

Міністерство освіти і науки України  
Житомирський державний університет імені Івана Франка

# ВІСНИК

ЖИТОМИРСЬКОГО  
ДЕРЖАВНОГО  
УНІВЕРСИТЕТУ  
ІМЕНІ ІВАНА ФРАНКА

**ПЕДАГОГІЧНІ НАУКИ**

**Випуск 1 (96)**

Науковий журнал,  
заснований у серпні 1998 року

Вид-во ЖДУ ім. І. Франка  
Житомир  
2019

*Видається за рішенням вченої ради Житомирського державного університету імені Івана Франка  
(протокол № 3 від 29.03.2019 року).*

**РЕДАКЦІЙНА КОЛЕГІЯ:**

Головний редактор: доктор біологічних наук, професор **Галина Киричук**  
Відповідальний редактор: доктор педагогічних наук, професор **Наталія Сейко**  
Відповідальний редактор: доктор педагогічних наук, професор **Світлана Лобода**  
Відповідальний редактор англomовної версії: доктор філософії у галузі історії (Ірландія) **Джіана Хегарті**  
Відповідальний секретар: **Наталія Бірук**

**Міжнародна редакційна колегія:**

**Барбара Адамчик**, доктор гуманістичних наук у галузі педагогіки, ад'юнкт (Республіка Польща);  
**Пшемислав Зюлковський**, доктор гуманістичних наук у галузі педагогіки, ад'юнкт (Республіка Польща);  
**Тадеуш Левовицький**, доктор габілітований, професор (Республіка Польща);  
**Стефан Мешальський**, доктор габілітований, професор (Республіка Польща).

**Редакційна рада:**

**Олена Антонова**, доктор педагогічних наук, професор;  
**Рустам Ахметов**, доктор наук з фізичного виховання та спорту, професор;  
**Тетяна Вакалюк**, кандидат педагогічних наук, доцент;  
**Григорій Васянович**, доктор педагогічних наук, професор;  
**Світлана Вітвицька**, доктор педагогічних наук, професор;  
**Олександр Вознюк**, доктор педагогічних наук, доцент;  
**Григорій Грибан**, доктор педагогічних наук, професор;  
**Олександра Дубасенюк**, доктор педагогічних наук, професор;  
**Лариса Журавльова**, доктор психологічних наук, професор;  
**Іван Коновальчук**, доктор педагогічних наук, доцент;  
**Тамара Кутек**, доктор наук з фізичного виховання та спорту, професор;  
**Оксана Кучерук**, доктор педагогічних наук, професор;  
**Ольга Плахотнік**, доктор педагогічних наук, професор;  
**Наталія Сейко**, доктор педагогічних наук, професор;  
**Нінель Сидорчук**, доктор педагогічних наук, доцент.

Свідоцтво Міністерства юстиції України про державну реєстрацію друкованого засобу масової інформації  
КВ № 23684-13524 ПР від 27.12.2018 р.

*Наукове періодичне видання*

Вісник Житомирського державного університету імені Івана Франка : науковий журнал. Педагогічні науки / [гол. ред. Г. С. Киричук, відп. ред. Н. А. Сейко]. – Житомир : Вид-во Житомирського держ. ун-ту імені І. Франка, 2019. – Вип. 1 (96). – 89 с.

**ВІСНИК ЖИТОМИРСЬКОГО ДЕРЖАВНОГО УНІВЕРСИТЕТУ ІМЕНІ ІВАНА ФРАНКА  
ПЕДАГОГІЧНІ НАУКИ**

Журнал "Вісник Житомирського державного університету імені Івана Франка" внесено до переліку наукових фахових видань України, в яких можуть публікуватися результати дисертаційних робіт на здобуття наукових ступенів доктора і кандидата наук з педагогіки – наказ МОН України № 1328 від 21 грудня 2015 р.

**Журнал індексується в таких наукометричних базах:  
Index Copernicus, Google Scholar, Ulrich's Periodicals Directory та CiteFactor**

Сайт видання: <http://pedagogy.visnyk.zu.edu.ua>

Макетування: Вакалюк Т.А.  
Коректор: Примаєв О.В.

*В усіх статтях збережено орфографію та пунктуацію авторів.*

Підписано до друку 29.05.2019 р. Формат 60x90/8. Папір офсетний. Гарнітура Times New Roman.  
Друк різнографічний. Ум. друк. арк. 11.1 Обл.-вид. арк 8.1. Тираж 300. Замовлення 18.

Видавництво Житомирського державного університету імені Івана Франка

Свідоцтво суб'єкта видавничої справи: серія ЖТ №10 від 07.12.04 р.

електронна пошта (E-mail): [zu@zu.edu.ua](mailto:zu@zu.edu.ua)

Україна, 10008, м. Житомир, вул. В. Бердичівська, 40. тел. (0412)431195, 431417

ISSN (Print): 2663-6387  
ISSN (Online): 2664-0155

© Житомирський державний університет імені Івана Франка, 2019

Ministry of Education and Science of Ukraine  
Zhytomyr Ivan Franko State University

ZHYTOMYR  
IVAN FRANKO  
STATE UNIVERSITY  
JOURNAL

**PEDAGOGICAL SCIENCES**

**Volume 1 (96)**

Scientific journal,  
founded in August 1998

Zhytomyr Ivan Franko State University Press  
Zhytomyr  
2019

*Approved for publication by the Academic Council of Zhytomyr Ivan Franko State University  
(protocol № 3 dated from 29.03.2019).*

**Editorial Board:**  
Editor: Doctor of Sciences (Biology), Professor **Galyna Kyrychuk**  
Executive Editor: Doctor of Sciences (Pedagogy), Professor **Nataliia Seiko**  
Executive Editor: Doctor of Sciences (Pedagogy), Professor **Svitlana Loboda**  
Executive Editor  
of English-language edition: PhD in History (Ireland), **Gianna Hegarty**  
Executive Secretary: **Nataliia Biruk**

**International Editorial Board:**

**Barbara Adamczyk**, PhD of Humanistic Sciences in the Field of Pedagogy, Assistant Professor (Republic of Poland);  
**Przemysław Ziółkowski**, PhD of Humanistic Sciences in the Field of Pedagogy, Assistant Professor (Republic of Poland);  
**Tadeusz Lewowicki**, PhD with "Habilitation" (Pedagogy), Professor (Republic of Poland);  
**Stefan Myeshalski**, PhD with "Habilitation" (Pedagogy), Professor (Republic of Poland).

**Editorial Council:**

**Olena Antonova**, Doctor of Sciences (Pedagogy), Professor;  
**Rustam Akhmetov**, Doctor of Science of Physical Education and Sport, Professor;  
**Tetiana Vakaliuk**, Candidate of Pedagogic Sciences, Associate Professor;  
**Hryhorii Vasianovych**, Doctor of Sciences (Pedagogy), Professor;  
**Svitlana Vitvytska**, Doctor of Sciences (Pedagogy), Professor;  
**Oleksandr Vozniuk**, Doctor of Sciences (Pedagogy), Associate Professor;  
**Hryhorii Hryban**, Doctor of Sciences (Pedagogy), Professor;  
**Oleksandra Dubaseniuk**, Doctor of Sciences (Pedagogy), Professor;  
**Larysa Zhuravlova**, Doctor of Psychological Sciences, Professor;  
**Ivan Konovalchuk**, Doctor of Sciences (Pedagogy), Associate Professor;  
**Tamara Kutek**, Doctor of Science of Physical Education and Sport, Professor;  
**Oksana Kucheruk**, Doctor of Sciences (Pedagogy), Professor;  
**Olga Plakhotnik**, Doctor of Sciences (Pedagogy), Professor;  
**Nataliia Seiko**, Doctor of Sciences (Pedagogy), Professor;  
**Ninel Sydorчук**, Doctor of Sciences (Pedagogy), Associate Professor.

**Certificate of the Ministry of Justice (Ukraine) on the State Registration of Print Media  
KB № 23684-13524 IIP from 27.12.2018**

*Scientific Periodical*

Zhytomyr Ivan Franko State University Journal : scientific journal. Pedagogical Sciences / [editor G. Kyrychuk, executive editor N. Seiko]. – Zhytomyr : Zhytomyr Ivan Franko State University Press, 2019. – Vol. 1 (96). – 89 s.

**ZHYTOMYR IVAN FRANKO STATE UNIVERSITY JOURNAL  
PEDAGOGICAL SCIENCES**

"Zhytomyr Ivan Franko State University Journal" is included in the list of scientific professional publications of Ukraine, which can publish the results of the thesis for a Doctoral and Candidate Degree in Pedagogy – Resolution of Ministry of Education and Science of Ukraine № 1328 from December 21, 2015.

**The journal is indexed in Index Copernicus, Google Scholar, Ulrich's Periodals Directory and CiteFactor**

Website: <http://pedagogy.visnyk.zu.edu.ua>

Modelling: Vakaliuk T. A.  
Proofreader: Prymak O. V.

*Authors' spelling and punctuation are preserved in the articles.*

Signed for printing 29.05.2019 p. Size 60x90/8. Offset Paper. Font Times New Roman.  
Risograph printing. Conventional printed sheets 11.1. Printed sheets 8.1. Number of copies 300. Order 18.

Zhytomyr Ivan Franko State University Press  
Licence of the Subject of Publishing: Series ZhT № 10 from 07.12.04.  
(E-mail): [zu@zu.edu.ua](mailto:zu@zu.edu.ua)

Ukraine, 10008, Zhytomyr, Velyka Berdychivska Str., 40. tel. (0412)431195, 431417

ISSN (Print): 2663-6387  
ISSN (Online): 2664-0155

© Zhytomyr Ivan Franko State University, 2019

# EARLY CHILDHOOD EDUCATION

UDC 371.011 (07)a

DOI 10.35433/pedagogy.1(96).2019.5-10

**O. O. Maksymova,**

PhD in Pedagogical Sciences, Associate Professor  
(Zhytomyr Ivan Franko State University)

[helen.maks23@ukr.net](mailto:helen.maks23@ukr.net)

ORCID: 0000-0003-1590-4339

## DIAGNOSIS OF THE INTERPERSONAL TOLERANCE MANIFESTATION OF SENIOR PRESCHOOL CHILDREN

*The article analyses the research methodology of levels of interpersonal tolerance manifestation among senior preschool children according to proposed criteria. Based on the structure of the tolerant personality of the senior preschool child, which consists of cognitive, emotional, motivational, evaluative, and behavioral components, the following criteria for diagnosing interpersonal tolerance of children has been singled out. These consist of the completeness of knowledge about society and about oneself, positive emotional intentions, social motives, acceptance of a human being as the supreme value, impartial assessment of actions and personality traits, tolerant behavior, and social competence. Each criterion is measured by the indicators presented in the article. Based on the existing academic literature, the following methods and techniques for diagnosing the peculiarities and levels of interpersonal tolerance formation of six year old children are analysed: conversation, observation, K. Taylor's game test "Tale", the projective technique "Cactus", icons, drawing, the methodology "Diagnosis of socio-psychological settings of the personality in the motivational sphere" by O. F. Potemkin, the test "Drabinka", and the express diagnostics of values by T. Pirozhenko, S. Ladyvir.*

*The experimental work carried out made it possible to draw conclusions about the major problems and shortcomings that take place in the structure of the tolerant personality of the senior preschool child. Furthermore, these conclusions point towards the direction of further work that is needed to increase the level of interpersonal tolerance formation. In particular, this applies to the knowledge of peoples and nations living in other countries, including their peculiarities and traditions. Additional work is also required in the sensory sphere, the ability to respond to the condition of another person, and detachment from one's own selfish position. Therefore, it will be appropriate to focus on the development of the child's decentralization and self-assessment. The obtained results lend support to simulating the content-technological support that will increase the level of interpersonal tolerance of children.*

**Key words:** *interpersonal tolerance, diagnostic criteria, indicators of manifestation, methods, diagnostic methods.*

**Introduction.** Moral education is an acute problem in our society. In the post-Soviet era, much attention has been focused on material well-being, and, unfortunately, the spiritual side of education is suffering. Values have shifted, and the importance of universal human ideals was gradually replaced by the present-day focus on material ones. Contemporarily, we note a lack of understanding and sympathy among young people, including an absence of the desire to help. Instead, people understand and accept only their own point of view. Therefore, in order to preserve peace and harmony among peoples, it is necessary to increase the focus on ethical education and, in particular, on tolerance as one of its components.

The analysis of research articles and publications on the topic. Different aspects of this problem have been studied by scientists. In particular, the topic's historical perspective has been investigated by I. Vishensky, F.-M. Volter, K.-A. Helvetius, V. Lipinsky, J. Lock, J. Mill, S.-L. de Montesquieu, and T. Mor. Taking into account the values present, tolerance was studied by A. Asmolov, I. Bekh, E. Golovakh, E. Zielenov, I. Zyazyun, G. Soldatov, and L. Khoruzha. Methodological aspects of tolerance upbringing were revealed by I. Brodov, A. Golenkov, N. Stasiuk, O. Shcherbak. Presently, only a few studies have been conducted on the topic of tolerance formation among preschool children (T. Ponimanska, T. Pirozhenko, S. Ladyvir, L. Solovyov).

© Maksymova O. O., 2019

Despite the considerable scientific interest regarding how to successfully utilize education in the formation of a tolerant personality, the majority of research is still focused on schoolchildren. In the case of preschoolers, diagnosis of the tolerant – intolerant position of the child is still unclear.

The purpose of the article is to highlight methodical principles of diagnosing levels of interpersonal tolerance formation among senior preschool-aged children according to the identified criteria.

**Results.** Interpersonal tolerance can be defined as the ability to respect, understand, recognize and accept another person. This includes respecting another person's position on social, political, religious, etc. views, paying special attitude to the rich diversity of cultures in our world, forms of human expression and ways of individual manifestation. Cognitive, emotional, motivational, evaluative, and behavioral components are highlighted in the structure of the tolerant personality [3]. On the basis of the components selected, the following criteria and indicators of the levels of interpersonal tolerance formation among older preschoolers are identified (see Table 1).

*Table 1*

**Criteria and Indicators of Levels of Interpersonal Tolerance Formation among Older Preschoolers**

Components	Criteria	Indicators
Cognitive	Knowledge about the society and oneself	Knowledge about oneself, moral norms, identification
Motivational	Positive emotional attitude, social motives	Orientation in feelings and emotions, positive emotional attitude, expression of emotions, emotional liability, joy of communication, interest, empathy, altruism, need for communication, wish to help others
Evaluative	Acceptance of a human-being as the highest value, impartial evaluation of actions and personality traits	Valuable attitude towards people, impartial evaluation of oneself and others, decentering, justice
Behavioral	Tolerant behavior, social competence	Ability to listen, communicate and act without conflicts, perform moral actions willingly

In order to diagnose children's knowledge of themselves, people and society, individual interviews were organised. The children were asked the following questions: Who are you? What kind of person are you? What do you think is a family? What are the responsibilities of the father, mother, brother and / or sister? What are your responsibilities? What feelings do you have for your mom, dad, brother and / or sister? What are your family's traditions? How do you relax? What relatives do you have? What country do you live in? Who is a Ukrainian? Do you know people of other nationalities, who are from other countries? What are their names? How are you similar to them? How are you different from them? Would you like to have a chat or make friends with a child from another country?

To establish the orientation of children in the emotional sphere we used a specialized game test by K. Taylor called "Tale". Included within "Tale" is the game "I feel" which was adjusted for the needs of the study. The game was conducted individually. The child was first asked to

draw a large circle. Within the circle, the child was asked to put icons that resemble feelings known to the child. The child formulated the feeling in their own words, but was helped when needed. This included trying to extend the range of the child's feelings with the help of direct questions (What did you feel when you took your favorite toy? What did you feel when your friend fell and hit his leg?).

Next, quarrels between children, or between children and adults, were added. These included the following: the desire to possess the same object, misunderstandings in the game, anger resulting from tattling, failure to fulfill a promise to parents, the child's image of the mother who refused to buy something, accusations of a younger brother and / or sister, etc. Circles were drawn according to the number of participants in the conflict, with the names in each. Real stories were often used, particularly stories that the children themselves described. Finally, the child spoke about his experiences associated with the participants in this conflict using the feelings he knew. Present within the experiment were both quantitative and qualitative analyses. Therefore, the main objective was not to fill all circles, but to listen to the child and to discuss his feelings and reasons for experiencing them. Furthermore, it was important to discuss what the feelings were connected to and what results they would have in the future.

The exercise "Feeling" was also carried out, the content of which aims to indicate the degree of a child's orientation in different feelings, including how these feelings arise, what these feelings are, what these feelings can tell us, and how diverse these feelings are. A preschooler was given the task of drawing a face that reflects a certain feeling. Variations in the drawings were different, but in the majority of cases it was either a schematic face (pictogram), or a picture of a girl or boy. Then the child was asked the following questions: "Why is this face joyful / evil / sad / terrified / frightened / surprised? What do you think about this person? Why? Draw a speech bubble and predict what this person would say."

As the emotional state of the preschool child affects his attitude towards adults and other children, informing his interactions with them, considerable attention has been devoted to the study of this indicator. The formation of a positive perception of the world, as well as of the people in it, is an important component that indicates the presence of positive emotions, which further determine the degree of tolerance to another person. Peculiarities of the child's emotional sphere were defined based on several indicators. *Emotional background* can be defined as an established emotional state, either positive or negative, that shows the degree of emotional well being of the child. *Expressiveness of emotions* helps to establish how rich and diverse the emotional world of the child is. This includes whether he can express emotions and whether those emotions are monotonous and inconspicuous, as well as whether the situation corresponds to the appearance of certain emotions. Lastly, *emotional liability* corresponds to the excessive mobility of emotions experienced by children, manifesting in quick and easy mood changes.

The main method for determining a child's emotional state was observation. The most common emotions experienced by children were joy (in situations of successful performance of the assignment, approval of an adult, meeting with a friend, during a game, etc.), surprise (appearance of someone or something unusual in an unusual situation), fear (when a toy breaks, quarrels, fights, prohibition), anger (when a close person did not respond to a request, an unjust punishment, when others take things that belong to a child), and sadness (when mother leaves him alone in the kindergarten).

When conducting observations, attention was paid to the ways in which the child established contact with other children, including whether he needed some help from adults or avoided contact with all together. The child's reaction to encouragement or condemnation was noted: adequate, positive, indifferent, negative or aggression.

After observing the children in differing situations, conclusions were drawn concerning their overall emotional states, which were identified as stable, variable, normal, elevated or decreased, euphoric, depressive or contrasting. Additionally, the technique "Cactus" was also used to determine the emotional state of the children.

In order to diagnose the motivational sphere of the preschool child, the modified methodology "Diagnosis of socio-psychological settings of the person in a motivational area", developed by O. F. Potemkin, was used. A scale aimed at identifying the position of "altruism-egoism" was of great interest to the study. The children were interviewed and asked one questions at a time to which they had to answer either "yes" or "no". If the child experienced difficulty answering the question or did not understand the question, further life examples were provided to the child in hopes of clarify the meaning of the question.

The test called "Drabinka" helped to diagnose self-esteem and the level of a child's decentralization. When assessing the child's answers, attention was drawn to the difficulties that were encountered, the reluctance to answer questions about certain individuals and the uncertainty in the responses.

The value sphere of the child was studied with the help of the express diagnosis compiled by T. Pirozhenko and S. Ladyvir, as well as on the basis of the methods for studying values by M. Rokich, M. Seligman, and K. Petersen. Scientists selected 17 basic value orientations that were further divided into two groups: values-benefits (values that correspond to the material and spiritual needs of the child) and values-regulations (values that cover moral, ethical, legal, aesthetic norms and ideals, traditions, customs). They displayed the following spheres of existence: "I", "Other people", "World of nature, technology, art". Values-benefits include happiness, family, money, health, friendship, the beauty of nature, the beauty of technology, the beauty of art, and creativity. Life and feelings of another person, autonomy, curiosity, purposefulness, courage, perseverance, and confidence belong to the group of values-regulations.

According to the contents of values, children were offered black and white pictures (ensuring that color had no emotional influence over the child) that depicted various values and were close to children's experience. First, the child's ability to characterize and explain values, as well as correlate them with the pictures, was checked. Generally, children selected the most important images, being allowed to select 8 picture-values. The sequence of selection was used to determine the content of the leading values of the senior preschool child.

Analyzing the children's responses in the first part of the experiment, the conclusion was reached that children oriented better with specific concepts rather than with abstract ones and that this is a natural response for their age. For example, knowledge, understanding, and explanation of such categories as the family (called family members, grandparents, grandfathers), money (thing you use to buy products, things, entertainment), and health (absence of pain) did not cause any difficulty for them. Furthermore, it was quite simple for them to analyze the concept of "happiness" which included having fun, getting what you want, being given a new toy, receiving praise, etc. It was much harder for them to interpret and derive meaning from relevant pictures of values-features of character (curiosity, confidence, purposefulness, persistence).

The main goal in the second part of the experiment was to rank values. It should be noted that a direct connection between the understanding of a certain value and its choice was observed. This means that children did not choose categories that they could not explain. Many children put family in the first place. It is believed that this is due to the age dependency on parents and their attachment to the family. Additionally, a significant number of children chose happiness. As the children associated happiness with their favorite activities (playing or painting), the attitude to themselves (when you are loved and praised), and getting



what they want (when parents buy a new toy), the reason for this choice becomes clear. As the choice of the value "money" was among the four most popular, it can be stated that the children were aware of its significance in obtaining necessary or desired things (food, clothing, entertainment, toys, travel, etc.). The fourth most chosen value was health and the least number of choices were for "beauty of art" and "beauty of technology".

The manifestations of social competence and the frequency of cases of tolerant behavior were determined by the methods of programmable observation during games, the implementation of common tasks and various moments of life. In order to structure observation records, the method of "polar profiles" was used. The children's behavior and actions were assessed with the help of pairs of antonyms: conflict-free in communication and activities 3 2 1 0 1 2 3 gets into conflicts; is able to listen 3210123 does not hear the other child; provides assistance 3210123 shows indifference, accepts help 3210123 denies assistance, moral 3210123 immoral.

A separate record was kept for each child, and during the week of observation the features of her behavior with peers and elders were recorded. A survey of educators was also conducted, which took into account their assessment of pupils' behavioral manifestations regarding the investigated aspect.

**Conclusions.** Having conducted diagnostic work among senior preschool children, areas of work were identified that would increase the level of interpersonal tolerance formation. In particular, knowledge about society, as a rule, did not go beyond the child's own experience. It was also determined that it is difficult to assimilate information about different countries and peoples. This area requires additional work in the sensory field, especially focused on the ability to see and respond to the emotional states of another person. As the senior preschool period is a turning point in terms of leaving the egocentric position and learning to perceive the other as a self-sufficient personality, it is appropriate to give much attention to the development of a child's decentralization and self-assessment.

#### REFERENCES (TRANSLATED & TRANSLITERATED)

1. Fedorova, M.A. (2016) Obgruntuvannia strukturnykh kharakterystyk moralnykh tsinnosti ditei starshoho doshkilnoho viku [Structural characteristics of senior preschoolers' moral values]. *Nauka i osvita – Science and Education*, 9, 88–92 [in Ukrainian].
2. Ladyvir, S., Dolynna, O., Kotyrlo, V., Kulachkivska, S., Tyshchenko S. et al. (2010) *Vykhovannia humannykh pochuttiv u ditei [Bringing up human feelings to children]*. Ternopil: Mandrivets [in Ukrainian].
3. Maksymova, O.O. (2017) Zmistova struktura tolerantnosti ditei starshoho doshkilnoho viku [Content structure of tolerance of children of senior preschool age]. *Naukovi zapysky Vinnytskoho derzhavnoho pedahohichnoho universytetu imeni Mykhaila Kotsiubynskoho – Scientific Papers of the Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University*, 52, 37–41. Vinnytsia: TOV "Nilan LTD" [in Ukrainian].

Received: December 20, 2018

Accepted: March 14, 2019

#### *Діагностика прояву міжособистісної толерантності у старших дошкільників.*

*Стаття розкриває методику дослідження рівнів прояву міжособистісної толерантності старшими дошкільниками згідно запропонованих критеріїв. З опорою на структуру толерантної особистості старшого дошкільника, яка містить когнітивний, емоційно-мотиваційний, оцінно-ціннісний, поведінковий компоненти, виокремлено наступні критерії діагностики міжособистісної толерантності у дітей: повнота знань про суспільство, про себе; позитивна емоційна налаштованість; просоціальні мотиви; прийняття людини як найвищої цінності, об'єктивна оцінка вчинків, якостей особистості; толерантна поведінка, соціальна компетентність. Кожен критерій вимірюється представленими у статті показниками. На підставі опрацьованої літератури пропонуються такі методи і методики, що дають можливість продіагностувати особливості та рівні вихованості міжособистісної*

толерантності у дітей 6-го року життя: бесіда, спостереження, ігровий тест К. Тейлора "Казка", проєктивна методика "Кактус", малювання піктограм, методика "Діагностика соціально-психологічних установок особистості в мотиваційно-потребній сфері", (О. Ф. Потьомкіна), тест "Драбинка".  
експрес діагностика цінностей за Т. Піроженко, С. Ладивір.

Проведена експериментальна робота дозволила зробити висновки про найбільші проблеми і недоопрацювання, які мають місце в структурі толерантної особистості старшого дошкільника, і вказала на напрями роботи, яким треба приділити більше уваги для підвищення рівня сформованості міжособистісної толерантності у дітей. Зокрема, це стосується знань про народи і нації, які проживають в інших країнах, їх особливості і традиції. Також потребує додаткової роботи почуттєва сфера, уміння реагувати на стан іншої людини, відмежовуючись від власної егоїстичної позиції. Тому доречною буде і посилення уваги на розвиток децентрації та самооцінки дитини. Отримані результати дають підстави змодельовати змістово-технологічне забезпечення, яке сприятиме підвищенню рівня міжособистісної толерантності дітей.

**Ключові слова:** міжособистісна толерантність, критерії діагностики, показники прояву, методи, методика діагностики.

UDC 37.034

DOI 10.35433/pedagogy.1(96).2019.11-16

M. A. Fedorova,

PhD in Pedagogical Sciences, Associate Professor  
(Zhytomyr Ivan Franko State University)

astashkina@meta.ua

ORCID: 0000-0001-9859-5556

## DIAGNOSIS OF THE EMOTIONAL COMPONENT OF THE MORAL VALUE FORMATION OF SENIOR PRESCHOOL CHILDREN

*The article deals with the results of the diagnosis of the emotional component of the moral value formation of senior preschool-aged children. The formation of the emotional sphere of the senior preschool child within the context of the formation of moral values was assessed by the following indicators: awareness of the emotional states of others, personality orientation, development of social motives of behavior in the situation of choice, and the ability to express empathy. For the purpose of diagnosis, the following research was utilized: "Studying the understanding of the emotional states of people depicted in the picture" (G. Uruntaeva, Yu. Afonkina), "Studying children's awareness of moral norms" (G. Uruntaeva, Yu. Afonkina), "Let's do it together" (R. Kalinin), "Mosaic", "Motives in the situation of choice", and "The nature of empathic reactions and behavior of children" (A. Shchetinina). The analysis of the aforementioned methods allowed us to determine the general level of the emotional component of the moral value formation of senior preschool children. A zero level was demonstrated by 25.4 % of preschoolers, 36.6 % of children achieved an elementary level, 22.9 % of children achieved a satisfactory level, and 15.1 % of preschoolers achieved a high level of emotional and motivational components formation. The results of the diagnosis proved that the majority of preschoolers are aware of the basic emotions of other people, but they are not able to explain the reasons for this yet. In the majority of cases, empathy manifestation appears with the help of adults and social motives are not formed; during interpersonal interaction orientation "on oneself" predominates. This situation proves the necessity of purposeful work with preschoolers in order to develop their emotional and motivational spheres.*

**Key words:** moral values, a child of the senior preschool age, diagnosis of emotional and motivational components formation, the level of the emotional component formation.

**Introduction.** Basic preschool education components in Ukraine highlight the need to form a child's social and communicative competences, the contents of which include the formation of the basic elements of moral values of the individual: awareness and implementation of the basic social and moral norms during interaction with others, positive attitudes towards people, the ability to empathize, a willingness to help others, and the ability to find adequate ways of communicating with others in different life situations.

