2014 for the Best Education App. The undoubted advantage of this application is a successful combination of flash cards (for memorizing grammar rules), games, articles and various ways to test and assess knowledge (tests, quizzes), which will help improve writing skills through consistent study of grammar topics from basic to complex.

4. Essential Grammar Activities from Cambridge University Press. Fans of Raymond Murphy and his legendary grammar can already download an electronic version of the textbook for Android and iOS. Applications are presented in different variations depending on the level of knowledge. Each application contains 1,500 exercises structured on 21 grammatical topics, divided into 136 units. Among the advantages of the application is the function of audio recording, which allows you to listen to phrases and record your own pronunciation. However, it should be noted at once that in the mobile application you will find only exercises, and in theory you should refer directly to the textbook.

5. Learn English Grammar is another application from the British Council. Here you will find thousands of questions aimed at improving the grammar of any level (from Beginner to Advanced). Each level contains 600 grammar tasks divided into 25 grammar topics. Learn English Grammar is available in two versions: American and British.

6. English Grammar Book is another free application for devices based on the Android platform, installing which, you have the opportunity to get a wide range
of grammatical topics with a detailed explanation of the theory, as well as tests and quizzes to test mastered material. This application contains different complexity options depending on the level of knowledge.

7. English Grammar Test. This application contains 60 tests and 1200 grammar exercises for Intermediate and Upper-Intermediate levels. Here you will find 20 sections on different topics for each level. After passing the test, we get a summary of the aspects of grammar that we have successfully and that need to work on. Each mistake is explained in detail.

8. Practice English Grammar – Sam. This application will help to improve English grammar by solving unusual problems. Help Sam to overcome all obstacles by performing interesting exercises. Your competitors in the game can be friends or players from around the world. Practice English Grammar with Sam gives you the opportunity to prepare for the next international exams TOEFL, IELTS, TOEIC, FCE and CAE.

Teacher feedback is an important factor in distance learning. The student must see his successes and learn to work on mistakes. Motivation to achieve is realized in the success of students’ educational activities, in the pursuit of goals and perseverance. Success-oriented students are more likely to achieve their goals. In the context of distance learning, it is especially important to praise students, celebrate their achievements and successes, even small ones.

Synchronous mode allows to collaborate in real time. The advantage of synchronous mode is to attract participants instantly and at a specific time.

Video conferencing is very useful and popular when learning a foreign language – it is a real-time online conference. They are held on a specific day and time and is one of the most modern means of communication that allows to conduct classes in “remote classes” when students and teachers are at a distance. Participants can see each other, the teacher has the opportunity to accompany the lecture with visual material. Video conferencing can also be conducted using Microsoft Teams, Google Meet, Zoom, Skype, etc.

Chat – communication of network users in real time, a means of operational communication of people via the Internet. There are several types of chats: text, voice, audio-video chat. The most common is text chat. Voice chat allows you to communicate by voice, which is important when learning a foreign language remotely. For educational purposes, if necessary, you can organize communication in chats with native speakers. This is a real opportunity for language practice, which is carried out within the framework of the proposed problem for discussion, joint project activities, information exchange. Students have the opportunity to discuss and evaluate the quality of the publication, including in a foreign language, which contributes to the development of speech skills.

Common web resources for distance learning are Moodle, Google Classroom, LearningApps.org, etc.

The Moodle platform is a free, open distance learning management system. Allows you to use a wide range of tools for educational interaction between teachers and students. In particular, it provides an opportunity to submit educational material in various formats (text, presentation, video, web page); to carry out testing and interrogation of students with use of questions of the closed (multiple choice of the correct answer and comparison) and open types; students can complete tasks with the ability to send relevant files. Moodle has in its tools: forms of task delivery; discussion forums; download files; evaluation journal; messaging; calendar of events; news and announcements; online testing; Wiki resources.

The Google Classroom platform is a service that connects Google Docs,
Google Drive and Gmail, allows you to organize online learning using video, text and graphics. The teacher has the opportunity to test, monitor, systematize, evaluate activities, review the results of exercises, apply various forms of assessment, comment and organize effective communication with students in real time. The core element of Google Classroom is groups, which allow users to easily send messages to other users. With Hangouts, students and teachers can have real-time online conversations.

LearningApps.org is an online service that allows to create interactive exercises that can be used in work with an interactive whiteboard or as individual exercises for students. It also allows create different types of exercises on different topics.

There are many videos available on the Internet that reveal the topics, including the channel of the Ministry of Education of Ukraine, courses on the platforms Prometheus, EdEra and other sources. For students, a video tutorial is a very handy resource that can make up for an absence during an online lesson. It is possible to return to unclear points and review the explanation several times, more slowly, with pauses, according to your own learning style. It is possible to use these videos in preparation for testing or even after completing the course to update the material later; to include text blocks in pauses in the video to draw the viewer’s attention to certain moments in the video. Finally, it’s possible to develop listening tasks that are needed to complete after watching the video.

Tests with automatic testing allow you to organize a quick assessment of the level of mastery of educational material by students. Usually test systems provide the ability to create questions of different types (multiple choice, text or numerical answer, ordering, matching, etc.). There are often libraries of ready-made questions that you can add to your own test sessions, modifying them as needed. Most services provide the ability to form questions, sometimes with answer options, using images, audio and video clips. One can create online tests on Google forms as well as on specialized platforms.

Asynchronous mode can include a variety of media, audio and video lessons (but not limited to). With the help of asynchronous learning mode, the student can work at their own pace and at a time convenient to them. The advantages of asynchronous learning are: independence, flexibility and individual pace.

In asynchronous mode, the student can work at their own pace, which is difficult in synchronous learning.

English can be studied online on a specially designed British Council website https://www.britishcouncil.org.ua. The site contains many pages of audio, text, video and more than 2,000 interactive exercises. One can register on the site and add your own materials, communicate with other users and download free resources. There are a variety of games in the Games section that will help you improve your English and just have fun. The site also publishes many fun and useful jokes of expressions for the development of spoken language skills. The British Council also offers a number of audio and video materials to improve language practice. These include podcasts with short stories, audio series, a set of TV programs created with the BBC to learn English, as well as an educational video with explanations of how to use the language in certain situations.

Many materials for all activities in English lessons and different levels of proficiency can be found at: http://www.stickyball.net, https://breakingnewenglish.com. It’s possible to check the mastery of grammar material and take the test on the websites https://learnenglish.britishcouncil.org/english-grammar-reference. The following sites will help you prepare for the
Conclusions and research perspectives. The use of distance technologies in foreign language teaching is a major breakthrough in the education of students who do not have the opportunity to acquire knowledge in the traditional way. Thus, distance learning has a number of advantages that can contribute to the effectiveness of student learning: additional time and opportunity to consider the decision and think about the answer; opportunity for full participation in the communication process at any time; speech rate can be changed; students with different language skills can communicate with each other; participants of interaction do not depend on time, place and planning process; a sense of comfort in communicating in writing. Among the effective distance technologies in the process of learning foreign languages can be distinguished websites, web resources, social networks, instant messaging services and mobile applications, etc.

Based on the above material, we can identify the following advantages of using distance technologies in distance education in the process of learning foreign languages: flexibility (receiving distance education, mostly do not attend regular classes, but study in a comfortable way yourself time and in a convenient place); modularity (each individual course creates a holistic view of a separate subject area, which allows a set of independent courses-modules to form a curriculum that meets individual or group needs); parallelism (training is carried out simultaneously with professional activity (or with training in another field), ie without separation from production or other activities); cost-effectiveness (efficient use of educational space and technical means, concentrated and unified presentation of information, use and development of computer modeling lead to lower training costs); manufacturability (the use of new advances in information technology in the educational process); large audience and social equality (equal opportunities education regardless of place of residence, health and social status, which allows to significantly expand the number of students): the role of the teacher (distance education expands and renews the role teacher, makes him a mentor-consultant, who must coordinate the cognitive process, constantly improve the courses he teaches, increase creative activity and skills in accordance with innovations and innovations); positive impact on the student (listener) (increase creativity and intellectual potential of a
person receiving distance education through selforganization, the desire for knowledge, the use of modern information and telecommunications technologies, the ability to take responsible decisions).

Distance learning is a unique opportunity to gain new educational experience, a means of developing independence and responsibility for the process and outcome of their education, a challenge for the ambitious and creative.

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THE USE OF VISUAL ELECTRONIC CIRCUITS MODELLING AND DESIGNING SOFTWARE FRITZING IN THE EDUCATIONAL PROCESS

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The article analyzes the current state of the issue of STEM-education in general secondary education of Ukraine, considers the prospects of introducing elements of circuitry within the school course of computer science (CS) as one of the elements of STEM-education, moreover, it reviews the possibility of implementation of the mentioned part as one of the components of professional training of computer science teachers. The analysis of the recent researches and publications on a problem of use of electronic devices in educational process is carried out; the choice of the open software platform Arduino as an auxiliary didactic tool for studying the elements of computer circuitry is substantiated. The most common Arduino model series are described and the examples of their applied use in real-life projects are given. The main technical specs and features of Arduino Uno electronic components are given and explained. The Atmega328P microcontroller, the main computing center of the platform, and its main structural elements are considered in detail; in order to substantiate the offered method, a program suite for creating visual electronic circuits – Fritzing is taken as an example with detailed description of its functions and capabilities. This software product provides the opportunity to visually present the project in different forms (layout, scheme and/or printed circuit board). Any of these views can be used as the main work environment of the project and can be selected at any time. Fritzing has a library of ready-made projects, which greatly facilitates the learning process. For greater clarity, all the processes of creating a prototype of the electronic game "Hunter" in the Fritzing environment are described and illustrated, as well as a description of the process of creating the game itself. Mentioned software product is used in the process of professional training of future teachers of computer science, mathematics and physics at Zhytomyr Ivan Franko State University. The authors outline prospects of research in this area.

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ЗАСТОСУВАННЯ ВІЗУАЛЬНОГО РЕДАКТОРА ЕЛЕКТРОННИХ СИСТЕМ FRITEZING У ОСВІТНЬОМУ ПРОЦЕСІ

О. М. Кривонос, О. В. Струтинська, М. П. Кривонос

В статті проаналізовано сучасний стан проблеми впровадження STEM-освіти в закладах загальної середньої освіти України, розглянуто перспективи запровадження елементів схемотехніки в межах шкільного курсу інформатики, як одного з елементів STEM-освіти і як одного з компонентів фахової підготовки вчителя інформатики. Здійснено аналіз досліджень та публікацій з проблеми використання електронних пристроїв в навчальному процесі. Авторами статті обґрунтовано вибір відкритого програмного комплексу Arduino, як допоміжного дидактичного засобу викладів елементів комп'ютерної схемотехніки. Описані найбільш розповсюдженні платформи модельного ряду Arduino та наведено приклади застосування зазначених платформ в реальних проектах. Представлено основні технічні характеристики електронних елементів, що входять до складу Arduino Uno. Детально розглянуто мікроконтролер Atmega328P, основний обчислювальний центр платформи, та основні складові зазначеного мікроконтролера. Для обґрунтування запропоновано методику розглянуто та описано програму для створення наочних електронних схем Fritzing. Даній програмний продукт має бібліотеку готових проектів, яка значно полегшує процес навчання. Для більшої наочності описано та проілюстровано усі процеси створення прототипу електронної гри "Hunter" в середовищі Fritzing, а також опис процесу створення самої гри. Програмний продукт Fritzing використовується в процесі фахової підготовки майбутніх вчителів інформатики, математики та фізики в Житомирському державному університеті імені Івана Франка. Авторами зазначено подальші напрями досліджень з даної галузі.

Ключові слова: STEM-освіта; системи для моделювання; Arduino, електроніка, навчальний проект, конструктори.

Introduction of the issue. In the Ukrainian system of secondary education, STEM-learning (STEM-education) is becoming more and more widely discussed, combining design and interdisciplinary approaches based on the integration of natural sciences into technology, engineering and mathematics.

STEM-education is the basis for training employees in the field of high technology. Therefore, many countries, including United Kingdom, China, Australia, Israel, Singapore, South Korea, USA, implement government programs in the field of STEM-education [1].

STEM training is extremely important in future perspective. According to data published on the STEMconnector.org website, the need for 8.65 million employees for STEM-related jobs was projected for 2018. Therefore, currently the manufacturing sector needs almost 600,000 specialists with the necessary skills and qualification. It is expected that over the next 10 years the need for such specialists will increase 4 times compared to other professions.

The distinctive feature of STEM-education is the blended learning environment, which shows students how the scientific method can be applied in everyday life. Thus, it helps to develop
students' practical and analytical thinking and focuses on real-world solutions. Such education should begin as early as possible, preferably even at primary school [2].

Unfortunately, due to lack of experience and knowledge, most teachers are not able to implement this program into the educational process. To resolve this contradiction in the United States, for example, a national program was introduced to train teachers who are willing to work in a single system of natural sciences and technologies [3].

The current form of STEM-education, which is implemented in Ukrainian schools, exists as the extra-curricula selectives and clubs. In addition to physics and mathematics, students learn the basics of robotics, programming, creating and programming their own robots. The classes use, if available, specific technological laboratories and training equipment: 3D printers, visualization tools and more. At the state level, STEM-education is implemented in the form of a number of competitions and contests, namely: Intel Techno Ukraine; Intel Eco Ukraine; Sikorsky Challenge Science Festival, FERREXPO ROBOT FEST.

To support talented youth in most regions STEM-centers were created, which serve as a start-up base that provides the necessary scientific and technical means for further professional development and formation [4].

One of the areas of implementation of STEM-education is circuitry. This is a scientific and technical direction that covers the problems of design and research of electronic circuits.

For teachers and HEI educators, Arduino platform can be the main element for research, which allows to experience and learn the basic elements of circuitry, computer technology and electronics in practice.

**Current state of the issue.** The works of many scientists and educators reflect the problem of using electronic devices during the educational process and the development and description of new devices, including the development of creativeness and creative thinking, therefore a number of specific activities were designed by: Ye. Milerian, H. Altshuller, I. Roitman, A. Davydenko, T. Kudriavtsev, V. Moliako, P. Yakobson and other. Such scientist as V. Bykov, P. Atamanchuk, M. Shut, N. Nosytska, Ye. Smyrnova-Trybulsksa in their works paid attention to the methodological and theoretical foundations of the use of information technology in the training of future teachers [5, 6, 10].

**Aim of research** is to conduct analysis of the hardware component of the Arduino platform, identify its functionality and technical characteristics on the example of the Arduino Uno board; review the Fritzing software package, as well as to determine prospects for its application in educational activities and creation of a visual electronic scheme by its means on the example of an electronic game.

**Research methods.** The research was conducted within the scientific topic "STEM-education in Ukraine" of the Department of Applied Mathematics and Informatics of Zhytomyr Ivan Franko state university. During the investigation the following methods were used: generalization and systematization of foreign and domestic experience on the problem of introduction of information technologies in the educational field, modeling of prototypes, creation of hardware with use of controllers on the Arduino platform.

**Results and discussion.** Arduino is a platform designed for prototyping (i.e. development) of various devices. Today, the Arduino has become one of the most popular platforms among amateur engineers. It attracts with its simplicity, compatibility with most operating systems and relatively low cost. Also, the Arduino platform is quite flexible and suitable for a wide range of tasks.

Currently, in addition to the first Arduino Extreme platform, there are a large number of other boards specifically
designed for particular tasks, thus Arduino Uno platform appears to be the most common today.

Arduino Uno is a board with components placed on it, the main of which is a microcontroller ATmega328 with a clock frequency of 16 MHz, the outputs ("legs") of which are conveniently spaced along the edges of the board and signed. This platform has 20 such "legs", 6 of which are analog and the remaining 14 are digital; the platform uses 32 KB of Flash memory. The Arduino Uno is designed to program stand-alone microprocessor objects. It can also connect to software running on a computer.

Let’s start with a detailed review of the Arduino Uno power platform. In general, the Arduino has three ways to get power up: via a USB bus using a power connector on the board or the V-in input. When the platform is connected to a computer via USB, the board is powered by a four-wire USB bus structure, where two wires are responsible for transmitting commands and the other two are assigned for powering devices. Thus, the Arduino receives an operating voltage of 5 V. This voltage is fed to the input of the voltage stabilizer, which reduces it to +3.3 V, which is necessary to power some individual components that are connected to the board. To protect against high power consumption (overpower protection – OP), the developer has installed a small 500 mA fuse at the input of the power line, which, in some circumstances, will protect the computer’s USB port and the Arduino board from possible power failure or hardware damage. The board has a power connector, such as an AC / DC power adapter, battery, or battery pack. Unlike a USB port, where a stable voltage of 5 V is provided, the power connector is designed to connect power supplies of different voltages. The range of these values ranges from 6 to 20 V. In the case of direct connection, it is not suitable for circuit components. Therefore, at the power input, the developers put voltage stabilizers (one at 5 V, the other at 3.3 V), as well as two capacitors and a diode as elements of noise control and protection against polarity. If you connect the power supply to the V-in output on the Arduino board, the voltage will fall on the 5 V stabilizer and the board will receive power. This is convenient when using batteries or accumulators without special power connectors. The Arduino itself chooses the power supply with the highest voltage. In this case it is helped by a special element – a comparator – a device that compares the signal applied to it with any reference value. If this signal exceeds the reference value, the comparator outputs a logic unit (in our case +5 V).

Arduino Uno provides a number of options for communicating with a computer, another Arduino platform or other microcontrollers. ATmega328 has a USART receiver, which means "universal synchronous-asynchronous transceiver". It allows serial communication via digital outputs 0 (RX) and 1 (TX). The ATmega16U2 microcontroller on the board connects this receiver to the computer’s USB port and allows the Arduino to be defined as a virtual COM port when connected to a PC. The RX and TX LEDs on the board will flash on the board during the USB connection to the computer during data transfer via the USB-USART converter chip.

The Atmega328P microcontroller is the main computing center of the platform. In generalized form, any microcontroller can be divided into three components:

1. Computing unit (arithmetic-logic device or processor). This block is the main part of the system and is designed to perform various operations with numbers. The sequence of these operations is called a program. Each operation is encoded as a number and written to the memory of the microcontroller.

2. A memory module, which is a specialized electronic device that is a set
of cells, each of which can store one number. This is where the program and other microcontroller commands are stored. Memory is divided into random access memory – random access memory (random access memory - RAM) and permanent – ROM (non-volatile storage device – NVSD). The main difference between these types of memory is that in the case of RAM, when the power of the microcontroller is turned on, the recorded values are not saved and exist only as long as there is power. For example, such memory is used to store any intermediate calculation results. But the data stored in non-volatile memory does not depend on the availability of power and can be used by the microcontroller immediately after turning on.

3. I/O ports (“legs”). Some ports are responsible for power and other components connected to the microcontroller, but most of them are I/O ports that are responsible for directly accessing the microcontroller in order to connect various sensors, modules, LEDs, transistors to it. The vast majority of these ports were brought by Arduino developers around the perimeter of the board for convenience.