An analysis of research articles and publications on the topic. The issue of moral value development was studied in the disciplines of psychology and pedagogy by I. Bekh, B. Bratussem, L. Vygotsky, O. Zaporozhts, A. Kiriakova, D. Leontiev, T. Pirozhenko, M. Rokich, O. Smirnova, and others. However, the peculiarities of moral value formation in preschool age children, including the psychological mechanisms of this process, pedagogical conditions, and methods of moral value upbringing are not covered in contemporary scientific literature.

**The purpose of the article.** The purpose of the article is to diagnose the levels of the emotional component of moral value formation in senior preschool children.

The study was conducted at preschool educational institutions in Zhytomyr (№ 46, № 66, № 68 and educational complex № 11) and Andriivka, Chernyakhiv district, Zhytomyr region (preschool educational institution "Kraplynka"). The study involved 126 children of senior preschool age.

**Results.** We understand the moral values of older preschoolers as weakly conscious, unstable semantic entities. They are based on the emotional and valuable relation to another person, as well as the need to unite with others and to generalize ideas and knowledge about relationships based on the principles of justice, humanity, responsibility, and human dignity. These are developed and manifested through adaptive behavior that is oriented on norms

provided by adults. The content structure of the moral values of senior preschool-aged children contains cognitive, emotional and activity components [1].

The development of emotional and sensory spheres is fundamental for the moral values development. In general, emotions are the central mental function at the preschool age.

The formation of the emotional sphere of senior preschool children was evaluated according to the following indicators: awareness of the emotional states of others, orientation of the individual, development of social motives of behavior in the situation of choice, and ability to empathize.

Indicator: awareness of the emotional states of others was determined through utilization of the methods expounded within the research entitled "Study of the understanding of the emotional states of people depicted in the picture" (G. Uruntayev, Yu. Afonkina) and the third stage of the methodology as stated in "Studying the awareness of children by moral norms" (G. Uruntayev, Yu. Afonkina) [5].

The third stage of the methodology stated in "Studying the awareness of children by moral norms" allows us to determine how children are aware of emotional states, the desires of peers in the situation of interaction and whether they are ready to act in accordance with wishes of peers against their own interests. Preschoolers read a poem by N. Blaginina "Gift", in which it was told that a girl gave her friend her favorite toy – a frog, because she liked it. After the reading, the children were asked to answer the question: "What toy was the girl's favourite? Was it hard for her to give the toy frog to her friend? Why did she give the toy to her friend? Was she right or wrong? What would you do if a friend liked your favourite toy? Why?".

33,3 % of preschoolers demonstrated a zero level of awareness of the emotional states of others. This manifested itself in the fact that children partially understood the emotional states of their peers, but were not ready to let that supersede their own interests. We also included preschoolers who could not answer these questions to this group. They said the following: "The girl shared a toy, although she was sorry; I do not know if I would share, I also want to play", "I do not know what the girl felt, but she did the right thing, but I do not know why".

34.6 % of preschoolers demonstrated an elementary level of awareness of the emotional states of others. This was manifested in the fact that preschoolers were aware of the emotional states of their peers, tried to explain the causes of these conditions, assessed the actions correctly, but often from the standpoint of their own benefit. Selflessness was not observed yet: "The girl is not sad to share the toy frog, because she is a good girl, it's the right thing to do, but I do not know why", "the girl shared her toy with a friend, because she was asked to, that's right, I would also share, and would like to get a toy from a friend in return".

Furthermore, a sufficient level was demonstrated by 19,2 % of children and a high level was shown by 12,9 % (their answers were more detailed and reasoned). Preschoolers were aware of the emotional states of their peers, named their possible causes, assessed the actions correctly, and realized that helping another person required some effort. This resulted in a rejection of their own desires: "The girl was sorry to give the toy frog, but she shared, because a friend asked; that's right, I would also give my friends my favorite toy to play too".

To identify levels of awareness of the emotional states of others, the methods stated in the "Study of understanding the emotional states of people depicted in the picture" were also utilized. Children were shown photos and drawings of people in a certain emotional state and asked to name the emotion. It should be noted that only pictures or photos depicting basic emotions (sadness, grief, fear, anger, joy, happiness, surprise) were shown.

21,9 % of preschoolers achieved a zero level of understanding of the emotional states of people. Children were inaccurate or named emotions incorrectly in half of the cases. Some did not provide an answer at all. These children needed help from the teacher in determining the emotional state. The most common mistakes were the following: calmness was confused with sadness and surprise with fright. Instead of naming fear or anger, the child stated that the boy

(girl) felt bad. The child could not give reasons for their choices; only in some cases was the child able to explain a situation that provoked such emotions.

The majority of preschoolers (51,2 %) demonstrated an elementary level of understanding of the emotional states of people. Children could name emotional states, but were often inaccurate. In addition, children commonly referred to situations or possible causes of the emotional states that were evaluated. For example: "The boy is good, he is cheerful and well and feels fine"; "The boy is frightened, he feels bad because he is afraid of something".

A sufficient level was demonstrated by 26,9 % of preschoolers. They named the emotions of the person depicted in the picture precisely and independently. They often recollected situations that caused similar emotional states in them. In most cases, they could point out facial features that helped them to identify certain emotions. For example: "The boy laughs, his eyes sparkle and his mouth is open"; "The girl is sad, she feels bad, someone seems to have offended her, she has a wrinkled face, she wants to cry". Students demonstrating a high level of understanding of emotional states of people were not identified. We did not see children who named all basic emotions, as well as identifying the correlating facial expressions and postures, independently and correctly.

Indicator: personality orientation was determined using the methodological practices included in "Let's do it together" (R. Kalinina).

27,5 % of preschool children demonstrated negative personality orientation (a zero level). These children did not demonstrate orientation on a partner, but instead focused on satisfying their own interests at the expense of others. Thus, when playing together, they often did not want to share toys (they said "I will not give this to others", "my toy"), would pick up their partners' toys and things, would not seek to establish interaction, and would express constant dissatisfaction with the actions of their peers ("What are you doing?", "I wanted to do it this way"). An elementary level was demonstrated by 39,2 % of preschoolers. During interactions, they showed signs of both positive and negative personality orientation. Depending on the situation, they would either share toys or take them away from friends. Sometimes they played together for a short time, spoke kindly with their peers, and sometimes they argued. In the majority of cases, they demonstrated positive attitude towards peers. 19,6 % of preschoolers (a sufficient level) demonstrated positive orientation towards their peers. Negative attitude was less common. 13,7 % of children had strong positive attitude towards their peers and there was almost no negativity present. These preschoolers shared toys, tried to establish interaction, used the pronouns "we" and "us", paid attention to the actions of their partner and evaluated them positively, giving advice and trying to fulfill their wishes.

Similar results were obtained when the methodology contained in the research "Mosaic" was utilised. This allowed for us to measure the level of emotional involvement of the child in the activity of peers, which further indicates the orientation of the individual.

Indicator: development of social motivations in the situation of choice. The methodology presented in "Motives of Behavior in the Situation of Choice" was utilized in order to allow us to reveal the level of social motives formation. Children were offered to make cardboard cubes and give them to the children in the nursery (in some groups children made three-dimensional figures). 27,6 % of preschool children agreed to give presents to children right after the teacher's offer (a high level). Another 18,4 % of children agreed to give their crafts away only after the teacher said that children in the nursery were very small and they could not do it themselves (a sufficient level). 13,2 % of preschoolers agreed to give their toys to children after they had played with them for some time and the teacher reminded them once again a few hours later (an elementary level). A significant number of preschool children (40,8 %) took their crafts home and refused to share them with others (a zero level).

Indicator: ability to express empathy. According to the results of the methodological study, "Nature of Empathic Reactions and Behaviors in Children" (A. Shchetynina), 11,8 % of

preschoolers showed a zero level of empathy. These children tended to have episodic interest in the emotional behavior of their peers, but their reactions were more focused on themselves. So, when another child was upset, they did not want to calm that child down and would only use phrases like "I do not cry", "I was also hurt, but I did not cry". Empathy was present only at the request of an adult. This was done independently, in order to receive the praise of an adult; the child even informed the teacher that he had helped his friend. 47,1 % of preschoolers demonstrated an elementary level of empathy. Children in this group did not only observe the emotional behavior of their peers, but sometimes "got infected" by their condition and tried to adequately respond to it. For example, the child would share sweets, toys, and hug or stroke their upset peer so that he would calm down a bit. However, this reaction was not frequent. Consequently, the empathic manifestations of preschoolers of zero and elementary levels were still fully dependent on the support and presence of adults.

23,5 % of children demonstrated a sufficient level of empathy, and 17,6 % of preschool children a high level of empathy. These children reacted to the emotional behavior of peers, "got infected" by it, and responded adequately to the feelings of peers. If peers were upset – they independently, without the reminder of an adult, tried to calm them down (gave candies or toys). When their friends were in good mood, they were happy for them. When amongst preschoolers who showed zero and elementary levels of empathy, these higher level children reacted by comparing their own actions to those of their lower level peers in similar situations ("I also did not want to, but I cleaned the room", "I was also hurt, but I did not cry"). They also tried to speak about their moral actions with an adult in order to receive praise. Compared to lower levels, preschoolers are much less likely to encounter situations in which they passively watch a child experiencing a certain emotional state or do not know how to act in such situations.

The analysis of the methods conducted allowed us to determine the general level of the emotional component of moral value formation of the senior preschool-aged children.

A zero level of the emotional component of moral value formation was demonstrated by 25,4 % of preschoolers. They showed episodic interest in peers' emotional behavior, but they did not understand and, accordingly, did not take into account their interests and needs. As a result, choices were in their favor. Empathy was sometimes shown verbally. For example, they would state, "when I was hurt, I did not weep". Empathy in action was revealed at the request of an adult, who would also advise on what actions to take to calm or help a friend. In order to receive the praise of an adult, empathy was revealed independently. Preschoolers showed a negative orientation towards peer partners; they fulfilled their wishes at the expense of others. They revealed indifferent or inadequate emotional attitudes to their peers, and their replies about peer activity were neutral or negative ("I did better", "You can not do it", "and this is not how it should be done"). Social motives of behavior were not developed.

36,6 % of preschool children demonstrated an elementary level of the emotional component of moral value formation. Children of this group paid attention to the emotional state of their peers, becoming "infected" by their condition and trying to respond adequately to it. However, these reactions were still rare. In most situations, the actions of preschoolers were aimed at satisfying their own interests, which was due to the lack of understanding of their peers' feelings. If children understood a situation, or had experienced it before, they were capable of expressing empathy. Signs of both positive and negative orientation to another person were roughly identical in their behavior. Their comments were either neutral or negative. Emotional attitudes towards peers can be adequate, inadequate and indifferent. Social motives were manifested with the great support of the adult.

A sufficient level of the emotional component of moral value formation was demonstrated by 22,9 % of children. Preschoolers often responded adequately to feelings and emotional states of their peers and were capable of making the first step when it came to showing

empathy. These children also often experienced empathy, which they expressed verbally, guided by their own experience in similar situations. There were also actions of empathy or help exhibited in order to receive an adult's praise. Preschoolers often tried to tell adults about their moral actions in order to receive praise, which points towards the instability of empathic manifestations. In situations of choice, they demonstrated the ability of humanistic empathy, although they did not understand the emotional states of people clearly. Fewer situations were encountered when they were simply watching their peers indifferently, because they did not know how to act in situations, or did not understand their feelings. They demonstrated a mainly positive orientation towards peers, and negative manifestations were rare. As a rule, positive comments prevailed over the negative ("let me help", "now you will do it right"). Neutral comments were less common, negative comments almost unheard of. Furthermore, these preschoolers demonstrated an adequate emotional attitude to their peers: they were happy for them, wanting to help and be supportive. Inadequate and indifferent emotional reactions were absent and social motives were usually elicited through the minor assistance of an adult.

A high level of the emotional component of moral value formation was demonstrated by 15,1 % of preschool children. Preschoolers understood most of the main emotional states of people at an adequate level and, without the help of an adult, responded adequately to them. They could calm down and comfort others when necessary. Verbal expression of empathy was less frequent. The child did not take actions in order to receive the praise of an adult.

Preschoolers had a steady, positive attitude towards their peers and negative manifestations were almost absent. The child was interested in peers' activities, was able to leave everything aside and help their friend when needed. Their comments were always positive and emotional attitude to their peers was adequate. Social motives of behavior were completely formed.

**Conclusions and perspectives for further research.** The experiment conducted confirmed that the majority of older preschool children (62 %) have zero and elementary levels of the emotional and motivational components of moral values formation. This is manifested in a lack of emotional understanding of others, indifferent or negative attitudes towards them, and, consequently, the underdevelopment of social motives of behavior. Perspectives for further research are the diagnosis of the levels of the cognitive and activity components of moral values formation and the determination of the general level of moral values formation of the senior preschool-aged children.

#### REFERENCES (TRANSLATED & TRANSLITERATED)

1. Fedorova, M.A. (2016) Obgruntuvannia strukturykh kharakterystyk moralnykh tsinnosti ditei starshogo doshkilnogo viku [Structural characteristics of senior preschoolers' moral values]. *Nauka i osvita – Science and Education*, 9, 88–92 [in Ukrainian].
2. Maksymova, O.O. (2017). Zmistova struktura tolerantnosti ditei starshogo doshkilnogo viku [Content structure of tolerance of children of senior preschool age]. *Naukovi zapysky Vinnytskoho derzhavnoho pedahohichnoho universytetu imeni Mykhaila Kotsiubynskoho – Scientific Papers of the Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University*, 52, 37–41. Vinnytsia: "TOV Nilan LTD" [in Ukrainian].
3. Melanie, N. (2018). Methods that teach: developing pedagogic research methods, developing pedagogy. *International Journal of Research & Method in Educatio*, 41, 398–41. DOI: 10.1080/1743727X.2018.1427057 [in English].
4. Ternopil'ska, V.I. (2016) Teoretychni zasady realizatsii tsinnisnogo pidkhodu u vykhovanni osobystosti [Theoretical principles of the value approach implementation in the education of an individual]. *Novi tekhnologii navchannia – New Learning Technologies*, 88, 118–122 [in Ukrainian].
5. Uruntaeva, G.A., Afonkina, Yu.A. (1995) *Praktikum po detskoj psikhologii [Workshop on child's psychology]*. Moskva: Prosveschenie: Vlados [in Russian].

Received: December 20, 2018

Accepted: February 26, 2019

**Діагностика сформованості емоційно-мотиваційного компоненту моральних цінностей у дітей старшого дошкільного віку.**

У статті розглядаються результати діагностики рівнів сформованості емоційно-мотиваційного компоненту моральних цінностей у дітей старшого дошкільного віку. Сформованість емоційної сфери старшого дошкільника в аспекті формування моральних цінностей оцінювалась за такими показниками: усвідомлення емоційних станів оточуючих; спрямованість особистості; розвиток суспільних мотивів поведінки у ситуації вибору; здатність до емпатії. З метою діагностики були використані наступні методики: "Вивчення розуміння емоційних станів людей, зображених на картинці" (Г. Урунтаєва, Ю. Афонькіна), "Вивчення усвідомленості дітьми моральних норм" (Г. Урунтаєва, Ю. Афонькіна), "Зробимо разом" (Р. Калініна), "Мозаїка", "Мотиви поведінки у ситуації вибору", "Характер емпатійних реакцій і поведінки у дітей" (А. Щетініна). Аналіз проведених методик дозволив визначити загальний рівень сформованості емоційно-мотиваційного компоненту моральних цінностей у дітей старшого дошкільного віку. Нульовий рівень продемонстрували 25,4 % дошкільників, елементарний рівень виявили 36,6 % дітей, достатній – 22,9 % дітей, високий рівень продемонстрували 15,1 % дошкільників.

Результати діагностики довели, що старші дошкільники у своїй більшості достатньо точно усвідомлюють базові емоції оточуючих, проте пояснити їх причини поки що не можуть. Емпатійні прояви у більшості виявляються за підтримки дорослого, суспільні мотиви поведінки поки що не сформовані, у міжособистісній взаємодії переважає спрямованість "на себе", а не "на іншого". Така ситуація доводить необхідність проведення цілеспрямованої роботи з дошкільниками з метою розвитку їх емоційно-мотиваційної сфери.

**Ключові слова:** моральні цінності, дитина старшого дошкільного віку, діагностика сформованості емоційно-мотиваційного компоненту, рівні сформованості емоційно-мотиваційного компоненту.



# TERTIARY EDUCATION

UDC 378.1

DOI 10.35433/pedagogy.1(96).2019.17-25

**O. A. Dubaseniuk,**

Doctor of Sciences (Pedagogy), Professor  
(Zhytomyr Ivan Franko State University)

dubasenyuk@ukr.net

ORCID: 0000-0002-9447-4527

**O. V. Vozniuk,**

Doctor of Sciences (Pedagogy), Professor  
(Zhytomyr Ivan Franko State University)

alexvoz@ukr.net

ORCID: 0000-0002-4458-2386

## COMPETENCY PRINCIPLES OF TEACHER'S PROFESSIONAL TRAINING AND DEVELOPMENT IN THE CONDITIONS OF EUROPEAN INTEGRATION

*The article deals with the problem of formation of a teacher's professional competence in the conditions of European integration, which is substantiated by leading European and state educational documents. The research is based on scientific concepts, philosophical, psychological and pedagogical ideas, specifically the ideas of the philosophy as for continuing education and methodological provisions that reflect the essence of professional competence. The achievements of European experience, being embodied in the competence models of professional and pedagogical education, are analyzed. The methods of the research are based on the theoretical and methodological procedure of analyzing the problem field from the general to the specific – from theoretical aspects of the problem to its solution on the level of pedagogical experiment that presupposes an array of specific research methods including the methods of mathematical statistics. The research presupposes the following stages: the conceptual and theoretical stage (the relevance of the problem is substantiated; the directions, the object, the subject, the purpose and the objectives of the scientific search are determined; the concept of the research is developed; the state of the studying problem in the pedagogical theory and practice is outlined; the leading scientific approaches to the problem's solution are systematized); analytical and search stage (the program of experimental work is developed; the essential characteristics of the teachers' and prospective teachers' professional competence are defined; an analysis of the content of professional pedagogical disciplines is made; the pedagogical conditions for the formation of professional competence in the prospective teachers in the process of studying professional and pedagogical disciplines are substantiated); experimental stage (the program of experimental work is implemented; the monitoring of professional competence of the prospective teachers, pedagogues is carried out; a pedagogical experiment to identify the effectiveness of the implementation of competency principles into professional-pedagogical education is conducted); the evaluation and generalization stage (the statistical-quantitative analysis is carried out and the results of experimental work are generalized; the conclusions are formulated and the recommendations are developed). The results of the research contribute to the prospective specialists' personal and professional growth.*

**Key words:** *competence, professional competence, European integration, professional-pedagogical education, pedagogical experiment.*

**Introduction.** In the context of educational changes and the situation of balanced European educational choice in Ukraine, scientists are faced with the problems of studying the competency principles of teachers' professional training, as well as developing a complex of teachers' competences based on major European educational documents. This documents include the World Declaration on Higher Education for the Twenty-First Century (1998), the Lisbon Recognition Convention (the Convention on the Recognition of Qualifications concerning Higher Education in the European Region) (1997), the Sorbonne (1998) and Bologna (1999) Declaration on harmonization of the architecture of the European higher education system, and the UNESCO Guidelines on Intercultural Education (2006).

At the country level, in Ukraine this educational trend is implemented in the Laws of Ukraine "On Education" (2017), "On Higher Education" (2017), in the Concept of Pedagogical Education Development (2016), the Concept of Implementation of State Policy in the Reform of General Secondary Education "New Ukrainian School" for the period up to 2029 (2016), and the professional standards, normative documents etc.

The essence of contemporary educational changes lies in the development and introduction of new content of education, aimed at forming and developing the competencies of the 21st century, as well as in the comprehensive development of the personality, the aspiration for self-improvement and learning throughout life.

In this context, new requirements for the role of modern educator, the level of their professional competence and the quality of professional training on the basis of the concept of continuous education and competent approach, are outlined. New requirements determine the search for innovative models of the continuous development of teachers' professional competencies.

The current aspects of specialists' professional development are substantiated by A. Aleksyuk, S. Goncharenko, I. Zyazyun, N. Nychkalko, M. Fitsula, L. Khomych et al. The basis of this research is the development of theoretical aspects of implementing a competence-based approach in education (I. Zimnaya, E. Zeeer, S. Klepko, V. Kremen, V. Lugovy, O. Ovcharuk, A. Pometun, A. Khutorsky et al). Significant contribution to understanding the concept of teachers' professional competence and its formation in the sphere of higher education is made by O. Antonova, V. Kalinin, V. Kovalchuk, S. Lisova, A. Markova, L. Onyshchuk, O. Savchenko N. Sidorchuk, Yu. Tatur, S. Vitvitskaya et al. The problem of specialists' professional competence development within the paradigm of continuous education are considered by such scholars as L. Lukyanova, O. Anishchenko, L. Sigayeva, O. Ogienko, V. Maslov, Ye. Pavlyutenkov, V. Sayuk, T. Sorochan, O. Chubaruk et al.

Particular attention is deserved by scientists originating from foreign countries devoted to the competence approach in the pedagogical branch, in particular in the field of teacher professional training (M. Byram, M. Cameron-Jones, G. Harvard, P. Hodgkinson, T. Hyland, S. Greenspan, K. Jager, M. Meyer, A. Moore, G. Hargraves, C. Velde et al) [3; 4].

The need for professional competence development in prospective teachers in the process of studying professional and pedagogical disciplines results from the presence of various *contradictions*. These contradictions exist between the requirements for the competences of the prospective teachers at the stage of Ukraine's integration into the European educational space, and the quality of teacher's professional training in higher education institutions; between the personality needs of prospective teachers/pedagogues for improving their professional competence and the limited possibilities of the traditional system of professional-pedagogical training.

The purpose and main tasks of the research lie in: 1) theoretical substantiating and experimental verification of the competence basis of prospective teachers' professional training and their development; 2) analyzing contemporary approaches to the solution of the mentioned problem in the conditions of European integration; 3) projecting the content and structure of teachers' professional competence.

**The methods** of the research are based on the theoretical and methodological procedure of analyzing the problem field from the general to the specific – from theoretical aspects of the problem to its solution on the level of pedagogical experiment that presupposes an array of specific research methods including the methods of mathematical statistics.

**Results.** The research is carried out within the framework of the research work "Formation of professional competence in a prospective teacher in the conditions of European integration" (State RN 0110U002110). The research is based on scientific concepts, philosophical,

psychological and pedagogical ideas, in particular the ideas of the philosophy of continuing education and methodological provisions that determine the essence of professional competence. The achievements of European experience, being embodied in the competence models of professional-pedagogical education, are analyzed.

*The general hypothesis* of the research is based on the position that within the process of forming the professional competence in a prospective teacher, pedagogue will be effective provided that theoretical-methodological and methodical principles of the professional competence are worked out (structure, criteria, indicators, and levels of the professional competence). *Partial hypotheses* are as follows: within the success of forming the professional competence in a prospective teacher, pedagogue will increase significantly under such conditions: 1) considering the described phenomenon as a holistic dynamic entity that includes interdependent structural and content components; 2) activating in the prospective teachers the motivation for realizing the importance of acquiring a high level of competence; 3) creating the authors' concept and model of forming a competent teacher; 4) comprehensive educational and methodical provision for teachers' professional training which presupposes taking into account national and European experience.

The research presupposes the following stages: ***conceptual and theoretical; analytical and search; experimental; evaluation and generalization.***

***The first stage, conceptual and theoretical,*** (2011–2012) presupposes the substantiation of the relevance of the problem under study. Furthermore, this stage includes defining the directions, object, subject, purpose and objectives of the scientific search; developing the concept of the research; analyzing the state of study of the problem in pedagogical theory and practice; systematizing the leading scientific approaches to its solution; analyzing the results of implementing the competence approach within the period of 30-year activities of the scientific and pedagogical school "Professional and pedagogical training of the prospective teachers" [6]. The relationship of the competence approach with other interdisciplinary approaches (the systemic, acmeological, activities, axiological, andragogical, personality oriented ones, etc.) is revealed. This promotes increasing the scientific and professional competence of prospective teachers and all the subjects of educational process in the institutions of higher education within the context of the European integration process. The professional competence of the teachers within the context of andragogical approach as a significant factor of their professionalization is researched. Additionally, the terminology of the basic concepts is specified [7; 8].

***At the second stage, analytical and search,*** (2013–2014) a program of experimental work is developed; the essential characteristics of teachers' and prospective teachers' professional competence, including the criteria of its evaluation, are determined; the system of prospective teachers' professional training is substantiated and created. During the process of research, the following results are achieved: the analysis of the content of professional and pedagogical disciplines, the assimilation of which by the students contributes to forming the professional competence in the prospective teachers. The method of expert assessment is used to substantiate the pedagogical conditions for developing the prospective teachers' professional competence in the process of learning the professional and pedagogical disciplines (creating the conditions for growing the students' motivation to self-improvement; stimulating youth's interest in self-education; introducing innovative forms, methods, technologies; creating a favorable social and pedagogical environment, etc.) and their ways of dissemination. The scientific and methodological substantiation of the technology of forming the prospective teachers' professional competence is presented, and is characterized by purposefulness, systematic pedagogical activities directed at the coordination of the goals, content, forms, methods and results of professional training. The developed technology is characterized as a

set of targets, organization, content, procedure and productive components. The criteria, levels and tools for evaluation of the mentioned components are defined.

The peculiarities of the structure and components of the competence models are determined. The professional competence of the prospective teachers in the context of European integration is understood as integrative entity, which includes target, conceptual, value-motivational, content, operational-activities and productive components. The authors' models combine various professional and pedagogical specializations, as well as methods of their implementation into professional education.

On the basis of the analyzed scientific literature, the implemented research, the multidimensional goals, types of professional competence, methods, technologies / means, the projected result are achieved (Table 1) [1; 5; 8; 10; 12; 2].

**Table 1**

**The research of professional competence of the prospective teachers in the conditions of European integration, conducted by the scientists of Zhytomyr pedagogical and scientific school**

<i>The aim of the study</i>	<i>Types of professional competence</i>	<i>Methods</i>	<i>Technologies / tools</i>	<i>Results</i>
Revealing the essence and content of pedagogically-specialized competence of the prospective teachers; defining the criteria, indicators and levels of its formation (Kovalchuk V.)	Pedagogically-specialized competence of the prospective teachers as integral entity.	The methods of formation of pedagogical-specialized competence in the prospective teachers and corresponding educational and methodical support.	Pedagogical technologies: projecting, professionally-imitative, interactive, context-based learning, differentiation and individualization, scientific and research.	The formation of professional competence in the prospective teachers for working in the conditions of variability of educational and upbringing systems.
Finding out the competence characteristics of developing the personality pedagogical culture of the teachers in Ukraine and Poland (Pliska Yu.).	Information, communicative, productive, autonomous; moral, psychological, social, personal competence.	Methodical recommendations on the development of the key competences in the European teacher in the context of personality pedagogical culture.	Technologies of formation of socio-cultural competences in the Polish and Ukrainian teachers.	The key competences of the European teacher in the context of personality pedagogical culture are determined.
Forming the professional competence in a specialist in the Slovak Republic	Methodical, andragogical, social-psychological, differential-	Creative group, discussions, business and role games, group forms of work,	Technologies of adult education related to the stages of becoming the	Competency principles of adult education in the conditions of

education system of adults (Samoilenko O.)	psychological, reflexive, individual-personality competence.	group discussions, creative workshop, distance education.	adult education system in the Slovak Republic.	European integration.
Forming the competence in the prospective foreign languages teachers in the process of learning the professional disciplines (Bosa V.)	Structure of speech competence: motivational, sociocultural, activity, reflexive components.	Case study, communicative tasks, problem situations, interactive dialog methods, brainstorming, presentation, discussion and so on.	Technology of forming speech competence: dialogical teaching methods; psychological exercises (icebreakers); business and role playing games; imitation and improvisation; online learning.	The increasing of the level of speech competence in the prospective foreign languages teachers.
Training the primary school teachers who can form a communicative competence in the pupils through children's periodicals. (Marushchak O.)	Content and structure of forming the communicative competence	Conversations, descriptions, explanation, demonstration; illustration; method of situational problems; exercises; project method; role-playing games.	Tools: textbooks and manuals; children's periodicals; illustrations, diagrams; samples of notes and video lessons; technical means of training (multimedia and presentations).	The readiness of the prospective teachers of primary school to form a communicative competence in schoolchildren through children's periodicals.
Theoretically grounding, developing and experimentally proving the model of development of professional competence in the teacher-organizer in the conditions of postgraduate education (Gusak V.)	Model, content structure, criteria, indicators, levels of formation of the professional competence in the teacher-organizer in conditions of postgraduate education	Schools of advanced pedagogical experience, creative groups, cooperation, trainings, competitions of professional skill, network communities, webinars, Internet conferences, master classes.	Methodical recommendations "Scientific and methodical support for the development of the professional competence in the teacher-organizer during inter-course period", and the reference book "Navigator of the development of professional competence in the teacher-organizer".	The professional competence of the teacher-organizer in the conditions of postgraduate education.

At the **third stage, experimental**, (2015–2017) a program of experimental work is implemented, the professional competence of the prospective teachers, pedagogues is monitored, and the formative stages of pedagogical experiment are organized and carried out. During the experiment, the effectiveness of the implementation of certain competence provisions into the process of professional training of the prospective teachers / pedagogues in the conditions of postgraduate education is checked, and the research results are implemented in the educational process.

The following are some examples of scientific research conducted with different categories of prospective teachers in different specialties. V. Kovalchuk's research suggests mastering the component competencies (motivation-value, subject, technological, information-research, self-cognition and self-evaluation) of students in the conditions of variability of educational and upbringing systems [8]. According to the indicators of the respective competencies that compose the pedagogical and specialized competence of the prospective teachers, positive changes in the level of the formation of pedagogical-specialized competence in experimental groups are revealed in comparison with the control ones. Thus, indicators in experimental groups are increased significantly and amounted to 18.3 % (the high level) and 45.2 % (a sufficient level). In the control groups, these indicators make up 8.7 % and 27.4 % respectively. For example, the motivation-value competence is characterized by the corresponding level indicators – 12.2 % versus 29.0 % (the high level); 20.6 % versus 43.9 % (the sufficient level); 18.7 % versus 36.2 % (the average level); 8.4 % versus 31.0 % (the low level). The technological and informational research competence is represented by the following indicators: 3.2 % versus 23.8 % (the high level); 22.9 % versus 45.5 % (the sufficient level); 28.4 % versus 28.7 % (the average level); 45.5 % versus 9.6 % (the low level) [9: 30]. The given data testifies to the positive dynamics of the indicators of the investigated phenomenon.

In addition, the results of the formative stage of pedagogical experiment concerning the training of the prospective primary school teachers who can form the communicative competence in the schoolchildren by means of children's periodicals (O. Maruschak), are summarized. The positive tendencies of qualitative changes in structural components of the readiness of students within the experimental groups for forming communicative competence in the schoolchildren are revealed. The number of students within the experimental groups who have achieved high and sufficient levels of readiness according to motivational, cognitive, operational-activities, personality and reflexive-evaluation components reaches 70.2 % [10].

The results of the realization of the technology of speech competence of the prospective foreign languages teachers (V. Bosa) are represented. Furthermore, the peculiarities of implementing the communicative cases, exercises for developing students' conscious motivation for learning the professional subjects by creating a situation of success and goal-setting in learning foreign languages, by using the projecting and ice breakers methods (the technique of creating a friendly atmosphere and overcoming difficulties in communication) are also presented. This testifies to an increasing in the level of competence of the prospective foreign languages teachers (the high level has increased from 26.77 % to 36.87 %, the average one – from 47.98 % to 51.52 %, the low one has decreased from 25.25 % to 11.61 %) [1: 13].

The indicators of the development of professional competence in the educators-organizers during the formative stage of the research are systematized (V. Gusak). It is found that experimental groups, unlike the control ones, demonstrate an increase in the number of educators-organizers from 81.46 % to 96.63 % (optimal level of motivation); from 41,57 % to 65,17 % (sufficient level of motivation); from 20,79 % to 46,07 % (activities level of motivation); from 3,37 % to 8,99 % (high level of motivation) [5: 13–14].

The reliability of the obtained results is confirmed by the methods of mathematical statistics using Fisher's angle transformation criterion  $\varphi^*$  and the Kolmogorov-Smirnov criterion, as well as the Student's t-test and the  $\chi^2$  Pearson criteria, etc.

Comparative studies have also been conducted. The competency characteristics of the development of the personality pedagogical culture in the Ukrainian and Polish teachers (Yu. Pliska) are cleared out [11; 12]. The key competences of the European teacher in the context of personality pedagogical culture are determined. It is found that the level of formation of socio-cultural competences in Polish and Ukrainian teachers is practically the same, and that the dominance of the middle level of the mentioned competences is traced, which proves the need for further work in this direction. The competent principles of adult education in Slovakia under the conditions of European integration are also revealed (O. Samoilenko) [2].

***In the fourth stage, evaluation and generalization*** (2018–2019), a statistical-quantitative analysis is carried out and the results of experimental work are generalized; the evaluation of the effectiveness of implementing the competence bases of teachers' training is conducted; the conclusions are formulated, and recommendations are worked out regarding the prospects of implementing the results of the research into the practice of prospective teachers' professional training. The study of the problem of professional competence formation in prospective teachers within the context of European integration makes it possible to establish its conformity to the European and world standards of teachers' training in Ukraine and contributes to overcoming the stereotypes that have developed during a long period in national pedagogical thought. The significance of applying a competent approach to teacher's training lies in the fact that it reflects the integral manifestation of professionalism. This combines the elements of professional and general culture and the experience of pedagogical activities and creativity, specifically within the system of the knowledge and skills of the prospective teachers / pedagogues. This further enriches their experience and encourages the readiness for further self-improvement and self-development.

**Conclusions.** The results of the conducted research indicate that the goals have been achieved, the hypothesis has been proved, the defined tasks have been implemented, and the worked out competency models have considerably increased the quality of teacher's professional training. Of particular significance has been the development and implementation of a step-by-step methodology of training prospective teachers of primary school in forming schoolchildren's communicative competence by means of children's periodicals. The pedagogical conditions and the technology of formation of speech competence in the students have been theoretically substantiated and experimentally verified and implemented, thus helping to increase the efficiency of the educational process. The results of the study enrich the scientific and cognitive potential of pedagogical disciplines as well as contributing to the personality and professional growth of prospective specialists. Summarizing the experience of European countries helps to comprehend the integration processes that take place under the conditions of educational change. This also helps to train the competent, competitive specialists for labor market.

Perspective direction for further research: constant updating and continuous development of scientific knowledge about educational and upbringing systems in Ukraine and abroad; creating a system of pedagogically-specialized competence development of teachers in the sphere of professional activities in the conditions of different educational and upbringing systems in the process of professional activities, methodical work, postgraduate education and self-education; improving the professional training of the prospective teachers through modernizing the curricula and programs at different educational-qualification levels; updating the teaching and methodical provision for educational disciplines in the pedagogical cycle; further widening and diversifying the possibilities of cooperation between the institutions of

secondary education and higher education institutions in solving the problems of qualitative professional training of the prospective teachers.

#### REFERENCES (TRANSLATED & TRANSLITERATED)

1. Bosa, V.P. (2018). Formuvannia movlennievoi kompetentnosti maibutnikh uchyteliv inozemnykh mov u protsesi vyvchennia fakhovykh dystsyplin [Formation of linguistic competence in the prospective foreign languages teachers during their specialty courses]. *Extended abstract of candidate's thesis*. Zhytomyr: Vydavnytstvo ZhDU [in Ukrainian].
2. Samoilenko, O.A. (2018). Profesiina kompetentnist fakhivtsia u systemi osvity doroslykh Slovatskoi Respubliky [Professional competence of a specialist in the adult education system of the Slovak Republic]. *Problemy pidhotovky suchasnoho vchytelia – Problems of Modern Teacher's Training*, 17, 417–426. Uman: VPTs "Vizavi" [in Ukrainian].
3. Hargraves, G. (2000). The Review of Vocational Qualifications, 1985 to 1986: an analysis of its role in the development of competence-based vocational qualifications in England and Wales. *British Journal of Educational Studies*. (Vol. 48, 3), (pp. 285–308). DOI: 10.1111/1467-8527.00148 [in English].
4. Moore, A. (1996). Masking the Fissure: Some Thoughts on Competences, Reflection and Closure in Initial Teaching Education. *British Journal of Educational Studies*. (Vol. 44, 2), (pp. 200–211). DOI: 10.1080/00071005.1996.9974068 [in English].
5. Husak, V.M. (2018). Rozvytok profesiinnoi kompetentnosti pedahoha-orhanizatora v umovakh pislidiplomnoi osvity [Development of professional competence in the teacher-organizer in the conditions of postgraduate education]. *Extended abstract of candidate's thesis*. Zhytomyr: Vydavnytstvo ZhDU [in Ukrainian].
6. Dubaseniuk, O.A. (2018). Zdobutky Zhytomyrskoi naukovo-pedahohichnoi shkoly (do 30-richchia zasnuvannia) [Achievements of Zhytomyr scientific and pedagogical school (to the 30th anniversary of foundation)]. *Problemy osvity – Education Problems*, 90, 75–81 [in Ukrainian].
7. Dubaseniuk, O.A. (2017). Kompetentnisnyi pidkhid yak chynnyk profesionalizatsii vyshchoi osvity [Competence approach as a factor for the professionalization of Higher Education]. *Onovlennia zmistu, form ta metodiv navchannia i vykhovannia v zakladakh osvity – Updating Content, Forms and Methods of Teaching and Education in Educational Institutions*, 5 (58), 161–164. Rivne: RDHU [in Ukrainian].
8. Kovalchuk, V.A. (2016). Profesiina kompetentnist vchytelia v umovakh variatyvnosti osvitno-vykhovnykh system [Professional competence of a teacher in conditions of variability of educational systems]. *Profesiina osvita: problemy i perspektyvy – Professional Education: Problems and Prospects*, 10, 110–117. Kyiv: IPTO NAPN Ukrainy [in Ukrainian].
9. Kovalchuk, V.A. (2016). Teoretychni ta metodychni osnovy profesiinnoi pidhotovky maibutnikh uchyteliv do roboty v umovakh variatyvnosti osvitno-vykhovnykh system [Theoretical and methodical bases of professional training of future teachers for work in conditions of variability of educational and educational systems]. *Extended abstract of Doktor's thesis*. Zhytomyr: Vydavnytstvo ZhDU [in Ukrainian].
10. Marushchak, O.M. (2017). Hotovnist maibutnikh uchyteliv pochatkovoї shkoly do formuvannia komunikatyvnoi kompetentnosti shkoliariv zasobamy periodychnykh vydan dlia ditei [Readiness of the prospective teachers of primary school to the formation of communicative competence in the schoolchildren by means of children's periodicals]. *Pedahohichni nauky – Pedagogical Sciences*, 79, 156–160 [in Ukrainian].
11. Plyska, Yu.S. (2009). Klasyfikatsiia kompetentsii u konteksti kultury vchytelia [Classification of competences in the context of teacher's culture]. *Nova pedahohichna dumka – New Pedagogical Thought*, 1, 7–11 [in Ukrainian].
12. Plyska, Yu.S. (2010). Kliuchovi kompetentsii yevropeiskoho vchytelia v konteksti suchasnoi pedahohiky [Key competences of a European teacher in the context of modern pedagogy]. *Naukovi zapysky Natsionalnoho universytetu "Ostrozka akademiia" – Scientific Proceedings of Ostroh Academy National University*, 16, 223–231 [in Ukrainian].

Received: January 10, 2018

Accepted: March 11, 2019



**Компетентнісні засади підготовки і розвитку вчителя в умовах європейської інтеграції.**

*У статті розглядається проблема формування професійної компетентності педагога в умовах європейської інтеграції, що обґрунтовано провідними європейськими та державними документами про освіту. В основу дослідження покладені наукові концепції, філософські, психолого-педагогічні ідеї, зокрема ідеї філософії неперервної освіти та методологічні положення, що відображають сутність професійної компетентності. Проаналізовано здобутки європейського досвіду, які втілено у компетентнісних моделях професійно-педагогічної освіти.*

*Методи дослідження базуються на теоретико-методологічній процедурі аналізу проблемного поля від загального до конкретного – від теоретичних аспектів проблеми до її вирішення на рівні педагогічного експерименту, який передбачає низку специфічних дослідницьких методів, включаючи методи математичної статистики. Дослідження передбачало наступні етапи: концептуально-теоретичний (обґрунтовано актуальність проблеми, визначено напрями, об'єкт, предмет, мету й завдання наукового пошуку; розроблено концепцію дослідження; проаналізовано стан вивченості проблеми в педагогічній теорії і практиці, систематизовано провідні наукові підходи до її розв'язання), аналітико-пошуковий (розроблено програму експериментальної роботи; визначено сутнісні характеристики професійної компетентності педагогів, майбутніх учителів; здійснено аналіз змісту фахових та педагогічних дисциплін, обґрунтовано педагогічні умови формування професійної компетентності майбутніх учителів у процесі вивчення фахових та педагогічних дисциплін); експериментальний (впроваджено програму експериментальної роботи, здійснено моніторинг професійної компетентності майбутніх учителів, педагогів; організовано педагогічний експеримент щодо виявлення ефективності реалізації компетентнісних засад у професійно-педагогічній освіті); оцінно-узагальнюючий (здійснено статистично-кількісний аналіз і узагальнено результати експериментальної роботи, сформульовано висновки й розроблено рекомендації). Результати дослідження сприяють особистісному та професійному зростанню майбутніх фахівців.*

**Ключові слова:** компетентність, професійна компетентність, європейська інтеграція, професійно-педагогічна освіта, педагогічний експеримент.

UDC 378.22:159.947.3

DOI 10.35433/pedagogy.1(96).2019.26-32

**N. M. Myronchuk,**

Candidate of Pedagogical Sciences, Associate Professor,  
(Zhytomyr Ivan Franko State University)

mironchuk\_nm@i.ua

ORCID: 0000-0002-1360-6381

**O. O. Makarevych,**

Lecturer of Department of Foreign Languages and  
the Modern Teaching Techniques

(Zhytomyr Ivan Franko State University)

makarevoleg@ukr.net

ORCID: 0000-0002-0887-1359

### RESEARCH OF VOLITIONAL EFFORTS IN A STRUCTURE OF A REGULATORY-VOLITIONAL COMPONENT OF READINESS TO SELF- ORGANIZATION IN PROFESSIONAL ACTIVITY OF A FUTURE LECTURER IN HIGHER EDUCATION

*The article substantiates the role of volitional efforts as an important and effective motive for master candidates' activity in improving their level of academic and professional experience, as well as their readiness for self-organization in professional pedagogical activities for the purpose of professional self-development and self-improvement. It is noted that the volitional efforts of an individual carry out a regulatory and mobilizing effect within mental and physical self-organization of a future specialist in professional activities.*

*The diagnostic study of volitional efforts formation indicators of future lecturers in higher education is carried out on the basis of reflective introspection usage and self-assessment of the formation of appropriate abilities and properties. Also utilized were techniques developed by H. Levenson, a questionnaire for self-organization research by O. Mandrykova, and a self-certification questionnaire. According to the results of the diagnosis, there is a lack of formation of the following factors within future lecturers in higher education: self-control of actions, states, and emotions in situations of interaction; self-control of actions in stressful situations; fulfillment of educational / professional tasks on time; the ability to refuse to perform excessive tasks; and planning forms and methods of self-development and implementation of self-education. Organizational and pedagogical conditions of volitional skills development within future lecturers in higher education are stated as: creation of a corresponding reflexive and evaluative developmental environment by providing problem-oriented training content; organization of reflexivity and regulatory activity of master candidates in process of classroom and out-of-school activities; acquaintance of master candidates with methods and techniques of self-regulation and self-control; systematic self-examination and self-control by a master candidate of their own methods and techniques in educational work, self-evaluation and self-correction of their activities in a process of training and self-training. The organizational and didactic possibilities of a discipline "Fundamentals of self-organization in professional activity" are presented in formation of skills of volitional self-regulation within master candidates.*

**Key words:** *self-organization, volitional efforts, regulatory-volitional component, future lecturers in higher education.*

**Introduction.** A professionally demanded quality of a lecturer in higher education within the conditions of modern educational reforms is the ability of self-organization. This ability is recognized as an important factor, the means of which provide an effective solution for professional activity tasks, their self-fulfillment and self-development. The necessity of the formation of self-organization skills within pedagogical professionals in higher education is declared by state educational acts (Law of Ukraine "On Higher Education" (2014), the National Strategy of Education Development in Ukraine until 2021, the National Qualifications Framework (2011), the Concept of Teacher Education Development (2018)) in which a leading professional activity criterion for future lecturers in higher education institutions is stated as an ability to think freely and to possess the skills and abilities of self-organization within modern times. It is further stated that the ability to make decisions and

deal with complex problems and tasks in professional activities under conditions of uncertainty and unpredictability is also of crucial importance.

Scholars consider self-organization as an important aspect of the student management of their own educational activities and means of its effective organization (J. Agolla, J. Borkowski, C. Wibrowski, M. Dembo, O. Demchenko, B. Zimmerman, N. Dudnik, J. Lloyd, H. Ongori, etc.).

Researchers [4; 7; 8; 6] argue that students who possess self-organization skills can set goals themselves, effectively solve problems, maintain positive thinking within academic challenges, use resources effectively, structure their environment according to their own needs and goals, and are able to analyze causes of failures for needs of further self-development. Thus, scholars distinguish a number of components of self-organization: motivation, teaching methods, time management, physical and social environment, and productivity, which, as M. Dembo notes [4], should be a basis for their overall integration into the educational process.

The improvement of the self-organization skills of students in educational activities, according to researchers [2; 4; 6; 8], is connected with development of their self-awareness, cognitive interests, internal motivation, and regulatory skills.

The theoretical foundation of volition as a mechanism of the self-regulation of human behavior is substantiated by I. Bech, L. Vygotsky, V. Selivanov, S. Rubinstein, etc. Diagnostic studies of the formation of the volitional qualities of students is made by M. Necheporenko and M. Chebotaryov. Pedagogical tasks related to the formation of volitional skills and the development of volition as a component of readiness of future specialists for professional activity are solved by M. Grinev, M. Necheporenko, V. Chudakova, etc. In particular, V. Chudakova [3: 39–47] considers "self-willed control" as one of the components of integrated emotional and volitional spheres of an individual within a structure of psychological readiness for innovation and competitiveness in rapidly changing circumstances. M. Necheporenko [5] substantiates a system of principles and methods of influence concerning the volitional-emotional component of a student in professional and educational training. The research combines the volitional culture of a student's personality with the ability to identify activity or passivity, readiness for decision-making or showing restraint.

**Aim of the study.** This study considers volitional efforts as an important motivating factor for a future lecturer in higher education activity to improve their academic and professional experience. This includes a readiness to self-organize in professional activities in order to better self-development and self-improvement. Therefore, the purpose of the article is to substantiate results of a study analyzing the level of formation of volitional efforts. These will be examined within the context of a structure of the volitional component readiness of future lecturers in higher education (specialty 011 "Educational, Pedagogical Sciences") for self-organization in professional activities, as well as outlining ways in which they are formed.

**Methods.** The research used the following methods: *theoretical analysis* in order to identify the essential features of volitional self-regulation as a component of self-organization; *diagnostic study* including questionnaires, standardized techniques, reflexive analysis, and self-esteem with an aim of identifying the level of manifestation of volitional qualities in future lecturers of higher education within the context of their self-organization within educational and professional activities.

**Results.** Self-organization of a higher education lecturer in professional pedagogical activity is a conscious activity, which is induced and aimed at goals and values of organization, self-management, self-improvement in professional activities, preservation of professional health, balance between personal and professional resources. Self-organization is carried out by a system of intellectual, motivational, volitional actions and is directed at

solving problems of the rational organization of work and effective implementation of a teacher's volitional tasks.

The generally recognized structure of self-organization as a pedagogical concept is the interaction and interconnection of various components including goal-definition, analysis, planning / designing of actions, as well as designing / implementing of invariant of an action / solution through implementation of volitional efforts.

The notion of "volition" can be used in various aspects including as a manifestation of a desire to act, as conscious decision-making in a situation of a choice, and /or as perseverance and purposefulness. Volition is one of the mechanisms that allow managing behavior, mental processes and motivation.

According to I. Bech, the volition displays of a person are directed not at the outside world, but at the person themselves. Volitional regulation is characterized by deliberate intentionality of behavior, which is based on development of a plan. This plan may include a program for achieving a goal, a conscious choice of a certain mode of action from a number of possible ones, assessment of an obstacle to a goal, or the need to mobilize volitional efforts to overcome obstacles [1: 488]. Such functional characteristics of volition give reason to consider it not only as a part of a regulatory-volitional component, but also as a conscious, arbitrary action in the structure of value-motivational, content-cognitive, operational-active and reflexivity-valued components of the readiness of future higher education lectures to self-organization in professional activity.

The level of formation of volitional efforts in combination with other components of self-organization determines the strategy of a lecturer in professional activities. An implementation of self-processes such as self-examination, self-reflection, self-motivation, self-regulation, self-regulation, self-control, occurs through a volitional act, which results in the goal of self-organization. Volition performs regulatory and mobilization functions in the mental and physical self-organization of a future professional within his / her professional activity.

Studying various issues of self-organization in the professional activity among lecturers in higher educational institutions such as lack of time, lack of experience in organizing professional activities, and lack of planning skills, makes it possible to distinguish a factor associated with imperfection formation of a volitional component. In particular, 42 % of lecturers and 37,5 % of master candidates consider their passivity as one reasons for an inefficient organization of vocational / educational activities.

In order to identify the level of formation and degree of expression of the volitional efforts of future lecturers in higher education, the following diagnostic methods have been applied: reflexive self-analysis, master candidates' self-assessment of the formation of corresponding abilities and properties, techniques developed by H. Levenson in "The Scale of the Inner Essence, Strong World and Case", a self-organization activity questionnaire by O. Mandrykova, and a self-certification questionnaire "Formation of Ability to Self-Organization in Educational / Professional Activity".

The research presents results of a survey taken by 77 teachers who work in different types of higher education institutions (university, institute, college) and 68 master candidates who qualify as teachers in higher education institutions located in the Zhytomyr, Rivne and Sumy regions.

The results of the self-assessment of master candidates and teachers regarding indicators of volitional efforts in the process of self-organization in educational / professional activities indicate that there are issues in various areas. These areas include the field of self-control of emotional states, adequate actions in stressful situations, planning of forms and methods of self-development and implementation of self-education. Respondents evaluate their ability to refuse a task / assignment and the ability to delegate tasks particularly low (Table 1).

Table 1

**Results of master candidates' self-evaluation of indicators of manifestation of volitional efforts in a process of self-organization in educational / professional activities**

№	Indicators of manifestation of volitional efforts	Levels of manifestation (%)							
		low		medium		sufficient		high	
		mas.	lec.	mas.	lect.	mas.	lect.	mas	lect.
1	Self-control of actions, states, emotions in situations of interaction	8,8	2,6	27,9	24,7	36,8	48,0	26,6	24,7
2	Self-control of actions in stressful situations	4,4	10,3	48,5	29,9	30,9	33,7	16,2	25,9
3	Planning forms and methods of self-development	8,8	5,2	30,9	25,9	45,6	46,8	14,7	22,1
4	Self-education activities	7,4	6,5	23,5	22,0	52,9	40,3	16,2	31,2
5	Fulfillment of tasks of professional activity, orders in time	0,0	6,5	27,9	25,9	45,6	44,2	26,5	23,4
6	Ability to refuse to perform task / assignment (delegate task)	35,3	26,0	30,9	23,4	16,2	39,0	17,6	11,6
Average indicator		10,3	9,0	32,4	26,0	38,2	41,6	19,1	23,4

H. Levenson's technique was used to identify the level of volitional effort that a master candidate shows in solving life problems. This technique states that a person either has faith in their own volitional powers, a disbelief in their own ability or a belief that a course of life events is determined by fortune. Hence, a high level of self-determination was recorded in 12,5 % of respondents, sufficient in 31,3 %, and medium in 56,2 %.

Similar results were revealed with the help of a self-organizing questionnaire by O. Mandrykova on the scale of "perseverance". 4,4 % of graduate students have weak activity volition, as they can proceed to perform another action without completing the previous one. In 55,9 % of respondents, a medium level of the manifestation of volitional efforts is reported. They are characterized by a tendency of easy distraction. 30,9 % of master candidates show sufficient self-organization, but they tend to leave an uninteresting task and switch to more significant activities. Only 8,8 % of people are able to structure their behavioral activity and complete an initiated effort by the efforts of volition.

The generalized indexes of master candidates' degree of volitional effort, revealed by the results of the methodology and self-assessment of masters, are presented in Table 2.

Table 2

**Indicators of formation of volitional qualities in postgraduate students based on results of techniques and self-esteem, %**

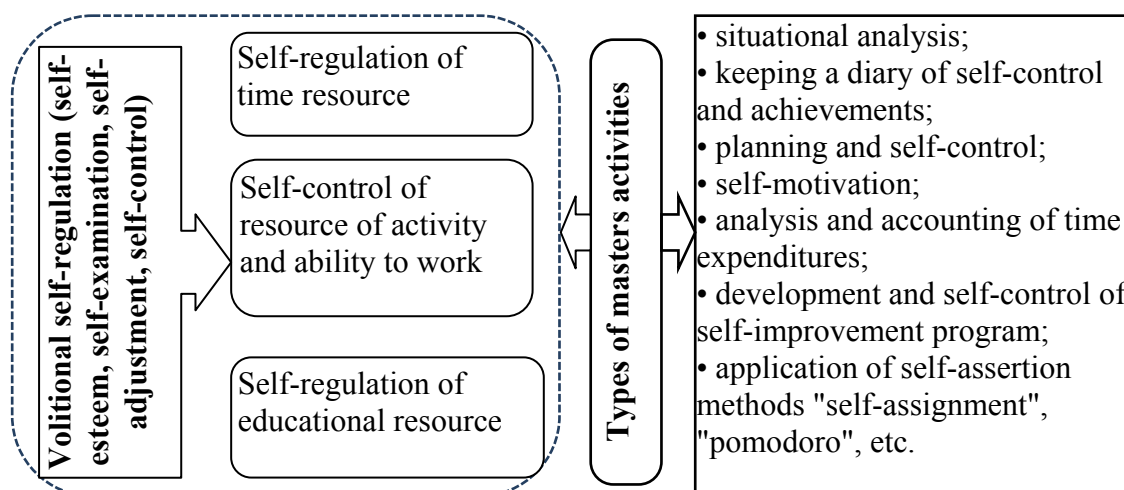
Levels of formation	By results of techniques		According to the results of self-evaluation		Average indicator	
	number	%	number	%	number	%
High	7	10,3	13	19,1	10	14,7
Sufficient	21	30,9	26	38,2	23	33,8
Medium	38	55,9	22	32,4	30	44,1
Low	2	2,9	7	10,3	5	7,4
Total	68	100	68	100	68	100

It should be noted that an appropriate level of formation of volitional qualities reflects the ability of future lecturers in higher education to self-motivate, self-regulate, mobilize efforts, and manifest his / her own activity in solving professional tasks or overcoming contradictions. This fulfills a function of the preservation / restoration of mental forces in unexpected situations or in a case of monotonous activities or the impact of monotonous factors.

The following organizational-pedagogical conditions of the development of vocational skills are defined within the context of future higher education lecturers' self-organizing capabilities:

- creation of a corresponding reflexive-estimation developing environment by providing a problematic educational content;
- organization of reflexivity and regulatory activity in the process of classroom and out-of-school activities;
- awareness of methods and techniques of self-direction and self-control;
- systematic self-examination and self-control of methods and techniques of educational work, self-evaluation and self-correction of activities in educational process and self-training.

Purposeful formation of the skills of volitional self-regulation as a component of the regulatory-volitional component of the readiness of future lecturers in higher education occurs in the process of studying the discipline "Fundamentals of self-organization in professional activity", which organizational-didactic capabilities are presented in Figure 1.



**Fig. 1. Content and methods of development of skills of voluntary self-regulation in a process of studying a discipline "Fundamentals of self-organization in professional activity"**

The content and extent of training tasks for volitional self-regulation and self-control skills covered in "Fundamentals of self-organization in vocational activity" include: 1) planning and self-monitoring of daily training activities (task setting, prioritization of cases, self-assignment, implementation of a reminder method for a task, recording and fixing time for an execution of tasks); 2) establishment of tactical and strategic goals of personal self-improvement and control of their own progress; 3) self-motivation; 4) assessment of a degree of execution of a planned action (reception "approval", "rule of three minutes", "rule 21", etc.). The formation of volitional skills of master candidates took place in conjunction with the development of the motivational-value sphere, the content-cognitive component and reflexivity-assessment skills.