On the Arduino Uno board two quartz resonators with a frequency of 16 MHz for two microcontrollers are installed respectively. The microcontroller counts the pulses and according to their number reports how much time has passed since the start of any procedure. The Arduino Uno platform has a button called the reset button. Pressing it moves the microcontroller to the starting position from which it began its work.

The most popular environments for working with Arduino are Arduino IDE (basic environment based on the Processing language), FLProg (graphical environment focused on FBD and LAD languages), Fritzing (prototype design program), Minibloq (graphical environment focused on programming training) and Tinkercad (online resource for simulating the workflow of prototyping) [9].

The Fritzing software package can be useful at such stages of development as assembly of the prototype of the scheme on a mock-up board, and also for automatic generation of the schematic diagram and the printed circuit board. The target audience of the program is creative people, researchers, designers, radio amateurs working with interactive electrical devices.

Fritzing was created for the Arduino. It was developed in 2009 at the University of Applied Sciences in Potsdam with subsidies from the state for research on a program called "From prototype to product". The Fritzing development environment has been translated into English, Danish, Spanish, French, Italian, Portuguese, Japanese, Chinese and Russian. The software is distributed free of charge and works on all operating systems.

The Fritzing software package can be downloaded from the official website http://fritzing.org/. The interface of the program is not complicated, but requires some memorizing at the initial stage. When user starts the program, a welcome window opens (Figure 1), displaying a blog, advice of the day, link to the latest sketches and services offered to create professional printed circuit boards.

The main window of the environment is a desktop with the option to design a board. Work on a new project in Fritzing begins with the selection of ready-made components, the full list of which is located in the upper corner of the work window on the right side. There is a whole set of radio parts: capacitors, transistors, resistors, LEDs, buttons, etc. As the user hovers over the device, a tooltip appears, and below the component list window, an inspector shows the appearance, schematics, and properties of a selected model.
Fritzing software supports a wide range of Arduino platforms. namely: Uno, Galileo, Yun, BT, Mega 2560 (rev 3), Due, Nano (rev 3) and others. If the required board in the "Inspector" window is selected, a description of the main characteristics of the platform is displayed.

In addition, there is a large collection of devices for robotics, including: motors, rangefinders, speakers, whistles, servos, stepper motors, LCD and digital indicators and much more. The user can also create his/her own items and update the existing database. The scheme is available for drawing (both in the "Layout" window and in the "Schematic" window) by simply dragging the desired components to the workspace, an auto-trace function is also available.

When the PCB (printed computer board) window is selected, start wiring and placing the elements procedures can be commenced. The result of the work is exported to a pdf-file for printing with the subsequent manufacture of the board by drawing on foil textolite with a hot iron.

The Fritzing software package contains its own software development environment, which allows to write and edit sketches, as well as send it to the microcontroller of the platform, pre-determining through which serial port it is connected to the PC.

For those who are just beginning to learn how to build electronic circuits-based on Arduino, there are many examples of connecting expansion cards and electronic components with software code. According to the ready-made schemes, it is possible to start implementation of projects at once.

Convenient software tools are designed to make it as easy as possible to turn an idea into a digital project. The created schemes are reliable and do not require refinement to start the production of boards.

Fritzing can be used in elective or computer science classes (recommended for 8-graders), for by this time, students already know Ohm's law, the connection of conductors, the basic algorithmic structures, and are able to assemble electrical circuits.

In the process of working with ready-made mini-projects on Arduino, students learn to use instructions, which have a theoretical part, assembly diagram,
example sketch and tasks for self-execution. But having conducted a large number of projects, the student, unfortunately, will almost never be able to assemble the scheme on their own. In this case, the Fritzing software package comes in handy, which intuitively hints the user how to correct a schematic. However, in most cases, this software is used by those who develop long-term and complex projects, such as Smart Home and others.

In computer science or robotics classes, students can be asked to develop a schematic diagram of the device and create it as a connection of element layouts using special Fritzing software.

Fritzing also allows its user to successfully exploit long-term projects implemented in the educational institution by high school students. In addition, the software allows to see which components are best to use during the project. Thus, necessary purchases are optimized with minimal financial costs, which is now very important.

On the official website of the Fritzing software there are a number of links in the "Learning" tab to resources and materials, thanks to which the user can get acquainted with the peculiarities of the environment, for example, consider all the stages of creating an electronic game "Hunter".

Let's describe the idea of the game "Hunter": 8 LEDs are present on the board: 7 single color (red), and one is also of a single color, but of different color group (blue); a switch is used in the gameplay. The LEDs light up in random order. The players' task is to press the switch after the blue LED lights up and before any red LED lights up, so we need an Arduino Uno board, 8 LEDs (7 red and 1 blue), 8 resistors, a switch and connecting wires.

Before starting work on a new project, the developers recommend building a real electronic circuit and make sure that it works properly, and then move on to reproducing the circuit in Fritzing. Having constructed the scheme, we are convinced that it works. Therefore, you can start playing it in the environment.

By dragging spare parts from the library located in the upper right corner of the program window, a visual diagram of the project is created. We create wires instantly by clicking on the exit and dragging the cursor from the part. The conductor can be bent, so you can create bend points simply by clicking on the wire and dragging them to the desired location. The scheme can be edited, namely: drag, copy, paste elements options can be applied. There is multiple selection, rotation, history of differences and much more – all these functions are integrated into sections of the Fritzing environment. Using them in the menu bar below the part, you can rotate and mirror the components of the diagram. In order to delete a part, select it by clicking on it and press BACKSPACE. Connectors that are joined correctly are highlighted in green and those that are incorrectly placed are shown in red. If the user clicks and holds any output, Fritzing will select all equipotential connectors. This is useful if you want to see the full set of connections associated with this particular output. When the circuit component is selected, the relevant part information is displayed in the "Parts Inspector", where you can change its properties immediately.

We connected 8 5-mm diameter LEDs to the D2-D9 outputs on the Arduino Uno board, of which seven are red and one is blue. In order to change the color of the LED (in our case, red to blue), you need to select it and in the "Inspector" by choosing the desired color from the list.

The next step is to connect the resistors. The nominal value of the resistors depends on the type of LEDs used in the project. You also need to know the maximum operating current and voltage drop across the LED. For red LEDs, the voltage drop is 2 V and the maximum current is 20 mA.

Thus, we have that for one red LED we need a limiting resistor with a resistance
of 15 ohms; for blue LEDs the voltage drop is 3.6 V and the maximum current is 20 mA. Similarly, let's calculate the value of the resistor – 7 Ohms. Select denominations in the "Inspector" window. If the list does not have a resistor of the desired value, choose it with the closest characteristics. Therefore, for the blue LED, you can choose a resistor with a nominal value of 6.8 Ohms from the list.

The last step is to connect the button to the output D10. For all electronic components of the circuit there is a common output, which goes to the output of the GND platform Arduino Uno. Notes or labels can also be added (bottom menu, right-click – details) to a sketch.

By arranging all the details of the circuit and connecting them with wires, a sketch is obtained, which is very similar to the real circuit (Figure 2).

![Fig. 2. Visualization of game layouts on the Arduino Uno platform](image)

Fritzing provides the ability to switch between project presentation methods: layout, schematic and circuit board. Any of these views can be used as the main work environment of the project and can be selected at any time. Since the project layout is ready, via "Scheme" tab the automatically generated scheme can be accessed. The components in the diagram are randomly arranged, so their location must be changed by the user.

Having arranged the components in a logical order, the conductors diluting can be started. The Fritzing software environment offers a useful "Spreading" feature. After clicking on the appropriate button in the menu bar at the bottom of the window, the program will start the auto-trace process. As can be seen (Figure 3), not all the generated conductors are necessary for the operation of the circuit, as well as many unnecessary bends were created.

By performing the spreading on our own, we get a game scheme on the Arduino Uno platform. Each element in the diagram is signed. It has a name and characteristics. Signatures and denominations can be changed in the "Inspector" menu in the same way as in the "Layout" view.

The production of a printed circuit board for our project is not expedient, as the scheme is small and easy to perform on a mock-up board. So, we can start writing program code. After going to the "Code" menu, the procedure can be performed right away.
First, we initialize the outputs to which the LEDs are connected: int pin = 0. Next, the setup () function is executed. It starts once: after each power-up or automatic reset of the Arduino board. In the body of the specified function we will add a fragment of the configuration code at which outputs D2-D9 will have values OUTPUT and the light-emitting diodes connected to them will be switched off. You also need to give the output D10 a value of HIGH, ie a high signal level.

```c
void setup () {
    for(int i = 2; i<= 9; i++) {
        pinMode (i, OUTPUT);
        digitalWrite (i, 0);
    }
    pinMode (10,INPUT);
    digitalWrite (10,1);
}
```

The pinMode (pin, mode) function sets the operating mode of the specified output (pin) as input or output. The specified output is set to INPUT or OUTPUT, respectively. The digitalWrite (pin, value) function returns HIGH (1) or LOW (0). If the output was set in OUTPUT mode by the pinMode () function, then for HIGH the voltage at the corresponding output will be 5V, for LOW – 0V (ground).

After executing the setup () function once, the loop () function is started. It is an infinite loop, i.e. the code contained in it will be repeated. In our program code, the loop () function contains a sequence of functions that perform the logic of the game: one LED is illuminated at random. If the button is pressed when the red LED is lit, the flub function is performed: the LEDs on the left and right of the blue one alternate. If the button is pressed when the blue LED is lit, the vin function is performed: all LEDs are lit in turn.

In the menu bar at the bottom of the window, you can select from the list the platform, board and serial port to which the Arduino is connected.

Next, we need to connect the Arduino Uno platform to the computer and install the driver. To do this, download the driver folder to a personal computer, for example, by following the link http://www.arduined.eu/ch340g-converter-windows-7-driver-download/. Once the driver is downloaded, we can proceed to install it.

The Arduino Uno platform connects to a personal computer via USB. After connecting the board, the green power LED-on indicator should light up. Then, in Computer Device Manager, look for a new device connected via USB. We see that the device is defined as USB2.0-Serial. In the context menu, select "Update drivers". The menu for selecting the software search method for the device appears. We search for the driver

![Fig. 3. Circuit elements connection viewed via "Spreading" feature](image)
on the computer manually. A window will then appear informing you that the device driver installation was successful. In the device manager we check the correctness of the connection, there should be a new device connected via the COM port.

**Conclusions and research perspectives.** Our research analyzed the computer science curricula for grades 5-11 in order to verify the awareness of pupils about the elements of circuitry provided during the school course of computer science and identified that above mentioned elements are considered when studying the technical characteristics and purpose of the main components of a personal computer. This material is more widely reviewed in the 8th grade in schools with in-depth study of computer science. The possibilities of using the Arduino microcontroller platform to study the elements of circuitry in the school course of computer science by means of the Fritzing software package were investigated and its main advantages were revealed as following:

- providing a fast and automated workflow;
- user-friendly interface with a ready set of chips and electronic components;
- creation of full-fledged layouts of printed circuit boards;
- the ability to export documents;
- free distribution.

A visual electronic circuit was created by means of the Fritzing software package on the example of an electronic game. Thus, this open software package for projects of varying complexity should be used to study the elements of circuitry during the school course of computer science in order to simplify the learning process.

**REFERENCES (TRANSLATED & TRANSLITERATED)**


Received: February 02, 2022
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The article is dedicated to a topical issue of developing media literacy in non-language university
students as a component of teaching them English as a foreign language. The notions of media,
mass media, media education, its aim, tasks and media literacy as its result, WebQuest and
Journalistic Task WebQuest are commented upon. Media are understood as the modern channels of
communication including physical and online newspapers and magazines, television, radio,
telephone, the Internet, fax and billboards. Media education is interpreted as teaching the theory
and practical skills of acquiring and applying mass media as a part of pedagogical theory and
practice. It is aimed at developing students’ ability to use mass communication effectively in the
society. The tasks of media education relate to the critical analysis of information, creating media
texts; evaluating their sources, as well as their political, social, commercial, cultural interests and
context; interpreting media texts and values spread by them; selecting appropriate media to create
and disseminate media texts; accessing necessary media as a means of obtaining and transferring
information. Media literacy is viewed as the result of media education. Among its components are
the ability to interpret and evaluate various documents by means of observation, reading, applying
logical inferences to evaluate the reliability of arguments; the ability to effectively cooperate with
various partners and to make ideas clear for others; the ability to apply both previous abilities in
using different types of media. The term of “WebQuest” is understood as “an inquiry-oriented lesson
format in which most or all the information that learners work with comes from the web”. The Journalistic Task WebQuest presupposes the critical evaluation of the reliability of information and using it to answer questions, present events or problems.

On the basis of the theoretical analysis of scientific literary sources and samples the authors suggest a Journalistic Task WebQuest designed for the first (Bachelor’s) level students of 201 "Agronomy" specialty and substantiate its expedience.

Keywords: Agronomy students, English as a foreign language (EFL), media file, media literacy, media education, WebQuest types, Journalistic Task WebQuest.
media education [6]. It differs from using media as additional means of teaching other fields of knowledge. Its aim is to help people understand the way mass communication is used in the society, to teach them to communicate with other people by means of media. The tasks of media education include teaching how:

1) to make the critical analysis of information and create media texts;
2) to define the sources of media texts, their political, social, commercial, cultural interests and context;
3) to interpret media texts and values spread by them;
4) to select appropriate media to create and disseminate media texts and to draw the public attention to them;
5) to access necessary media as a means of obtaining and transferring information [1: 10].

The result of media education is media literacy which includes:

1) an ability to interpret and evaluate various documents by means of observation and scanning reading, applying logical inferences to evaluate the reliability of arguments;
2) an ability to effectively cooperate with various partners and to make ideas clear for others;
3) an ability to apply both previous abilities in using different types of media [1: 42-43].

Media literacy empowers a person to differentiate between a fact and opinion, to identify fake information, to understand a view point and the scientific, cultural and political background of an author, the value of information and the reliability of the source. That is why media literacy is especially important in the current situation of a hybrid war with Russia where media technologies have been defaming the image of Ukraine at the international level by the fabrication of false evidence. That is why, the ability to analyze media information should be formed in school and university students. It will help them to defend their national dignity and human rights proclaimed in international documents and ratified in our country.

Except for its undeniable global and national importance, media literacy plays a crucial role in the professional education of would-be specialists. University students are supposed to be able to find, critically analyze and interpret various media texts that relate to their professional fields when their formal education is finished. This ability will help them to evaluate media sources and files critically and to select reliable ones. As a substantial number of these are created and published in English, media education is supposed to become an integral part of teaching foreign languages to university students meant to provide them with substantial theoretical material and practical activities. In this context the need to elaborate or choose the methods and forms of training that could be used to provide such media education becomes quite topical.

Current state of the issue. According to the National Curriculum for Universities “English for Specific Purposes” students who aspire to obtain the bachelor's degree in a non-language university are supposed to be able to communicate in English in the professional environment:

- to discuss educational and professional questions to reach mutual understanding with an interlocutor;
- to prepare public speeches on a number of sectoral issues using appropriate means of verbal communication and adequate forms of conducting discussions and debates;
- to find text, graphical, audio and video information located in English-language sectoral materials (both in printed and electronic forms) using appropriate search methods and terminology;
- to analyze English-language sources of information to find data necessary to fulfil professional tasks and take professional decisions etc.
It can be seen that the demands indicated are intertwined with media literacy.

As the conducted analysis of scientific studies has proved, the problem of media education is thought to be topical internationally. There are projects aimed at developing media literacy of the society (e.g. Media Sapience, Медіа Literacy, Media IQ, Stopfake.prg, МедіаДрайвер, Медіаграмотна Місія etc.).

According to R. AlZou’bi media education improves students’ critical thinking skills [3]. S. Kapel, K.D. Schmidt; B.O. Akinbadewa and O.A. Sofowora [2; 5] explain that being media-literate students have to be able to sort out information according to the chosen criteria. A number of scientists (K. Martzoukou, C. Fulton, P. Kostagiolas, C. Lavranos; M. Saparuddin and K.Y.S. Putri [7]) link media literacy with the necessity to form digital competencies of non-language university students. In her dissertation E. A. Brewer analyzes the use of multimedia WebQuest in increasing middle school students’ understandings of cyberbullying. The author agrees that WebQuests may expose students to knowledge and information they might not otherwise experience by facilitating effective learning with access to digitized primary sources such as photographs, documents, art, and music, as well as structured evaluation of these resources with teacher supervision [4]. The use of WebQuests has recommended itself as a method of developing media literacy. However, no investigations into the possibility of using Journalistic Task WebQuests for developing non-language university students’ media literacy have been found.

Outline of unresolved issues brought up in the article. The article represents a study of educational potential of Journalistic Task WebQuests for developing non-language university students’ critical thinking which is an essential component of their media literacy.

Aim of research is to consider the benefits of using Journalistic Task WebQuests as a method and means of developing non-linguistic university students’ media literacy.

Research tasks of the article include: the analysis of the essence, structure and examples of Journalistic Task WebQuests, as well as the possibilities of using them in developing the critical thinking of the target audience of the research.

Results and discussion. According to the definition by B. Dodge and T. March, WebQuest is “an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web”. It was developed by these researchers (in the frameworks of San Diego State University, SDSU/Pacific Bell Fellow, San Diego Unified School District and the Teach the Teachers Consortium at The Thacher School in Ojai, California) in 1995 [10]. Analyzing scientific literature, E. A. Brewer drew the conclusion that WebQuests are instructional tools which use classroom technology in ways that challenge students to become critical thinkers and active learners using higher order thinking skills to navigate their own educations [4].

To understand the reason of choosing Journalistic Task WebQuests, it is necessary to investigate into the classification of their types suggested by B. Dodge [8].

There are 12 types of WebQuests:

1) Retelling task type is based on absorbing information followed by the demonstration of understanding. Students can show what they have learnt in a PowerPoint or any other presentation, posters or reports. This type is widely spread and it engages lower order thinking skills (LOTS) which makes it less difficult for students but prevents the development of media literacy. The demands for a Retelling Task WebQuest include: using a different
format of the report compared to the primary text(s); a presence of an aim and a model of the report given to students; the need to summarize, distill and elaborate information. This type is often combined with others [8].

2) **Compilation task type** has common features with the previous type but it engages information from a number of sources that has to be put down to the same format. The result of such compilation can look like a booklet (leaflet) of an exhibition / museum, a cookbook of recipes, a compilation of poems / stories of different authors who lived in the same period or belonged to the same literary movement etc. It can be published online or presented in a paper variant. The **demands** put forward for this type are: the necessity to follow the selection frame suggested by the teacher, to organize, paraphrase and transform information taken from several sources according to the format suggested. Like the previous type this WebQuest uses LOTS alongside with higher order thinking skills (HOTS). It does not employ the analysis of information, its verification etc. [8]. Thus, this WebQuest type is not the first choice for developing media literacy.

3) **Mystery task type** presents information in the form of an intriguing question or a puzzle that needs to be answered or solved as a result of participating in a sequence of information-seeking activities. Students can be provided with the same set of evidence that scientists used to answer the same question or to solve the same puzzle. The **demands** for this type include: the necessity to synthesize information from a number of sources, to process it by comparing, generalizing, selecting data, eliminating false trails that might seem to be likely answers [8]. This type of WebQuests has a potential for developing students’ media literacy if a question or a puzzle seems natural for their future profession which is not always possible.

4) **Journalistic task type** employs an event that has some professional and educational value for students. They are supposed to act like reporters while covering it: to gather information from a number of sources, to analyze it looking for biases and prejudices and differentiating between fact and opinion, to organize the materials into a text which is characterized by an appropriate style and genre. The **demands** for a Journalistic Task WebQuest include: using several sources to find the direct account of the event and some background information that might help to avoid biases and prejudices in the report, the necessity to ensure fairness and accuracy, not creativity; highlighting divergent opinions [8]. It is obvious that Journalistic Task WebQuests provide an appropriate framework for developing students’ media literacy which served the basis for choosing them a subject of this research.

5) **Design task type** WebQuests presuppose the creation of a product or a plan of action that accomplishes a pre-determined goal and works within specified constraints. These constraints can include limitations in the budget, time, choice of materials, colors, cities, sizes, legal restrictions etc. Otherwise students will design a plan by the motto “anything goes”. The **demands** for a Design Task WebQuest include: the necessity to create a product that is genuinely needed somewhere by someone using the resources and constraints typical of the real designers of such products; students should be creative [8]. As this type of WebQuests is not connected to the analysis of information, it is not appropriate for developing media literacy.

6) **Creative Product task type** is aimed to teach students a particular topic by means of producing a story, poem, painting, play, skit, poster, game, simulated diary, song etc. Alongside with the previous type, Creative Product WebQuests presuppose constraints, but these have more artistic nature like:
adherence to a particular style, genre, format, historical accuracy, internal consistency; limitations on length, size, or scope etc. This WebQuest type focuses on creativity and self-expression. The demands include: open-endedness, creativity, closeness to real needs for a particular artistic product [8]. Thus, this type is not relevant to the development of students' media literacy.

7) **Consensus Building task type**

is supposed to be designed around controversial topics which imply the possibility of different opinions, believes, value systems, experiences of people who will deal with them. Students have to face such controversies, express different points of view (which sometimes requires playing different roles) and to learn to agree by building consensus with their peers. Such controversial topics can be found in history, business, politics etc. The relevant WebQuest demands include: a possibility of taking on different perspectives by studying different sets of resources; authentic differences of opinion that really exist; the necessity to differentiate between opinion and fact; the necessity to create a common report for a specific audience (e.g. a policy white paper, a recommendation to some government body, a memorandum of understanding) [8]. This type of WebQuest has certain potential for developing students' media literacy as it deals with the analysis of information.

8) **Persuasion task type**

is aimed at the formation of students' ability to prove their point of view finding arguments to convince an external audience. To do this they have to explore information from a number of sources, to develop a convincing case that is based on what they've learned and in which they will stand their ground. The format for this WebQuest type can be a mock city council hearing, a trial; writing a letter, editorial or press release presenting a viewpoint; a poster or videotaped advert to sway opinions. This type is often combined with Consensus Building type.

The demands for this WebQuest type include: sources that empower a student to choose and prove his or her standpoint, the choice of a plausible audience for the message whose point of view is different or at least neutral [8]. Like the previous type Persuasion type has some potential for developing students' media literacy as they will analyze information.

9) **Self-Knowledge task type**

is aimed at self-reflection and self-understanding by means of guided exploration of on- and off-line resources and mainly through psychological tests or questionnaires connected with long term goals; ethical and moral issues; self-improvement; art appreciation; personal responses to literature etc. The relevant demands include: the necessity to expose students to questions about themselves that have no short answers [8]. This WebQuest type is not connected to the development of media literacy directly.

10) **Analytical task type**

of WebQuests is used to develop students' thinking (and primarily analytical) abilities by discussing similarities and differences between concepts or phenomena, figuring out the implications for such similarities and differences, looking for relationships of cause and effect and discussing their significance. The demands for this WebQuest include: the necessity to find and analyze logical connections between objects or ideas by means of specially designed techniques [8] (like Venn and Fishbone diagrams, 6 Thinking Hats, FRIEDs techniques etc.). This WebQuest type can be a helpful tool of developing students' media literacy.

11) **Judgement task type**

is a WebQuest aimed at developing students' evaluation skills by means of applying a certain evaluation system, represented in its turn by special techniques (e.g.: a rubric with a set of criteria, ranging, rating or Tic-Tac technique, Fishbone diagram etc.). The demands for this type of a WebQuest include: the necessity of studying and understanding information which needs to be evaluated and is worth...
evaluation, choosing or elaborating an evaluation system and making an informed decision among a limited number of choices. The format of applying this WebQuest can be a mock trial, a family discussion a business report etc. This WebQuest type has a limited potential in developing students' media literacy.

12) **Scientific task type** is directly connected with developing students' ability to carry out a scientific research which presupposes: making hypotheses based on "understanding of background information provided by on- or off-line sources; testing the hypotheses by gathering data from pre-selected sources; determining whether the hypotheses were supported and describing the results and their implications in the standard form of a scientific report" [8]. The relevant demands include: the necessity to find a research question that has a scientific value and is feasible for students, the selection of sufficient resources that would allow students to answer it [8]. This type of WebQuest has a focus that is not directly connected with the development of students' media literacy.

The idea of classifying WebQuests by their tasks belongs to B. Dodge who asserted that the **task** is the most important part of a WebQuest as it provides a goal and focus for student energies and it specifies the intentions of the designer [8].

The information about **Journalistic Task WebQuests** is rather limited. Most of it is presented on the website "WebQuest Taskonomy: A Taxonomy of Tasks" and has been commented upon above [8]. Among the examples of Journalistic Task WebQuests are: The Vietnam Memorial WebQuest, The Mexico City EarthQuake WebQuest, The Gilded Age WebQuest and others.

Like any other, Journalistic Task WebQuest are supposed to include: Introduction (sometimes preceded by the Welcome Page), Task(s), Process and Resources, Evaluation Rubric, Conclusion and Teacher's Page. The main activities are concentrated around the Process and Resources section where, using a step-by-step instruction, students can act like reporters covering the event, gathering facts and organizing them into an account within the usual genres of news and feature writing. In evaluating how they do, accuracy is important and creativity is not [8]. But, for example, *Gilded Age WebQuest* was created in a simplified format. It has only one, Process and Resources page, which includes a number of instructions accompanied by web-addresses and questions that students are supposed to answer.

The following is a fragment of the activities mentioned:

<table>
<thead>
<tr>
<th>A. Use any academically appropriate website to find the answers for #1-2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where does the term Gilded Age come from?</td>
</tr>
<tr>
<td>2. Who coined (came up with) the term?</td>
</tr>
<tr>
<td>B. Go to <a href="http://www.pbs.org/wgbh/amex/carnegie/peopleevents/pande01.html">http://www.pbs.org/wgbh/amex/carnegie/peopleevents/pande01.html</a> ... #3-9</td>
</tr>
<tr>
<td>3. What industry did Andrew Carnegie help build? etc. ...</td>
</tr>
</tbody>
</table>

On the basis of this example, we can agree with B. Dodge that a teacher needs to provide students with sufficient resources and establish the importance of fairness and accuracy in reporting [8]. Besides, a Journalistic Task WebQuest should include (e.g. as a part of its Process and Resources Page) a special assignment aimed at developing students' ability to check the reliability of information. **Website Evaluation WebQuest** on www.zunal.com includes a list of instructions that can be used in this case. According to the authors, to analyze the reliability of information presented on a website requires the ability to:

1) Define its kind.

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2) Find the information about the author or the organization owning it.
3) Compare the information on the website with other similar websites.
4) Look for any manipulative content or biases in its position.
5) Check acknowledgements.

The following guidelines can be taken into account to design a Journalistic Task WebQuest:

1) The level of linguistic complexity should be chosen according to the National Curriculum for Universities "English for Specific Purposes".
2) The topic should correspond with the syllabus of learning English as a foreign language used in the educational program.
3) The event / problem / question(s) chosen for a WebQuest should be:
   - related with students' future profession;
   - correspondent with current events;
   - commented upon in the media.
4) While selecting websites that students are supposed to analyze, academics should give the priority to the ones which:
   - present a definite point of view on the problem or event;
   - include biases or manipulations to provide students with training;
   - are written by native speakers or compiled of original materials;
   - are feasible for students of a definite language proficiency level.

Using the guidelines suggested we have designed a Journalistic Task WebQuest for students of the first "Bachelor's" level of higher education of the specialty 201 "Agronomy" (ECTS level – B2).

Title: The Topical Questions of Agroecology.

Introduction: this WebQuest is dedicated to considering topical questions of agroecology.

Tasks: students are supposed to:

1. Get acquainted with a number of topical questions.
2. Read and analyze suggested materials.
3. Answer the questions.
4. Compile an accurate and detailed article.

Process and Resources
I. Working with resources.
1. Read the following questions and choose 3-4 of them that you can answer using the following link: https://www.agroecology-pool.org/faq/
2. Write down each of your answer(s) in 3 or more sentences.
3. Click on the questions, read the information and compare it to your answers. What details does the author add?
4. Evaluate the reliability of the source of information by the following plan:
   - What kind of information is it (a journal article, a blog article, a scientific article, an organization website article, a social network publication, an encyclopedia entry)?
   - Is the author of the information indicated? Who is it or they (an individual or an organization)? What is known about the author?
   - Are there any acknowledgements or references to other information sources? What journals are quoted?
   - What conclusion can be made about the reliability of the information?

II. Working on the article.
1. Find information using the following question outline:
   - What is agroecology?
   - Why is it useful: what problems and questions can it help to solve?
   - Who can use it?
   - Can it be used in Ukraine? Why / why not? What for?
2. Prepare an article (500 words) on the basis of the materials you have written out. (This step can be followed by an article example).
3. Check if there is logic in the article.
4. Proofread for errors.
Table 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not satisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent answers to questions</td>
<td>No answers to the questions were submitted</td>
<td>The answer consists of 1 sentence which form and content are poor.</td>
<td>The answer consists of 2 sentences which contains many mistakes.</td>
<td>The answer consists of 3 or more correct sentences.</td>
</tr>
<tr>
<td>Reliability evaluation</td>
<td>No questions are answered</td>
<td>2 questions are answered</td>
<td>3 questions are answered</td>
<td>4 questions are answered</td>
</tr>
<tr>
<td>Information search</td>
<td>No questions are answered</td>
<td>2 questions are answered</td>
<td>3 questions are answered</td>
<td>4 questions are answered</td>
</tr>
<tr>
<td>Article accurateness / correctness</td>
<td>The article is not submitted.</td>
<td>The article is poor in its content and form.</td>
<td>The article has logical or technical drawbacks.</td>
<td>The article meets the requirements</td>
</tr>
</tbody>
</table>

**Conclusion:** by completing this WebQuest you have learnt to evaluate the reliability of information and to create your own article on its basis.

**Conclusions and research perspectives.** Journalistic Task WebQuests accomplish an important educational role. Firstly, they promote the development of non-language university students' ability to read and understand authentic information related to the topics they are studying while learning English as a foreign language. Secondly, they form the ability to analyze the reliability of information sources by answering a set of questions. Besides, students learn to formulate their thoughts in writing. Thus, this type of WebQuests teaches them not only media literacy but also analytical reading and writing.

The research presented in the article is limited to one WebQuest type and in the course of a further research can be enriched by the investigation into the possibility of applying other types to develop students’ media literacy. The relevant potential is observed in Mystery, Consensus Building, Persuasion, Analytical task types.

**REFERENCES (TRANSLATED & TRANSLITERATED)**


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PREPARATION OF FUTURE EDUCATORS OF PRESCHOOL EDUCATION INSTITUTIONS FOR THE USE OF MEDIA TECHNOLOGIES IN PSYCHOLOGICAL AND PEDAGOGICAL RESEARCH

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The article, based on the analysis of scientific sources and own research, considers the problem of professional training of future educators of preschool education institutions for the use of media technologies in psychological and pedagogical research. The views of scientists, the legal framework and official regulations, in particular, the Law of Ukraine "On Higher Education", "On additional measures to ensure the development of education in Ukraine", "Joint Declaration of the Ministers of Education of Europe" on the above-mentioned issue are analyzed. The problems of insufficient level of readiness of educators for systematic and effective use of media technologies in professional activity are actualized. It is determined that in the context of presentation of theoretical and practical principles of preparation of future educators for the use of media technologies in PEI (preschool education institutions) is expedient to appeal to the study and analysis of key concepts that outline the vector of scientific research. It was found that the professional development of future educators encourages the acquisition of a system of knowledge and practical skills for orientation in the excessive information flows of today (search, assimilation, use of necessary media information; adequate perception, critical thinking, creative interpretation of various media products). The article identifies the main functions of the use of media technologies in the educational process of higher education. It is stated that the result of training future educators of preschool education is their readiness to use media technology in professional activities. It is concluded that the effectiveness of training future educators of PEI to use media technologies in professional activities can be achieved through the introduction of a number of pedagogical means and measures: the formation of motivation for professional activity; systematic and consistent study of professional disciplines on the basis of integration; introduction of media technologies in the educational process.

Key words: media technologies, future educators, preschool institutions, professional training, media education, media competence.

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ПІДГОТОВКА МАЙБУТНІХ ВИХОВАТЕЛІВ ЗАКЛАДІВ ДОШКІЛЬНОЇ ОСВІТИ ДО ВИКОРИСТАННЯ МЕДІАТЕХНОЛОГІЙ У ПСИХОЛОГІЧНО-ПЕДАГОГІЧНИХ ДОСЛІДЖЕННЯХ

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У статті, на основі аналізу наукових джерел та власних досліджень, розглянуто проблему професійної підготовки майбутніх вихователів закладів дошкільної освіти до застосування медіатехнологій в психолого-педагогічних дослідженнях. Проаналізовано погляди науковців, законодавчу базу та офіційно-нормативні документи, зокрема, Закон України "Про вищу освіту"; Про додаткові заходи щодо забезпечення розвитку освіти в Україні; Спільна декларація міністрів освіти Європи щодо означеної проблеми. Актуалізовані проблеми недостатнього рівня підготовленості вихователів до систематичного й ефективного використання медіатехнологій в професійній діяльності. Визначено, що у контексті викладу теоретичних і практичних засад підготовки майбутніх вихователів до використання медіатехнологій в ЗДО доцільно апелювати до вивчення й аналізу ключових концептів, які охоплюють вектор наукового пошуку. З’ясовано, що професійне становлення майбутніх вихователів ЗДО спонукає до набуття системи знань і практичних умінь для орієнтації в надмірних інформаційних потоках сьогодення (пошук, засвоєння, застосування необхідної медіаінформації; адекватне сприймання, критичне осмислення, творче інтерпретування різноформатної медіапродукції). У статті визначено основні функції застосування медіатехнологій у освітньому процесі закладу вищої освіти. З’ясовано, що результатом підготовки майбутніх вихователів закладів дошкільної освіти є готовність до застосування медіатехнологій в професійній діяльності. Зроблено висновок, що ефективність підготовки майбутніх вихователів ЗДО до застосування медіатехнологій в професійній діяльності можна досягти завдяки впровадженню низько педагогічних впливів і заходів: формування мотивації до професійної діяльності; системність та послідовність вивчення фахових дисциплін на засадах інтеграції; упровадження медіатехнологій у освітній процес.

Ключові слова: медіатехнології, майбутні вихователі, заклади дошкільної освіти, професійна підготовка, медіаосвіта, медіакомпетентність.

Introduction of the issue. The current stage of development of the preschool education system is marked by educational innovations aimed at preserving the legacy of the past and at the same time modernizing in accordance with the latest achievements of science. A characteristic feature of the development of preschool education is the search for new content, forms, methods, tools for the development of education and upbringing of children, concepts of management of the educational process, conducting experimental activities aimed at developing and implementing educational innovations.

The digitalization of the educational process in preschool education institutions (hereinafter – PEI) necessitates the improvement of pedagogical skills of educators on
pedagogically balanced and creative use of information technology and various media products.

Current state of the issue. The dissertations of S. Atonasyan, A. Kravtsova, T. Lavina, M. Lebedeva, A. Mogilev, O. Smolyaninov, S. Udalov and others focused on improving the training of future teachers in the field of information and communication technologies. Theoretical developments concerning preparation of teachers for work with media information (A. Kopiv, G. Malyuchenko, E. Stolbnikova, A. Fedorov, N. Hilko, A. Sharikov, etc.) are of great importance. The formation of the readiness of future teachers to use computer information technology in professional activities has become the object of analysis in the works of N. Dykanskaya, O. Maiboroda, O. Razinkina, O. Trofimov and others.

At the same time, the study of psychological and pedagogical literature on the problem, as well as the practice of training future educators indicate the need for comprehensive study of their preparation for the use of media technologies in professional activities.

Outline of unresolved issues brought up in the article. Based on the bibliographic analysis of scientific literature and practical experience, it was found that the problem of preparing future educators to use media information in professional activities has not been the subject of independent investigation.

Aim of research is to substantiate the problem of professional training of future educators of preschool education institutions to use media technologies in psychological and pedagogical research.

Results and discussion. Currently, the problems of insufficient level of preparedness of educators for the systematic and effective use of media technologies in professional activities
have been brought up. The integrative nature of educational media information resources and technologies that create the basis for the informatization of preschool education, requires attention to these characteristics to form the content of training of future educators in HEIs (higher education institutions). At the same time, educational institutions do not sufficiently use the potential of media training of future educators, which necessitates scientific substantiation of pedagogical conditions and proper educational and methodological support for the effectiveness of this process.

In the context of presenting the theoretical and practical principles of preparing future educators for the use of media technologies in PEIs, it is advisable to appeal to the study and analysis of key concepts that outline the vector of scientific research.

The "society of knowledge" becomes a new quality of social development as a civilizational perspective to which humanity is moving. Its dominant factor is a smart, innovative, democratic and self-sufficient person, for whom the acquisition of knowledge will be an essential feature of lifestyle, for it enables him/her to act on the basis of acquired knowledge, as well as their practical use, therefore, an important component of the "knowledge of society" is the information component [7: 4-6].

Mankind is an active consumer of information, the volume of which is constantly growing. Every day, the world of media creates a media reality around people, under the influence of which the worldview, education, culture and life values in society are formed. Thus, the one of the most important tasks of higher education is the informatization of the pedagogical process, the harmonious structuring of which is the use of media educational technologies in higher education.