**Conclusions.** Volitional efforts are an important and effective impetus for master candidates to increasing their level of academic and professional experience, as well as their readiness to self-organize in vocational pedagogical activities for the purpose of professional self-development and self-improvement. The results of the diagnostic study showed an

inadequate level of formation of indicators of this component in future lecturers in higher education. This was true in particular regarding the level of self-control of emotion formation, actions in stressful situations, an ability to carry out tasks on time, abandoning excessive tasks, planning forms and methods of self-development and implementation of self-education.

It is believed that the development of a corresponding reflexive-evaluative environment by introducing into teaching content appropriate methods of work is an important factor in constructive influence on processes of personal and professional development of a future lecturer in higher education and formation of their readiness for self-organization situations in professional activity. Methods of formation of this readiness are a prospect of further analysis.

#### REFERENCES (TRANSLATED & TRANSLITERATED)

1. Bekh, I.D. (2008). *Vykhovannia osobystosti [Character education]*. Kyiv: Lybid [in Ukrainian].
2. Borkowski, J. G., & Thorpe, P. K. (1994). Self-regulation and motivation: A life-span perspective on underachievement. *Self-regulation of learning and performance: Issues and educational applications*. Hillsdale, NJ: Lawrence Erlbaum Associates (pp. 45–73) [in English].
3. Chudakova, V. P. (2015). Doslidzhennia "voliovoho samokontroliu / voliovoi samorehulyatsii" – pokaznyka sformovanosti psykhologichnoi hotovnosti do innovatsiinoi diial'nosti y konkurentozdatnosti osobystosti: diahnostychno-interpretatsiinyi komponent [The study of "volitional self-control / volitional self-regulation" – an indicator of formation of psychological readiness for innovation and competitiveness of an individual: a diagnostic-interpretative component]. *Osvita i rozvytok obdarovanoi osobystosti – Education and Development of Gifted Person, 1*, 39–47 [in Ukrainian].
4. Dembo, M. H. (2004). *Motivation and learning strategies for college success: A self-management approach*. New Jersey: Lawrence Erlbaum Associates [in English].
5. Necheporenko, M. V. (2011). *Emotsiino-voliova kultura studenta [Emotional-volitional culture of a student]*. Kharkiv: KHNU imeni V.N. Karazina [in Ukrainian].
6. Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology, 82*, 33–40 [in English].
7. Zimmerman, B.J. (1994). Dimensions of academic self-regulation: A conceptual framework for education. *Self-regulation of learning and performance: Issues and educational applications*. Hillsdale, NJ: Lawrence Erlbaum Associates (pp. 3–21) [in English].
8. Zimmerman, B. J., & Martinez-Pons, M. (1990). Student differences in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of Educational Psychology, 82*, 51–59 [in English].

Received: January 16, 2018

Accepted: March 26, 2019

#### **Дослідження вольових зусиль у структурі регулятивно-вольового компонента готовності майбутнього викладача вищої школи до самоорганізації у професійній діяльності.**

У статті обґрунтовано роль вольових зусиль як важливої дійової спонуки активності магістрантів у підвищенні ними рівня набутого академічного і професійного досвіду та їх готовності до самоорганізації у професійній педагогічній діяльності з метою професійного саморозвитку і самовдосконалення. Зазначено, що вольові зусилля особистості виконують регулятивну та мобілізаційну дію в психічній та фізичній самоорганізації майбутнього фахівця у професійній діяльності.

Здійснено діагностичне вивчення показників сформованості вольових зусиль у майбутніх викладачів вищої школи на основі використання рефлексивного самоаналізу, самооцінки сформованості відповідних умінь та властивостей; методики Х. Левенсона, опитувальника самоорганізації діяльності О. Мандрюкової; самосертифікаційного опитувальника. За результатами діагностики встановлено недостатній рівень сформованості у майбутніх викладачів вищої школи таких показників: самоконтроль дій, станів, емоцій у ситуаціях взаємодії; самоконтроль дій у стресових ситуаціях; своєчасне виконання завдань навчальної / професійної діяльності; здатність відмовлятися від виконання надмірних завдань; планування форм та методів саморозвитку і здійснення самоосвіти. Названо організаційно-педагогічні умови розвитку вольових умінь у майбутніх викладачів вищої школи: створення відповідного рефлексивно-оцінного розвивального середовища шляхом надання змісту підготовки проблемного характеру; організація рефлексивно-регулятивної діяльності магістрантів у процесі аудиторних та позааудиторних занять; ознайомлення магістрантів із методами та прийомами саморегуляції й самоконтролю; систематичний самоаналіз та самоконтроль магістрантом методів і

*прийомів власної навчальної праці, самооцінка і самокорекція своєї діяльності у процесі навчання та самопідготовки. Представлено організаційно-дидактичні можливості навчальної дисципліни "Основи самоорганізації у професійній діяльності" у формуванні в магістрантів умінь вольової саморегуляції.*

**Ключові слова:** самоорганізація, вольові зусилля, регулятивно-вольовий компонент, майбутній викладач вищої школи.



UDC [378.091.12:005.963.1]:811.111  
DOI 10.35433/pedagogy.1(96).2019.33-43

**H. V. Tereshchuk,**

Doctor of Pedagogical Sciences, Professor,  
Corresponding Member (Academician) of NAES of Ukraine  
(Ternopil Volodymyr Hnatiuk National Pedagogical University)  
g.tereschuk@tnpu.edu.ua  
ORCID: 0000-0003-1717-961X

**I. P. Yashchuk,**

Doctor of Pedagogical Sciences, Professor  
(Khmelnyskyi Humanitarian-Pedagogical Academy)  
yashchuk.ip@gmail.com  
ORCID: 0000-0003-4028-3327

**K. M. Binytska,**

Candidate of Pedagogical Sciences, Associate Professor  
(Khmelnyskyi Humanitarian-Pedagogical Academy)  
rfn.yz87@gmail.com  
ORCID: 0000-0002-2111-5275

**O. P. Binytska,**

Candidate of Economic Sciences, Associate Professor  
(Khmelnyskyi Humanitarian-Pedagogical Academy)  
o.binytska@gmail.com  
ORCID: 0000-0001-8746-3515

## PRE-DIPLOMA TRAINING OF A TEACHER-PHILOLOGIST OF THE ENGLISH LANGUAGE

*Knowledge of foreign languages and the skills of their fluent use in everyday and business life, including professional communication with native speakers, is a sign of a competitive and highly skilled specialist. Therefore, modern society needs qualitative training of a pedagogue with the formed linguistic-methodological competence.*

*The article highlights the peculiarities of the pre-diploma training of a teacher-philologist of the English language, by the example of participation of the Faculty of Primary Education and Philology of Khmelnytskyi Humanitarian-Pedagogical Academy in the joint project "School Teacher of the New Generation" of the Ministry of Education and Science of Ukraine and the British Council in Ukraine.*

*To realize the purpose of the work, a combination of theoretical and empirical methods has been used. Among the theoretical methods was the analytical study of information sources, due to which the investigated problem was studied. The comparative analysis revealed that the introduction of new innovative programs in accordance with the project "School Teacher of the New Generation" allowed for the level of linguistic-methodological competence to increase for future teachers-philologists within the process of their pre-diploma training. The survey method has been used to determine the problems in the professional training of students-philologists. During the study, a survey of students of the specialty 014.02 "Secondary Education (Language and Literature (English))" of Khmelnytskyi Humanitarian-Pedagogical Academy during 2015–2019 was conducted.*

*In the course of conducting scientific research, the following empirical methods have been used: monitoring, interviews, questionnaires, observation, analysis of documentation and products of activity, and surveys for determining the level of formation of linguistic-methodological competences developed during training. Furthermore, a pedagogical experiment on the innovative program of the project "School Teacher of the New Generation" has been conducted, as well as mathematical-statistical methods of computing.*

*Taking into account the contradiction between the need of modern society to have individuals with a command of foreign languages and the necessity to update the training content of the future teacher-philologist, the purpose of the study was determined as to learn about and analyse the experience of the pre-diploma training of teachers-philologists. In particular, those training at the Khmelnytskyi Humanitarian-Pedagogical Academy, while participating in the joint project of the British Council in Ukraine and the Ministry of Education and Science of Ukraine on the innovative program of the project "School Teacher of the New Generation".*

*It is clarified that the introduction of changes into the curriculum of speciality 014.02 "Secondary Education (Language and Literature (English))" during 2015–2019 allowed the level of linguistic-methodological competence to increase for the future teachers-philologists in the process of pre-diploma training.*

**Key words:** pre-diploma training, student, philologist, English language, linguistic-methodological competence, project "School Teacher of the New Generation".

**Introduction.** Modern integration processes in the socio-economic life of Ukrainian society and the implementation of secondary education reform have allowed for the identification of negative trends in the system of pedagogical education, which will be ineffective unless changes are made to the approaches to teacher training. Within the countries participating in the Bologna process, some of the leading qualities of the modern pedagogue are communication, effective collective work and knowledge of foreign languages. Thus, the Sorbonne Declaration (1998) emphasized that "those who receive education should have the opportunity to study in different educational programs, including multi-disciplinary learning, to develop communicative competencies" [10]. The National Concept of the New Ukrainian School states that "the quality of education, in particular, of the foreign language, will be increased in every elementary school", while communication in foreign languages is included in the 10 key competencies [5]. Implementation of educational reforms require close cooperation between the Ministry of Education and Science of Ukraine, institutions of higher education, teachers-practitioners and public organizations to overcome difficulties and help implement the idea of the professional training of a European teacher. Taking into account the need for updating the approaches and content of the language and methodological training of the future teacher-philologist (of foreign languages) in higher education institutions, the Ministry of Education and Science of Ukraine and the British Council in Ukraine organized the project "School Teacher of the New Generation" [7] in April 2013.

Analysis of recent researches and publications. The issue of the professional training of the future teacher-philologist of foreign languages has been researched by Ukrainian scientists, in particular O. Bevz, V. Bezliudna, R. Bezliudnyi, I. Haidai, A. Hembaruk, S. Derkach, O. Zabolotna, I. Zadorozhna, O. Zmiyevska, O. Honcharova, and T. Konovalenko. I. Yashchuk drew attention to the problem of preparing future specialists in higher education institutions. The works of O. Beliayev, N. Volkov, I. Hatsenko, V. Ivanishchev, A. Ishutin, N. Ostapenko, E. Palykhata and others deal with the issue of modern linguodidactics.

**Methods.** To achieve the stated aims of the research, a combination of theoretical and empirical methods has been used. The theoretical methods utilized included the analytical study of information sources. A comparative analysis revealed that the introduction of new innovative programs in accordance with the project "School Teacher of the New Generation" allowed the level of linguistic-methodological competence of the future teachers-philologists to increase during their pre-diploma training. The survey method has been used to determine problems present in the professional training of students-philologists. During the study, a survey of students participating in the specialty 014.02 "Secondary Education (Language and Literature (English))" at Khmelnytskyi Humanitarian-Pedagogical Academy during the years 2015–2019 was conducted.

In the course of conducting scientific research, empirical methods have been used including monitoring, interviews, questionnaires, observation, the analysis of documentation and products of activity, and surveys for determining the level of formation of linguistic-methodological competence during the process of training. A pedagogical experiment on the innovative program of the project "School Teacher of the New Generation" has been conducted, as well as mathematical-statistical methods of computing.

**The purpose of the article.** Taking into account the contradiction between the need of modern society to have individuals with a command of foreign languages and the necessity to update the training content of the future teacher-philologist, the purpose of the study was

determined as to learn about and analyse the experience of the pre-diploma training of teachers-philologists. In particular, those training at the Khmelnytskyi Humanitarian-Pedagogical Academy, while participating in the joint project of the British Council in Ukraine and the Ministry of Education and Science of Ukraine on the innovative program of the project "School Teacher of the New Generation".

**Results and Discussion.** Knowledge of foreign languages, skills of their fluent use in everyday and business life, including professional communication with native speakers, is a sign of a competitive and highly skilled specialist. Therefore, modern domestic society needs a qualitative training of a pedagogue with the formed linguistic-methodological competence [11: 204].

Complex study of the process of pre-diploma training of the teacher-philologist of the English language provides for the definition of the concepts of "linguistic-methodological competence" and "pre-diploma training".

Ukrainian scientists define the linguistic-methodological competence of the future teacher-philologist as having a specially structured set of knowledge, abilities, skills, experience of critical attitude to the content, structure, forms of language learning, principles, methods and techniques, and means. This set further includes specific features and structures of linguistic and linguodidactic disciplines, which represent integrated characteristics of the quality of the future personality, put into the existing educational programs [3: 68].

It should be mentioned that today in Ukrainian pedagogical science there is no clear interpretation of the concept of "pre-diploma teacher training", which determines the differences among scientific-pedagogical workers regarding the forms and methods of training content and conduct.

It is crucial to state that pre-diploma training is a long process, implemented through the partnership of the heads of higher education institutions, scientific-pedagogical staff, students, institutions of general secondary education, teachers and public organizations with the aim of improving training of the future specialists. The peculiarity of pre-diploma training is the expansion of the content and the introduction of the new forms and methods of teaching students. By examining the pre-diploma training of future philology teachers, it is believed that linguodidactic competence is a component of the professional competence of the teacher-philologist.

As an example of pre-diploma training, the experience of mutual collaboration on the project of the British Council and the Ministry of Education and Science at the Faculty of Primary Education and Philology at Khmelnytskyi Humanitarian-Pedagogical Academy can be provided.

Taking into account the need within modern Ukrainian society for the intensive study of foreign languages and the necessity to update the content and approaches to professional training of the future teachers of foreign languages, the Ministry of Education and Science of Ukraine and the British Council in Ukraine organized the project "School Teacher of the New Generation" in 2013. Taking into account Ukraine's ultimate goal of full European integration, the above-mentioned institutions directed their activities concerning theoretical and practical assistance to scientific-pedagogical workers in the development and improvement of their professional competencies [1: 1–2].

The aim of the project is to create and implement new programs of pre-diploma training of English language teachers in the higher pedagogical educational institutions of Ukraine [6].

It should be noted that the pedagogical experiment on pre-diploma linguistic-methodical training of teachers-philologists is intended for implementation during 2015–2019 (the experiment was approved by the order of the Ministry of Education and Science of Ukraine dated August 12, 2015, № 871). Since 2016, Khmelnytskyi Humanitarian-Pedagogical

Academy has joined the implementation of the project, as well as assisting in conducting the pedagogical experiment [2].

The experiment was organized in several steps. At the preparatory stage, attention was paid to the methodical training of scientific-pedagogical workers who participated in the experiment. The experiment was under the direction of the Dean of the Faculty of Primary Education and Philology, Doctor of Pedagogical Sciences, Professor Yashchuk I. P. The scientific-pedagogical staff of the department of foreign languages took part in pedagogical experiment. Participating staff members included Handabura O. V., Severina T. M., Rybachuk Yu. M., Anishchenko I. M., Hlushok L. M., and Humeniuk A. M. who introduced the innovative program "Methodology of Teaching Foreign Language" during 2016–2019. This was based on the formation of the professional-pedagogical linguistic-methodical competence of the future philology teachers. This included comparing educational processes and the final result with the profile of the teacher, development of academic autonomy and critical thinking of students, modernization of methods and forms of education by reducing the part of traditional lectures and their replacement by active methods and forms of classroom training, with an emphasis on the practical component of training and development of pedagogical reflection.

The British Council aided with project implementation by providing methodological support for teachers through trainings in summer and winter professional development schools [8: 6].

During July 1–7, 2016, teachers involved in the experimental work took part in a summer school focused on professional development of IATEFL in Ukraine, located in the Rakhiv, Zakarpattia region. The task of the training session was the development of training lessons using the New Methodology for learning a foreign language [6].

During January 21–28, 2017, teachers were trained at a session of the IATEFL Winter Professional Development School in Ukraine. This session took place in Lviv. The scientific-pedagogical staff acquired the skills of a teacher-instructor who skillfully develops the strategy, methods, activities and evaluation tools, in accordance with the educational characteristics of students [6].

Continued training of the teachers took place at the Summer School of Professional Development IATEFL in Ukraine, which was held from July 1-8, 2017 in Lviv. This training provided the participants an opportunity to establish skills aimed at the formation of tasks leading to the development of productive skills according to the educational goals and needs of the students, as well as planning consecutive tasks aimed at integrating listening, speaking, reading and writing skills [6].

On January 21–27, 2018, a regular session was held in Lviv for the training of teachers on the topic "Professional Development of the Teacher". Within the session, the methodical training of teachers was carried out regarding the planning of their own activities and the development of teaching materials [6].

The Summer School of Professional Development was held in Dragobrat on July 1–7, 2018. The issues of understanding the educational research of teachers were worked out at the summer school. These included understanding research activities, the peculiarities of conducting research, and qualification works taking into account various opportunities of students [6].

Taking into account the aims and achievements of the goal of preparing the teachers of foreign language of Khmelnytskyi Humanitarian-Pedagogical Academy for the experiment, British Council specialists integrated the curriculum, which included the following components: understanding the students and the process of studying, preparation for teaching the course, and professional development. It may be stated that the project's teaching staff carried out their duties at a high professional and methodological level. In order to implement

the project, the British Council in Ukraine provided methodological support to the teachers of Khmelnytskyi Humanitarian-Pedagogical Academy through trainings in summer and winter professional development schools.

The research on the development and experimental verification of the model of methodological training for the future teachers of philology (English) took place during 2016–2019 at the Faculty of Primary Education and Philology of Khmelnytskyi-Humanitarian Pedagogical Academy. This included 77 students of the specialty "Secondary Education (Language and Literature (English))".

During the recording experiment, the integrated approach to assessing the level of pre-diploma training of students was introduced in order to ascertain the state of their linguistic-methodical preparation. In particular, the following results were obtained from one of the questionnaires that were given to participating students [9: 56]. The list of questions and answers is presented in Table 1. At this stage of the experiment, the survey involved 77 respondents.

**Table 1**

**Results of questioning students at the recording stage of the experiment**

Content of the question	Estimate the percentage (%) of your knowledge and skills in the following aspects				
	100%	75%	50%	25%	0%
Understanding the principles and approaches of developing an effective lesson plan in accordance with the educational context	2	10	30	35	0
Understanding the principles of determining the needs of applicants for education and the principles of the theory of learning a foreign language	1	5	29	42	0
Conducting lessons according to the scheduled time, with clearly defined stages and clear instructions.	15	24	30	8	0
Activating educational activity and supporting the attention of students at the lesson	10	16	23	28	0
Knowledge and understanding of the features of various forms of evaluation	8	14	25	27	3
Conducting lessons in correct and fluent English as a language of instruction	8	17	28	24	0
Understanding the stages of professional growth in a teacher's career	9	23	20	25	0
Ability to observe the lessons of other teachers and learn advanced pedagogical experience	3	12	26	32	4

[Reference 9: 56].

In general, the results of the recording phase of the experiment showed inadequate levels of linguistic-methodological competence of the future pedagogues. Thus, the results of the student survey showed that the majority of respondents assessed their level of understanding the principles and approaches to developing the effective plan of the lesson according to the

educational context at 25 % out of the 100 % maximum. The majority of respondents also stated their percentage of knowledge regarding understanding the principles of determining the needs of applicants for education and the principles of theory of learning a foreign language at 25 %, conducting lessons according to the scheduled time, with clearly defined stages and clear instructions at 50 %, activating educational activity and supporting the attention of students at the lesson at 25 %, knowledge and understanding of the features of various forms of assessment at 25 %, conducting lessons in correct and fluent English as a language of instruction at 50 %, understanding the stages of professional growth in a teacher's career at 25 %, and ability to observe the lessons of other teachers and learn advanced pedagogical experience at 25% [9: 27: 56].

Consequently, the level of linguistic methodological training of the future teachers of philology in the process of pre-diploma training is 25 % of 100 % and it is not sufficient. It is believed that such survey results are due to the fact that the curriculum of vocational training, which was used for professionally oriented courses and teaching methods of foreign languages, was paid little attention and, accordingly, a small percentage of academic hours. Therefore, in order to check this hypothesis, the Bachelor degree curriculum was analysed within the specialty 014.02 "Secondary Education (Language and Literature (English))" (2016–2017). Having analyzed the curricula, it was found that the share of subjects of the linguistic component was 17 %: linguistic is 2.1 %, the methodological component of the curriculum is 3.2 %, and conducting pedagogical practice is 5.5%. The results of the first stage of the research indicate the need to make corrections in the pre-diploma training of the future teacher-philologist. It is believed that improving the process of pre-diploma training is possible due to the implementation of the joint project "School Teacher of the New Generation" of Ministry of Education and Science of Ukraine and British Council in Ukraine, in which Khmelnytskyi Humanitarian-Pedagogical Academy took part.

After analyzing the Bachelor degree curriculum, it was found that the professional training of the future English teacher-philologist at Khmelnytskyi Humanitarian-Pedagogical Academy occurs through the teaching of four components: language, linguistic, psychological-pedagogical and methodological [9: 6].

It should be noted that in accordance with clause 4.2. of the order of the Ministry of Education and Science of Ukraine № 871 dated August 12, 2015, the innovative program was introduced at the Faculty of Primary Education and Philology of Khmelnytskyi Humanitarian-Pedagogical Academy.

The Bachelor's degree curriculum was analysed (2016–2017 and 2018–2019 school years), which contained the disciplines of all components of training of the future English teacher. The ratio of components is presented in Table 2.

Having analyzed the curricula, it was found that the share of language component subjects grew by 19.2%, linguistic increased by 5.6 %, the block of psychological-pedagogical disciplines was reduced by 10.8 %, the methodological component of the curriculum increased by 10.3 %, the academic hours allocated for the practice increased by 2 %, and the percentage allocated for studying other subjects decreased by 26.3 %. It should be noted that by analyzing the results obtained within the framework of the first stage of the study it can be concluded that the methodological component is insufficient for the formation of the linguistic-methodological competence of the future teacher-philologist [9: 6].

According to the European program of professional teacher training in 2004 and the General European Principles of Teacher Competences and Qualifications 2010, the program "English Language Teaching Methodology" was developed, focused on the professional competences of the future teacher to teach English [4: 3–4].

Table 2

**Components of the future teacher-philologist of English language training at Khmelnytskyi Humanitarian-Pedagogical Academy in 2016-2017 and 2018-2019 school years, which is used in Khmelnytskyi Humanitarian-Pedagogical Academy**

	Components of the future teacher of English language training						
	Language	Linguistic	Psychological-Pedagogical	Methodological	Practice	Other	Total
Number of academic hours 2016–2017 school-year	1224	150	1080	230	400	4116	7200
%	17%	2,1%	15%	3,2%	5,5%	57,2%	100%
Number of academic hours 2018–2019 school-year	2610	555	300	975	540	2220	7200
%	36,2%	7,7%	4,2%	13,5%	7,5%	30,9%	100%

The changes introduced in the curriculum of pre-diploma students' training significantly expanded the scope of teaching the course "Methods of Learning English", focusing on language, linguistic, psychological-pedagogical and methodological components. [9: 5–6]. The theoretical basis of the experiment was manifested in the conceptualization of the problem and adopted project "School Teacher of the New Generation".

In the process of the research, the content of the classes was changed. In the control groups, the educational process was carried out using traditional programs and techniques. In the experimental groups, at each stage of the educational process, the conditions were created in which there was the possibility of the objective detection of the most effective forms, methods and means of formation linguistic-methodological competences in accordance with the implementation of the innovation program "Methodology of Teaching a Foreign Language".

The changes made to the curriculum of the discipline "Methodology of Teaching English Language" are presented in Table 3.

Having analyzed the curricula for the academic years 2016–2017 and 2018–2019 in Khmelnytskyi Humanitarian-Pedagogical Academy, it was discovered that the total hours of study discipline "Methodology of Teaching English Language" increased in the 2018–2019 school year by 618 hours, corresponding to the requirements of the European Program of Professional Training of a Foreign Language Teacher, the project "School Teacher of the New Generation" of the Ministry of Education and Science of Ukraine and the British Council in Ukraine. Such changes have allowed for an increasing of the linguistic-methodological competence of the future teacher-philologist. The volume and complicated tasks of pedagogical practice, as well as the formed groups that participated in the experiment, were also increased.

During the course of the research, the content of classes and approaches to the organization of educational activity of students has been changed. In particular, according to the curriculum, interactive learning approaches have been actively used, including communication tasks, case studies, simulations, group projects, and problem solving.

Table 3

**Changes in the distribution of the study load and the forms of control over the semesters of the academic discipline "Methodology of Teaching English Language" (2016–2017 and 2018–2019 school years)**

General amount of academic hours (2016–2017 school year)	Class hours				Individual work (hours)	Distribution by semesters	
	ECTS	Total hours	Lectures (hours)	Practical. Seminars. Laboratory (hours)		Exams	Tests
162	4,5	67	51	16	95	6 semester	4 semester
General amount of academic hours (2018–2019 school year)	Instructor-led hours.				Individual work (hours)	Distribution by semesters	
	ECTS	Total hours	Lectures (hours)	Practical. Seminars (hours)		Exams	Tests
780	26	338	160	178	442	6,8 semesters	4 semester

The experimental research was carried out during the period 2016–2019 among the students of the specialty 014.02 "Secondary Education (Language and Literature (English)". The experiment involved four control and four experimental groups.

On the basis of the preliminary stage of the recording experiment, the criteria for assessing the level of pre-diploma training of students have been determined.

In particular, the following levels of criteria have been justified: selection of linguistic material and terminology, according to the level of proficiency of a student in a foreign language, definition of the type of lesson (1), excellence in pronunciation and grammatical correctness of speech (2); awareness of the principles of reflection (3). The obtained results allowed for the determination of the level of linguistic-methodological competence of the future teacher-philologist. This is presented in Table 4.

Table 4

**Levels of linguistic-methodological competence of the future teacher-philologist according to the results of the forming experiment (%)**

Levels	Criteria					
	1		2		3	
	CG	EG	CG	EG	CG	EG
High	–	–	–	–	–	–
Sufficient	82	80	61	63	57	56
Low	18	20	39	37	43	44

CG – control groups;

EG – experimental groups

The above data testifies that the indicators of the linguistic-methodological competence of the future teacher-philologist in the experimental groups are the same as the in the control groups. According to the determined criteria, the indicator of sufficient level on average is 66.5 % in the experimental and control groups; at the low level it is an average of 33.5 %, both in the experimental and control groups.



During the period of research, the students in the experimental groups have considerably expanded the volume, completeness, and profundity of linguistic-methodological competence. After the experiment, the conclusion was reached that the students were more willing to reflect on their own language learning, were more interested in identifying the features of diverse approaches and methods in learning materials and tasks, choose authentic texts for listening and reading, developed tasks with different educational goals, etc. Qualitative changes in the dynamics of the development of the linguistic-methodological competence of the future teachers-philologists of the English language are shown in Table 5.

Table 5

**Dynamics of formation levels of linguistic-methodological competence of the future teachers-philologists of the English language**

Levels	Control group (number of students (%))		Experimental group (number of students (%))	
	Before the experiment	After the experiment	Before the experiment	After the experiment
High	–	–	–	19%
Sufficient	67 %	68 %	66%	65 %
Low	33 %	32 %	34 %	16 %

**Conclusions.** Thus, participation in the project "School Teacher of the New Generation" for scientific-pedagogical workers and students of Khmelnytskyi Humanitarian-Pedagogical Academy directs their educational activity in methodological, linguistic and practical training.

The research has proven the necessity of implementing the pre-diploma training of the teacher-philologist of the English language during the participation in the project "School Teacher of the New Generation". This was confirmed by the positive dynamics of levels of formation of linguistic-methodological competence. After the forming experiment, there were positive changes in the dynamics of the levels of formation of the linguistic-methodological competence of the future teachers of English language proficiency: in experimental groups, 16 students (19 %) were at the high level of formation of linguistic-methodological competence, 54 students (65 %) were at the sufficient level; 13 students (16 %) were at the low level of the formation of linguistic-methodological competence. In control groups, 52 students (68 %) were at the sufficient level and 25 students (32 %) were at the low level of media literacy formedness.

In control groups, the distribution of students, which was recorded during the recording experiment, barely changed.