The processes of transformation and modernization of higher education regulated in official and normative documents (On Higher Education, 2014; інформатизації дошкільної освіти, вимагає уваги до цих характеристик для формування змісту підготовки майбутніх вихователів у ЗВО. Водночас освітні заклади недостатньо використовують потенціал для медіаінітіїв майбутніх вихователів, що зумовлює необхідність наукового обґрунтування педагогічних умов і належного навчально-методичного супроводу для ефективності цього процесу.

У контексті викладу теоретичних і практичних засад підготовки майбутніх вихователів до використання медіатехнологій в ЗДО доцільно апеляти до вивчення й аналізу ключових концептів, які окреслюють вектор наукового пошуку.

Цивілізаційною перспективою, до якої рухається людство, новою якістю суспільного розвитку стає "суспільство знань". Домінантним його чинником є розумна, інноваційна, демократична й самодостатня Людина, для якої отримання знань буде сутнісною рисою способу життя, вона буде здатна діяти на основі отриманих знань, а також практичного їх використання. Важливий складник "суспільства знань" – інформаційна компонента [7: 4-6].

Людство – активний споживач інформації, обсяги якої невпинно зростають. Щодня світ медіа створює навколо людей медійну реальність, під впливом якої формується світогляд, освіта, культура й життєві цінності в соціумі. З огляду на це, одним із найважливіших завдань вищої школи стає інформатизація педагогічного процесу, органічний структурант якої – використання медіаосвітніх технологій у вищій освіті.

Процеси трансформації й модернізації вищої освіти, що регламентовані в офіційно-нормативних документах (Про вищу освіту, 2014; Про додаткові заходи щодо забезпечення розвитку освіти в Україні, 2008; Спільна декларація міністрів освіти Європи, 1999), передбачають: реалізацію ідей педагогічного партнерства в дистанційному навчанні; організацію адаптивного навчального процесу,
On Additional Measures to Ensure Education Development in Ukraine, 2008; Joint Declaration of European Ministers of Education, 1999) includes:

- implementation of pedagogical partnership ideas in distance learning, training;
- organization of adaptive educational process, innovative educational process in PEIs;
- increasing the availability of quality education for the broadest segments of the population through the use of modern information technology.

At the same time, globalization and the informatization of the world have made our perception of reality largely dependent on how it is presented by the media. In the era of digital and interactive technologies, this is becoming an urgent problem for the development and reform of all levels of education. Media reality is a necessary condition for objective perception and understanding of reality. The impact of data on a person’s consciousness and his/her ability to critically perceive and comprehend information that should be formed from childhood is especially important. Media literacy is gradually becoming an educational component of both the individual and the learning process for the formation of media immunity. In line with the issue under discussion, the provisions of the Concept of Implementation of Media Education in Ukraine (2010) and the results of the experiment on the introduction of media education in the educational process of secondary schools are of paramount importance. Dissemination and popularization of ideas of media education, formation of media literacy of all participants in the educational process is one of the tasks of pedagogical education, as well as training of a modern educator. The professional development of future educators encourages the acquisition of a system of knowledge and practical skills for orientation in the excessive information flows of today (search, assimilation, use of necessary media information; adequate perception, инновацийного освітнього процесу у ЗВО; підвищення доступності якісної освіти для найширших верств населення через використання сучасних інформаційних технологій.

Водночас глобалізація і інформатизація світу зробили наше сприйняття реалій суттєвою мірою залежним від того, як їх подають медіа. В епоху розвитку цифрових інтерактивних технологій це стає актуальною проблемою для розвитку й реформування всіх ланок освіти. Медіареальність – необхідна умова об'єктивного сприйняття та розуміння дійсності. Особливо важливий вплив медіаінформації на сьогодення людини та її здатність критично сприймати, осмислювати інформацію, що має формуватися з дитинства. Медіаграмотність поступово стає освітнім компонентом як особистості, так і навчального процесу для формування медіаінмунітету. У руслі порушеної проблеми посутнє значення мають положення "Концепції впровадження медіаосвіти в Україні" (2010) і результати проведенного експерименту з упровадження медіаосвіти в навчально-виховний процес загальноосвітніх закладів. Поширення й популяризація ідей медіаосвіти, формування медіаграмотності всіх учасників навчально-виховного процесу – одна із завдань педагогічної освіти, а також підготовки сучасного педагога-вихователя. Професійне становлення майбутніх вихователів ЗДО спонукає до набуття системи знань і практичних умінь для орієнтації в надмірних інформаційних потоках сьогодення (пошук, засвоєння, застосування необхідної медіаінформації; адекватне сприймання, критичне осмислення, творче інтерпретування різноформатної медіапродукції).

О. Коневщинська зауважує, що в працях зарубіжних учених (У. Карлсона, Р. К'юби, Л. Мастермана С. Мінккінена, Дж. Сіменса, К. Фон Файлітцена та ін.) з'ясовано специфіку медіатехнологій, їхні ключові аспекти. Особливо увагу науковець звертає на студії авторів (А. Бейбяс, С. Берковіч, П. Марсдеа, Дж. Морено, Б. Уеллман, Л. Фриман та інши), які досліджували теорії соціальних
critical thinking, creative interpretation of various media products). O. Konevshchyna notes that the works of foreign scholars (W. Carlson, R. Cuba, L. Masterman, S. Minkkinen, J. Siemens, K. Von Failitzen, etc.) clarified the specifics of media technologies, their key aspects. The scientist pays special attention to the studies of authors (A. Beyvlas, S. Berkowitz, P. Marsdea, J. Moreno, B. Wellman, L. Freeman and others), who studied theories of social networks. In the investigations of G. Veletsianos, O. Gerasimchuk, J. Siemens, and others, the basics of the theory of electronic and continuous learning are characterized; in the works of O. Boryshpolets, L. Naidenova, O. Golubeva, O. Volosheniuk, V. Ivanov, I. Fateev, O. Fedorov and others, interpretation of current problems of media culture, media education, media pedagogy and media psychology is offered [6: 33].

"Media" is carriers of messages acquired by means of the latest technologies. In addition, it is possible to interpret the "media" as a set of technological tools and techniques necessary to convey to the consumer an information message of a certain form [8: 208].

Media (mass media) – systematic replication, dissemination by technical means of specially prepared, socially significant messages. Technical complexes that provide rapid transmission and mass reproduction of verbal, figurative, musical information (print, radio, television, film, sound, video), which is called the media [8: 208].

The emergence of new media is the result of the active development of the Internet. The dynamic development of the World Wide Web, as well as a set of specific features (hypertextuality, multimedia and interactivity) have become a powerful impetus for quantitative and qualitative entry of traditional media into the virtual world, as well as unique and synthetic forms of online media communication. New media
is often associated with the one based on digital technologies: online publications, CD presentations, computer games, social networks, etc. Their main features, in addition to multimedia, hypertextuality, interactivity, include real-time information generation, personalization of delivery to the consumer, the user's ability to participate in its creation, to influence the process of collective media creation. It is these features that distinguish new media from traditional media [5].

Recently, the terms "technology", "information technology", "information and communication technology", "media technology" are very often used, despite the lack of common interpretations and definitions. But each of them exists and being studied and implemented. Technology (from the Greek téchne - art, skill, ability and logia - study) - a set of methods and tools to achieve the desired result; method of converting this into necessary.

Today, media education technologies involve both traditional mass media (periodicals, radio, television, cinema, etc.) and the latest information technologies, namely: software, hardware and devices that operate on the basis of computer technology; also use modern methods and systems of information exchange that provide operations of collection, accumulation, storage, processing and transmission of information [4]. The application of the latest media technologies opens new opportunities for teachers and students, significantly expands and diversifies the content of teaching, methods and organizational forms of the educational process, provides a high scientific and methodological level of teaching. Media technology is a powerful motivation for students to study. The use of media technologies in the educational process of higher education institutions is not only appropriate but also necessary. They perform the following main functions:

- informatization of the educational media vідрізняються від традиційних ЗМІ [5].

Останнім часом дуже часто вживаються терміни "технологія", "інформаційні технології", "інформаційно-комунікаційні технології", "медіатехнології", незважаючи на відсутність єдиних трактувань і визначень. Та кожна з них має право на існування, вивчення і впровадження. Технологія (з грецької téchne – мистецтво, майстерність, уміння й logia – вивчення) – сукупність методів і інструментів для досягнення бажаного результату; спосіб перетворення даного в необхідне. Технології медіаосвіти сьогодні передбачають залучення до навчального процесу як традиційних засобів масової інформації (періодичні видання, радіо, телебачення, кіно тощо), так і засоби новітніх інформаційних технологій, а саме – програмно-апаратні засоби і пристрої, що функціонують на базі обчислювальної техніки; використовують також сучасні способи і системи інформаційного обміну, що забезпечують операції збирання, накопичення, збереження, оброблення й передавання інформації [4].

Застосування досягнень новітніх медіатехнологій відкриває перед викладачами та студентами нові можливості, значно розширює та урізноманітнює зміст навчання, методи та організаційні форми освітнього процесу, забезпечує високий науковий і методичний рівень викладання. Їх застосування підвищує ефективність подання нового матеріалу, розвиває їх розумові та творчі здібності. Медіатехнології – це потужна мотивація студентів до навчання.

Застосування медіатехнології у освітньому процесі закладів вищої освіти є не лише доцільним, а й необхідним. Вони виконують такі основні функції:

- інформатизація освітнього процесу (доступ до різних джерел інформації);
- активізація навчально-пізнавальної діяльності студентів;
- підвищення мотивації студентів до навчання;
- інтерактивність навчання;
- моніторинг освітнього процесу;
process (access to various sources of information); - intensification of educational and cognitive activities of students; - increasing the motivation of students to study; - interactivity of learning; - monitoring of the educational process; - increase the efficiency of students’ learning; - encouragement of creative activity (preparation of presentations with the use of computer programs; participation of students in video conferences, work with foreign students, etc.).

The modern world is increasingly appealing to social media. Among the general characteristics of this phenomenon is the focus on maximum interaction (interaction) of users in the virtual Internet or mobile environment. Researchers describe social media as a group of Internet applications and services built on Web 2.0 ideologies and technologies that allow them to create and share custom content. Researchers have proposed a classification of social media that reflects their main elements: blogs, social networks (Facebook), collaborative projects (Wikipedia), content communities (YouTube), virtual social worlds (SecondLife), virtual game worlds. (“World of Warcraft”). Researchers also consider media communication to be a new layer of media – a process of communication that takes place with the help of the media [5].

Media (from the Latin “medium” - means, method) – means and tools for storing and transmitting information, data for individual and mass audiences. The token of the media (mass media) is often used in a synonymous series, although foreign science analyzes the media in a broader sense, in particular in terms of communication - the dissemination of information, ideas and opinions that are part of human life. Methods and ways of conveying this data to people are implemented by the media (friends’ cards, telephone conversations, computer disks, etc.) [5].

- підвищення ефективності засвоєння студентами навчального матеріалу;
- спонукання до творчої діяльності (підготовка презентацій з використанням комп’ютерних програм; участь студентів у відеоконференціях, робота з зарубіжними студентами і інше).

Сучасний світ дедалі частіше апелює до соціальних медіа. Серед загальних характеристик цього явища варто назвати орієнтацію на максимальну взаємодію (інтеракцію) користувачів у віртуальному інтернеті чи в мобільному середовищі. Дослідники описують соціальні медіа як групу інтернет-додатків і сервісів, побудованих на ідеології та технології ”Web 2.0″, що дають змогу створювати користувацький контент й обмінюватися ним. Науковці запропонували класифікацію соціальних медіа, що відображає їхні основні елементи: блоги, соціальні мережі (“Facebook”), спільні проекти (“Wikipedia”), контентні спільноти (“YouTube”), віртуальні соціальні світи (“SecondLife”), віртуальні ігрові світи (“World of Warcraft”). Новим нашаруванням медіа дослідники вважають також медіакомунікації – процес комунікації, що відбувається за допомогою медіа [5].

Медіа (від лат. ”medium” – засіб, спосіб) – засоби й інструменти зберігання та передання інформації, даних для індивідуальної й масової аудиторії. У синонімічному ряду часто вживають лексему ЗМІ (засоби масової інформації, мас-медіа), хоч зарубіжна наука аналізує медіа в більш широкому значенні, зокрема з погляду комунікації – поширення інформації, ідей і думок, що є частиною людського життя. Методи та способи донесення цих даних до людей реалізують медіа (листівки друзів, телефонні розмови, комп’ютерні диски тощо) [5].

Термін ”технологія” посідає важливе місце в методиці медіаосвіти, оскільки застосування будь-якої технології має великий вплив на результат освіти.

Технології медіаосвіти сьогодні передбачають залучення до освітнього процесу як традиційних засобів масової інформації (періодичні видання, радіо, телебачення, кіно тощо), так і засоби...
The term "technology" occupies an important place in the methodology of media education, as the use of any technology has a great impact on educational outcomes.

Today, media education technologies involve both traditional mass media (periodicals, radio, television, cinema, etc.) and the latest information technologies in the educational process: software and hardware and devices that operate on the basis of computer technology; modern methods and systems of information exchange that provide operations of collection, accumulation, storage, processing and transmission of information.

It should be noted that the individual's consumption of media information is designed to satisfy desires, interests in the process of learning with the help of various modern technical means.

The presentation encourages the identification of criteria for the culture of consumption of media information. The culture of consumption of media information began to form and develop from the beginning of human use of various means in their information activities. Modern pedagogical science shows an increased interest in the theoretical justification and practical formation of media culture of future teachers.

In the structure of media culture of the educator it is necessary to single out such components as media awareness (system of knowledge about the means of communication and their impact on the personality of the preschooler); media education (a set of systematized media knowledge, skills, values of media education); media literacy (system of knowledge, skills and abilities of critical assessment and creation of media messages). According to the new version of the Concept of Implementing Media Education in Ukraine, media literacy is a component of media culture related to the ability to use information and communication techniques, express themselves and communicate through the media, successfully obtain information, novîtnîkh інформаційних технологій: програмно-апаратні засоби і пристрої, що функціонують на базі обчислювальної техніки; сучасні способи і системи інформаційного обміну, що забезпечують операції збирання, накопичення, збереження, оброблення й передавання інформації.

Варто зазначити, що споживання особистістю медіаінформації спроектовано на задоволення бажань, інтересів у процесі засвоєння знань за допомогою різних сучасних технічних засобів.

Виклад спонукає до виокремлення критеріїв культури споживання медіаінформації. Культура споживання медіаінформації почала формуватися й розвиватися з початку використання людиною різних засобів у своїй інформаційній діяльності. Сучасна педагогічна наука демонструє посилене зацікавлення до теоретичного обґрунтування та практичного формування медіакультури майбутніх педагогів.

У структурі медіакультури педагога-вихователя варто виокремлювати такі складники, як медіаобізнаність (система знань про засоби комунікації та їхній вплив на особистість дошкільника); медіаосвіченість (сукупність систематизованих медіаінформації, умінь, ціннісного ставлення до медіаосвіти); медіаграмотність (система знань, умінь і навичок критичного оцінювання та створення медіадовідомлень). Згідно з новою редакцією "Концепції впровадження медіаосвіти в Україні", медіаграмотність – складник медіакультури, що стосується вміння користуватися інформаційно-комунікаційною технікою, виражати себе й сплічуватися за допомогою медіазасобів, успішно отримувати необхідну інформацію, свідомо сприймати та критично витлумачувати відомості з різних медіа, відмежовувати реальність від її віртуальної симуляції, тобто розуміти реальність, сконструйовану медіаджерелами, осмислювати владні взаємини, міфи й типи контролю, які вони культивують.

Медіаінформаційна грамотність – МІГ ("media and informational literacy – MIL") –
consciously perceive and critically interpret information from various media. Reality from its virtual simulation, ie to understand the reality constructed by media sources, to comprehend the power relations, myths and types of control that they cultivate. Media and informational literacy (MIL) is a modern UNESCO strategy that combines the traditional concepts of media literacy and information literacy into a common MIG concept, which refers to a combined set of competencies (knowledge, skills and relationships) needed. For today and work, MIG covers all types of media and other sources, regardless of the technology used; aimed at providing equal access to information and knowledge, promoting the formation of a free, independent and pluralistic media and information system, expanding the rights and freedom of expression of people.

Ukrainian educational issues in the context of the global media information space are also studied by Ukrainian researchers: O. Baryshpolets, N. Gabor, V. Ivanov, L. Naidenova, G. Onkovych, I. Chemerys, L. Masterman and others. Media education as a process of individual development and self-development with the use of media information aims to develop a culture of communication, the ability to consciously perceive, interpret media texts to expand general and professional knowledge, creative and communicative abilities of the individual. The educational process is impossible without the use of media and information technology, as they have different purposes — information, educational, educational, entertainment, etc. [2: 4-5].

The task of the teacher-educator is to prepare children for productive development of the environment, to form the ability to work competently and correctly with media information. The main philosophical and psychological-pedagogical concepts of media education focus the attention of modern educators on the multiplicity and multifaceted media information, aimed at forming the initial
level of media literacy of preschool audience, its socio-cultural development and adaptation to new realities of life. At the same time, the provisions of media pedagogy are focused on preparing future educators for the quality use of media information in the process of professional activity. In this context, we are talking about the development of critical thinking (the ability to analyze and detect the manipulative influence of the media, navigate the information flow); on the development of media culture (perception, dissemination, evaluation and critical analysis of media texts); on the development of social activity (awareness of the importance of the social role of media information); on the development of creative abilities and aesthetic perception of media information, its use in the educational process; on the development of consumer skills and technological skills (getting the maximum benefit in accordance with their desires and abilities); formation of media reflection (ethical model of behavior).

The scale of the impact of media information on various spheres of an individual’s life is growing daily, actualizing new tasks for the educational system, requiring the teacher-educator to have media competence. The most widespread in the scientific literature is the definition of competence as “a set of knowledge and skills necessary for effective professional activity: the ability to analyze, predict the consequences of professional activity using information” [3: 158].

Media competence is presented by researchers as a level of media culture that allows individuals to understand the sociocultural, economic and political contexts of media, confirms its ability to be a carrier and transmitter of media cultural tastes and patterns, effectively interact with the media space, initiate updated elements of media [1: 92].

Media competence of the future educator – the ability to perform professional activities in the formation of the media educational space PEIs, willingness to critically perceive and use media information in the educational process; on the development of creative abilities and aesthetic perception of media information, its use in the educational process; on the development of consumer skills and technological skills (getting the maximum benefit in accordance with their desires and abilities); formation of media reflection (ethical model of behavior).

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process, formed media culture, which together will help solve the problem of preparing the child to communicate with the media. time of socialization. It is media competence that helps to protect the child from the potentially harmful effects of the media, to educate such a media consumer who could effectively satisfy their interests using the media. Conscious consumption of media information is possible on the basis of effective orientation in the media space and understanding of one's own media needs. For the future educator, media creativity and media communication play an important role, which contributes to improving the quality of interpersonal interaction, the development of media immunity from aggressive media. Active and effective introduction of media technologies in the pedagogical process of PEIs is an important factor in the development of media education.