The dynamics of changes show that in comparison with the initial stage, the level of development of the linguistic-methodological competence of the future teachers-philologists of the English language, increased in the experimental groups. The high level increased by 19 % (0 % – in the control groups) and the low level decreased by 18 %, in comparison with 1 % in control groups. Thus, quantitative and qualitative analysis of the results of the research confirmed the effectiveness of implementation of the innovative program "Methodology of Teaching Foreign Language" developed and implemented in accordance with the project "School Teacher of the New Generation".

The prospects for future research are seen as conducting the experimental study on raising the level of linguistic-methodological competence of scientific-pedagogical staff.

**REFERENCES (TRANSLATED & TRANSLITERATED)**

1. Bezliudna, V.V., Bezliudnyi, R.O. (2019) *Onovlennia zmistu metodychnoi pidhotovky maibutnioho vchytelia inozemnykh mov [Renewal of the Content of Methodological Training of the Future Teacher of Foreign Languages]*. Retrieved from [https://dspace.udpu.edu.ua/jspui/bitstream/6789/10279/1/Onovlenna\\_-zmistu.pdf](https://dspace.udpu.edu.ua/jspui/bitstream/6789/10279/1/Onovlenna_-zmistu.pdf) (last accessed: 01.02.2019) [in Ukrainian].

2. Information for Universities which would Like to Join the Project. (n.d.). *ngschoolteacher.wixsite.com*. Retrieved from <https://ngschoolteacher.wixsite.com/ngscht/upscaling> (last accessed: 01.02.2019) [in English].
3. Ishutina, O. Ye. (2015) *Sutnist i struktura linhvometodychnoi kompetentnosti maibutnoho vchytelia ridnoi movy* [Essence and Structure of Linguistic-Methodological Competence of the Future Teacher of Native Language]. *Naukovyi visnyk Uzhhorodskoho natsionalnoho universytetu. Seriya "pedahohika i sotsial'na robota" – Scientific Bulletin of Uzhhorod University. "Pedagogy. Social Work"*, 36, 67–70. Uzhhorod: Vydavnytstvo UzhNU "Hoverla" [in Ukrainian].
4. Konovalenko, T.V. (2016) *Novyi format fakhovoi pidhotovky maibutnoho vchytelia anhliiskoi movy* [New Format of Professional Training of the Future English Teacher]. Retrieved from <http://eprints.mdu.edu.ua/id/eprint/1051/1/%D0%9D%D0%BE%D0%B2%D0%B8%D0%B9%20%D1%84%D0%BE%D1%80%D0%BC%D0%B0%D1%82.pdf> (last accessed: 15.05.2016) [in Ukrainian].
5. Kontseptsia "Nova ukrainska shkola" [Concept "New Ukrainian School"] (n.d.). *mon.gov.ua*. Retrieved from <https://mon.gov.ua/ua/tag/nova-ukrainska-shkola> (last accessed: 17.02.2019).
6. New Generation School Teacher. Training and Development. (n.d.). *mon.gov.ua*. Retrieved from: <https://ngschoolteacher.wixsite.com/ngscht/training-and-development> (last accessed: 15.02.2019).
7. Pre-Service Training Reform Project (PRESETT). (n.d.). *www.britishcouncil.org.ua*. Retrieved from <http://www.britishcouncil.org.ua/teach/projects/presett> (last accessed: 15.02.2019) [in English].
8. Shkilnyi uchytel novoho pokolinnia [School Teacher of the New Generation]. (n.d.). Retrieved from [https://docs.wixstatic.com/ugd/15b470\\_b8fa4b8b134549199134fea8aa5e14cc.pdf](https://docs.wixstatic.com/ugd/15b470_b8fa4b8b134549199134fea8aa5e14cc.pdf) [in Ukrainian].
9. *Shkilnyi uchytel novoho pokolinnia. Doproekine bazove doslidzhennia (berezen 2014 – berezen 2015) [School Teacher of the New Generation. Pre-Project Base Research]* (2014). Kyiv: Lenvit [in Ukrainian].
10. Sorbonne Declaration. (n.d.). *media.ehea.info* Retrieved from [http://media.ehea.info/file/1998\\_Sorbonne/61/2/1998\\_Sorbonne\\_Declaration\\_English\\_552612.pdf](http://media.ehea.info/file/1998_Sorbonne/61/2/1998_Sorbonne_Declaration_English_552612.pdf) (last accessed: 15.02.2019) [in English].
11. Yashchuk, I. (2017) *Teoretychni zasady formuvannia inshomovnoi komunikatyvnoi kompetentsii yak skladovoi profesiinoi kompetentnosti maibutnoho vchytelia inozemnoi movy* [Theoretical Bases of Forming Foreign Language Communicative Competence as a Component of Professional Competency of the Future Teacher of Foreign Language]. *Pedahohichnyi dyskurs – Pedagogical Discourse*, 22, 203–209. I.M. Shorobura (Ed). Khmelnytskyi [in Ukrainian].

Received: December 18, 2018

Accepted: February 26, 2019

### **Додипломна підготовки вчителя-філолога англійської мови.**

*Володіння іноземними мовами, уміння їх вільного використання у буденному і діловому житті, зокрема й фахову комунікацію з носіями іноземної мови, – ознака конкурентоздатного й висококваліфікованого спеціаліста. Тому, сучасне вітчизняне суспільство має потребу у якісній підготовці педагога із сформованою лінгвометодичною компетенцією.*

*У статті висвітлено особливості додипломної підготовки вчителя-філолога англійської мови на прикладі участі науково-педагогічних працівників та студентів факультету початкової освіти та філології Хмельницької гуманітарно-педагогічної академії у спільному проекті "Шкільний вчитель нового покоління" Міністерства освіти і науки України та Британської Ради в Україні.*

*Для реалізації мети роботи використано комплекс теоретичних й емпіричних методів. Серед теоретичних – це аналітичний метод та вивчення інформаційних джерел, завдяки яким висвітлено досліджувану проблему; порівняльний аналіз дозволив виявити, що запровадження нових інноваційних програм відповідно до проекту "Шкільний вчитель нового покоління" підвищує рівень лінгвометодичної компетентності майбутніх педагогів-філологів у процесі додипломної підготовки. Також використовувався метод опитування – для визначення проблем у професійній підготовці студентів-філологів. Під час дослідження проводилось опитування студентів спеціальності 014.02 "Середня освіта (Мова та література (англійська))" Хмельницької гуманітарно-педагогічної академії протягом 2015–2019 рр.*

*У процесі проведення наукових пошуків використовувалися емпіричні методи: моніторинг, бесіди, анкетування, спостереження, аналіз документації та продуктів діяльності, опитування для визначення рівня сформованості лінгвометодичної компетентності у процесі підготовки майбутніх учителів-філологів, педагогічний експеримент за інноваційною програмою проекту "Шкільний вчитель нового покоління", а також математико-статистичні методи обчислень.*

*Враховуючи суперечність між потребою сучасного суспільства у володінні іноземними мовами та необхідності оновлення змісту підготовки майбутнього вчителя-філолога нами визначено мету дослідження, яка полягає у вивченні та аналізі досвіду додипломної підготовки вчителів-філологів, зокрема в Хмельницькій гуманітарно-педагогічній академії під час участі у спільному проекті Британської ради в Україні і Міністерства освіти та науки України за інноваційною програмою проекту "Шкільний вчитель нового покоління".*

*З'ясовано, що запровадження змін у навчальну програму спеціальності 014.02 "Середня освіта (Мова та література (англійська))" протягом 2015–2019 рр. дозволили підвищити рівень лінгвометодичної компетентності майбутніх учителів-філологів у процесі додипломної підготовки.*

**Ключові слова:** *додипломна підготовка, студент, філолог, англійська мова, лінгвометодична компетентність, проект "Шкільний вчитель нового покоління".*

UDC 377.36:37.013

DOI 10.35433/pedagogy.1(96).2019.44-50

**S. S. Vitvytska,**

Doctor of Pedagogics, Professor  
(Zhytomyr Ivan Franko State University)

VitvuckaSvitlana@ukr.net

ORCID: 0000-0002-9541-2635

**O. F. Melnyk,**

Candidate of Pedagogic Sciences  
(Zhytomyr Basic Pharmaceutical College)

melnyk.ksenia@pharm.zt.ua

ORCID: 0000-0001-8804-4312

### MODEL OF PROFESSIONAL COMPETENCE FORMATION OF FUTURE SPECIALISTS OF FOOD TECHNOLOGIES IN THE PROCESS OF STUDYING NATURAL SCIENCE DISCIPLINES AT COLLEGE

*The article states the necessity of educational process restructuring that takes into account the modern requirements of the level of professional competence formation of graduates of higher educational institutions. The model of the formation of the professional competence of future technicians of food products production is grounded in the process of studying natural science disciplines. The structure of the model is described and consists of five blocks: 1) task-oriented; 2) theoretical and methodological; 3) informative; 4) organizational and procedural; 5) estimated and productive. Furthermore, the interrelationships among them are highlighted. The significance of the leading pedagogical conditions in the process of formation of professional competence is determined. The essence of the definitions of "model", "modeling" and expediency of modeling method as a means of studying pedagogical processes and phenomena is revealed. It is stated that increasing the level of professional competence formation of future specialists in food production will depend on the development of all its components (personal, cognitive, activity, reflexive and estimative). The results of experimental verification of the developed model effectiveness in the educational process of colleges by introducing the author's technology, which was based on the integration of natural and professional disciplines (content-related, methodological, organizational, practical), are presented. It is proven that the professional orientation of fundamental natural science disciplines significantly increases the motivation to study professional disciplines, and it contributes to the awareness of the importance of the natural component in future professional activities. The implementation of an active and interactive forms and methods of teaching, the improvement of the scientific-methodological support of the educational process contributed to the activation of students' cognitive activity and urged to an active and professional-creative search.*

**Key words:** model, modeling, professional competence, pedagogical experiment, integration of natural and professional science disciplines.

**Introduction.** The formation of the professional competence of food technology specialists is a complex and multidimensional process, which is aimed at a highly professional specialist's training, as well as a harmoniously developed personality. Society dictates new requirements for the training of a modern specialist; therefore, the problem of professional training is being updated in new educational institutions.

It is possible to solve this problem if the educational process is constructed as an integral system in which the purpose, task, final result, content, and methods and forms of achieving this final result are clearly defined. That is why the question of finding optimal and effective methods in pedagogical research is a focus of scientists. One such scientific research method, the modeling method, is based on the development and study of models.

Analysis of recent research and publications. The analysis of recent studies and publications shows that scientists and practitioners have widely used the modeling method for the study of pedagogical processes and systems. The expediency and effectiveness of using the modeling method in pedagogical science are substantiated in the writings of S. Arkhanhelskyi, V. Afanasiev, I. Blauberh, V. Venikov, B. Hlynskyi, V. Hlushkov, A. Dakhin, A. Dubaseniuk, M. Lazareva, I. Novyk, V. Shtoff, and others. I. Boichuk (pharmacists), S. Gorobets

(economists), O. Denderenko (ship engineers), O. Derevianko (mining engineers), G. Zaichuk (marketers in the tourism industry), O. Kovtun (aviation operators), D. Kostiuk (electrician technicians), O. Peredrii (commodity experts), and I. Stadniichuk (mechanical engineers). They dedicated their writings to the problem of modeling the pedagogical processes of forming the competence of future specialists in the sphere of production and services. H. Berezhna, M. Lobur, L. Krainiuk, P. Pyvovarov, N. Sychevska, O. Turytsa, and L. Yancheva studied various aspects of the problem of the formation of certain competencies in the process of professional training of future specialists in the food industry.

However, the problem of developing the model for the formation of professional competence of future technicians of food production in the process of studying natural science disciplines has not yet been the subject of separate research.

**The purpose** of the article is the theoretical substantiation of the developed model of professional competence formation of the future technicians of food production in the process of studying natural science disciplines. The presentation of experimental model implementation results in the educational process of colleges is also examined.

**Results and Discussion.** The relevance of using the method of modeling as a means of studying pedagogical processes was emphasized by I. Ziaziun. The scientist notes that by modeling one can reproduce not only the statics of the didactic process, but also its dynamics [7: 67]. Z. Kurliand defines modeling as a research of cognitive objects on their models, the construction and learning of really existing objects models [2: 336]. Thus, it is the modeling method that will enable us to define and substantiate the goals and tasks of the educational process; content, forms, methods, means of studying natural science disciplines, the choice of which is predetermined by modern pedagogical technologies; to design the general organization of professional training in the study of natural science disciplines; to predict the results of the process – formed competencies which are the components of professional competence. The modeling method requires the construction of a scientifically grounded model of the professional competence formation of future specialists.

In dictionaries, "model" is defined as an imaginary or conditional (image, description, diagram) image of an object, process or phenomenon, which is used as its representative [5: 535]. In scientific literature, scholars interpret the concept of "model" differently. S. Vitvytska defines the model of the didactic process as a reference submission on training, its construction, which allows us to identify and analyze the connection among probable, expected and desired changes of the researchable object [6: 158]. I. Ziaziun characterizes the model as a sign system, with which one can study the didactic process as a subject of research, to show in integrity its structure, functioning and to preserve this integrity at all stages of the research [7: 67]. Consequently, the creation of a model is the construction of the structure and logic of the pedagogical process that will form the professional competence of future specialists.

The reason for the development of such a model was the need to increase the level of efficiency of training of a competent food specialist, which depends on a qualitative fundamental natural- science component.

The overall structure of the proposed model consists of five blocks: 1) task-oriented; 2) theoretical and methodological; 3) informative; 4) organizational and procedural; 5) estimated and productive. Among these there is a system of connections and correlation (Fig. 1).

The task-oriented block reflects the requirements and needs of a modern society in competent experts in the field of food technology, as well as the purpose of research. The aim is to create the professional competence of future technicians in the process of studying natural science disciplines. This block has a significant impact on the design of content, methods, organizational forms and learning means, which are based on the stated approaches and

principles. That is to say that the typology of the entire structurally functional system depends on it.

On the basis of the analysis of Yu. Babanskyi's works, the model that was developed is considered as a complex system that is formed by interconnected structural (purpose-motivational, theoretically-cognitive, practical-active, control and reflective) and functional (stimulant and motivational, cognitive, developmental and corrective) components. The defined components are reflected in the theoretical and methodological block.

*The purpose-motivational component* includes a set of goals, motives, and needs, including motivations for future professional activity and learning activities in general. This is a process of knowledge of reality. The formed motives for constant self-improvement and self-realization are a powerful "engine" of personal formation including the achievement of high results in professional activity. The purpose-motivational component is decisive in the process of any activity, affecting other components and giving rise to the possibility of their formation.

*Theoretical-cognitive component* involves possessing a complex of knowledge about the basic fundamental laws of nature. These include physical and chemical phenomena and processes occurring during technological operations with food and raw materials; chemical composition, properties of chemical compounds and their changes in different conditions, which affects the formation of organoleptic and nutritional properties of food; the peculiarities of the functioning of living systems and the substantiation on this basis of the nutritional value of the main nutrients; elementary knowledge about greening of production and creation of ecological products, as well as the role and place of a person in the biosphere and its importance as a global geological force in the stabilization of ecosystems. The complex of knowledge is divided into groups: 1) fundamental basic knowledge; 2) professional; 3) practical; 4) socio-ideological.

*Practical-activity component* involves the formation of skills and abilities of students to apply the knowledge in future professional activities. These include the ability to establish causal-consecutive relationships between the properties of substances and their use; chemical composition of food products and their organoleptic and nutritional properties; the ability to use physico-chemical, biological knowledge for the management of technological processes, which depends on the speed of preparation, quality, appearance of the product, its nutritional value, physiological significance; the ability to apply the acquired knowledge and skills of working with chemical equipment, reagents, chemical research methods for quality control of finished products, preparation of solutions; the ability to apply self-study skills for self-improvement and implementation in the profession; the ability to adapt in society, possession of communicative culture (general and professional); the ability to extract and use information and information technologies. It is advisable to classify the complex of skills according to the following groups: 1) intellectual; 2) technologically-professional; 3) professional-creative; 4) instrumental-laboratory; 5) communicative; 6) socio-adaptive; 7) informative.

*The control and reflective component* provides the opportunity to carry out systematic control by the teacher and self-control and self-esteem from students, which is related to the ability to independently assess the level of competencies acquired and their importance in future professional activities, critically address their own achievements and performance. The control and reflexive component involves the formation of the students' ability to engage in continuous self-improvement and self-development, as well as a constant updating of knowledge, experience, skills in accordance with the needs of production and their own needs and motives.

All structural components are closely interrelated and implement a competent approach in the process of training future specialists, which reflects the readiness of the graduate for real professional activities and the ability to apply the experience in further social activities.

The model performs certain functions. Each structural component of the model has a specific functional significance, which is reflected in the following relationships: purpose-motivational component ↔ stimulant and motivational, theoretically-cognitive ↔ cognitive, practical-active

↔ developmental, and control and reflective ↔ corrective. The functions of the system are reflected in the functional components of the model, which will be considered in more detail.

*The stimulant and motivational component* contributes to the formation of interest in learning activities in general and future professional activities. The principle of professional orientation of natural science disciplines is realized in this component, which allows for significantly intensifying the cognitive activity of students to stimulate the conscious need to master not only professional knowledge and skills, but also fundamental natural skills, without which the process of professional realization of the individual cannot be maximally effective and complete. The stimulant and motivational component involves the development and application of a set of incentives (verbal, actionable, evaluative, and material) that positively influences the cognitive process.

*The cognitive component* is aimed at the process of complex system acquisition of knowledge concerning the general laws of development of natural and artificial systems; the physical and chemical processes on which the principles of operation of technological equipment and apparatus are based; the laws that affect the technological processes of culinary food processing. The cognitive component involves obtaining new knowledge from various information sources. There is a connection with the principle of the computerization of the educational process in professional educational institutions.

*The developmental component* is aimed at the individual development of the subject of the educational process. This includes the formation of a professional person, who is a competent specialist with a socially mature attitude and established moral and ethical standards. This person should also be environmentally conscious. In the global sense, it is aimed at forming the proper professional competence of the future technicians of food production. The complex of components of professional competence (competency) is reflected in the productive block of the model: socio-personal, instrumental, general-scientific, general-professional, special-professional.

This component is connected with the environmental approach, which is based on the creation of a developing educational environment. This includes a person-oriented approach, which involves taking into account the individual characteristics of each student including their needs, preferences, goals and motives, the level of their cognitive activity and the level of the formed competencies in the pre-university preparation process.

*The corrective component* involves the systematic control of the knowledge, skills and abilities of students acquired in the process of studying natural science disciplines and determining the level of effectiveness of the educational process based on its results. This component is aimed at continuous improvement and correction of the forms, methods, means, and technologies of the educational process in order to increase the level of training of future specialists and achievement of sufficient / high levels of their professional competence.

The corrective component motivates the teacher to increase their own level of professional competence, monitoring of new pedagogical tendencies, study of innovative pedagogical experience, needs of society, and level of technological development of production.

The basic scientific approaches (competency-based, personal and activity, systematic, technological, environmental, acmeological) and principles (common-didactic: systematicity and subsequence, scientificity, accessibility, demonstrativeness, computerization, cooperation, emotionality, democratization, the relation of theory with practice, integration and specific: humanitarization and humanization, fundamentalization and politechnical education, professional orientation, self-organization) should be the basis for development of the model of formation of professional competence of future technicians of food production. These are reflected in the theoretical and methodological block of the model.

The ultimate goal of achieving the formation of an appropriate level of professional competence seems possible under the condition of development and the implementation and

continuous improvement of the content of the education system. The content of the preparation of future technicians of food production reflects the content-related block of the model, which provides a foundational knowledge of fundamental natural science disciplines. These include inorganic chemistry, organic chemistry, physical and colloidal chemistry, chemistry (general education course), biochemistry, biology, analytical chemistry, microbiology and physiology, and principles of ecology. The content-related block also includes knowledge and ability to apply the acquired theoretical and practical experience in the process of future professional and practical social activities. The integrative course "Food Chemistry" has the particular importance in the block, which will allow realizing the principles of professional orientation, fundamentalization and polytechnical education as much as possible.

The organizational and procedural block includes the technology of implementation of the model, the stages of the organization of educational and cognitive activities of students, and a set of defined forms, methods and means of training.

**The efficient block** characterizes the degree of achievement of the set goal. That is, it reflects the components of the professional competence of future technicians of food production (personal, cognitive, practical-active, reflective and estimate), criteria (motivational and value-based, informative, functional and practical, personal and reflective), levels of its formation (low, medium, sufficient, high) and result (formed professional competence of future technicians of food production).

It provides a purposeful systematic diagnostic and identification of the main areas for increasing the level of students' professional competence development. This component illustrates the success of the designed model.

The formation of the professional competence of future specialists will be effective due to the implementation of the following pedagogical conditions: 1) modernization of the content of professional education; 2) the optimal ratio of general education and professional training of specialists; 3) strengthening of the professional orientation of natural science disciplines; 4) integration of natural-science and professional training; 5) providing motivation for future professional activity. These pedagogical conditions were determined by utilising the factor analysis method. Pedagogical conditions have a cross-cutting nature in the designed model; they provide its practical implementation.

The effectiveness of the study's model was tested by its implementation into the educational institutions of Zhytomyr Cooperative College of Business and Law and structural units of Kyiv National Trade and Economy University (Zhytomyr Trade and Economy College, Kyiv Trade and Economy College, Vinnytsia Trade and Economy College). Experimental work was carried out in accordance with the designed program, the aim of which was to implement the preparatory, summative, and formative stages.

At the preparatory stage, the purpose and objectives of the research, its consistency, content details and methodical and instrumental support were determined. At the summative stage of the experiment, the state of formation of the professional competence of future specialists in the production of food products in the process of studying natural science disciplines has been analyzed. The obtained results show the imperfection of the process of forming of professional competence, a low level of motivation to study natural science disciplines, the unconsciousness of value of the natural component for future professional activity, and inadequacy in determining the level of formation of own competencies acquired during the study of chemical and biological disciplines. The statistical analysis of the data showed that the professional competence in the majority of students is formed at low (33.8 %) and medium (34.6 %) levels.

In order to increase the efficiency of the process of forming the professional competence of future technicians of food production, a task-oriented impact on all its components (personal, cognitive, practical-active, reflective and estimate) is provided, which ensures the development



of all defined groups of competencies and the components of professional competence (socio-personal, general scientific, instrumental, general-professional, special-professional).

With this end in view, an experimental integrative technology has been developed [3: 177–178], which was implemented at the formative stage and implied the organization of educational process on the basis of content and the methodological, organizational and practical integration of natural and professional disciplines. The practical implementation of the conceptual foundations of the technology was carried out at the preparatory-organizational, procedural-methodical and productively-evaluative stages and consisted of the implementation of an optional course "Food Chemistry". This course was used by students and teachers of natural and professional disciplines of the manual "Organic Chemistry", which allowed for an increase in the efficiency of training of future specialists in the production of food products.

It has been proven that the professional orientation of fundamental natural science disciplines significantly increased the motivation to study professional disciplines and helped to realize the importance of the natural component in future professional activities. The increase of the proportion of active and interactive forms and methods of work, the improvement of the methodological support of the educational process contributed to the intensification of cognitive activity of students, and prompted to the active professional-creative search.

The results of the formative stage of the experiment, which were measured in relative periodicities, indicated an increase in the level of the formation of professional competence in such criteria as a motivational and value-based (0.73 in comparison with 0.53), informative (0.73 in comparison with 0.52), and functional (0.75 in comparison with 0, 54). Naturally, the positive dynamics of the formation of all defined groups of competencies are traced. In particular, the number of students of the experimental group with high and sufficient levels of the formation of socio-personal competences increased from 26.8 % to 29.7 % and 15.4 % to 20.8 % respectively; general scientific – from 20.7 % to 34.7 % and from 13.3 % to 21.7 %; instrumental – from 23.9 % to 33.8 % and 14.4 % to 22.0 %; general-professional – from 22,0 % to 37,3 % and 14,8 % to 26,9 %; special-professional – from 19,9 % to 37,2 % and from 11,8 % to 23,1 %, which resulted in an increase in the general level of the formation of professional competence by 20,7 %, a decrease in the low level – by 11,8 % (Table 1).

**Table 1**

**Comparative table of the formation of professional competence of future technicians of food production in the process of studying natural science disciplines (%)**

№ s/n	The level of formedness of the professional competence	Before experiment				After experiment			
		CG		EG		CG		EG	
		Number of per.	%	Number of per.	%	Number of per.	%	Number of per.	%
1	Low	39	34,0	37	31,2	34	30,1	24	19,9
2	Medium	39	34,0	38	32,0	38	33,0	27	22,5
3	Sufficient	23	20,0	28	22,8	26	22,6	41	34,6
4	High	13	12,0	17	14,0	16	14,3	28	23,0

The reliability of the obtained findings was verified using the statistical t-criterion of Student's distribution ( $p = 0.95$ ,  $\alpha$  not exceeding 0.05).

Therefore, the developed model for the formation of professional competence of future technicians in the production of food products in the process of studying natural science disciplines is a complex structural -functional system that can increase the effectiveness of training specialists in this specialty. The proposed model provides an opportunity to consider the professional training of future specialists as an integral process where the purposeful interaction of teachers and students, the educational environment with the whole complex of pedagogical conditions are carried out.

**Conclusions and perspectives of further study of the problem.** The prospects for further research will consist of analytical and procedural work on the selection and differentiation of the content of natural science disciplines in the preparation of Junior Bachelors and Bachelors in colleges in the specialty "Food Technologies".

#### REFERENCES (TRANSLATED & TRANSLITERATED)

1. Duraj-Nowakowa, K. (1997) *Modelowanie systemowe w pedagogice*. Wydawnictwo Naukowe WSP, Krakowe [in Polish].
2. Kurliand, Z.N. (Ed.) (2012) *Teoriia i metodyka profesiinoi osvity [Theory and methodology of professional education]*. Kyiv: Knowledge [in Ukrainian].
3. Melnyk, O.F. (2017) Formuvannia profesiinoi kompetentnosti maibutnix tekhniv-tekhnologiv vyrobnytsva kharchovoi produktsii v protsesi vyvchennia pryrodnychkh dystsyplin [Formation of professional competence of future technicians of food products in the process of studying of natural sciences]. *Candidate's thesis*. Zhytomyr: Vyd-vo ZhDU [in Ukrainian].
4. Miller, A. (1981). Integrative Thinking As A Goal of Environmental Education. *The Journal of Environmental Education* [in English].
5. *Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy [Large definition dictionary of modern Ukrainian language]* (2004). Edit. V.T.Busel. Kyiv [in Ukrainian].
6. Vitvytska, S.S. (2015) *Teoretychni i metodologichni zasady pedagogichnoi pidgotovky magistrantiv v umovakh stupenevoi osvity [Theoretical and methodological principles of pedagogical preparation of Master's Degree Students in conditions of graduate education]*. Zhytomyr: "Polissia" [in Ukrainian].
7. Ziaziun, I.A. (2008) *Filosofiiia pedagogichnoi dii [Philosophy of pedagogical action]*. Kyiv-Cherkasy [in Ukrainian].

Received: December 27, 2018

Accepted: March 12, 2019

#### **Модель формування професійної компетентності майбутніх спеціалістів харчових технологій у процесі вивчення природничих дисциплін у коледжі.**

У статті констатовано необхідність перебудови освітнього процесу з урахуванням сучасних вимог до рівня сформованості професійної компетентності випускників вишів. Обґрунтовано модель формування професійної компетентності майбутніх техніків-технологів виробництва харчової продукції в процесі вивчення природничих дисциплін. Описано структуру моделі, яка складається з п'яти блоків: 1) цільовий; 2) теоретико-методологічний; 3) змістовий; 4) організаційно-процесуальний; 5) оцінно-результативний та висвітлено взаємозв'язки між ними. Визначено значення провідних педагогічних умов у процесі формування професійної компетентності. Розкрито сутність дефініцій "модель", "моделювання" та доцільність методу моделювання як засобу вивчення педагогічних процесів і явищ. Констатовано, що підвищення рівня сформованості професійної компетентності майбутніх спеціалістів з виробництва харчової продукції буде залежати від розвитку усіх її компонентів (особистісного, когнітивного, діяльнісного, рефлексивно-оцінного). Представлено результати експериментальної перевірки ефективності розробленої моделі в освітній процес коледжів шляхом упровадження авторської технології, що ґрунтувалася на інтеграції природничих та фахових дисциплін (змістовій, методичній, організаційній, практичній). Доведено, що професійне спрямування фундаментальних природничих дисциплін значно підвищило мотивацію до вивчення фахових дисциплін, сприяло усвідомленню значення природничої складової у майбутній професійній діяльності. Збільшення частки активних та інтерактивних форм і методів роботи, удосконалення науково-методичного забезпечення освітнього процесу сприяло активізації пізнавальної діяльності студентів, спонукало до активного професійно-творчого пошуку.

**Ключові слова:** модель, моделювання, професійна компетентність, педагогічний експеримент, інтеграція природничих та фахових дисциплін.

UDC 378.22:378.011.3-051:373.2  
DOI 10.35433/pedagogy.1(96).2019.51-57

**L. P. Zahorodnia,**  
Candidate of Pedagogical Sciences, Assistant Professor  
(Oleksandr Dovzhenko Hlukhiv National Pedagogical University)  
l.zagorodnya69@gmail.com  
ORCID: 0000-0002-2217-1041

## **EMPIRICAL STUDY ON THE FORMATION OF THE MOTIVATIONAL- PERSONAL COMPONENT OF MASTERS' READINESS TO ENSURE THE QUALITY OF EDUCATIONAL PROCESS IN THE PRESCHOOL EDUCATIONAL INSTITUTIONS**

*The article presents the results of an empirical study of the formation of the motivational and personal component of the readiness to ensure educational process quality in the preschool institution. European integration processes in Ukraine and changes in primary school actualize the problem of the Preschool Education Masters' readiness to ensure the educational process quality in preschool institution. To determine the condition of motivational and personal component formation of RTEQEP of future Masters in the preschool institution a complex of diagnosis methods was chosen. These were chosen according to defined components, criteria and indicators, namely the method of the professional activity motivation study (K. Zamfir in modification A. Reana, N. Badmaievoi), method of definition of I-concept (Campbell SCC method), the location of components RTEQEP in the structure of preschool institutions, and questioning, methods of mathematical statistics. It was found that the motivation for professional activity is the best formed at the Masters level – 52 % of respondents testified to the high level; 70 % of Masters do not realize the role of motivation. Masters showed a sufficient and average level of self-concept formation and unclear value orientations and professional needs. The students did not name all the main personal and professional qualities of the preschool institution manager, preferring the moral ones. The majority of Masters revealed the average level of the motivational and personal component formation of readiness to ensure the quality of the educational process in the preschool institutions, which indicates the need to organize and work in order to improve this level.*

**Key words:** Masters, motivational and personal component of readiness to ensuring the quality of the educational process in preschool educational institutions, diagnostic methods, criteria, levels of formation.

**Introduction.** The issue of the high-quality training of specialists for the preschool educational institutions has been actualized by the integration of Ukraine into the European educational space, as well as the changes taking place in the adjacent elementary school sphere (development of new industry standards and implementation of the concept of *The New Ukrainian School*). Future directors are responsible for organizing the educational process in the establishments concerned in the capacity of preschool education managers. Properly organized educational process in the institution guarantees quality of preschool education for children, as well as simple adaptation to the conditions of school education. Readiness of a future manager to ensure the quality of educational process in a pre-school institution is a multicomponent personal characteristic of a specialist. Motivational personal component is the core element concerning this issue.

Analysis of recent research and publications. Among the publications concerned with the issue in question, some deserve special attention. Among those are the following: research by H. Zakorchenna [6] on preparation of students for pedagogical management in pre-school education, the study by S. Vitvytska [2] on theoretical and methodological principles of masters training in the conditions of graduate education, the work by V. Zhihir [7; 8] on peculiarities of professional MA level training of education managers, and the essence and content of professionally important personal qualities of the education manager. L. Zadorozhna-Knyahnytska conducted research on the substantiation of the content and structure of the deontological education manager's competence, organizational and methodological conditions for the deontological training of education managers in higher education institutions [4; 5]).

As such, the study by H. Zakorchenna states that the preparation of preschool education pedagogical management is most effectively carried out in specifically organized learning conditions. The process should concentrate on the cognitive activity of future specialists in three aspects. These elements are content that adequately reflects the specificity of the preschool education institution as a systemic object of their professional activity; operation, which includes knowledge of the essence, functional structure, and means of management; and value that reveals personal meaning and stimulates the need for continuous self-improvement as subjects of management [6: 19].

By applying subject, activity, systemic, professional, competence, cultural, and acmeological approaches, S. Vitvytska developed MA-level education managers' profессиogram. The researcher singled out the following clusters of components: target-oriented (desire, interest, needs, predispositions, ideals, mindset, and beliefs); basic – pedagogical abilities (gnostic, constructive, projective, organizational, communicative, intellectual, expressive, suggestive, and creative competences); activity-practical – knowledge, skills, abilities, and competence [2: 30].

Researcher V. Zhihir is convinced that the personal qualities of the education manager, one's ambitions, character and ethical views, are more important in professional management than competence. It is in vain to conduct management guided only by technical and communication skills, to do business right, but to lead people in the wrong direction [7: 5]. The researcher singles out two components in the professional training of education managers, namely professional and personal elements. The personal component includes social and professional qualities. Formation of the professional component of specialist's competence in isolation from versatile personal qualities proves ineffective [8: 114].

Guided by the results of the generalization of the components of deontological competence substantiated by V. Artemov, M. Vasilieva, H. Kertayeva, I. Slyusareva and other researchers, L. Zadorozhna-Knyahnytska outlines value-motivational, cognitive-deontological and technological components in the structure of deontological competence of education managers, noting that their formation in complex reflects the readiness of masters for professional management activity [4: 27]. In addition, the researcher divides organizational and methodological conditions of deontological training of education managers in preschool institutions. They determine general requirements for the management in the process of deontological training, ensuring the implementation of its structural components [5].

Despite the urgency of the issue of preschool education quality and professional training of education managers, currently there is a lack of solid scientific research on the formation of masters' readiness to ensure the quality of educational process in a preschool institution. Thus, the aim of this article is to highlight the state of readiness, in particular its motivational and personal components.

**Results and Discussion.** The analysis of a number of studies concerning the issue of training education managers and preschool specialists, in particular, for professional activity, allowed for the distinction of the following components of the readiness of masters to ensure the quality of the educational process in preschool institutions: motivational-personal, cognitive-searching, activity-operational, reflexive-evaluative.

The core element of the structure of the readiness in question is a motivational-personal component. It determines the consciousness and purposefulness of obtaining the necessary professional knowledge, skills and abilities by master students.

The empirical study on the formation of the motivational-personal component of masters' readiness to ensure the quality of educational process in the preschool educational institutions was carried out among students of various institutions of higher education in different regions of Ukraine. The institutions were as follow: the faculty of preschool education of Oleksandr Dovzhenko Hlukhiv National Pedagogical University, faculty of Philology and

Mass Communications of Mariupol State University, faculty of Preschool, Special and Social Education of Berdyansk State Pedagogical University, pedagogical faculty of Donbass State Pedagogical University, faculty of pedagogy of Rivne State Pedagogical University, and the psychology and pedagogical faculty of Poltava National Pedagogical University, V. H. Korolenko. In total, 544 intra- and extramural masters students took part in the experiment, which included 270 students in the control group and 274 students in the experimental group. The control group consisted of 100 intramural students and 170 extramural students. The experimental group consisted of 106 intramural students and 168 extramural students. Among intramural students, 60 % were working in the field, while in the group of extramural students, 95 % were workers in the education sphere.

To determine the levels of the motivational-personal component of readiness, a set of methods was selected. In accordance with the components, criteria and indicators [3], namely, the method of studying the motivation of professional activity (K. Zamfir's approach modified by A. Rean and N. Badmayeva), and Campbell's Self-Concept-Clarity Scale, the determination of the place of components in the readiness to ensure the quality of educational process in the structure of preschool educational institutions, questionnaires, mathematical statistics method were identified. The application of the methods chosen allowed the researcher to cover all aspects of the investigated motivational-personal component of readiness to ensure the quality of educational process in the preschool education institutions and to determine the levels of its formation among master students.

With regard to the educational activities of MA students, professional motivation was understood as the combination of factors and processes that encourage them to study a future profession. At the same time, the researcher considers professional motivation as serving as an internal driving force for the development of professional competence and, in particular, the acquisition of readiness to ensure the quality of educational process in the preschool institutions.

An analysis of the motivation to conduct professional activity while applying the method by K. Zamfir, modified by A. Rean and N. Badmayeva, allows the following to be stated. According to identified readiness levels, the balance of motives of  $IM > EPM > ENM$  and  $VM = EPM > ENM$  were considered, where internal motivation (IM) is equal to external positive motivation (EPM), or higher than EPM and external negative motivation (ENM), and the external negative motivation is low and close to one. The closer to optimum the motivational complex is, the more active master students are in acquiring the degree, in particular with regard to the content of vocational training. The analysis of questionnaires showed that 52 % of respondents had a high level of motivation to work in their professional field, 26 % exhibited a sufficient level, 9 % had an average level and 13 % had a low level of motivation.

In addition, it was important to ascertain the MA students' level of awareness of the role of motivation as a component of professional orientation in the structure of the readiness to ensure the quality of educational process in preschool educational institutions. For this purpose, it was suggested that participants determined the place of such readiness components as professional orientation, knowledge, personal and professional qualities, professional skills as the core element, the basis of readiness, the integrative component and the factor ensuring the success of preparedness.

The analysis of evaluation sheets leads to the conclusion that the majority of respondents (70 %) do not understand the role of motivation in the process of their readiness formation.

The third method that was chosen was the self-concept clarity scale that is a general pattern or configuration of self-perception. Self-concept contains the following components: cognitive – an image of one's qualities, abilities, appearance, social significance, etc.; emotional – self-esteem, selfishness, self-destruction, etc.; evaluative-volitional – the desire to

increase self-esteem, etc. As a prerequisite and the result of social interaction, the self-concept is structured by the real self (the idea of oneself in real time), the ideal self (that is, what one should become, oriented to moral norms), dynamic self (what the person intends to become), and fantastic self (what the subject would want to become, if possible) [1: 609–610].

Taking into account the essence of an individual's self-concept, it should be considered important for the future director prepared to ensure the quality of the educational process in preschool institution to have a high and medium, close to high, self-concept clarity level. The analysis of student questionnaires filled in by MA students showed that 41 % of the respondents presented with averages close to a high level of self-clarity, 35 % presented average levels of self-clarity, while 24 % presented with averages close to low self-clarity level. No respondent presented a high self-clarity level. In general, students presented sufficient and moderate level of self-concept clarity.

The purpose of the questionnaire was to obtain empirical information on the state of formation of the motivation-personal component of the readiness to ensure high quality level of education among future managers of preschool institutions. The particular aim was to identify the motives for obtaining the second higher education in the specialty 012 "Preschool education". Another objective was to determine the level of awareness of the components of professional orientation to ensure the quality of the educational process in the institutions concerned, in particular, motives, value orientations, professional needs, personal and professional qualities necessary to ensure smooth educational process.

An analysis of the students' answers pertaining to the motives of obtaining a master's degree allowed for the construction of the following hierarchy of motives. Obtaining new knowledge in the field of preschool education and professional improvement was chosen by 32 % of participants; 29 % chose acquiring full higher education; 18 % chose the desire to work as a manager of educational institution; love for children and profession was chosen by 6 % of the respondents. Disclosure of creative abilities and potential opportunities was marked by 6 %, while another 6 % of participants chose the wish to find a job in a specialty. There were a small number of respondents (3 %) who called the groups of motives for obtaining the master's level of education – cognitive, social, moral, creative, and aesthetic. However, among these motives there were none aimed at changing the organization of preschool education, ensuring the quality of educational process in preschool education institution, or improving domestic preschool education as per European standards.

While answering a question about the professional orientation of the manager of preschool education to ensure the quality of the educational process, a small number of MA students (3 %) gave the following definition of the concept of "professional orientation". They marked it as a stable personality feature guided by the dominant motives that make a person work and motivate one to choose a profession. Respondents called the feature as educational motives, systems of value-evaluative attitude of the person to the profession and to themselves as to the professionals, interests, needs, inclinations, aspirations associated with the professional activity. Among the main components were chosen a positive attitude of the person to the profession, professional suitability, professional interests, values, and readiness for professional activity based on the system of attitudes, beliefs, motives of the person, professional self-consciousness. Only 10 % of the participants highlighted the components of professional orientation correctly – as the motives, needs, values, interests, and ideals. Other students (87 %) could not name the components of the professional orientation of the preschool education institution manager or gave incorrect answers. They chose managerial skills of the head of the institution; personal qualities – communicative, educational, pragmatic, emotional, tolerance, creativity, innovation, wisdom; different types of competence – professional, social, cultural, civic, informational; components of professional

competence – personality-motivational theoretical, practical, methodical. Some students listed the motives of the professional activities of the preschool educational institution manager.

Thus, a majority of students proved to have no clear understanding of the professional orientation components necessary for a manager of preschool education to ensure the quality of the educational process.

Respondents listed different motives determining a manager's focus on ensuring the quality of the educational process in the preschool institution. Among them were the following clusters of motives: cognitive, material, social, moral, creative, aesthetic, prestigious (7 % of respondents); material, creative, moral (3 %); internal and external (7 %). Some students mentioned generic aspects that can be applied to a specialist in any field – self-esteem, identification, authority, duty and responsibility to society, group, and individuals; self-development, self-determination and self-improvement, the desire to attain other individuals' approval, procedural-substantive motives (3 %). Another 3 % of respondents chose improvement of professional competence, skills of solving professional and pedagogical problems, increase in the level of competitiveness of preschool education institutions in the market, and economic motives. The following motives related to ensuring the success of preschool education institutions in the region and included creating a positive image and good reputation of the head of the institution and attracting the attention of as many parents of potential pupils as possible to the institution.

Only 10 % of intramural master students and 27 % of participants of extramural programs named the motives of professional activities related to ensuring the quality of the educational process in preschool institution. They chose promoting the professional growth of teaching staff, self-education of the manager, improving the management skills in the organization of the educational process, providing children with high-quality education, and improving the facilities and resources.

Regarding the value orientation of the preschool institution manager, only a small number of respondents with job experience in the field (6 %) indicated that they are value-oriented towards public recognition and positive assessment of the work of a preschool education institution. Among other priorities they listed comprehensive development of children, health promotion and satisfaction of their needs, provision of quality education, professional growth of a director/staff, improvement of facilities and resources, as well as making a preschool institution correspondent to modern requirements. The majority of MA students (80 %) named the following professional-personal qualities and skills: leadership, creativeness, determination, respect to the colleagues, organizational skills, knowledge of foreign languages and information technologies, and competency in solving conflict situations among other characteristics. Some respondents (6 %) determined the value orientations as a slogan – equality, justice, beauty, and truth, while 7 % of students left the question without answer.

Most of the students participating in the research chose the following professional needs of the manager of preschool institutions. Those were general professional needs, namely: competence, constant self-improvement, engagement in self-education and self-realization (50 %), promoting modern facilities and resources in a preschool institution; being a successful manager (25 %), high moral standards, being a respectable manager (13 %), being an authoritative leader, taking care of professional self-development of the teaching staff (12 %). However, none of the responses were accurate and exhaustive in relation to the professional needs of the manager who strives and is able to ensure the quality of the educational process in pre-school institutions.

The students could not differentiate clearly between personal and professional qualities of the manager of preschool institution. In most instances, those qualities were duplicated or mixed. The complexity of the manifestations of the above qualities should be considered as

the main reason for such duplication. In addition, it is rather complicated to distinguish between personal and professional issues. The respondents named the following personal qualities as necessary for the manager to ensure the quality of the educational process in a preschool institution. The qualities chosen can be attributed to the following groups: moral-related – honesty, decency, humanity, respect for colleagues, tolerance, justice, ambition, reliability, tact, love for children, and responsibility; volitional group – purposefulness, discipline, persistence, determination, balance, self-control, and ability to take risks; intellectual cluster – creativity, communication skills, logic and critical thinking, self-criticism, and good memory. There were also answers in which qualifications were replaced with knowledge, skills or abilities (40 %). Most students preferred moral qualities (85 % of respondents); the intellectual cluster was mentioned less often – only in 15 % of responses. The main result that needs to be stated is the fact that future specialists are aware of the necessity of having important personal and professional qualities for the manager.

After summarizing the data and evaluating responses by applying the five-point system, results were obtained regarding the formation of motivational-personal component of readiness to ensure the quality of educational process in the preschool educational institutions among master students. They are reflected in Table 1.

Table 1

**Levels of formedness of motivational-personal component of readiness to ensure the quality of educational process in the preschool educational institutions among students at the initial stage of the experiment**

Levels	High		Sufficient		Average		Low	
	absolute value	%	absolute value	%	absolute value	%	absolute value	in %
Control	22	8,1	67	24,8	135	50	46	17,1
Experimental	16	5,8	53	19,4	145	52,9	60	21,9

As evident from the table, a majority of future masters showed an average level of formation of the motivational-personal component of readiness to ensure the quality of the educational process in preschool education institution.

**Conclusions.** The results of the empirical research confirm the need to organize and conduct work on raising the level of motivation and personal component of MA students' readiness to ensure the quality of educational process in preschool education institution.

Further research will focus on identifying levels of cognitive-search activity, activity-operational, and reflexivity-evaluative components of readiness to ensure the quality of educational process in the preschool educational institutions and development of pedagogical technology for its formation in the process of professional master training.

**REFERENCES (TRANSLATED & TRANSLITERATED)**

1. Shapar, V. B. (2004). *Psykhologichnyi tlumachnyi slovnyk [Psychological dictionary]*. Kharkiv: Prapor [in Ukrainian].
2. Vitvytska, S.S. (2011). Teoretychni i metodychni zasady pidhotovky mahistriv v umovakh stupenevoi osvity [Theoretical and methodological basis of training masters in a multi-level education]. *Extended abstract of Doctor's thesis*. Zhytomyr: Vyd-vo ZhDU [in Ukrainian].
3. Zahorodnia, L.P. (2018). Kryterii, pokaznyky ta rivni sformovanosti hotovnosti mahistriv do zabezpechennia yakosti osvitnioho protsesu v zakladi doskil'noi osvity [Criteria, indicators and levels of formation of readiness of master's degrees to ensure the quality of the educational process in institutions of preschool education]. *Pedahohichna osvita:*



- teoriia i praktyka – Pedagogical Education: Theory and Practice*, 25 (2-2018), 65–71. Part 1. Kamianets-Podilskyi. DOI: 10.32626/2309-9763.2018-25.65-71 [in Ukrainian].
4. Zadorozhna-Kniahnytska, L.V. (2017). Orhanizatsiino-metodychni umovy deontolohichnoi pidhotovky menedzheriv osvity u vyshchyykh navchalnykh zakladakh [Organizational and methodological conditions of deontological training of education managers in higher educational institutions]. *Naukovi zapysky Ternop. nats. ped. un-tu imeni Volodymyra Hnatiuka. Seriya: Pedagogika – Scientific notes Ternop. nat. ped. univ. named after Volodymyr Hnatiuk. Series: Pedagogy*, 3, 90–98. DOI: 10.25128/2415-3605.17.3.12 [in Ukrainian].
  5. Zadorozhna-Kniahnytska, L.V. (2018). Obruntuvannia zmistu y struktury deontolohichnoi kompetentnosti menedzhera osvity [Substantiation of the content and structure of the deontological competence of the education Manager]. *Journal "ScienceRise: Pedagogical Education"*, 2 (22), 24–28. DOI: 10.15587/2519-4984.2018.124456 [in Ukrainian].
  6. Zakorchenna, H.M. (2000). Pidhotovka studentiv do pedahohichnogo menedzhmentu v doshkilnii osviti [Students' training for pedagogical management in preschool education]. *Extended abstract of candidate's thesis*. Odesa [in Ukrainian].
  7. Zhyhir, V.I. (2017). *Osoblyvosti profesiinoi pidhotovky menedzheriv osvity v umovakh mahistratury [Features of professional training of managers of education in the conditions of magistracy]*. Retrieved from ea.donntu.edu.ua:8080/bitstream/123456789/.../1/zhygir.pdf. [in Ukrainian].
  8. Zhyhir, V.I. (2013) Sutnist i zmist profesiino vazhlyvykh yakoste osobystosti menedzhera osvity [The essence and content of professionally important qualities of the education Manager's personality]. *Visnyk Luhanskoho natsional'nogo universytetu imeni Tarasa Shevchenka. Pedahohichni nauky – Luhansk Taras Shevchenko National University Journal. Pedagogical science*, 10(3), 113–124. Luhansk [in Ukrainian].

Received: January 10, 2019

Accepted: March 11, 2019

#### **Емпіричне дослідження сформованості мотиваційно-особистісного компонента готовності магістрів до забезпечення якості освітнього процесу в закладі дошкільної освіти.**

У статті представлено результати емпіричного дослідження стану сформованості мотиваційно-особистісного компонента готовності магістрів до забезпечення якості освітнього процесу в закладі дошкільної освіти, проведеного автором. Євроінтеграційні процеси, що відбуваються в Україні та зміни в початковій школі актуалізують проблему формування готовності магістрів дошкільної освіти до забезпечення якості освітнього процесу в дошкільній установі. З метою з'ясування стану сформованості мотиваційно-особистісного компонента ГДЗЯОП в закладі дошкільної освіти в майбутніх магістрів був дібраний комплекс методів діагностики, відповідно до визначених нами компонентів, критеріїв і показників, а саме: методика вивчення мотивації професійної діяльності (К. Замфір в модифікації А. Реана, Н. Бадмасвої), методика визначення Я-концепції (методика Кемпбелла SCC), визначення місця компонентів ГДЗЯОП в ЗДО в її структурі, анкетування, методи математичної статистики.

З'ясовано, що найкраще в магістрантів сформована мотивація професійної діяльності – у 52 % респондентів виявлено її високий рівень. Проте 70 % магістрантів не усвідомлюють ролі мотивації, як складника спрямованості, в процесі формування їхньої готовності до забезпечення якості освітнього процесу в ЗДО. Магістранти засвідчили достатній і середній рівні сформованості Я-концепції та не чіткі ціннісні орієнтації і професійні потреби. Окрім того, студенти назвали далеко не всі основні особистісно-професійні якості директора ЗДО, віддаючи перевагу моральним. У більшості магістрантів виявлено середній рівень сформованості мотиваційно-особистісного компонента готовності до забезпечення якості освітнього процесу в закладі дошкільної освіти, що засвідчує необхідність організації і проведення роботи з підвищення його рівня.

**Ключові слова:** магістри дошкільної освіти, мотиваційно-особистісний компонент готовності до забезпечення якості освітнього процесу в закладах дошкільної освіти, методи діагностики, критерії готовності, рівні сформованості.

# ANDRAGOGY

UDC 37.091.39:374.7:37.014.54

DOI 10.35433/pedagogy.1(96).2019.58-65

**O. Ye. Antonova,**

Doctor of Pedagogical Sciences, Professor  
(Zhytomyr Ivan Franko State University)

olena.antonova2015@gmail.com

ORCID: 0000-0002-3240-6297

**L. L. Familiarska,**

PhD in Pedagogy, Teacher

(ME "Zhytomyr Regional Institute of Postgraduate Education" of Zhytomyr Regional  
Council)

familyarskaya\_la@ukr.net

ORCID: 0000-0002-5801-8057

## STUDY OF THE DEVELOPMENT OF THE TEACHER'S INFORMATION AND COMMUNICATION MOBILITY WITHIN THE SYSTEM OF POSTGRADUATE EDUCATION

*The article presents the results of the research of the essence, structure and features of the development of information and communication mobility of a teacher in the system of postgraduate education. The authors described the research process of information and communication mobility of a teacher, which involved a study of the current state of the issue, as well as an analysis of scientific literature together with the development of basic theoretical principles of the study. Generalization and systematization of information allowed the authors to determine the structural components of a teacher's information and communication mobility including criteria and indicators of its formation. The authors were further able to substantiate the conditions of its development in the educational environment of postgraduate education in the course and inter-course periods of professional development and advanced training.*

*The modular program of teacher training entitled "Development of information and communication mobility of the teacher in the educational environment of postgraduate education" is presented, together with the introduction of the method of its development in the educational environment of postgraduate education. In order to determine the level of formation of teacher's information and communication mobility, methods of evaluation, self-assessment, mutual evaluation and commentary are applied. The use of the developed diagnostic tools made it possible to evaluate the main components of the teacher's information and communication mobility: perception and analysis of new knowledge in the development of new professional activities (cognitive-personal component), self-assessment and self-analysis of the effectiveness of activity and performance (evaluative-reflexive component), and the acquisition of connections in the process of the interaction of subjects of the educational process aimed at new skills and abilities utilization (social-activity component). With the help of methods of mathematical statistics (ranking, factor analysis, multidimensional dispersion analysis, parametric and nonparametric methods for comparing data using SPSS (ver. 13) computer software program) the effectiveness of the presented methodology is confirmed. The necessity of the interrelation of periodic advanced refresher training for the teacher along with their methodical work and active self-education in intercurricular period is substantiated.*

**Key words:** *postgraduate education, adaptation, information and communication mobility, development, environment, teacher.*

**Issue statement in general form.** Globalization and European integration in all spheres of public life actualize the need to update and improve the content, methods and forms of the activity of a modern specialist. More specifically, within the terms of constant social motion, development and revolutionary change in the field of functionality and acquisition of information together with the massive use of newly designed communication technologies. All of these ideas are realized in the concept of mobility. A modern specialist should be resistant to adverse factors of activity, possess an ability to predict the development and sudden variability of the situation and respond quickly to changes, modifying the structure and sequence of

actions. Furthermore, the ability to carry out duties in terms of constant lack of time without formidable performance and efficiency losses, as well as optimal decision making in unusual and extreme conditions, are inalienable.

The reorientation of the educational process into openness and mobility leads to changes in the professional activities of modern educators. The concept of "teacher's mobility" implies his / her personal ability to adapt to rapid changes in the ways of procedural interaction within the educational environment. This ensures the stability of his / her development and active professional position, as well as purposeful and conscious movement from position to position throughout his / her life. The more vivid a teacher's internal mobility is, the better he / she adapts to the new challenges, objectives and circumstances of his / her professional activity. This also causes the improvement of situational thinking and faster self-realization within social and professional hierarchy, making his / her pedagogical activity more diverse. According to Yu. S. Kopchak, L. V. Kopchak, Ya. Ya. Nikorak, R. Yuk, this particular characteristic quality is required for specialist's professional formation, development and successful activity in the modern socio-professional environment [3; 8].

Therefore, the points of view of scientists indicate that the dominant meaning in the interpretation of the essence of different types of mobility is the idea of adaptability, flexibility and speed of response to changes in the terms and conditions of professional activity. However, beyond the scope of contemporary research lies the problem of the development of information and communication mobility as an adaptive ability of the individual, which needs to seek pedagogical innovations, aimed at the development of his / her professional and personal qualities.

**Aim of the article** is to characterize the results of the empirical study of the components of the information and communication mobility of a modern teacher and the conditions of their development in the environment of postgraduate education.

**Analysis of recent research, the allocation of previously unsettled parts of the general issue.** The concept of mobility as one of the characteristics of the social functioning of an individual in the modern world, including social groups, communities, personal development and humanity in general has been persisting in recent years. Modern researchers introduced the scientific concept of personal, social, communicative, labor and academic mobility. However, the active use of newly developed and advanced ICTs implies certain requirements the modern specialist should meet in order to be successful, such as mastering new skills and adapting them to information-based environments.

The above-mentioned research actualizes the study of the issues of the development of *information and communicative mobility (ICM)* of a teacher. This refers specifically to his / her adaptive ability to exercise effective interpersonal interaction in modern educational environment, as well as flexible application of information and communication technologies in professional work to solve educational tasks, objectives and issues.

**Presentation of the main research material.** The concept of ICM reflects the activity of the individual in any situation in the educational environment and is significant for various types of professional activity and social behavior of the specialist. These are characterized by flexibility within certain conditions of professional activity including ways of communication, cooperation, self-education and training, which are determined by technological and technical achievements of society. The essence of ICM is present not only in the indicators of knowledge and information / communication technology manipulation skills related to the informatization of education, but also in the ability of a modern teacher to behave him / herself appropriately in the digital environment using its capabilities in order to solve scientific and pedagogical tasks.