Conclusions and research perspectives. Thus, the problem of preparing future educators for the use of media technologies is relevant in philosophical, psychological and pedagogical works. Reforming preschool education, the need for its informatization require training of future educators who are well versed in modern media technologies, navigate in a wide arsenal of innovative pedagogical movement, they have information resources for quality organization of the educational process in PEI. Preparation of future educators for the use of media technologies in professional activities is a process of forming students' general pedagogical and special media knowledge, skills, skills of integrated educational activities, which are acquired during educational-practical and research work in HEIs and consolidate in pedagogical practice. The result of the training is the readiness to use media technologies in professional activities. The effectiveness of the preparation of future educators for the use of media technologies in professional activities can be achieved through the introduction of a number of pedagogical influences and measures: the formation of motivation for professional

дитину від потенційно шкідливих ефектів медіа, виховати такого споживача медіа, який міг би ефективно задовольнити свої інтереси, використовуючи засоби масової комунікації. Свідоме споживання медіаінформації можливо на основі ефективного орієнтування в медіапросторі й осмислення власних медіапринципів. Для майбутнього вихователя важливою ролью відіграє медіатворчість і медіакомунікація, що сприяють покращенню якості міжособистісної взаємодії, виробленню медіаімунітету від агресивного медіасередовища. Активне й ефективне впровадження медіатехнологій у педагогічний процес ЗДО є важливим чинником розвитку медіаосвіти.

Висновки з даного дослідження і перспектив подальших розвідок. Отже, проблема підготовки майбутніх вихователів ЗДО до використання медіатехнологій актуалізована у філософських і психолого-педагогічних працях. Реформування дошкільної освіти, необхідність її інформатизації вимагають підготовки майбутніх вихователів, які досконало володіють сучасними медіатехнологіями, орієнтується в широкому арсеналі інноваційного педагогічного руху, володіють інформаційними ресурсами для якісної організації освітньо-виховного процесу в ЗДО. Підготовка майбутніх вихователів ЗДО до застосування медіатехнологій в професійній діяльності – процес формування в студентів загальнopedагогічних і спеціальних медіаінформації, умінь, навичок провадження інтегрованої навчальної діяльності, що здобувають під час навчально-практичної й науково-дослідницької роботи у ЗВО та закріплюються у ході виробничої педагогічної практики. Результатом підготовки вважаємо готовність до застосування медіатехнологій в професійній діяльності. Ефективність підготовки майбутніх вихователів ЗДО до застосування медіатехнологій в професійній діяльності можливо досягти завдяки впровадженню низки педагогічних впливів і заходів: формування мотивації до професійної діяльності; забезпечення високого рівня
activities; ensuring a high level of theoretical training; systematic and consistent study of professional disciplines on the basis of integration; formation of media competence, which contributes to the performance of professional tasks; creation of the media environment of the HEIs; computerization of the learning process; introduction of media technologies in the educational process; development of textbooks and educational literature of the new generation; support for research and development in the field of media education; improving the practical component of training future educators of PEIs to perform professional functions through the use of media technologies; creating conditions for professional development and strengthening the prestige of the profession of educator in society.

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THE USE OF GOOGLE EARTH PLATFORM BY THE ENGLISH LANGUAGE TEACHER DURING TEACHING GRAMMAR

N. Yu. Serdiuk*

The article describes the possibilities of using Google Earth in teaching English grammar to education seekers. To achieve this goal, the following methods were used: theoretical – analysis, synthesis of personal and domestic scientists’ pedagogical experience regarding the Google Earth usage in teaching English; statistical – analysis of students’ survey results. The author highlights the main online platforms of the Google Company for teaching English to students, among which Google Earth, a free platform for the satellite displaying planets Earth, Mars and the Moon virtually, is considered to be promising for it.

A survey has been conducted (104 students of the Faculty of Ukrainian and Foreign Philology of Hryhorii Skovoroda University in Pereiaslav, Ukraine, aged 17 to 19, both sexes), containing 5 main questions (“Do you know the Google Earth platform?”, “Do you know how to use Google Earth?”, “Have you already used Google Earth?”, “Do you know how to use Google Earth to teach English vocabulary to school students?”, “Do you know how to use Google Earth to teach English grammar to school students?”, “Are you interested in learning about the possibilities of using Google Earth to teach English to students?”). The results of the survey show that the Google Earth platform is well-known only to 19% of future English teachers, but is interesting to all of them in terms of future usage in teaching English, including grammar; only 7% of respondents know how to use it in teaching English vocabulary and 4% know how to use it in teaching English grammar to school students. The article describes the advantages of the Google Earth platform over Google Maps, names the possibilities of using this platform by an English teacher to teach English grammar, which could allow students to improve skills in morphology and syntax, develop creativity and intercultural competence, providing intercultural dialogue. The prospect of further research is a detailed study of the platform advantages and disadvantages for the formation of the future English teacher’s foreign language competence.

Keywords: Google Earth, platform, English teacher, student, virtual trip, virtual route, English grammar, morphology, syntax.

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Використання платформи Google Earth вчителем англійської мови в процесі навчання граматики

Н. Ю. Сердюк

Стаття охарактеризовує можливості використання Google Earth у навчанні граматики англійської мови здобувачів освіти. Для їх реалізації використано такі методи: теоретичні: аналіз, синтез педагогічного досвіду власного та вітчизняних науковців; статистичні: аналіз результатів опитування студентів. Автор зазначив основні онлайн-платформи компанії Google, серед яких перспективною для навчання англійської мови вважає саме Google Earth, безкоштовну платформу з супутниковим зображенням планет Земля, Марс і Місяця віртуально. Було здійснено опитування 104 студентів факультету української та іноземної філології Університету Григорія Сковороди в Переяславі (віком від 17 до 19, обох статей), яке містило 5 питань: “Чи відома Вам платформа Google Earth?”, “Чи знаєте Ви як використовувати Google Earth?”, “Чи вже використовували Google Earth?”; “Чи знаєте Ви як використовувати Google Earth для навчання лексики англійської мови учнів базової школи?”, “Чи знаєте Ви як використовувати Google Earth для навчання граматики англійської мови учнів базової школи?”; “Чи цікаво Вам дізнатися про можливості використання Google Earth для навчання учнів англійської мови?”. Результати засвідчили, що загалом платформа Google Earth є гарно відомою лише для 19% майбутніх учителів англійської мови, але у плані майбутнього використання у навчанні мови, зокрема граматики, є цікавою для всіх; лише 7% респондентів знають як використовувати її для навчання англійської лексики та 4% знають як можна використовувати для навчання граматики англійської мови учнів ЗЗСО. У статті названі переваги платформи Google Earth над Google Maps, охарактеризовані можливості у використанні цієї платформи вчителем англійської мови для навчання англійської граматики, які дозволяють здобувачам освіти підвищити рівень уміння оперувати морфологією та синтаксисом англійської мови, розвивати креативність та міжкультурну компетенцію, забезпечуючи діалог культур. Перспективою подальших досліджень є детальне вивчення переваг і недоліків зазначеної платформи для формування іншомовної компетентності майбутніх вчителів іноземних мов.

Ключові слова: Google Earth, платформа, вчитель англійської мови, студент, віртуальна подорож, віртуальний маршрут, англійська граматика, морфологія, синтаксис.

Introduction of the issue. In the context of the COVID-19 pandemic, it is important for education to use such forms, methods and means of work that would be more universal, i.e. that could be used in any type of training (traditional, distance or mixed). This problem is especially acute in the field of mastering the foreign languages knowledge and skills, because for the growing generation it is a foreign language competence that is one of the most valuable, useful and can be implemented in many areas and spheres of life. Modern foreign language learning is increasingly characterized by the implementation of new tools and technologies, including online platforms. Among popular services as Moodle, Microsoft Teams, and other excessively used in the education of Ukraine, there are the Google platforms, which are relevant, constantly updating and expanding geographically. Due to the need to improve the foreign languages teaching to students of general secondary and higher education and the need to update English teaching methods by implementing the latest learning technologies, including online platforms, Internet services, mobile applications, we consider teaching English grammar using Google platforms, including Google Earth, to be relevant and timely.

Current state of the issue. Today, methodological support for teaching foreign languages should be developed on the basis of a combination of perspective methods, approaches and
appropriate tools so that education institutions in Ukraine can successfully achieve their goals at forming the education seekers’ foreign language competence, even under the conditions of countrywide quarantine. Hence, we emphasize the need for the predominance of modern methods and tools in teaching foreign languages over traditional ones and their complete dominance during distance teaching.

The analysis of the problem showed that its various aspects have been the subject of many scientific investigations, in particular: distance learning of foreign languages – D. Ilmiani, E. Malushko, N. Martyushev, Z. Nikonova, A. Nugroho, O. Oliinyk, I. Postolenko, A. Rekha, S. Romanyuk, A. Shutaleva, I. Savchenko; teaching foreign languages during quarantine – S. Horbuniova, O. Kononenko, S. Sergina, N. Shalova, etc.; the importance of electronic educational resources for teaching English in higher education institutions – T. Chaiuk, O. Zhigadlo; modern trends in methods of foreign language training at the institutions of higher education in Ukraine – N. Serdiuk, etc.; use of multimedia, computers in teaching foreign languages – M. Iliushkina, A. Luchko and others.

Among the trends in foreign language teaching methods it is identified the widespread use of technical means [10], along with a variety of online platforms, mobile applications and programmes that provide learning to be creative, interesting, fun, easier and more efficient. The wide range and functionality of such tools increases the need to study the possibilities of their use in teaching, including foreign languages, especially when only virtual teacher-student cooperation remains possible, for example during a pandemic, affected many countries and deprived a tete-a-tete communication as the most valuable thing for people. Thanks to foreign experience and innovations, the Ukrainian pedagogical community has the opportunity of effective implementing various trendy online platforms as promising assistants. Such assistance is useful primarily for effective foreign language learning, including English grammar, as well as for teacher’s personal and professional development, that is very important nowadays, because “ignoring it leads to loss of skills, a rapid professional “aging” [2: 43].

Hence, despite the relevance of the topic and the study of its various aspects by many scholars, we find that it’s not given enough attention to the use of the Google Earth platform by English teachers in teaching grammar.

**Aim of research** is to describe the possibilities of using the Google Earth platform in teaching English grammar to general secondary education seekers.

The material for the study was personal observations, the results of the pedagogical literature and students’ surveys analysis. To achieve this goal, the following methods were used: theoretical – analysis, synthesis of personal and domestic scientists’ pedagogical experience regarding the Google Earth usage in teaching English; statistical – analysis of students’ survey results.

**Results and discussion.** The analysis of domestic and foreign practice revealed that there is a number of modern online technologies that could be useful for improving the learning process of English, especially during distance learning, as well as in unforeseen emergencies such as countrywide quarantine or other important reasons. Such online technologies could be also useful during mixed or full-time study, including curricular and extracurricular school processes. It was identified some trending online services in the formation of foreign language competence of future foreign language teachers [10], namely platforms (Google Classroom, Skype, Nz.ua, ClassDojo, Moodle), services (Google Drive, Padlet, Google Forms, Microsoft Forms, Kahoot !, Grammarly, Quizlet, Quizizz, Plickers, Socrative, Hot
Potatoes, LinguaLeo, ToonDoo, Classtime, Lang-8, Coursera, LearnEnglish, BBC Learning English, British Council LearnEnglish, Tandem, Enpodcast, Buusu), mobile applications (Memrise, Rosetta Stone, Babbel, FluentU, MindSnacks, Open Language, Mosalingua, Messenger, Telegram, Viber, WhatsApp) etc. As shown on the list, there is a number of Google services there.

For teaching English to students, including of elementary school, we highlight the main online platforms of the Google Company as Google Classroom, Google Meet, Google Slides, Google Forms, Google Earth. In order to create interesting English lessons, it will be appropriate and unusual to use the Google Earth platform.

Of course, the use of Google Earth is appropriate for the formation of cognitive skills of general secondary and higher education students in the study of primarily geography, ecology, tourism, history, and possible for the study of other disciplines such as biology, Ukrainian and foreign literature etc. However, we believe that the use of Google Earth by a teacher to learn a foreign language can be effective, interesting and useful for all participants in the learning process.

It was necessary for the research to conduct a survey of 104 students of the 1st and 3rd year of study at the Faculty of Ukrainian and Foreign Philology, Hryhorii Skovoroda University in Pereiaslav, Ukraine, (17-19-year-olds, both sexes).

The survey was conducted through the Google form and contained 5 main questions: "Do you know the Google Earth platform?", "Do you know how to use Google Earth?", "Have you already used Google Earth?", "Do you know how to use Google Earth to teach English vocabulary to school students?", "Do you know how to use Google Earth to teach English grammar to school students?", "Are you interested in learning about the possibilities of using Google Earth to teach English to students?". The following answer options were offered for each question: "Yes", "So-so/indirectly", "No".

We have determined that:
1) almost 19% of students are familiar with the Google Earth platform, 54% are unfamiliar with it at all, 27% are indirectly familiar; 2) more than 10% of students know how to use Google Earth, almost 12% know indirectly how to use it, and 77% do not know how to use it at all; 3) 11% of students used it more than 3 times, 11% used it less than three times, and 88% did not use it once; 4) 7% know how to use Google Earth to teach English vocabulary to school students, 4% know indirectly, and 88% do not know at all; 5) 4% know how to use Google Earth to teach English grammar to school students, 4% know indirectly, and 92% do not know at all; 6) 52% of students would like to learn about the possibilities of using Google Earth to learn English grammar, 48% – indirectly, 0% of students who are not interested in learning about it.

The survey results showed that the Google Earth platform is generally unknown to future English teachers, mostly students don't know how to use it, but at the same time expressed great interest in this knowledge. The survey also showed that it is necessary to acquaint students with this platform and its capabilities, in particular for distance learning of English grammar.

First of all, it should be noted that Google Earth is a free platform from the Google Company that displays the virtual planet Earth, as well as Mars and the Moon, the sky, the satellite views of which allow a wide range of people to travel around the planets virtually, expanding their areas of thought. It is characterized by accessibility, prevalence, functionality and clear interface. The most popular version of the platform is Google Earth itself, but there are others as Google Earth Plus,
Google Earth Pro, Google Earth Engine etc.

The Google Earth platform is somewhat similar to Google Maps, but has the following main advantages:
- the ability to download to any device (computer, laptop, tablet); you do not need to log in every time through a browser, as for Google maps, but Internet access is still required;
- the availability of the Google Earth APP mobile application;
- the ability to view the 3D image of the Earth’s surface not from a bird’s eye view, but at eye level as if in real terms;
- the accuracy and high reality of the image (reliefs, cities, streets, houses, monuments etc.) are impressive;
- on the program control panel there are hints that help to use the necessary information without problems;
- all objects on the globe are signed in English;
- information is entered into the software through research of various international organizations;
- the ability to route, save and send smb an e-mail (promising in all content modules of the grammar course, as the teacher can communicate with students not only during the lesson, but also before or after it, for surveys, tests, etc.).

Using Google Earth in foreign language classes in general secondary education allows you to perform many different tasks, creative in particular, which contribute to the formation of cognitive skills valuable for foreign language communication. Successful implementation of these tasks in the educational process requires appropriate methodological developments.

The prospects of using the Google Earth platform by an English teacher while teaching grammar at lessons are defined as:

1. Creating English-language virtual tours to anywhere on Earth with the opportunity to see interesting places in 3D, look around, for example, when studying topics about Ukraine or English-speaking countries, their cities and attractions, events, etc., when pupils can not only practice some vocabulary on the topic (such as in the 5th grade "Great Britain", "Ukraine", "My native town", 6th grade – "A tour of London"; 7th grade – "A day around London", 8th grade – "Adventure travel "; 9th grade – " Northern Ireland", "Scotland", "Four nations"), but also to practice grammar, namely:
   - use the correct word order in an English sentence (for example, a teacher can give the words (the largest / London / city of / is / the / England) from which the student or a group of students should make a sentence about what they could see on the screen (London is the largest city of England);
   - formation of interrogative sentences (according to the tasks as "Guess where we are", "Ask about this city / building / tower", or the student’s will to ask a teacher and get some information, etc.);
   - formation of short or complete answers to certain types of questions;
   - use of sentences with a formal subject demonstrative It in sentences like: It is London. It’s the main square of the town. It is the Palace of Westminster. It’s Big Ben.

2. Implementation of virtual trips to Ukraine or an English-speaking country, when the teacher gives control of the class’s view to a particular student (i.e. when the whole class will see every his/her virtual “turn” of a direction), can help to practice:
   - understanding of imperative sentences (for example, the teacher tells the tour direction instructions and the student must fulfill requests such as to turn right, left, cross the road, approach the monument, etc.);
   - using imperative sentences by students for the purpose of prompting or helping a classmate to cope with the task to follow the instructions;
   - using grammatical structures such as "There is / are..." and "It is... that...", etc.

3. Creating your own virtual route by a student or a group of students, (6th
grade topics "Mingling: Terry's trip", "Holiday destination travel review", "Trains and travel", "Let's plan a trip") for example to develop skills of correct grammar speech, practicing;

- modal verbs (students' sentences can be like "We can go there to see the tower", "You can see the striking clock at the Elizabeth Tower", "We may visit the city next year", etc.);
- tense forms (especially Present Simple, Present Continuous, Future Simple, Past Simple etc.);
- sequence of tenses in a complex sentence etc.

4. Watching photos and reading cards posted in the system with additional information about a particular place of the planet can help to develop skills of understanding, translation, use of certain lexical units and grammatical constructions, for example when studying tense forms and passive voice of verbs (task example: Read and answer when it was built/whether it was renamed, etc.).

5. Virtual taking view of monuments, describing and discussing them by students in order to practice skills in using not only lexical units of transmission the person's/object's appearance, but also certain grammatical constructions or parts of speech, such as:

- the degrees of comparison of adjectives or adverbs (studying London you can take and compare Big Ben and Little Ben, or different towers, bridges, buildings, etc.);
- prepositions (task example: Describe the location of the object, and what is next / behind / in front / between / above / below, etc.);

6. Creating micro-dialogues in a particular virtual place for forming grammatical competence, performing formal communicative tasks. If a class level allows, the teacher can ask students to make more detailed dialogues, such as "How can I get to the Tower of London?" and the like, the main condition of the task is the use of knowledge of a certain grammatical topic (interrogative sentences; emphatic sentences; exclamatory sentences; infinitive, participle constructions; certain tense form or voices, etc.).