In the process of this scientific research, it was determined that the structure of information and communication mobility of the teacher consisted of an inter-system interdependence of three components: cognitive-personal, social-activity, and evaluative-reflexive. To identify the

development of each of the structural components of the ICM, the following criteria was identified: awareness of the use of ICT in the educational process, understanding the need for mastering new ways of interaction in the educational environment [5; 7], communicativeness in the process of educational interaction of subjects in the educational environment [1; 9], and reflexivity of activity efficiency [10]. Each criterion is characterized by certain indicators (online communication, self-understanding, readiness for self-development of information and communication mobility, variation of realization of creative potential, use of online technologies) that determine the degree of correspondence of the activities of the teacher to educational goals, norms and standards.

*The development of a teacher's ICM was interpreted as his / her adaptation to computer-mediated interaction in the educational and professional environment, which characterizes the process of promotion of a specialist to a higher level of the ICM.*

To study the level of formation of the components of a teacher's ICM and the subsequent indicators, a set of diagnostic tools was used to evaluate the data of the dependent variables of cognitive-personal, social-activity and evaluative-reflexive. 10 methods were processed in order to compose an author's questionnaire. During the selection of diagnostic tools the research was guided by the following inferences: the formed level of a teacher's ICM can be measured by its components, introduced criteria can help to evaluate these specific components, and that these criteria can be concretized and characterized by measurable indicators that can be observed, fixed, and determined.

In addition, a set of methods has been used in the research process that includes the following: *observation*, the tasks of which were a comprehensive study of the personality of the teacher in multifaceted behavioral manifestations that were utilized to determine the existing level of ICM; *conversation* with the teacher(s) (individual or group form) in order to obtain data on the motivation of the teacher's professional activities, individual characteristics, needs, abilities, etc; *didactic testing* to determine the level of formation of ICM including the completeness of possession of the necessary knowledge, skills and abilities; *a questionnaire* which revealed socio-demographic indicators of respondents (age, education, qualification category, pedagogical rank, experience of pedagogical work, place of residence) and their influence on the development of ICM, the formation of needs for improvement, conditions for their development, etc; *content-analysis* of messages from members of the online community; and *content-analysis* of the results of individual and group learning activities.

The study consisted of 180 teachers participating in advanced training courses. The general sample of respondents included 56 teachers with an accumulated experience of up to five years, 50 teachers with an accumulated experience of five to ten years, 43 teachers with an accumulated experience of ten to fifteen years, and finally 31 teachers with more than fifteen years of accumulated experience. Representativeness of the sample was achieved by a significant number of respondents who work in differing types of educational institutions (67 in rural schools, 84 in urban, 12 in boarding schools, 17 in vocational schools).

Determination of the level of ICM of teachers was conducted on the basis of the Zhytomyr Regional Institute of Postgraduate Pedagogical Education by a specially developed questionnaire "Study of the Level of Information and Communication Mobility (ICM) of a Teacher". This questionnaire allowed respondents to reveal some social information about themselves and their level of formation of ICM's components (cognitive-personal, evaluative-reflexive, social-activity) together with the peculiarities of their behavioral adaptation to the use of computer facilities and online technologies, etc.

Additionally, the methodology of V. G. Maralova "Detection of the teacher's ability to self-development" [4] and a self-attitude questionnaire created (OS) by V. V. Stolin, S. R. Panteleyev were utilized [6]. This revealed the personal attitude of teachers to the identified issue, their needs for improvement and the conditions for the development of ICM.

Results of diagnostics were included in the computer database program SPSS, which simplified their subsequent statistical processing and analysis.

The obtained data revealed that in general teachers have high motivation and determination to master the new aspects of interaction with the use of modern educational environment and ICT (information and communication technologies). Even teachers with over 20 years of experience positively responded to this process and expressed a desire to learn new ways of interaction. This category of educators noted that trends in the development of mobile computing devices and technologies necessitate the adaptation of their use in the process of interaction with students and the need for training for those professionals whose work experience exceeds 15 years. They also emphasized the fact that adaptation has become an integral part of life's journey for the modern teacher due to innovations in technology, the instability of socio-economic conditions, personal changes and so on.

To confirm the theoretical model of ICM, a factor analysis of the statistical data was conducted using SPSS 13.0 software. The matrix of inverse components of the constructed factor model contained the content of each selected particular factor. The Z-value of factor loads, which is less than 0.1, was omitted by SPSS to simplify the analysis of the data obtained. As a result, the ICM model was formed. It consisted of three factors (cognitive-personal (I-Study), social-activity (I-Interact), and evaluative-reflexive (I-Analyze)). This fully confirmed the defined structural components of the preliminary theoretical model.

It should be noted that the data aggregation (ANOVA) of the conducted dispersion analysis revealed the closest connections between the factor indicators within each group, as well as between themselves (factors). This made it possible to further determine the actual aspects of the development of the teacher's ICM and was reflected in the study's program of development of information and communication mobility of a teacher in the system of postgraduate education.

The generalized actual material obtained and processed during the research allowed for the allocation of three levels of development of the teacher's ICM depending on the value of the range factor and its coefficient (the degree of display of the indicators): low (intuitive-reproductive), average (constructive-search), and high (creative-productive), presented in Table 1.

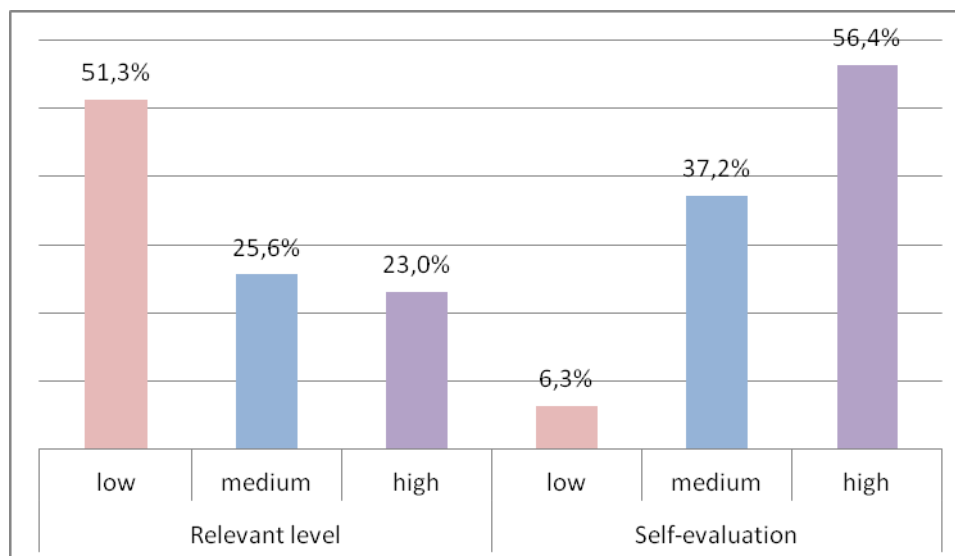
**Table 1**

**Generalized indicators of the development of the components of ICM of the teacher, (%)**

<i>Development components (factors)</i>	<i>Social-Activity (I-Interact) %</i>	<i>Evaluative-reflexive (I-Analyze) %</i>	<i>Social-Activity (I-Study) %</i>	Total Development Indicator %
<i>Levels</i>				
Low	51	51	52	51,3
Medium	24,5	26	26,5	25,6
High	24,5	23	21,5	23,1
Total	100,0	100,0	100,0	100,0

Indicators of all structural components were distributed by levels almost equally, from low to high. It should be noted that the low level (intuitive-reproductive, displaying 51 %, 51 %, and 52 % respective rate) was revealed to be dominant among the indicators of the structural components of the ICM. This indicated gaps in the following areas: knowledge of the teachers regarding the theoretical foundations of the use of the true potential of ICT (cognitive-personal component), self-examination skills including teacher quality and efficient self-assessment concerning information and communication interaction in the educational environment (evaluative-reflexive component) and possession of ways to self-organize educational interaction with the use of modern means of communication (social-activity component).

According to the selected levels of ICM formation, teachers' self-evaluation was conducted. More than a half of respondents (56,44 %) defined their level as high on a ten-point scale (self-assessment – 10, 9, 8, 7 points), one third (37,2 %) gave themselves a medium mark (self-assessment – 6, 5, 4, 3 points), 6,3 % (self-assessment – 2, 1, 0 points) identified themselves as being on a low level (pic. 1).



**Pic. 1. Comparison of the indicators of the current ICM level and the results of teachers' self-assessment (ICM)**

Differences between the indicators obtained in the process of teachers' self-evaluation and diagnostics were revealed. It was determined that the reason for the discrepancy was an imbalance between the level of social-activity component (81,6 % of respondents have medium and high level) and the level of social phenomena combined with the level of cognitive-personal component (37,1 % of participants have medium and high level). The social activity component is formed under the influence of socio-economic processes, with the social phenomena / cognitive-personal component being formed exclusively under the influence of education activities and the process of self-development.

An analysis of the results leads to the assertion that teachers understand the role of modern technology in educational activities sufficiently, but still continue to perform their usual role as repeaters (plain reproduction) of ready-made knowledge. Many experienced teachers are not familiar with or have insufficient knowledge about the new roles of a teacher. These new roles include teachers who can effectively work with growing volumes of information in the media educational environment and self-organize in it using the capabilities and opportunities given by the electronic digital data-based environment.

The data obtained during the statistical processing and interpretation allowed the study to highlight crucial factors in the development of a teacher's ICM, depending on age and qualification, seniority of professional activity, position and territorial affiliation, etc. These were taken into account when developing the content of the program "Development of information and communication mobility of a teacher". The aim of the ICM development program is to make qualitative changes in the teacher's professional characteristics that are necessary for the implementation of computer technology-mediated learning activities in the educational environment. In particular, for the formation of cooperative activities and training in the educational electronic digital data-based environment.

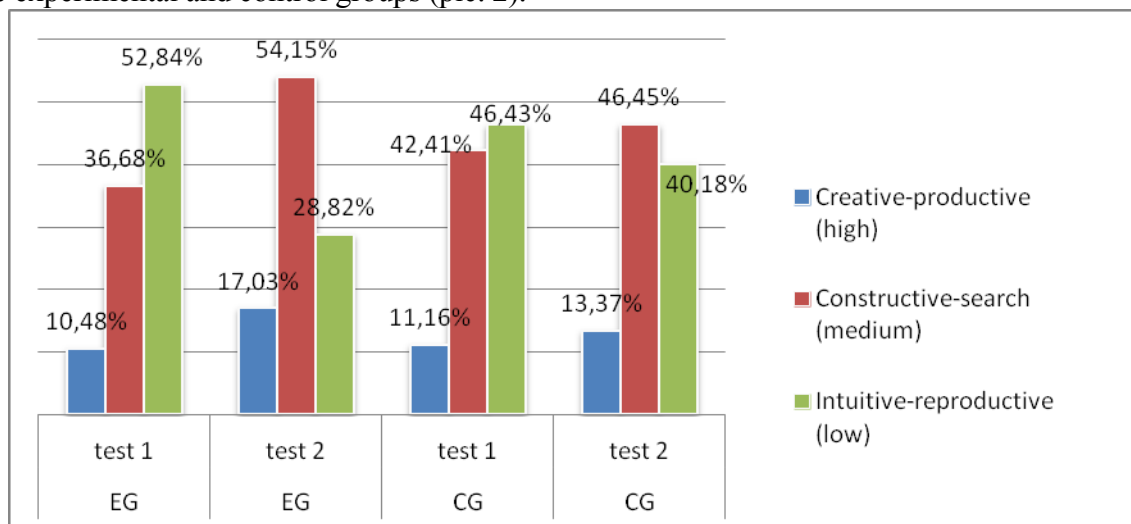
To implement the program of development of teachers' ICM, the total experimental sample (453 respondents) was divided into experimental (229 teachers) and control (224 participants)

groups. The training was carried out in the course (6 hours of classroom work and 30 hours of independent non-auditing work) and inter-curricular period of teacher training (108 hours self-study of educational modules with methodological support), which was important in the process of his / her continuous growth and development. The program introduced a set of modern teaching methods (case method, training, mutual evaluation, mutual certification, master class, discussion, online conference), the use of e-learning opportunities and the implementation of individual learning strategies.

The objectives of the module program (144 hours) were aimed at the development of the adaptive ability of the individual and the interaction between the subjects in the educational environment. This included two parts. Firstly, the implementation of the course (36 hours), which included familiarization, systematization and mastery of forms, methods of pedagogical activity in the educational environment for purposeful use of means of communication and ways of their integration with traditional training. Secondly, inter-course teacher training (108 hours), which included designing the impact of their own achievements on professional activities, contributing to the adaptation of the professional interests and needs of the teacher to the purpose of the activity, the formation of an ICT-supported professional activities, and the development and rationalization of the individual-optimal style of modern activity.

The method of implementation of the teachers' ICM development program presupposed the principles of systemic growth of the individual. This ensured the amplification of all indicators of ICM and the continuity of stages and objectives, from self-understanding to self-management. Furthermore, this made certain the active integration of the results with the professional activities of the educators and the transition from "closed" communication to "open" (subject-subjectivity relations) in order to form a creative position. This created an environment conducive to the self-examination and self-assessment of a teacher, including analytical awareness of his/her own behavior. This gave him / her an opportunity to seek alternative options of modern communication, its reflexivity and to ensure understanding of the strategy of personal change(s).

The conducted experiment showed positive dynamics in the indicators of ICM levels within the experimental and control groups (pic. 2).



**Pic. 2. Changes in the overall rate of development of ICM in the control and experimental groups (%)**

The results of the comparative analysis of empirical data revealed significant differences in the quantitative and qualitative indicators of teachers' ICM. In experimental (EG) and control (CG) groups, the total number of teachers with high level of ICM (EG – from 10,48 % to 17,03 % and CG – from 11,16 % to 13,39 %), medium level of ICM (EG – from 36,68 % to

54,15 % and CG – from 42,41 % to 46,43 %) increased. Respectively, the rate of low-level ICM teachers decreased in all experimental groups (EG – from 52,84 % to 28,82 % and CG – from 46,43 % to 40,18 %).

It should be mentioned that both experimental groups (EG and CG) were characterized by an increase in the indicator of high and medium levels of the social-activity component with the marker "readiness for self-development ICM" (by 9,6 %). This shows the positive attitude of respondents to the use of online technologies in professional development activities and motivation to succeed. The growth of indicators of high and medium levels of the evaluative-reflexive component in the experimental group with the markers "use of online technologies" (by 12.6 %) and "variation of creative potential" (by 13.5 %) indicates that the involvement of teachers in professional interaction within the prepared educational environment provides means and conditions for the realization of creative potential ([goo.gl/ra1SRe](http://goo.gl/ra1SRe), [goo.gl/kFBbH8](http://goo.gl/kFBbH8)). Comparing their own point of view with the thoughts of other participants enables an individual (a teacher) to perceive and understand the attitude of respondents involved in the educational process, which resulted in interaction, information exchange and pedagogical communication. In EG and CG, a slight decrease in the indicator of the cognitive-personal component of "self-understanding" (3.1 %) has been identified. It is explained by the objective need for a teacher to invest substantial work in changing his / her professional approaches towards organizing educational interaction, as well as raising his / her own level of critical attitude towards professional "self" together with the effectiveness of organization of modern information interaction and pedagogical communication.

The processed empirical data confirmed the effectiveness of the work carried out and became the basis for the development of scientific and methodological materials on the issue of activation of the development of teacher's ICM in the system of postgraduate education.

**Conclusions and further research perspectives.** Thus, the process of carrying out the experiment, data processing and its further analysis using the methods of mathematical statistics (SPSS 13.0 software) was performed. This allowed the study to confirm the determined structural components (cognitive-personality, evaluative-reflexive, social-activity) of the theoretical model of teachers' ICM and to identify the peculiarities of their development.

Approbation of the program was carried out taking into account the results of the research of the peculiarities of the development of the teacher's ICM of respondents of different age and qualification categories, professional experience, position and territorial affiliation. It contributed to the essential development of the components of the teacher's ICM.

According to the results of experimental work, positive changes were found and identified in all components of the teacher's ICM. Thus, the effective implementation of the model of development of the teacher's ICM becomes possible. This is achieved with the close interconnection of periodic course improvement of teachers' qualifications with their methodical work and active self-education in the intercultural period, sticking to certain conditions, approaches and principles.

This research does not exhaust the complex set of scientific and practical problems related to the development of information and communication mobility of a teacher in the system of postgraduate education. Specific areas of further research include an in-depth study of the manifestations of individual peculiarities of the development of a teacher's ICM at various stages of professional development.

#### REFERENCES (TRANSLATED & TRANSLITERATED)

1. Voronovska, L.P. (2015). Komunikatyvna mobilnist, yak skladova chastyna profesiinoi mobilnosti [Communicative mobility as part of professional mobility]. Proceedings of the 11th International Conference: *Mizhnarodna naukovo-praktychna konferentsiia "Osvita i nauka bez kordoniv" – The 11th International Conference "Education and Science without Borders"*. (pp. 5–8). Peremyshl: Vydavnytstvo Sp.z.o.o. "Nauka i doslidzhennia" [in Ukrainian].



2. Grytskova, N.V. (2011). Osoblyvosti sotsialno-profesinnoi mobilnosti vchytelia v umovakh suchasnoi serednoi shkoly [Features of social-professional mobility of a teacher in modern high school]. *Naukovyi visnyk Donbasu – Academic Bulletin of Donbas, 1*. Retrieved from [http://nbuv.gov.ua/UJRN/nvd\\_2011\\_1\\_6](http://nbuv.gov.ua/UJRN/nvd_2011_1_6) [in Ukrainian].
3. Kopchak, Yu.S., Kopchak L.V. & Nykorak, Ya.Ya. (2016). Pedagogichna mobilnist u dobu zmin ta transformatsii [Pedagogical mobility at the age of change and transformation]. *Girska shkola ukrainskykh Karpat – Mountain School of Ukrainian Carpathians, 15*, (pp. 49–53). DOI: 10.15330/msuc.2016.15.49-53 [in Ukrainian].
4. Maralov, V.G. (2004). *Osnovy samopoznaniia i samorazvitiia [Basics of self-knowledge and self-development]*. Moskva: Akademiia [in Russian].
5. Sergeieva, T.B. (2015). Lichnostnaia i professionalnaia mobilnost: problema sopriazhennosti [Personal and professional mobility: the problem of contingency]. *Obrazovaniie i nauka – Education and Science, 8 (127)*, 81–96. DOI: 10.17853/1994-5639-2015-7-81-96 [in Russian].
6. Stolin, V.V. (1983). *Samosoznanie lichnosti [Self identity]*. Moskva: Pedagogika [in Russian].
7. Mell, P., Grance T. (2011). *The NIST Definition of Cloud Computing. National Institute of Standards and Technology (NIST)*, Vers. 15. DOI: 10.6028/NIST.SP.800-145 [in English].
8. Romiță Iucu, Ion-Ovidiu Pânișoară. (2011). The Professional Mobility of Teachers – new tendencies in the global society. *Procedia-Social and Behavioral Sciences, 11*, 251–255. DOI: org/10.1016/j.sbspro.2011.01.071. [in English].
9. Valeeva, Roza A. & Lyudmila Amirova A. (2016). The Development of Professional Mobility of Teachers in Supplemental Education System. *International Journal of Environmental and Science Education, 11 (9)*: 2265-2274. DOI: 10.12973/ijese.2016.603a. [in English].
10. Yvonne, Albrecht. (2019). The Contemporaneity of Grounded Theory: Data and Emotional Reflexivity. *Sociological Focus, 52*. DOI: 10.1080/00380237.2018.1544516.

Received: December 27, 2018

Accepted: March 06, 2019

#### **Дослідження розвитку інформаційно-комунікаційної мобільності педагога в післядипломній освіті.**

У статті представлено результати дослідження сутності, структури та особливостей розвитку інформаційно-комунікаційної мобільності педагога у системі післядипломної освіти. Авторами охарактеризовано процес дослідження розвитку інформаційно-комунікаційної мобільності педагога, що передбачало вивчення сучасного стану проблеми, аналіз наукової літератури, розроблення основних теоретичних положень дослідження. Узагальнення та систематизація інформації дозволило визначити структурні компоненти інформаційно-комунікаційної мобільності педагога, критерії та показники рівнів її сформованості, обґрунтувати умови її розвитку в освітньому середовищі післядипломної освіти в курсовий та міжкурсний періоди підвищення кваліфікації.

Представлено модульну програму навчання вчителів у післядипломній освіті "Розвиток інформаційно-комунікаційної мобільності педагога в освітньому середовищі післядипломної освіти", методику її розвитку в освітньому середовищі післядипломної освіти. Для визначення рівня сформованості у педагогів інформаційно-комунікаційної мобільності застосовано методи оцінки, самооцінки, взаємооцінки, взаємокоментування. Використання розробленого діагностичного інструментарію дозволило здійснити оцінювання основних компонентів інформаційно-комунікаційної мобільності педагога: сприйняття та аналізу нових знань щодо освоєння нових видів професійної діяльності (когнітивно-особистісний компонент), самооцінку ефективності діяльності, самоаналіз результативності діяльності (оцінно-рефлексивний компонент), набуття зв'язків у процесі взаємодії суб'єктів освітнього процесу, зокрема, з метою навчання (соціально-діяльнісний компонент). За допомогою методів математичної статистики (ранжування, факторний аналіз, багатомірний дисперсійний аналіз, параметричні та непараметричні методи порівняння даних з використанням комп'ютерної програми SPSS – версія 13) підтверджено ефективність запропонованої методики. Обґрунтовано необхідність взаємозв'язку періодичного курсового підвищення кваліфікації педагогів з їх методичною роботою й активною самоосвітою в міжкурсний період.

**Ключові слова:** післядипломна освіта, адаптування, інформаційно-комунікаційна мобільність, розвиток, середовище, педагог.

UDC 378:371'134

DOI 10.35433/pedagogy.1(96).2019.66-73

**T. I. Shanskova,**

Doctor of Pedagogics, Associate Professor,  
(Zhytomyr Ivan Franko State University)

doktorshans@ukr.net

ORCID: 0000-0002-1204-0275

**T. S. Guzhanova,**

Candidate of Sciences (Philology), Associate Professor,  
(Zhytomyr Ivan Franko State University)

gjxtvexrf23@gmail.com

ORCID: 0000-0003-2666-8554

### **ANALYSIS OF THE RESULTS OF THE EXPERIMENTAL WORK IN THE FORMATION OF PEDAGOGICAL KNOWLEDGE OF THE FUTURE TEACHERS IN THE PROCESS OF OBTAINING A SECOND HIGHER EDUCATION**

*The article is highlighting the peculiarities of forming the pedagogical knowledge of the future teacher who acquires the second higher education. Its urgency is conditioned by the need to improve the system of vocational training for future teachers within the context of obtaining their second higher education, as well as the insufficient grounding of theoretical and methodical principles particularly regarding the formation of pedagogical knowledge. Such training should aim at forming an appropriate readiness for teaching, characterized by an accelerated pace of mastering the profession, the relationship between the fundamental foundations of vocational education and humanistic values, and the purpose, content, forms and methods necessary for the implementation of a new type of professional activity. A significant part of this process is the formation of the pedagogical knowledge of future teachers. In the course of the research, on the basis of scientific literature analysis and theoretical modeling with the application of system analysis, the andragogical model of professional training of future teachers was developed, its components were characterized and the fundamental pedagogical knowledge a teacher must possess was specified. With the aim of improving the formation of future teachers' professional knowledge, an educational-methodological complex (EMC) for their professional training under the conditions of obtaining a second higher education was created. This EMC considers the social demands of a teacher's professional activity, the specifics of correspondence studying and of obtaining a second education, as well as the specifics of course unit. It provides the informational, methodological and academic support of educational process.*

*In the article, by using the methods of mathematical statistics, the results of experimental work are presented, showing the positive dynamics of the formation of pedagogical knowledge of students from the experimental groups.*

**Key words:** *pedagogical knowledge, andragogical model of professional training of the future teachers in the system of the second higher education, educational-methodological complex (EMC) of professional training of the future teachers, level of readiness for professional pedagogical activity.*

**Introduction.** One of the priorities of the higher school within a modern context is to provide for the state's needs of highly skilled personnel to actively research and develop ways of improving the training of specialists, as stated in the Laws of Ukraine "On Higher Education", "On Education" and other normative documents [10]. In today's conditions of rapid social change, the educational strategy of Ukraine is education throughout life. Article 18 of the Law of Ukraine "On Education" states that adult education is an integral part of life-long education, aimed at establishing and ensuring the right of every adult to continuous education, taking into account his / her personal needs, priorities of social development and the needs of the economy [10].

Previously, problems of training adults with higher education, of their obtaining a second specialty, did not attract much attention from researchers. The majority of papers in education addressed didactic issues by adapting the theory of teaching children to teaching adults and their gaining education, but these approaches are not always adequate pertaining to current needs. Currently, the improvement of the professional competence of a person with a higher

education by acquiring another specialty takes place within life's considerations, professional and social experience, and motivation, as well as such difficulties as lack of time, information about the possibility of training, lack of interest or trust, uncertainty in one's potential, etc.

Analysis of recent research and publications. The end of the 20th century witnessed the intensification of scientific research pertaining to the study of the specific educational problems of adults. These included, namely, the history of formation, integration processes and the continuity of adult vocational education (V. Andrushchenko, S. Vershlovskiy, B. Hershunskiy, I. Ziaziun, L. Lukianova, N. Nychkalo, L. Sihaieva, L. Pukhovska, etc.), motivating adult learning activities (A. Markova, G. V. Noll, A. Orlov, L. Fridman, etc.), peculiarities of teaching adult learners (L. Antsyferova, H. Ball, Yu. Kuliutkin, M. Noulz, etc.), and the peculiarities of teaching in the process of adult education (O. Burenkova, E. Dzhons, V. Diachenko, O. Lieontiev, etc.).

The analysis of the survey results conducted among graduate students of pedagogical specialties, who have received a second higher education, showed that during the process of training, future teachers mastered the knowledge of socio-economic, natural science, professional and practical training cycles. At the same time, it was noted that the least developed was the knowledge of specific areas of a teacher's activity and the knowledge of the ways of independently obtaining the necessary professional knowledge [6: 212–214].

Therefore, the **purpose** of the paper is to highlight the results of experimental work on the formation of future teachers' pedagogical knowledge during the process of obtaining a second higher education.

**Results and Discussion.** The research focused attention on various aspects of future teachers' training. More specifically, on the study of the problem of preparing a future teacher for pedagogical activity (O. Abdullina, S. Vitvytska, O. Dubaseniuk, Yu. Kuliutkin, A. Markova, V. Slastionin, etc.), the formation of a teacher's personality in the process of general pedagogical preparation (I. Bohdanova, Yu. Vyzhevska, O. Vozniuk, V. Kovalchuk, O. Moroz, O. Oleksiuk, O. Piekhota, S. Sysoieva, etc.), ways of professional competence formation (O. Horbenko, A. Kramarenko, I. Solodii, etc.) [5; 8; 9].

Research conducted by O. Antonova, N. Guzii, I. Zyazyun, L. Kondrashova, O. Moroz, and O. Tsokur is oriented on the structuring of scientific pedagogical knowledge and the use of pedagogical theory as a means of raising the level of professionalism of future teachers [1; 10].

According to O. Antonova, basic knowledge of pedagogics is a structured set of basic pedagogical notions, theories, concepts, laws, regularities, principles, methods of pedagogical activity, ethical norms, values and professional directions of a future teacher. These are necessary for the implementation of the educational process and are provided by normative documents as a component of the state's standard of higher education [1]. In order to improve the professional training of future teachers who obtain a second higher education, Antonova's andragogical model was substantiated. It includes target-motivational, content-updating, activity-procedural and reflective-evaluative components.

The target-motivational component involves considering the social demands of society as to pedagogical activity, personal goals of adult students in obtaining a second higher education in the humanities, and vocational-cognitive, social and personal motives of educational activity.

The content-updating component includes the knowledge of various disciplines of the students' curriculum, which is characterized by informative saturation, orientation on the availability and perception of educational material by students with various levels of actual readiness for professional activity, and focus on the direct use of the acquired knowledge, skills and abilities in professional activity.

The activity-procedural component is determined by the formation of professional skills based on the application of effective forms, methods and means of training.

Reflective and evaluative components are characterized by the choice of an individual style in achieving an adequate professional and personal self-rating. This implies the ability of predicting and analyzing the results of one's own work.