7. Virtual visit to the planet Mars and the Moon, watching the stars in the sky can help to practice conditional sentences, Oblique Mood, namely Conditional Mood, Subjunctive I, Subjunctive II, Suppositional (for example, when performing task to form or continue conditional sentences such as: If I had an opportunity, I would visit Mars. If I was a cosmonaut, I could fly to the Moon. If we have learned constellations at school, I would guess the Great Bear now. If I was fond of stars, I could have named the constellation at once.

Thus, using the Google Earth platform will not only help to consolidate knowledge of the vocabulary on certain topics, but also improve knowledge of English grammar, morphology and syntax, and the ability to build grammatically correct foreign language speech.

We consider it appropriate to use the Google Earth platform both in the form of the whole lesson and in the form of only part of it, as well as extracurricular activities in English, because they are of great educational importance in the aspect of intercultural dialogue.

Of course, there are also benefits of distance learning English grammar using the Google Earth platform while training future English teachers at universities, because in a relatively short time, through their own distance learning, students learn how to teach modern English grammar remotely to their future pupils. Minding the fact that "in the countries of the European Union the goal of foreign language teaching is intercultural (social) competence; that is the process of foreign language mastering based on the competent volume of intercultural study" [1: 445], the use of this platform can increase the level of knowledge and skills of students
in the lexical and grammatical structure of the English language, promote dialogue between cultures, and the development of intercultural competence of future teachers.

**Conclusions and research perspectives.** The results of the survey showed that the Google Earth platform is generally unknown to future English teachers, but interesting in terms of future use in teaching English, including grammar. The author has described the possibilities for an English teacher to use the Google Earth platform for teaching English grammar: 1) creating English-language virtual tours can help pupils to study a word order, interrogative sentences, answers to questions, use of sentences with a formal subject demonstrative It; 2) virtual trips to Ukraine or an English-speaking country – to understand and use imperative sentences, to study grammatical structures "There is / are..." and 'It is... that..."; 3) creating virtual routes – to study modal verbs, tense forms, sequence of tenses in a complex sentence; 4) work with photos and information cards – to study tense forms and passive voice of verbs; 5) virtual taking view of monuments – to study the degrees of comparison of adjectives or adverbs, prepositions; 6) creating micro-dialogues in a virtual place – to train questions, emphatic and exclamatory sentences formation, infinitival and participle constructions, certain tense form or voice, etc.; 7) virtual visits to the Mars and the Moon, watching the stars in the sky can help to practice conditional sentences, Oblique Mood. So, the use the Google Earth platform for teaching English grammar could allow pupils to improve the skills of morphology and syntax of English, develop their own creativity and intercultural competence, providing intercultural dialogue. The prospect of further research is a detailed study of the platform advantages and disadvantages for the formation of the future English teacher's foreign language competence.

**REFERENCES (TRANSLATED & TRANSLITERATED)**


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THE APPLICATION OF THE THEORY OF FRACTALS FOR STUDYING THE REGULARITIES OF FORMING THE INFOSPHERE OF TRAINING APPLICANTS FOR NURSING SPECIALITIES

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The research stems from challenges which are characteristic of contemporary post-industrial, information and technological stage of development of human civilization. With respect to the initiation of training Masters of nursing in Ukraine a great importance is attributed to the research component of the professional competence of nurses with higher education, i.e. Masters of nursing. Taking into account the insufficient theoretical and methodical status of the problem, the researchers aim their study at developing a new approach to forming the infosphere of nursing as a research speciality on the basis of the theory of fractals. To achieve the goal the authors have used the content analysis of Master’s theses of 150 Masters in accordance with 112 indices, Hurst index calculation included. The calculated Hurst index values testify to a high level of structural organization of Master’s theses, as well as to certain regularities in using information sources in contrast with chaos and the absence of prevailing tendencies. The use of information sources which were referred to by the students of Master’s course for conducting research and writing Master’s theses, as well as the application of the techniques of content-analysis and scientific prognostication have made it possible to determine a number of tendencies in forming the infosphere of nursing as a research speciality. One can observe a pronounced tendency to decreasing the use of paper media as information sources, as well as the tendency to increasing the part of electronic media and the part of information sources in foreign languages. Among the information sources in foreign languages, in comparison with Russian English sources, prevail considerably. The study does not cover all aspects of the mentioned pedagogical problem since the further prospects for studying relates to the analysis of the quantity and quality of intellectual property objects created by the

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Masters enabling to formulate scientometric criteria for assessing the significance of scientific research of the Masters, thus revealing their ability to create the objects of intellectual property.

**Key words:** information sources, electronic media, nursing, Master of nursing, scientometrics technologies, Hurst index, infosphere, fractality (self-similarity).

**Introduction of the issue.** At the beginning of the 21st century, Ukraine found itself in the period of trial. A rapid advance in science and engineering, the introduction of newest computer technologies into production, education and everyday life, as well as urbanization, economic cataclysms, international terrorism, geopolitical instability, manifestations of regional separatism, a high level of population migration – this is just a brief list of challenges which are characteristic of contemporary post-industrial, information and technological stage of development of human civilization. The above challenges are very hard to cope with in a separate country. Hence, as an answer to these global challenges, the progressive part of the Ukrainian society proclaimed the mainstreaming policy towards the European integration. Hence the researchers’ attention is to be focused on fundamental universal
human values which are based on competence, intellectual property, research potentials of the country and training of a competitive personality [10].

Current state of the issue. Beginning from 2008, and as far as the training of masters of nursing in Ukraine is concerned, a great importance is attached to substantiating the process of forming the information environment of Nursing as a scientific speciality. The entire process is based on the information and communicative competence of Masters which is closely connected with the information and computer technologies and scientometrics that deal with studying the communicativeness of researchers and the quantitative evaluation of validity of research results according to citation indices.

At large, the scientific research while dealing with various aspects of communication in science and technology, deals also with the quantitative measurement of scientific results thus developing new approaches to quantitative assessment of the value of a scientific component, specifically in higher professional education. In this respect, Derek John de Solla Price believes, that evaluating scientific productivity, one cannot measure what one would like, but only that which is probable and possible [5; 6].

So, one of the main problems of the Masters' professional training in the higher educational establishments is connected with forming the scientific communicative competence in the Masters due to the quality of their scientific research. And this can be achieved by means of innovative scientometrics technologies [1; 2; 9; 5-7], particularly in the sphere of quantitative measurement [6] made on the basis of the theory of fractals [2].

Outline of unresolved issues brought up in the article. Taking into account the insufficient theoretical and methodical status of the problem, we can state that some questions concerning the quantitative measurement by means of scientometrics of the results of the conducted research presented in the Master’s theses still remain unsolved. Specifically, we aim our study at developing a new approach to forming the infosphere of nursing as a research speciality on the basis of the theory of fractals being the newest perspective of scientific research.

Aim of the research. The analysis of the research and practical activities of higher educational establishments where Masters of nursing are trained testifies to the insufficient investigation into training Masters in this speciality. Hence, the research under study is aimed at elaborating new approaches to studying the regularities of shaping Nursing as a research speciality.

Results and discussion. In order to succeed, we use the method of content-analysis of Master's theses of 150 Zhytomyr medical institute graduates that were written and defended within 10 years beginning with 2010. With this in view, 150 theses were formalized (digitalized) according to 112 indices.

The formalized indices were put into the table of Excel for Windows Professional table which made them available for the correlation and content-analysis using the Excel and statisticl programs of statistical data processing.

At present, the majority of researchers consider the information infosphere to be a stochastic one possessing all characteristic features of fractality [3; 4; 8].

The fractality (self-similarity) of the infosphere lies in the fact that under the avalanche-like increase in the information amount, the distribution of its media according to such characteristics as sources, authors, subjects do not practically change its form. The application of the theory of fractals for analyzing the infosphere of research publications makes it possible to reveal some regularities.

At present, the issue-related information volumes are actually
considered as self-similar formations capable of self-development. They are typical stochastic fractals, since their self-similarity, for instance the distribution of information clusters by their dimensions, coincides with the mathematically calculated expectations and is used for revealing the regularities from among the multiplicity of empirical data. Chaos postulation as an integral creative dynamic moment of the reality which can be self-organized (order and disorder are inseparable from each other) can be manifested at the present stage of the theory of fractals for analyzing chaos with the aim of looking for regularities, and Hurst index is used for calculating the probability of various trends which describe and prognosticate the dynamics of processes in time [9].

We suggest using the research strategy of the content-analysis of fractality of the dynamics rows through equalizing them according to the least square method with the aim of assessing the extrapolation indices for the next 2 or 3 years.

Table 1 suggests the list and specific weight of the information sources used by Masters of Nursing of Zhytomyr Medical institute for writing their Master’s theses.

**The structure of information sources which were used by Masters of Nursing when writing their Master’s theses**

<table>
<thead>
<tr>
<th>Sequence No.</th>
<th>Name of Source</th>
<th>Absol.</th>
<th>M±m, %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Electronic internet resources</td>
<td>3611</td>
<td>21,5±0,3</td>
</tr>
<tr>
<td>2</td>
<td>Periodical research publications (journals)</td>
<td>3044</td>
<td>18,1±0,3</td>
</tr>
<tr>
<td>3</td>
<td>Collections of writings (abstracts and articles) of scientific and practical</td>
<td>2690</td>
<td>16,0±0,3</td>
</tr>
<tr>
<td></td>
<td>conferences, congresses, meetings, symposia and other scientific forums</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Monographs</td>
<td>1310</td>
<td>7,8±0,2</td>
</tr>
<tr>
<td>5</td>
<td>Reference books,encyclopedias,defining dictionaries</td>
<td>956</td>
<td>5,7±0,2</td>
</tr>
<tr>
<td>6</td>
<td>Regulatory acts of legislation (Laws of Ukraine, Resolutions of the Cabinet</td>
<td>743</td>
<td>4,4±0,2</td>
</tr>
<tr>
<td></td>
<td>of Ministers, Orders of sectoral ministries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Master’s theses</td>
<td>566</td>
<td>3,4±0,1</td>
</tr>
<tr>
<td>8</td>
<td>Standards (sectoral educational and industrial standards in rendering services)</td>
<td>531</td>
<td>3,2±0,1</td>
</tr>
<tr>
<td>9</td>
<td>Dissertations</td>
<td>431</td>
<td>2,6±0,1</td>
</tr>
<tr>
<td>10</td>
<td>Textbooks</td>
<td>425</td>
<td>2,5±0,1</td>
</tr>
<tr>
<td>11</td>
<td>Dissertation extended abstracts</td>
<td>390</td>
<td>2,3±0,1</td>
</tr>
<tr>
<td>12</td>
<td>Reports on research practice</td>
<td>389</td>
<td>2,3±0,1</td>
</tr>
<tr>
<td>13</td>
<td>Instructional guidelines with visas of sectoral ministries</td>
<td>354</td>
<td>2,1±0,1</td>
</tr>
<tr>
<td>14</td>
<td>Domestic and foreign statistic publications</td>
<td>319</td>
<td>1,9±0,1</td>
</tr>
<tr>
<td>15</td>
<td>Manuals</td>
<td>248</td>
<td>1,5±0,1</td>
</tr>
<tr>
<td>16</td>
<td>Archival records</td>
<td>177</td>
<td>1,1±0,1</td>
</tr>
<tr>
<td>17</td>
<td>Patents for inventions and utility models and other patent and information</td>
<td>142</td>
<td>0,8±0,1</td>
</tr>
<tr>
<td></td>
<td>documents and publications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Diploma papers</td>
<td>110</td>
<td>0,7±0,1</td>
</tr>
<tr>
<td>19</td>
<td>Abstract periodicals</td>
<td>107</td>
<td>0,6±0,1</td>
</tr>
<tr>
<td>20</td>
<td>Government reports</td>
<td>106</td>
<td>0,6±0,1</td>
</tr>
<tr>
<td>21</td>
<td>Mass media (newspapers, magazines, brochures etc.)</td>
<td>71</td>
<td>0,5±0,1</td>
</tr>
<tr>
<td>22</td>
<td>Commercial and business information (sale sheets etc.)</td>
<td>70</td>
<td>0,5±0,1</td>
</tr>
<tr>
<td>23</td>
<td>Resolutions of scientific and practical conferences, congresses, symposia, other</td>
<td>35</td>
<td>0,2±0,1</td>
</tr>
<tr>
<td></td>
<td>scientific forums.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Total</td>
<td>16825</td>
<td>100,0±0,0</td>
</tr>
</tbody>
</table>

In total, when writing their Master’s theses 150 Masters of nursing have referred to 16825 various information sources which in average amounts to
112,1±1,8 sources per Master's paper. Most often Masters have referred to internet resources, articles in scientific journals, abstracts and articles in the proceedings of scientific and practical conferences, meetings, congresses, symposia and other scientific forums. The part of these three basic information sources totals 55,6±0,4% as compared to all sources used. Along with it, the prospective Masters have used 12147 (72,2±0,3%) of references in the Ukrainian language and 4678 (27,8±0,3%) in foreign languages. In its turn, among 4678 foreign language sources, those written in Cyrillic script (mostly Russian) amounted to 2540 (15,1±0,5%) and 2138 (12,7±0,5%) – in Latin (mostly English).

Table 2 presents the main indices of using information sources by Masters.

Table 2

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity of Master's theses defended</td>
<td>19</td>
<td>14</td>
<td>24</td>
<td>13</td>
<td>14</td>
<td>23</td>
<td>12</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Average quantity of information sources used</td>
<td>115,1</td>
<td>102,4</td>
<td>116,2</td>
<td>98,5</td>
<td>110,6</td>
<td>112,3</td>
<td>115,9</td>
<td>103,4</td>
<td>117,6</td>
</tr>
<tr>
<td>Share of sources in Ukrainian, %</td>
<td>90,4</td>
<td>73,9</td>
<td>76,7</td>
<td>80,4</td>
<td>75,9</td>
<td>87,5</td>
<td>71,6</td>
<td>80,3</td>
<td>70,6</td>
</tr>
<tr>
<td>Share of sources in foreign language, %</td>
<td>9,6</td>
<td>26,1</td>
<td>23,3</td>
<td>19,6</td>
<td>24,1</td>
<td>12,5</td>
<td>28,4</td>
<td>19,7</td>
<td>29,4</td>
</tr>
<tr>
<td>Share of foreign sources in Cyrillic script, %</td>
<td>5,6</td>
<td>15,9</td>
<td>11,0</td>
<td>9,5</td>
<td>9,8</td>
<td>5,3</td>
<td>8,2</td>
<td>6,4</td>
<td>5,8</td>
</tr>
<tr>
<td>Share of foreign sources in Latin, %</td>
<td>4,0</td>
<td>10,2</td>
<td>13,3</td>
<td>10,1</td>
<td>14,3</td>
<td>17,2</td>
<td>20,2</td>
<td>13,3</td>
<td>23,6</td>
</tr>
<tr>
<td>Share of electronic information sources, %</td>
<td>15,4</td>
<td>18,6</td>
<td>16,8</td>
<td>22,6</td>
<td>20,3</td>
<td>23,1</td>
<td>19,9</td>
<td>26,7</td>
<td>22,2</td>
</tr>
</tbody>
</table>

According to the data of table 2 it appears difficult to determine the regularity of using various research information sources by Masters of nursing.

The traditional illustration method, i.e. the graphic presentation of the dynamics of indices, also makes it impossible to see a distinct regularity or tendency (Fig.1).

When using the content-analysis of fractality of dynamics rows, one can determine the prevailing tendency (trend), carry out the extrapolation; and applying Hurst index calculation one can assess the probability of using research information sources by Masters of nursing prognosticated for 2019, 2020 and 2021. Table 3 presents the distribution of Master's works according to the average quantity of information sources used depending on the year of defence.

According to table 3 data we have constructed a graph related to the dynamics of the average quantity of the information sources used in Master's theses depending on the defence year (Fig.2).
Fig. 1. The dynamics of using various research information sources by Masters of nursing

Table 3

The distribution of the quantity of the information sources used in Master's theses depending on the defence year

<table>
<thead>
<tr>
<th>Defence year</th>
<th>Quantity of theses defended</th>
<th>Part M±m, %</th>
<th>Average quantity of the information sources used depending on the defence year, M±m</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolute quantity of master's theses defended</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>19</td>
<td>12,7±3,0</td>
<td>115,1</td>
</tr>
<tr>
<td>2011</td>
<td>14</td>
<td>9,3±2,6</td>
<td>102,4</td>
</tr>
<tr>
<td>2012</td>
<td>24</td>
<td>16,0±3,3</td>
<td>116,2</td>
</tr>
<tr>
<td>2013</td>
<td>13</td>
<td>8,7±2,5</td>
<td>98,5</td>
</tr>
<tr>
<td>2014</td>
<td>14</td>
<td>9,3±2,6</td>
<td>110,6</td>
</tr>
<tr>
<td>2015</td>
<td>23</td>
<td>15,3±3,2</td>
<td>112,3</td>
</tr>
<tr>
<td>2016</td>
<td>12</td>
<td>8,0±2,4</td>
<td>115,9</td>
</tr>
<tr>
<td>2017</td>
<td>16</td>
<td>10,7±2,9</td>
<td>103,4</td>
</tr>
<tr>
<td>2018</td>
<td>15</td>
<td>10,0±2,8</td>
<td>117,6</td>
</tr>
</tbody>
</table>

With the aim of determining the prevailing tendency we have used the technique of equalizing the rows of the dynamics according to the least square method. Table 4 presents the initial data for using the above technique. We have completed Table 4 with the initial data according to the algorithm presented below.

The course of calculations (algorithm) for completing table 4:

1. Year 2014 is assumed as the median.
2. The constant value \( A_0 \) is determined according to formula 1:
\[
A_0 = \frac{\sum y}{n} = \frac{991,8}{9} = 110,2 \quad \text{(Formula 1)}
\]
3. The sum of values is determined in XY column. The values of columns X and Y are multiplied together and summarized. The sum \( \Sigma_{xy} = 26,2 \)
4. The values in column X are raised to the square, thus obtaining the values of the data in column \( X^2 \). When summarizing the values in column \( X^2 \), we obtain the sum: \( \Sigma X^2 = 60 \).
5. We are calculating the second constant value \( A_1 \) according to the formula 2:
\[
A_1 = \frac{\sum_{xy}}{\sum X^2} = \frac{26,2}{60} = 0,44 \quad \text{(Formula 2)}
\]

**Table 4**

The initial data for trending with the average quantity of the information sources used in Master’s theses with the interval of 9 years and the prediction for 3 consecutive years

<table>
<thead>
<tr>
<th>Years</th>
<th>Average value of the number of pages, Y</th>
<th>Conditional time, X</th>
<th>XY</th>
<th>( X^2 )</th>
<th>Equalized data, ( Y_x )</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>115,1</td>
<td>-4</td>
<td>-460,4</td>
<td>16</td>
<td>108,4</td>
</tr>
<tr>
<td>2011</td>
<td>102,4</td>
<td>-3</td>
<td>-307,2</td>
<td>9</td>
<td>108,9</td>
</tr>
<tr>
<td>2012</td>
<td>116,2</td>
<td>-2</td>
<td>-232,4</td>
<td>4</td>
<td>109,3</td>
</tr>
<tr>
<td>2013</td>
<td>98,5</td>
<td>-1</td>
<td>-98,5</td>
<td>1</td>
<td>109,8</td>
</tr>
<tr>
<td>2014</td>
<td>110,6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>110,2</td>
</tr>
<tr>
<td>2015</td>
<td>112,3</td>
<td>1</td>
<td>112,3</td>
<td>1</td>
<td>110,6</td>
</tr>
<tr>
<td>2016</td>
<td>115,9</td>
<td>2</td>
<td>231,8</td>
<td>4</td>
<td>111,1</td>
</tr>
<tr>
<td>2017</td>
<td>103,4</td>
<td>3</td>
<td>310,2</td>
<td>9</td>
<td>111,5</td>
</tr>
<tr>
<td>2018</td>
<td>117,6</td>
<td>4</td>
<td>470,4</td>
<td>16</td>
<td>112,0</td>
</tr>
<tr>
<td>( n = 9 )</td>
<td>( \Sigma_y = 991,8 )</td>
<td>( \Sigma_{xy} = 26,2 )</td>
<td>( \Sigma X^2 = 60 )</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. We are calculating the equalized data of the dynamics row according to Formula 3:

\[ Y_x = A_o + A_{1x} \]  (Formula 3):

\[
Y_1 = 110,2 + (0,44) \cdot (-4) = 108,4
\]
\[
Y_2 = 110,2 + (0,44) \cdot (-3) = 108,9
\]
\[
Y_3 = 110,2 + (0,44) \cdot (-2) = 109,3
\]
\[
Y_4 = 110,2 + (0,44) \cdot (-1) = 109,8
\]
\[
Y_5 = 110,2 + (0,44) \cdot 0 = 110,2
\]
\[
Y_6 = 110,2 + (0,44) \cdot 1 = 110,6
\]
\[
Y_7 = 110,2 + (0,44) \cdot 2 = 111,1
\]
\[
Y_8 = 110,2 + (0,44) \cdot 3 = 111,5
\]
\[
Y_9 = 110,2 + (0,44) \cdot 4 = 112,0
\]

On this stage we have got 9 values for constructing the equalized row of the dynamics, i.e. of the trend. The consecutive 3 values will be obtained by means of extrapolating the trend for the subsequent years: 2019, 2020 and 2021.

\[
Y_{10} = 110,2 + (0,44) \cdot 5 = 112,4
\]
\[
Y_{11} = 110,2 + (0,44) \cdot 6 = 112,8
\]
\[
Y_{12} = 110,2 + (0,44) \cdot 7 = 113,3
\]

Using the values of Table 4 we are constructing two graphs: the empirical and the equalized one (trend-oriented, prognosticating), Fig. 3.

In figure 3 one can precisely observe the prevailing tendency (trend) towards increasing the average quantity of the information sources in Master’s theses. With respect to a certain likelihood ratio we can prognosticate that the mean value of the quantity of the information sources in Master’s theses to be defended in 2019, 2020, 2021 will amount, in average, to 112.4, 112.8, 113.3 information sources per master’s thesis respectively.

To prove the prognostication probability we will use the Hurst index calculation.

Hurst index is a measure of persistency, i.e. the process tendency to trends as distinct from the chaotic movement. Hurst index is the degree index in formula 4.

\[
\frac{R}{\sigma} = \left(\frac{N}{2}\right)^H
\]  (Formula 4)

where: H – Hurst index; R – variation range (interval), in our case the range of variation of the quantity of the information sources amounts to 19.1; \(\sigma\) – mean square deviation (sigma), in our case sigma amounts to 7.0; N – number of years taken as a basis when equalizing the row of the dynamics; in our case – 9 years.

*Fig. 3. Actual and equalized dynamics of the average quantity of the information sources within 9 years*
Having solved the equation, we obtain the value of Hurst index which equals 0.670.

\[
\frac{\sqrt{N}}{\sigma} = \left( \frac{19.1}{7.0} \right) = 2.73
\]

Therefore, \( H = \log_{4.5} 2.73 = 0.670 \)

The value of Hurst index which equals \( \frac{1}{2} \) proves marginal. All values which are less than \( \frac{1}{2} \) testify to the low prognostication probability. Hurst index which is approaching to zero testifies to the absence of the prevailing tendency (trend), and the quantities analyzed take on random values. The values of \( H \) which are bigger than \( \frac{1}{2} \) are focused on a certain direction of the dynamics of the process in the past and have a high probability of extending the dynamics in the same direction in future. The larger the value of Hurst index exceeding \( \frac{1}{2} \) is, the higher the prognosticating probability.

The technique of equalizing the dynamics graphs makes it possible to use other time intervals as well. Table 5 presents the value of Hurst index and prognosticated values of the quantity of the information sources used depending on the duration of the interval (3, 5, 7 and 9 years), according to which the equalizing of the dynamics rows and the calculations of the prognostication probability were made. Among the four intervals analyzed the value of Hurst index for the 3-year-long interval proves most probable. Consequently, in 2019, 2020 and 2021 the average quantity of the information sources per Master's thesis will amount to 113.6, 114.3, and 114.9 respectively.

<table>
<thead>
<tr>
<th>Name of index</th>
<th>Intervals according to which the equalizing of the rows of the dynamics were made, years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hurst index</td>
<td>1,490 1,026 0,800 0,670</td>
</tr>
<tr>
<td>Prognosticated values of the average quantity of the information sources used</td>
<td>113.6 113.5 113.4 112.4</td>
</tr>
<tr>
<td></td>
<td>114.3 114.0 114.1 112.8</td>
</tr>
<tr>
<td></td>
<td>114.9 114.5 114.7 113.3</td>
</tr>
</tbody>
</table>

Similar calculations were made for other indices concerning using the information sources by Masters of nursing: part of the sources were in foreign languages, part of the sources – in electronic information media, etc.

One can observe a pronounced tendency towards the rapid increase in the part of the information sources in foreign languages used by Masters of nursing. Among the information sources used in English there exists a more pronounced tendency towards the increase in the specific weight (part) of English references. Instead, the part of references written in the Cyrillic script (Russian) is decreasing. One can also observe a regular tendency towards the increase in the use of publications in paper media and the increase of the part of electronic media by masters of nursing.

These are the most characteristic regularities of forming the infosphere of nursing as a research specialty by young researchers of Zhytomyr medical institute.

**Conclusions and research perspectives.**

1. By large, working at the Master's theses 150 Masters of nursing referred to 16825 different information sources which at average amounts to 112.1±1.8 sources per Master's thesis. Most cited
were internet-resources, papers in research journals, as well as abstracts and articles in the proceedings of scientific and practical conferences, congresses, meetings, symposia, and other scientific forums. In total, the part of these three information sources amounts to 55.6±0.4% of all sources cited. Besides, future Masters used 12147 (72.2±0.3%) research sources in Ukrainian and 4678 (27.8±0.3%) – in foreign languages. In its turn, among 4678 foreign sources, 2540 (15.1±0.5%) were written in Cyrillic script (mostly in the Russian language) and 2138 (12.7±0.5%) – in Roman letters (mostly in English).

2. The use of the information sources referred to by students of the Master's course, when writing Master's theses, the technique of the content-analysis have made it possible to determine a series of tendencies in forming the infosphere of the research speciality of "Nursing".

3. It has been established that the calculated Hurst index values testify to a high level of structuredness of Master's theses, as well as to the availability of certain regularities of using the information sources by Masters of nursing as opposed to chaos and the absence of prevailing tendencies.

4. In particular, there exists a regular tendency towards the decrease in the use of paper media as information sources by Masters of nursing, as well as the corresponding increase in the part of electronic information sources.

5. One can also observe the tendency towards increasing the part of information sources in foreign languages used by Masters of nursing. Among the information sources used in foreign languages the part of references in English is increasing rapidly, whereas the part of Russian references used is decreasing.

The study does not highlight all aspects of forming the infosphere of nursing as a research speciality. The further aspect for studying relates to the analysis of the quantity and quality of intellectual property objects created by the Masters that enables to formulate scientometric criteria for assessing the significance of scientific research of the Masters, thus revealing their ability not only to create the objects of intellectual property, but also to present these objects to the international scientific community by means of scientometric web-network, to promote them on the market of intellectual property.

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THE USE OF SMART-COMPLEXES IN TRAINING OF FUTURE TOURIST INDUSTRY SPECIALISTS

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The article analyzes the impact of information technology on the development of education. It is noted that the issues of informatization and digitalization of education are one of the key in the state policy of Ukraine. The main aspects of the transformation of educational services are emphasized, it is noted that education based on SMART-technologies is a global trend in the organization of the educational process. The existence of existing problems in the formation of a modern information and educational environment, the creation of electronic learning tools, the development of SMART-complexes. It is noted that these issues are especially relevant for Vocational Education.

The experience of development and use of SMART-complexes in the training of future specialists in the tourism industry is described. The compliance of the developed SMART-complex with the Standard of Vocational Education 4221.N.79.00-2017 in the profession “Agent for the organization of tourism” was traced. The structure of the SMART-complex is described in detail, the characteristic features of separate modules are allocated and described: “Information data processing in the tourist branch”, “Organization of tourist activity”, “Organization of transport transportation”. It is indicated that these modules, in addition to the block of theoretical material, contain blocks of laboratory (practical) work, blocks of test tasks, glossaries, presentations. The expediency of using the developed SMART-complex during the organization of the educational process by distance learning and in blended learning is proved. The effectiveness of the use of this complex in the educational process of Vinnytsia High Vocational School of Public Service is determined, namely: data on the growth of high and sufficient level of knowledge of students in vocational and theoretical training, emphasis on high percentage of information, emphasis is placed on the dynamics of motivating students to learn, the development of cognitive interest.

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ВИКОРИСТАННЯ SMART-КОМПЛЕКСІВ У ПІДГОТОВЦІ МАЙБУТНІХ
ФАХІВЦІВ ТУРИСТИЧНОЇ ГАЛУЗІ
В. В. Ягупов, С. В. Масліч, Т. П. Щипська

У статті проаналізовано вплив інформаційних технологій на розвиток освіти. Зазначено,
що питання інформатизації та цифровізації освіти є одними з ключових в державній
політиці України. Наголошено на основних аспектах трансформації освітніх послуг,
зауважено, що освіта на основі SMART-технологій є світovим трендом організації освітнього
процесу. З'ясовано наявність існуючих проблем щодо формування сучасного інформаційно-
освітнього середовища, створення електронних засобів навчання, розробки SMART-
комплексів. Зауважено, що дані питання є особливо актуальними для закладів професійної
(професійно-технічної) освіти.

Описано досвід розробки й використання SMART-комплексів при підготовці майбутніх
фахівців туристики. Простежено відповідність розробленого SMART-комплексу
стандарту професійної (професійно-технічної) освіти СП(ПТ)О 4221.Н.79.00-2017 з професії
"Агент з організації туризму". Детально охарактеризовано структуру SMART-комплексу,
виділено й описано характерні особливості окремих модулів: "Інформаційна обробка даних в
туристичній галузі", "Організація туристичної діяльності", "Організація транспортних
перевезень". Вказано, що зазначені модулі, окрім блоку теоретичного матеріалу, вміщують
блоки лабораторних (практичних) робіт, блоки тестових завдань, глосарії, презентації.
Доведено доцільність використання розробленого SMART-комплексу під час організації
освітнього процесу за дистанційною формою та при змішаному навчанні. Визначено
ефективність використання даного комплексу в освітньому процесі ДПТНЗ "Вінницьке вище
професійне училище сфери послуг", а саме: наведене дані щодо зростання високого та
dостатнього рівня знань учнів з предметів професійно-теоретичної та професійно-
практичної підготовки, акцентовано увагу на високому відсотку засвоєння інформації,
наголошено на динаміці мотивації учнів до навчання, розвитку пізнавального інтересу.

Ключові слова: професійна освіта, заклад професійної (професійно-технічної) освіти,
агент з організації туризму, SMART-комплекс, цифрові технології, якість освіти.

Introduction of the issue. Modern society is characterized by a significant impact of information technology on all spheres of life. To date, there is virtually no industry that is not affected by the process of informatization, digitalization or, as it is now called – digitalization. Education is no exception. The introduction of information and communication and digital technologies in the educational process has become a trend of recent decades – this is noted in a number of legal documents, namely: Laws of Ukraine "On Education" (2017), "On the National Informatization Program" (1998), "On Information" (1992), the National Doctrine of Education Development (2002), the National Strategy for Education Development. Сучасне суспільство характеризується значним
впливом інформаційних технологій на всі сфери життя. На сьогоднішній день
практично немає жодної галузі, якої б не	торкнувся процес інформатизації,
цифровізації або, як нині прийнято
називати, – діджиталізації. Не є
винятком і освіта. Впровадження
інформаційно-комунікаційних та
цифрових технологій в освітній процес
стала тенденцією останніх десятиріч, –
про це наголошується у низці
нормативно-правових документів, а
саме: Законах України "Про
освіту" (2017), "Про Національну
програму інформатизації" (1998), "Про
інформацію" (1992), Національний
dоктрині розвитку освіти (2002),
Development in Ukraine until 2021 (2013), Strategies for the development of the information society in Ukraine (2013), etc. Obviously, this issue is still relevant, on the contrary, the process of digitization is becoming more dynamic. Recently, the concepts of "digital transformation", "digital economy", "digital agent", "digital space", "digital education", etc. have become widely used in Ukraine.

It is known that the quality of the educational process depends on many factors, among which the choice of forms and methods of organizing students' learning activities plays an important role. We have already emphasized that modern education, as well as society as a whole, is significantly affected by information technology. The Concept of Development of the Digital Economy and Society of Ukraine for 2018-2020 states that the use of digital technologies in educational institutions should be cross-platform. The document outlines the main advantages of using information and communication and digital technologies in the educational process: its intensification, improving the level and quality of perception, understanding and assimilation of knowledge [1]. At the same time, the Digital Agent of Ukraine project states the need to develop a sound national policy of "digitalization" of education as a priority component of education reform in general [2].

Reform in education is impossible without the transformation of educational technologies, the consistent transition from traditional to e-learning, the introduction of SMART-technologies. Education based on SMART-technologies is considered as a global trend in the organization of the educational process. For domestic pedagogical science, the concept of SMART-learning is quite new, and therefore requires the study and development of a mechanism for effective application.


Відомо, що якість освітнього процесу залежить від багатьох чинників, серед яких важливу роль відіграє вибір форм і методів організації навчальної діяльності учнів. Нами вже наголошувалося, що сучасна освіта, як і суспільство в цілому, зазнають значного впливу інформаційних технологій. В Концепції розвитку цифрової економіки та суспільства України на 2018-2020 роки зазначається, що використання цифрових технологій в освітніх закладах має носити багатоплатформний наскрізний характер. У документі окреслюються основні переваги використання інформаційно-комунікаційних та цифрових технологій в освітньому процесі: його інтенсифікація, підвищення рівня та якості сприйняття, розуміння й засвоєння знань [1]. Водночас в проекті Цифрової адженти України говориться про необхідність розробки ґрунтовної національної політики "цифровізації" освіти як пріоритетної компоненти реформи освіти в цілому [2].

Реформування в освіті неможливе без трансформації освітніх технологій, послідовного переходу від традиційного навчання до електронного навчання, впровадження SMART-технологій. Освіту на основі SMART-технологій розглядають як світовий тренд організації освітнього процесу. Для вітчизняної педагогічної науки концепція SMART-навчання достатньо нова, а тому потребує вивчення й розробки механізму ефективного застосування.

Аналіз останніх досліджень і публікацій. Впровадження
introduction of information technology in the educational process is the subject of research by many scientists. This is evidenced by the works of V. Bykov, O. Burov, A. Gurzhiy, M. Zhaldak, L. Kartashova, M. Kozyar, V. Kremen, V. Lapinsky, V. Lugovoy, O. Spirin and others. According to the analysis of scientific works, despite the fact that the informatization and digitalization of education in the country is given much attention, many issues in this aspect remain unresolved and need to be refined. Thus, V. Bykov, highlighting the problem of digital transformation of society and the development of computer technology platform of education and science of Ukraine, points to the need for modern information and educational environment, pedagogically sound design and use of computer-based teaching methods. The scientist emphasizes that the share of educational literature submitted in electronic form must grow steadily [3]. Despite the fact that the number of digital tools is constantly growing [4] and the possibility of their use is progressing [5], modern education requires the development of an integrated intellectual environment with free access to databases and knowledge, electronic libraries, textbooks (manuals), teaching aids, ie SMART-environment, which was especially evident during the quarantine period during the organization of the educational process by distance learning [6-9]. During this period, social networks and messengers (49% of all users), Google Classroom (47.2%), Zoom (38.6%), You Tube (35.2%) were actively used during training sessions [10]. However, surveys, analysis of web resources for distance learning and the results of pedagogical and research and teaching staff during quarantine do not reflect the trend of using electronic textbooks, manuals, SMART-complexes that would optimize the process of learning, indicating a low level of their implementation.

Issues of using educational literature інформаційних технологій в освітній процес є предметом наукових досліджень багатьох вчених. Про це свідчать праці В. Бикова, О. Бурова, А. Гуржія, М. Жалдака, Л. Карташової, М. Козяри, В. Кременя, В. Лапінського, В. Лугового, О. Спіріна та ін. Як показав аналіз наукових праць, незважаючи на те, що інформатизації та цифровізації освіти в державі приділяється велика увага, багато питань у цьому аспекті залишаються невирішеними і потребують дооцерування. Так, В. Биков, висвітлюючи проблему цифрової трансформації суспільства й розвитку комп’ютерно-технологічної платформи освіти і науки України, вказує на необхідність формування сучасного інформаційно-освітнього середовища, педагогічно виваженого проектування та використання комп’ютерно орієнтованих методичних систем навчання. Вчений наголошує, що питома вага навчальної літератури, поданої в електронній формі, має невпинно зростати [3]. Незважаючи на те, що кількість цифрових засобів невпинно зростає [4] й можливість їх використання прогресує [5], сучасна освіта потребує розвитку інтегрального інтелектуального середовища з вільним доступом до баз даних і знань, електронних бібліотек, підручників (посібників), навчально-методичних комплексів, тобто SMART-середовища, що особливо проявлялося у період карантину під час організації освітнього процесу за дистанційною формою навчання [6-9]. У цей період при проведенні навчальних занять активно використовувалися соціальні мережі та месенджери (49% від усіх користувачів), Google Classroom (47,2%), Zoom (38,6%), You Tube (35,2%) [10]. Проте здійснені опитування, аналіз веб-ресурсів з дистанційного навчання та підсумки роботи педагогічних й науково-педагогічних працівників у період карантину не відображають тенденції використання електронних підручників, посібників, SMART-комплексів, які б оптимізували процес засвоєння знань,
submitted in electronic form are also problematic for Vocational Education Institutions (VET). Thus, our analysis of the sites of the Ministry of Education and Science of Ukraine, the Institute for Modernization of the content of education, the portal of the content library of the Institute of Vocational Education of the National Academy of Pedagogical Sciences of Ukraine showed the following:

- first, the number of electronic textbooks and online resources with teaching materials for students of Vocational Education Institutions is insignificant and covers a small number of professions;
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These arguments show the existence of existing problems in creating an integrated environment of information and educational resources, including SMART-environment. The concept of development and use of such an environment is covered in the scientific work of O. Humenny, R. Gurevich, M. Kademia, V. Kobisa, A. Kononenko, N. Morse, V. Tikhomirov and others. However, the number of theoretical and practical developments in this area is quite small, so the issues of development and implementation of SMART-environment and its elements are urgent and do not lose their relevance.

**Aim of research** is to analyze the experience of development and use of SMART-complexes in the training of future specialists in the tourism industry.

**Results and discussion.** The main value of society and at the same time the resource of the production system is man. Human resources occupy a significant place in the dynamics of economic development of the state. It is well known that the level of the country’s economy largely depends on the qualifications of personnel working that indicates a low level of their introduction.

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in relevant industries. In turn, the qualifications of employees are closely related to the quality of educational services. Vocational education is an important part of the entire education system. The role of workers in the structure of human resources is indisputable. Recently, a campaign has been launched in Ukraine to promote Vocational Education. This is due to the existing imbalance in the number of graduates of higher and Vocational Education Institutions and the shortage of workers in the domestic labor market. Among the planned activities are the preparation of future skilled workers for the needs of regional labor markets, improving the quality of Vocational Education through the introduction of practice-oriented content of curricula and the introduction of innovative educational technologies.

If we talk about the compliance of professional training of workers to the needs of regional labor markets, it should be noted that significant demand among employers are specialists in the market of tourist services. Tourism is a promising sector of the domestic economy, as evidenced by data from the World Tourism Organization [11]. Among the professions in demand in the market of tourist services are agents for the organization of tourism, whose training takes place in Vocational Education Institutions. Undoubtedly, the development of the tourism industry, as well as other sectors of the economy, largely depends on the level of professional training of its specialists. The professional activity of future agents in the organization of tourism is associated with the processing of large amounts of information, work with Internet resources, the ability to work with reservation systems, reservations, document automation, hotel management. We can say that a specialist in the market of tourist services is a person of the information society with developed research skills and communication skills. Obviously, пов’язана з якістю надання освітніх послуг. Важливо ланкою усієї системи освіти є професійна освіта. Роль робітничих кадрів у структурі людських ресурсів безперечна. Останнім часом в Україні проводиться кампанія з популяризації професійної освіти. Це пов’язано з існуєм дисбалансом кількості випускників закладів вищої й професійної освіти та дефіцитом робітничих кадрів на вітчизняному ринку праці. Серед запланованих заходів – підготовка майбутніх кваліфікованих робітників до потреб регіональних ринків праці, підвищення якості професійної освіти шляхом впровадження практично орієнтованого змісту навчальних програм й запровадження інноваційних освітніх технологій.

Якщо говорити про відповідність професійної підготовки робітничих кадрів потребам регіональних ринків праці, слід зазначити, що значним попитом серед роботодавців користуються фахівці ринку туристичних послуг. Туризм є перспективним сектором вітчизняної економки, про що свідчать дані Всесвітньої туристичної організації [11]. Серед затребуваних професій на ринку туристичних послуг – агенти з організації туризму, підготовка яких відбувається у ЗП(ПТ)О. Безперечно, розвиток туристичної галузі, як і іншої галузі економіки, значною мірою залежить від рівня професійної підготовленості її фахівців. Професійна діяльність майбутніх агентів з організації туризму пов’язана з опрацюванням великих обсягів інформації, роботою з Інтернет-ресурсами, умінням працювати з системами бронювання, резервування, автоматизації, документообігу, управління готельними комплексами. Можемо стверджувати, що фахівці ринку туристичних послуг – це особистість інформаційного суспільства з розвиненими дослідницькими уміннями й комунікативними здібностями. Вочевидь традиційні методи навчання при підготовці таких фахівців будуть неефективними, а використання
traditional teaching methods in the training of such specialists will be ineffective, and the use of digital technologies in the educational process becomes a necessary condition for improving the quality of knowledge, enhancing cognitive activity and the formation of key competencies of students [12].

The fundamental technology of the modern educational process is e-learning with its evolutionary variant - SMART-learning. If e-learning involves the use of computers in the process of learning and developing skills [13-15], the main goal of SMART-learning is to create "an environment that provides a high level of competitive professionals through the development of students' knowledge and skills of modern society of the XXI century: cooperation and communication; social responsibility; ability to think critically; prompt and high-quality problem solving" [16: 38]. Note that these skills are soft skills, they are not related to a specific area of professional activity, but are important for interpersonal communication, teamwork and professional self-realization [17]. These factors reflect the specifics of the work of future agents for the organization of tourism.

Given the topic of our study, we consider it necessary to dwell on another concept related to SMART-learning, namely the concept of "SMART-complex" (or "SMART-complex of the discipline"). There is no single definition of this concept today. Among all the existing definitions we will use the following, SMART-complex is:

- "information-dynamic system of educational and methodological direction, which encourages the development of professional knowledge and activation of the educational process, has a positive effect on mental abilities and education of personal qualities" [18: 8];
- "complex information structured system of electronic educational resource of integrative information-

цифрових технологій в освітньому процесі стає необхідною умовою підвищення якості знань, активізації пізнавальної діяльності та формування ключових компетентностей учнів [12].

Фундаментальною технологією сучасного освітнього процесу є електронне навчання з його еволюційним різновидом – SMART-навчанням. Якщо електронне навчання (e-learning) передбачає використання комп'ютерів в процесі засвоєння знань і формування навичок [13-15], то головна мета SMART-навчання полягає у створенні "середовища, що забезпечує високий рівень конкурентоспроможних фахівців за рахунок розвитку в студентів знань і навичок сучасного суспільства XXI століття: співпраці і комунікації; соціальної відповідальності; здатності критично мислити; оперативного і якісного вирішення проблем" [16: 38]. Зауважимо, що передлічені навички є м'якими навичками (soft skills), вони не пов'язані з конкретною сферою професійної діяльності людини, проте важливі для міжособистісного спілкування, командної роботи й професійної самореалізації [17]. Саме ці фактори віддзеркалюють специфіку роботи майбутніх агентів організації туризму.

Зважаючи на тему нашого дослідження, вважаємо за необхідне зупинитися на цьому понятті, пов'язаному з SMART-навчанням, а саме понятті "SMART-комплекс" (або "SMART-комплекс навчальної дисципліни"). Єдиного визначення даного поняття на сьогоднішній день немає. Серед усіх існуючих дефініцій скористаємося наступними, SMART-комплекс – це:

- "інформаційно-динамічна система навчально-методичного спрямування, що спонукає до розвитку професійних знань і активізації навчального процесу, позитивно впливає на розумові здібності та виховання особистісних якостей" [18: 8];
- "комплексна інформаційна структурована система електронного освітнього ресурсу інтегративного
educational environment of educational and methodical purpose to ensure a continuous, complete didactic cycle of the learning process, built on flexible digital technologies to form an individual educational trajectory of the student" [19: 48];

− a new type of electronic textbook with features encoded in the abbreviation SMART [20].

The SMART-complex presented by us is an information-dynamic system that encourages the acquisition of training modules and the formation of professional competencies of students in accordance with the Standard of Vocational Education 4221.Н.79.00-2017 in the profession "Agent on the organization of tourism". Is an open educational resource with free access to individual modules of the curriculum, built on the use of flexible digital technologies.

Note that the standard of professional education for the training of future agents in the organization of tourism provides for the study of 2 modules: "Tourism Market Monitoring" and "Formation of a travel package for travel" and, as a result, the formation of graduates in this area:

− use of regulatory framework for regulating tourism activities;
− study of the tourist market;
− development of routes, calculations of the tourist enterprise;
− conducting an advertising campaign;
− formation of a tourist package.

Professional competencies of future tourism agents are closely related to general professional (mastering the basics of legal knowledge in professional activities, basics of industry economics and entrepreneurship, basics of information technology in professional activities, basics of business foreign language, etc.), as well as key we have emphasized above (efficiency in making the right decisions in emergency situations, ability to work in a team, etc.) [21].
SMART-complex has been tested and implemented in the educational process of Vinnytsia High Vocational School of Public Service. In general, Vinnytsia region has a strong tourist potential, and hence the need of the regional labor market for specialists in the hospitality industry. However, the number of educational institutions that train these specialists is limited. At the same time, the institutions where such training takes place feel the urgent need for electronic resources in the subjects of professional and theoretical training. It should be noted that the need for electronic teaching aids for Vocational Education Institutions has increased due to the need to introduce distance learning and blended learning technologies (quarantine restrictions, martial law). The use of this SMART-complex enabled high-quality presentation of educational material in special disciplines and industrial training, its visualization, as well as obtaining a comprehensive assessment of the assimilation of material by students. The positive results of the approbation are confirmed by the positive feedback of employers - heads of leading travel agencies in Vinnytsia.

The structure of the SMART-complex includes training modules in the main disciplines of professional-theoretical and professional-practical training in the following subjects:
- industrial training;
- organization of the tourism industry;
- tourist local lore;
- organization of transportation;
- information data processing in tourism;
- business foreign language.

At the same time, the content of the developed complex meets the following requirements:
- educational material is systematized;
- tables, figures, diagrams and graphs illustrate the textual material;
- thanks to the convenient

ключовими, на яких ми наголошували вище (оперативність у прийнятті правильних рішень у позаштатних ситуаціях, здатність працювати в команді тощо) [21].

SMART-комплекс апробований та впроваджений в освітній процес ДПТНЗ "Вінницьке професійне училище сфери послуг". Загалом Вінниччина має потужний туристичний потенціал, а отже, відповідно, й потребу регіонального ринку праці у фахівцях індустрії гостинності. Однак кількість освітніх закладів, що провадять підготовку вказаних фахівців, є обмеженою. Разом з тим, заклади, у яких відбувається така підготовка, відчувають гостру потребу в електронних ресурсах з предметів професійно-теоретичної підготовки. Варто зазначити, що потреба в електронних засобах навчання для закладів професійної (професійно-технічної) освіти загострилася у зв'язку з необхідністю впровадження в освітній процес технологій дистанційного та змішаного навчання (карантинні обмеження, введення воєнного стану).

Використання зазначеного SMART-комплексу вуможливило якісне представлення навчального матеріалу зі спеціальних дисциплін та виробничого навчання, його візуалізацію, а також отримання комплексної оцінки засвоєння матеріалу здобувачами освіти. Позитивні результати апробації підтверджуються схвальними відгуками роботодавців – керівниками провідних туристичних агентств міста Вінниці.

Будова SMART-комплексу включає навчальні модулі з основних дисциплін професійно-теоретичної та професійно-практичної підготовки з предметів:
- виробниче навчання;
- організація туристичній галузі;
- туристичне краєзнавство;
- організація транспортних перевезень;
- інформаційна обробка даних в туристичній діяльності;
- ділова іноземна мова.

Водночас зміст розробленого
navigation system, a quick search of all elements of educational material is permissible;
- possible independent work with theoretical material;
- there are different types of knowledge control: input, current, intermediate, output.

Consider the individual modules of the developed product.

We have already emphasized that future tourism agents must have the skills to process information and work with web resources. To this end, the SMART-complex created a module "Information data processing in the tourism industry", which presents training material on "Booking and reservation systems", "Management information systems", "Information technology in hotel management systems". This module is divided into theoretical and practical blocks, in addition, contains a block of control of knowledge, skills and abilities necessary for the development of independence and creative thinking.

The structure of the module is organized in such a way that its users have access to the relevant files with the curriculum and study program in the discipline "Information processing in the field of tourism". The material is divided into separate blocks for the study of software and online resources used in the market of travel services. These are international booking systems "Amadeus", "Galileo", "Saber", "Worldspan", programs and electronic resources of tour operators "Join UP!", "IT-tour", "TourSearch", hotel booking platforms "Booking", "Hotelmix", "Hotels" (Fig. 1).
Fig. 1. Scheme-content of the module "Information data processing in the tourism industry"

Topics are linked via hyperlinks. Access to relevant topics is through the content, which is presented in a hierarchical structure (Fig. 2).

When studying the material there are 2 possible options for working with SMART-
complex:
1) offline, ie without access to the Internet in this case, the SMART-complex must first be saved on the appropriate digital device: computer, laptop, smartphone, etc.;
2) online - with access via the Internet (when the SMART-complex is placed on the site or blog of the teacher or the distance education platform).

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Each topic of the SMART-complex contains theoretical material, equipped with tables, drawings, presentations, which should be used for both individual and joint viewing with students in the classroom.

In addition to the theoretical part, SMART-complex contains a block of laboratory workshops. Theoretical information has been developed for laboratory works, the course of work with

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Кожна тема SMART-комплексу вміщує теоретичний матеріал, оснащений таблицями, малюнками, презентаціями, які доцільно використовувати як для індивідуального, так і спільного перегляду з учнями в навчальній аудиторії.

Окрім теоретичної частини, SMART-комплекс містить блок лабораторного практикуму. До лабораторних робіт розроблено теоретичні відомості, наведено хід виконання роботи з відповідними
The corresponding tasks are given, control questions are offered for consolidation of the studied material (fig. 3).

**Fig. 3. Block of laboratory workshop**

Electronic tests have been developed on all topics, with the help of which it is possible to control and check the quality of mastering the material. Each test involves an electronic assessment. The test system is convenient to use both individually for each student and collectively for the entire audience.

**Module "Organization of tourist activity"**

The next module of the developed SMART-complex is the module "Organization of tourist activity". The content of this module covers the development of lessons on relevant topics and test tasks.

For example, topic 1. "Tourism and prospects for its development in the world and in Ukraine" presents lesson plans: "History of tourism, content and basic concepts", "Types, goals and objectives of international tourism organizations", "Entrepreneurship and tourism" etc. (Fig. 4).

According to the content, students can view lesson materials, test themselves on test questions, do homework. Checking the degree of mastering the theoretical material is realized with the help of tests and tasks for self-solution.

**Module "Organization of transport transportation"**

The purpose of the subject "Organization of transportation" is based on 3 components:

1) determining the role of transport services in the tourism industry;
2) study of organizational and technological features of tourist travel by different modes of transport;
3) formation of skills in the development of transport tours for different modes of transport and different categories of tourists.

These goals are successfully implemented through a module on the organization of transportation, the structure of which is as follows:

1. Teachers and students are offered a curriculum and thematic lesson plan on the subject of "Organization of transportation".
2. "Theoretical materials" contain reference notes on the organization of transportation, designed for independent work of students, systematization and consolidation of knowledge in this subject. Theoretical material in the reference abstracts is presented in the form of diagrams, figures and tables, includes guidelines, a minimum lexicon, a list of recommended reading for each topic.

3) формування навичок розробки транспортних турів для різних видів транспорту та різних категорій туристів.

Fig. 4. Structure of the module "Organization of tourist activity"

These goals are successfully implemented through a module on the organization of transportation, the structure of which is as follows:

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2. "Theoretical materials" contain reference notes on the organization of transportation, designed for independent work of students, systematization and consolidation of knowledge in this subject. Theoretical material in the reference abstracts is presented in the form of diagrams, figures and tables, includes guidelines, a minimum lexicon, a list of recommended reading for each topic.
3. The section "Practical work" presents practical tasks in accordance with the proposed options and examples of their implementation.

4. The section "Tests" is used to test students' knowledge. The task is based on the levels of student achievement.

5. In the "Test Tasks" students are asked to electronically choose the correct answer.

6. "List of main issues" contains the main issues of the course "Organization of transportation".

7. The "Presentations" section contains multimedia materials on each topic, saved in the format .ppsx.

8. "Glossary" explains the main terms of tourist transportation (Fig. 5).

Fig. 5. Structure of the module on "Organization of transport transportation"

Conclusions and research perspectives. Our research suggests that the use of digital technologies in the educational process of Vocational Education Institutions leads to improved quality of training of future skilled workers. E-learning is becoming an inevitable need of today, and SMART-learning is an effective resource for blended and distance learning technology.

Conclusions and research perspectives. The introduction of SMART-complex in the profession of "Agent for the

Висновки з даного дослідження і перспективи подальших розвідок.

Наведені нами дослідження дають підставу стверджувати, що застосування цифрових технологій в освітньому процесі ЗП(П)О призводить до підвищення якості професійної підготовки майбутніх кваліфікованих робітничих кадрів. Електронне навчання стає неминучою потребою сьогодення, а SMART-навчання – ефективним ресурсом технології змішаного та дистанційного навчання.
organization of tourism” has a positive effect on the quality of learning material, motivates students to learn, promotes the development of the cognitive process.

The result of the implementation of this complex in the Vinnytsia High Vocational School of Public Service is:
- implementation of the degree system of education, introduction of completed meaningful modules of education at certain qualification levels, which allows to respond quickly to the needs of the labor market, adapt to the requirements of employers and solve problems of continuity and continuity of education;
- high level of training of skilled workers in this field (including a high and sufficient level of knowledge of students in the subjects of professional and theoretical training for 2020-2021 academic year is 71.4%);
- high percentage of information assimilation (according to the results of monitoring the memorization of material when using SMART-complex, compared to traditional teaching methods, increased from 64% to 89%).

In further research we consider it appropriate to pay attention to the development of SMART-learning platform for Vocational Education Institutions.

Впровадження SMART-комплексу з професії "Агент з організації туризму" позитивно впливає на якість засвоєння навчального матеріалу, мотивує учнів до навчання, сприяє розвитку пізнавального процесу.

Результатом впровадження даного комплексу у ДПТНЗ "Вінницьке вище професійне училище сфери послуг" є:
- реалізація ступеневої системи навчання, запровадження завершених змістовних модулів освіти за окремими кваліфікаційними рівнями, що дозволяє оперативно реагувати на потреби ринку праці, адаптуватися до вимог роботодавців та вирішувати завдання наступності і неперервності навчання;
- високий рівень підготовки кваліфікованих робітників даного профілю (зокрема високий та достатній рівень знань учнів з предметів професійно-теоретичної підготовки за 2020-2021 н.р. складає 71,4%);
- високий відсоток засвоєння інформації (за результатами проведеного моніторингу запам'ятовування матеріалу при використанні SMART-комплексу, у порівнянні із традиційними методами навчання, збільшилося з 64% до 89%).

У подальших наукових пошуках вважаємо за доцільне приділити увагу питанням розробки платформи SMART-навчання для закладів професійної (професійно-технічної) освіти.

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