On the basis of the developed model, the basic knowledge of the professional and practical cycle of teacher training was specified, which is necessary for a teacher's successful work. This presupposes the acquisition of knowledge regarding: the legislative framework regarding the teaching, upbringing and development of children of various age groups and their social protection; general foundations of pedagogics and the basics of didactics; the theory of education and upbringing; the basics of school science; the fundamentals of pedagogical excellence, including general and special theoretical disciplines in the amount necessary for the professional activity of a teacher; modern forms, methods and techniques of teaching and upbringing of children, including working with students' families; the means of obtaining innovative knowledge for solving professional tasks of teaching activity, and improving the professional excellence level.

The logic of further research suggests the definition of the essence of the teaching-methodical complex, which is a set of normative, organizational and teaching methodological documentation, united by a unified methodology and teaching organization. The study of the basic scientific positions of philosophy, pedagogics, psychology, and andragogy concerning the problem of the professional training of specialists in the humanities, specifically under conditions of a second higher education, has made it possible to significantly improve the teaching and methodological support of this process and to create *an educational-methodological complex (EMP) for training future teachers while obtaining a second higher education*. This complex was developed with consideration to social requests for the professional activity of a teacher, methods of andragogy, remote education, various disciplines, and provides informational, methodological and scientific support of the educational process.

Professional pedagogical preparation in higher education institutions is carried out, first of all, through the process of teaching variety of pedagogical disciplines, in particular the course of pedagogics. From the standpoint of didactic laws, the content of training of specialists in the humanities while obtaining a second higher education will be full-scale, provided it is complete, deep enough, balanced as to special and general notions, accomplished, systemic, flexible, efficient and, dynamic. In this context, the comprehension and deep understanding of various components is of the utmost importance. These components include the purpose and objectives of vocational education, the relationship with the environment (which influences the definition of its content, as well as the revealing of laws and regularities), the didactic principles of its selection, and design.

The main pedagogical theory aspects of the content of learning are as follows: dependence on social requirements and orders, worldview function of the content of education; social experience as a source of knowledge; the task of comprehensive development of personality; didactic principles as factors of determining the content of education, optimal educational-thematic planning. Due to the small number of classroom hours, the content of correspondence students' education should be as rich in information as possible and accessible to the audience with various readiness levels, aimed at immediate use of acquired knowledge, skills and abilities in professional activities. The content of education can be characterized by its relevance and specification, more specifically, by the problem coverage and its practical and theoretical aspects, as well as by problematization. Problematization includes discussion of controversial and unresolved issues, as well as consideration of possible solutions of the

problem and their practical significance by ways of replenishing knowledge in the process of self-education [8].

Content optimization of the training of future teachers in obtaining a second higher education based on the analysis of didactic literature includes the following criteria:

- *content integrity* – implies a sufficiently complete reflection of the requirements put forward by society in definite historical conditions of its development to a teacher's personality, the coverage of the main directions of conceptual and methodological, psychological and pedagogical sciences, of practice and experience of teaching and upbringing of children and youth and their socialization;
- *realization of andragogical principles* – determining the volume and structure of the training content, with consideration to the psychological and pedagogical features and patterns of adult education;
- *rational structuring* – including content, forms and methods, types of training in their sequence, continuity, phased course of coursework and intercourse preparation;
- *compliance of the content* – to the level of vocational and cognitive skills, needs and requirements of adult students;
- *correlation of educational materials, scientific and methodological base* – characterized by coherence in the study of disciplines in the following positions: the development of a balanced plan for studying disciplines in time and consistency; interpretation unity of the categorical-conceptual apparatus; continuity in the formation of didactic knowledge and skills; structural support of optimal combination of theoretical, empirical and applied application of students' didactic knowledge and skills; content balance of disciplines on the basis of a hierarchical sequence of mastering them; clear structuring of educational disciplines with consideration to the system-forming role of didactics; step-by-step and phased nature of didactic training.

Research suggests that the strategy of studying pedagogical disciplines should be built up as a convergence of the reproduction of the classical heritage of pedagogical theories and systems in traditional textbooks to a construction of students' own understanding of educational processes and a teacher's actions.

One of the main preconditions of the educational process is the structuring of discipline-specific educational material on the basis of content units' allocation, the mastering of which is favorable when considering the students' individual-typological features. At the present stage of pedagogical science, such a position is determined by the construction of the logical structure of the content of the discipline material. In terms of these considerations, the priority task of successful differentiation of teaching in the students' study of didactics is to build a logical structure of its content.

In this context, the works of Y. Babansky, A. Baymetov, E. Klimov and others [8] should be referred to. They confirm that for the development of a personality, not only the selection of the content of learning appears significant, but also the formation of an optimal system of activity methods, which determine the individual style of studying. It was determined that the student's individual studying style, which is determined by typological peculiarities within the student's cognitive activity, ensured the achievement of optimal results for that students.

In an experimental study, an individual style of studying was considered to ensure that students with various typological peculiarities achieved optimal assimilation performance within relatively similar conditions and objective requirements of the educational process itself, which is manifested as its own trajectory of learning. The activation of student learning is conditioned by their independent search activity at lectures, seminars, laboratory sessions, and practical and testing classes in the form of material problem content comprehension, discussion of disputable problems and tasks, and independent performance of tasks of various complexity levels.

The course of pedagogics is the basic one in the training of educators of any specialties and profiles, whose task is to equip future teachers with a clear methodology of pedagogics, with deep and thorough knowledge of the main pedagogical categories and concepts (upbringing, education, training, system, process, principles, organizational forms and methods of upbringing, education and training, scientific basis of education management, etc.). On this basis, the conscious mastering of individual methods and other courses in the pedagogical profile is exercised. In the process of studying this discipline, students must understand the high significance of pedagogical work in the production, economic and social development of mankind. Structurally, the course of pedagogics, as it is known, covers four main sections: general fundamentals of pedagogics; theory of teaching, i.e., didactics; theory and methodology of education; school management.

Such a course structure developed as a result of many years of practice in teaching at pedagogical universities and comprehensive consideration of contemporary achievements in pedagogical theory and practice. It maintains the logic of educational process and the regularities of its functioning. This ensures the organic unity of scientific theory and particular practical recommendations, the educational focus of all parts, sections, themes and paragraphs of this course, a high level of generalization and comprehensiveness which is organically combined with systemic and practical orientation.

The instruction on the course "Pedagogics" is exercised with consideration to the specifics of future teachers' training. Thus, the topic "General Fundamentals of Pedagogics" provides for the consideration of the subject, purpose, and tasks of pedagogics as one of science. Much attention is paid to the analysis of its basic concepts. Future specialists should realize that pedagogical categories are steps in learning the world of childhood, adolescence, youth, various pedagogical phenomena and processes. The set of pedagogical categories can be divided into several groups, each of which represents a separate integrity, constructed in a logical combination and connection. The following categories are singled out:

- pedagogical facts, pedagogical phenomena, pedagogical process, reflecting the "matter" of pedagogical science, the forms of its existence and manifestation;
- upbringing, education, training, development, formation as more special phenomena, which are components of an integral pedagogical process;
- essence, laws and related regularities, connections, dependencies, interactions as a category of objective relations of pedagogical process' internal factors;
- goals, tasks, principles, requirements, rules reflecting the unity of the objective essence of science and the purposefulness of an educator's activity;
- content, knowledge, skills and abilities as categories for defining the program material and the results of pedagogical activities;
- methods, techniques, means, organization and forms belong to the categories of activity, implementation and construction of the pedagogical process

Careful comprehension of the essence of each group of pedagogical categories will help future educators to better understand the deep relationships that exist between pedagogical phenomena and processes. Studying the relationships of pedagogics with related disciplines, students have the opportunity of tracing the basic forms of their interaction. This is particularly true regarding the course "Pedagogics" which includes the use of leading ideas, theoretical positions, and the generalizations of other sciences, in particular psychology and social-pedagogics.

Further on, the students learn the peculiarities of the pedagogical profession, the functions of an educator in modern society, and study the leading factors in the formation of a pupil's personality. These factors include, in particular, the influence of heredity, social conditions, activity, communication, as well as tracing the relationship of education, training and development of a personality, and analyzing age peculiarities of the pupils.

The section "Didactics" deals with the essence of the teaching process, the content of education in modern school, methods and means of teaching, the forms of organization of the teaching process, and content focusing on teaching cooperation between teachers and pupils in the process of teaching and methodological work at school.

The section "Theory and Methodology of Upbringing" includes the following structural elements: the purpose, essence, content, forms and methods of upbringing of a personality and a team. This section also contains updated topics that reveal the organizational and pedagogical principles of the work of a form master, the role of pedagogical diagnostics in it, the main directions of educational activity, the peculiarities of individual work with pupils, cooperation with parents, and pedagogical fundamentals of the educational activity of public organizations for children and teenagers.

Pedagogics is regarded as a science, which is defined as a certain system of knowledge that developed during the historical development of mankind and characterizes the movement logics of scientific pedagogical thought. Given the structural and logical construction of the course of pedagogics, a general-pedagogical block of knowledge containing the following sections (modules) must be stated: the general foundations of pedagogics (subject, main categories, goals, methodology of pedagogical science); theory and methodology of upbringing (essence, principles, main directions, methods, forms of bringing-up process); the basics of didactics (essence, principles, methods, forms of teaching process); scientific principles of internal school control of the educational and bringing-up process. In addition, taking into account globalization trends in a person's education and personal development throughout his / her life, the main structural units of pedagogical disciplines have been supplemented with the block of knowledge "Continuing education of a teacher", "Professional self-improvement", "Personal self-development" and others. Pedagogical regularities, ideas, principles, forms, methods, means, rules of education and training, which contribute to the growth of cognitive, volitional, emotional spheres of a personality, are analyzed as well.

It is proven that, given the small number of classroom hours, the content of correspondence students' training should be as rich in information as possible, with accessibility of an audience with various levels of actual readiness, aimed at direct using of acquired knowledge, skills and abilities in professional activity.

The idea of application expediency in the course of conducting practical and laboratory classes of teaching methods such as discussion, solution of professionally-oriented tasks, solution of pedagogical tasks, exchange of experience, which should be used in the process of training of adult specialists included in the professional environment, is substantiated. All types of students' practice were improved, with their content and methodological interpretation.

The experiment involved 335 future teachers, gaining a second higher education in Ukrainian and foreign languages, literature, history, and elementary school teaching (178 students – EG, 157 – CG).

Research methods included observation, interviews, and questionnaires that revealed the hidden position of the respondents regarding their profession were applied. A comparative analysis was carried out with the application of statistical methods with the help of O. Smirnov's methodology [7].

In order to determine the effectiveness of the tasks and to achieve certain levels of readiness, a statistical processing of the study results was applied. The applied diagnostic methods allowed for the determination of each student's achievements, as well as the ability to trace the dynamics of formation of their readiness for teacher's professional activity.

According to the structure, components, and criteria of readiness for teacher's professional activity, low, medium, sufficient and high levels of readiness were specified. According to the competency of students' knowledge, each level of readiness was characterized in detail.

A *low level* was marked by passing, shallow knowledge of professional and practical cycle for professional activities.

An *average level* was characterized by knowledge at the level of concepts and representations, which are of a limited, fragmentary nature.

A *sufficient level* of readiness for professional activity was characterized by a conscious knowledge of disciplines, understanding of basic categories in practical professional cycles, and a deep, strong, systemic knowledge of disciplines.

To assess the level of knowledge competency of future teachers, each level had a distribution in points: low – less than 33 points, average – 33 to 48 points, sufficient – 49 to 57 points, and high level – 58 to 65 points.

After conducting the experiment's formative stage, significant changes in the competency levels of professional knowledge of future teachers were observed (see Table 1). Thus, in the EG, compared to the CG, the number of students who had a low level decreased by 23,3 %; the number of students with a sufficient level grew by 34,1 %; and the number of students with an average level grew by 17,7 %. In the EG after the completion of experimental work, sufficient and high levels of knowledge acquisition were noted as 74,7 % of students compared to 33,7 % in CG.

**Table 1**

**Assessment of the level of knowledge competency in future teachers of experimental (EG) and control groups (CG) before and after the formative stage of the experiment**

Competency Levels	Experiment Start				Experiment Completion			
	EG		CG		EG		CG	
	A3	%	A3	%	A3	%	A3	%
Low	67	37,6	61	38,9	13	7,3	48	30,6
Average	54	30,3	47	29,9	32	18,0	56	35,7
Sufficient	43	24,2	38	24,2	97	54,5	32	20,4
High	14	7,9	11	7,0	36	20,2	21	13,3

**Conclusions and perspectives of further study of the problem.** Thus, the results of the experimental study showed a significant increase in the level of knowledge competency of future teachers who are obtaining a second higher education in experimental groups, compared to the control groups. Such results led to an increase in students' readiness level for professional activity in present conditions, which testifies to the effectiveness of the introduced educational and methodological complex of professional training of a future teacher. Prospects for further research include consideration of the issues surrounding the formation of future teachers' professional competences within the conditions of dual education and ways of improving professional training for the work in the new Ukrainian school.

**REFERENCES (TRANSLATED & TRANSLITERATED)**

1. Antonova, O.Ye. (2003). Formuvannia u maibutnikh uchyteliv bazovykh znan z pedahohiky [Formation of future teachers of basic knowledge in pedagogy]. *Naukova shkola: tsentr profesiinoi pidhotovky pedahohichnykh kadrov – Scientific School: Center for the Professional Training of Pedagogical Personnel*, 41–63. Zhytomyr: Zhytomyr. derzh. ped. un-t [in Ukrainian].
2. Dubaseniuk, O.A. (Eds.). (2014) *Profesiina pedahohichna osvita: stanovlennia i rozvytok pedahohichnoho znannia [Professional pedagogical education: formation and development of pedagogical knowledge]*. Zhytomyr: Vyd-vo ZHDU im. I. Franka [in Ukrainian].
3. Klimov, Ye.A. (1996). *Psikhologiiia professionalnogo samoopredeleniia [Psychology of professional self-determination]*. Rostov n/D.: Feniks [in Russian].
4. Kondrashova, L.V. (2007). *Vysshhaia pedagogicheskaia shkola i Bolonskii protsess: realii i perspektivy [Higher Pedagogical School and the Bologna Process: Realities and Perspectives]*. Krivoi Rog: KGPU [in Russian].



5. Kramarenko, A.M., Horbenko O.B., Solodiy I.M. (2017) Formuvannia profesiinoi kompetentnosti pedahoha [Formation of professional competence of a teacher] *Nauka i osvita – Science and Education*, (4), 188–197. Retrieved from <https://doi.org/10.24195/2414-4665-2017-10-26> [in Ukrainian].
6. Shanskova, T.I. (2015) *Profesiina pidhotovka fakhivtsiv humanitarnoho profilu v umovakh druhoi vishchoi osvity: teoriia i metodyka [Professional training of specialists in the humanitarian profile under the conditions of the second higher education: theory and methodology]*. O.A.Dubaseniuk.(Ed.). Zhytomyr: Vyd-vo ZHDU imeni Ivana Franka [in Ukrainian].
7. Smirnov, V.I. (1999) *Obshchaia pedagogika v tezisakh, definitsiiakh, illiustratsiiakh [General pedagogy in theses, definitions, illustrations]*. Moscow: Pedagog. obshchestvoRossii [in Russian].
8. Sysoieva, S.O. (2011) *Interaktyvni tekhnologii navchannia doroslykh [Interactive technologies of adult education]*. Kyiv: EKMO [in Ukrainian].
9. Voznyuk, O.V. (2013). *Rozvytok osobystosti pedahoha v umovakh tsyvilizatsiinykh zmin: teoriia i praktyka [Development of personality of a teacher in the conditions of civilizational changes: theory and practice]*. Zhytomyr: Vyd-voZHDU im. I. Franka [in Ukrainian].
10. Zakon Ukrainy "Pro osvitu" – The Law of Ukraine "On Education" (n.d.). [zakon.rada.gov.ua](http://zakon.rada.gov.ua). Retrieved from <https://zakon.rada.gov.ua/go/2145-19> [in Ukrainian].

Received: November 30, 2018

Accepted: February 18, 2019

***Аналіз результатів експериментальної роботи з формування педагогічних знань майбутніх учителів у процесі здобуття другої вищої освіти.***

*Стаття присвячена висвітленню особливостей формування педагогічних знань майбутніх учителів, які здобувають другу вищу освіту. Її актуальність зумовлена необхідністю вдосконалення системи професійної підготовки майбутніх вчителів в умовах здобуття другої вищої освіти та недостатньою обґрунтованістю її теоретичних та методичних засад, зокрема з формування педагогічних знань. Така підготовка має спрямовуватися на формування відповідної готовності до педагогічної діяльності, характеризується прискореним темпом оволодіння професією, взаємозв'язком між фундаментальними основами професійної освіти та гуманістичними цінностями, метою, змістом, формами та методами, що необхідні для здійснення нового виду професійної діяльності. Вагоме місце в цьому процесі займає формування педагогічних знань майбутніх учителів.*

*У ході дослідження на основі аналізу наукової літератури, теоретичного моделювання з використанням системного аналізу було розроблено андрагогічну модель професійної підготовки майбутніх учителів, охарактеризовано її компоненти та виділено основні педагогічні знання, якими має володіти вчитель. З метою покращення формування педагогічних знань майбутніх учителів було створено навчально-методичний комплекс (НМК) їх професійної підготовки в умовах здобуття другої вищої освіти, який враховує соціальні запити до професійної діяльності вчителя, специфіку заочної форми навчання та здобуття другої вищої освіти, специфіку навчальних дисциплін, забезпечує інформаційний, методичний та науковий супровід навчального процесу.*

*У статті за допомогою використання методів математичної статистики подано результати експериментальної роботи, які засвідчили позитивну динаміку сформованості педагогічних знань студентів, які входили до експериментальних груп.*

***Ключові слова:*** педагогічні знання, андрагогічна модель професійної підготовки майбутніх учителів в системі другої вищої освіти, навчально-методичний комплекс (НМК) професійної підготовки майбутніх учителів, рівні готовності до професійної педагогічної діяльності.

# COMPARATIVE PEDAGOGY

UDC 378.14+65

DOI 10.35433/pedagogy.1(96).2019.74-81

**T. I. Horpinich,**

Candidate of Sciences (Pedagogy), Associate Professor  
(I. Horbachevsky Ternopil State Medical University)

taniam.horpinich@gmail.com

ORCID: 0000-0003-2160-4535

## OPTIMIZATION OF THE MANAGEMENT OF HIGHER MEDICAL EDUCATIONAL ESTABLISHMENTS IN THE USA

*The article analyzes the main tendencies in optimizing the management of higher education, in particular, medical education in the USA at the present stage. The normative documents governing higher education management, in particular, medical education, encyclopedic, historical, pedagogical, and methodological literature on the issue of research, as well as teaching materials illustrating the experience of managing medical education in the USA, have been studied. In the course of the research, general scientific (analysis, synthesis, generalization, systematization) and historical-pedagogical methods have been used. It has been established that the rapid flow of finance and significant changes in educational policy, in conjunction with the task put forward by the federal government in the USA to identify the most gifted students resulting in the formation of a scientific elite led the higher school to the need for technical modernization and revision of the organization of the teaching process. It has been proved that the optimization of medical education management in the USA takes place in a nationwide direction, trying to implement important principles of the functioning of the higher education system and overcome the most serious challenges of the present time. It has been proved that autonomy, employment assurance, academic freedom and internal university democracy are the basic principles of medical education management in the USA. The main challenges encountered by educational management in the USA include accessibility, financial availability of USA medical education, assurance of education quality with the account of rapid technology development and the need for accountability. Recommendations for the management of higher medical education based on the experience of the USA, have been suggested. They include creation of a system of state educational loans, subsidizing people from low-income families, stimulation of co-ownership and multi-channel financing of education institutions, transition to financing of higher education institutions on a contractual basis, consistent implementation of the principle of the autonomy, etc.*

**Key words:** management, medical education, USA, optimization, globalization, autonomy.

**Introduction.** The main tendencies of higher education management in the 21<sup>st</sup> century include globalization and informatization, active development of information technologies and telecommunications and strengthening of the influence of education on economic growth. Most developed countries in their educational documents claim that in the first half of the 21<sup>st</sup> century they must ensure radical changes in their educational systems [8: 184]. According to their policies, on the one hand education should become public and continuous and on the other hand, to have a practical orientation, to meet the needs and tasks of the development of society, economy, culture, science and technology [8: 186].

The global crisis of education, which began in the middle of the previous century, showed a significant gap between the level of development of education and society. Since that period, educational reforms around the world have been cyclically changing one another. Therefore forms, structures, internal relations and relationships in education have been changing. In the developed countries, the process of reforming the education system is virtually continuous. In order to optimize the management of education, and consequently – to improve its quality, certain changes in the organization and structure of various parts of the system are constantly being introduced from kindergartens to universities. Current reform often does not solve the accumulated problems that lead to an aggravation of crisis. Therefore, periodically there appears a need for deep fundamental reform that sums up the previous stage of development and lays the groundwork for the future [8: 83].

Analysis of recent research and publications. The USA experience in reforming higher education attracts the attention of many scholars. In particular, in many scientific papers issues related to the quality assurance of higher education occupy the central focus. The issues of monitoring the quality of education in the USA have been investigated by O. Andriushyna, O. Kalinina, T. Olendr. Problems of student assessment at the universities are largely studies by I. Zvarych. The general challenges and tendencies of the development of higher education from the historical and contemporary perspective are analyzed in the works of I. Bakhova, O. Kalinina, O. Klontsak, Ya. Pylynskyi, O. Ponomarenko, L. Sidun, O. Terenko, K. Shykhnenko. Of particular interest are the studies that highlight the main tendencies in the development of higher education in the USA (T. Kapeliushna (trends in technological education), N. Kashyrina (tendencies in the humanization of ecological education), N. Martynenko (trends in the development of information and communication technology education), O. Milova (trends of postmodernism in the US education), Ya. Pylynskyi (trends in the development of education for migrants), L. Sidun (trends in the development of multicultural education)). The papers by M. Bratko, I. Sokolova, O. Shpak are dedicated to the issues of higher education management in the USA. As will be shown, medical education in the United States as a pedagogical phenomenon has not been thoroughly analyzed, despite the undeniable practical value of research by domestic and foreign scholars. Different aspects of this have already been studied, but its integral characteristics have not been yet presented. In particular, there are insufficient amount of papers on the management of medical education in the USA. This strengthens the actuality of the suggested research, the aim of which is to study the ways to optimize the management of higher medical education institutions in the United States.

**Results.** Let us consider in detail the specifics of management at the universities in the USA at the present stage. Being an educational organization, every university always aims its efforts at the management and coordination of its other structural elements, especially in terms of admission of applicants, organization of educational process, development of material and technical base and behavior in the market of educational services. In this case, the university is a social organism with its own very specific methods of functioning with a special educational, scientific and sociocultural mission as well as its tasks including a special corporate culture and collegial management.

The success of managing a university of the United States is ensured by a combination of methodological certainty and compliance with the systemic and management mechanism. The rationality of the process of management is promoted by the principles of purposefulness of interactions, timeliness of managerial decisions and time economy. These principles also relate to the principles of continuity, technology and rhythmicity.

In fact, management at higher educational establishments is a purposeful, daily process. Given the theoretical concept discussed above, one can distinguish the external and internal environment of the university. Studying the university's activities, we must proceed from the fact that it is a complex, open, fairly stable system, which is in constant interaction with the external environment. In addition, the university has its own internal environment and organizational culture. With a certain input and output, the university is constantly in an environment of exchange. In real conditions, every university is considered by other institutions as a competitor in the market of educational services and potential consumers of these services (student – student) [6].

It is known that the management of higher education institutions has a significant influence on the factors of the environment: economic, political, socio-cultural, legal, etc. But, to a lesser extent, the functioning of the university depends on the internal environment and directly on its external environment. The latter includes a segment of the population, consisting of potential students, enterprises, organizations that want to employ university

graduates, competitors, etc. At the same time, the internal environment of the university includes faculty and students, management organization, educational process, financial security, marketing (regardless of the type of university) and organizational culture.

It is also important that Western researchers in the field of higher education, addressing the problem of managerial culture of universities and its impact on the activities of higher educational institutions, considered organizational culture in the context of effective university management.

The analysis of scientific literature on this subject enables the identification of four types of cultures identified by W. H. Bergquist, which are characteristic of American universities and the corresponding stages of the development of the American system of education. It is supposed that in the "pure form" none of the types of cultures mentioned exist. It is, however, possible to find their combinations in any university. They include:

1) traditional culture based on the principles of corporativity and collegiality, which give foundation to the principles of community, discipline, conservatism and charismatic leadership;

2) culture aimed at competence-based management;

3) development-oriented culture the main values of which are personality, organizational dynamics of development and rationalist approach to the resolution of conflicts in the organization;

4) negotiation-based culture that emerged as opposition to a culture that is incapable of meeting the personal and financial needs of university staff [3].

As noted, the USA educational system has historically evolved within the framework of decentralization. In the United States, the centralized control over the education system is very weak, and in some cases, there is no central control over the education system; the organized management of fundamental research and planned allocation of funds is minimized and there is no centralized budget for scientific research or coordinated set of programs in this area [8: 185]. On the other hand, the education system is highly dependent on the government due to the presence of three factors. Firstly, education traditionally performs a public function in which states bear principle responsibility for primary and secondary education, and the federal government for higher education. Secondly, the balance between private and public education sectors has changed in such a way that now the majority of students study at higher education institutions that function at the expense of public support. Thirdly, the dependence of the entire education system, and especially the system of higher education, on the financing of the federal government, which can acquire different forms, has increased [5: 134].

Based on the above, let us look at the main problems, distinguished by scholars, which educational management faces in the United States, and the steps taken by the US government and leadership at various levels to optimize the management of higher medical education.

It is obvious that the system of market relations affects the economic stability of universities. The economic policy of universities directly depends on the state economic policy in the field of education. During the second half of the 20<sup>th</sup> century, the American higher education, in particular medical education, regularly received significant government revenues. This was despite the fact that US private capital, which was central to the formation of the US higher education system, continued to invest. By the middle of the century, the share of public spending exceeded half of all expenditures, and at the beginning of the 21<sup>st</sup> century, public funds cover more than 60 % of all costs on higher education. During this period, the federal government of the United States created a system of financial assistance for students, which currently represents half of all government spending on higher education and includes equal proportions of subsidies and borrowed funds.

At present, public funding for medical education in the United States comes from several sources: government programs Medicare (\$ 9.7 billion) and Medicaid (\$ 3.9 billion) and the

Veterans Administration (\$ 1.4 billion). The healthcare administration also spends \$ 464 million a year on programs related to higher medical education [9]. Private funding is provided by private sources that include clinics, universities, medical organizations, and profits from practicing faculty members. In addition, payments are made indirectly from payers of health insurance contributions.

The rapid flow of finance and significant changes in educational policy, as well as the task put forward by the federal government in the United States to identify the most gifted students which created the formation of a scientific elite, led the higher school to the need for technical modernization and revision of the organization of the learning process. As a result of the management of the educational process, universities, curricula and syllabi, as well as the forms and methods of teaching, have undergone a significant transformation. This has led the American higher education system to a radically new level, corresponding to the latest advances in scientific and technological progress and the requirements of the new globalized post-industrial society. Let us focus on the characteristics of the main features of American medical education at this stage.

In the 1960s–1970s, in response to population demand, existing medical schools expanded the number of university applicants and created forty new medical schools. Within the period of the 1960s–1980s, the number of students enrolled in American medical schools increased from 8,288 to 17,300. After 1965, medical education institutions grew even more, primarily due to the legal adoption of the Medicare and Medicaid programs. By 1990, the number of clinicians in medical schools in the United States grew to approximately 85,000. Half of the profits of typical US medical schools came from paying for clinical educators services by patients [9].

Since the 1980s, US presidents have become particularly active in shaping the educational course of the country [4: 417]. This was largely due to a growing public critique of the education system in the late 1960s and 1970s. Since 1981, Democrats and Republicans have proposed a series of reforms aimed at improving the knowledge of graduates of American schools and colleges [4: 417]. Three major reforms were introduced during this period. One of them was recognized by both political parties as undoubtedly successfully, and in relation to the other two, opinions divided. The Republicans launched three main programs: the "Back to the Basics" movement during Ronald Reagan's term, George W. Bush's "School Choice" and "No Child Left Behind". Democrats during the presidency of Bill Clinton advocated for increasing computer literacy and for giving parents the opportunity to choose a school for their child, as well as for the introduction of national school standards.

In general, this period is marked by a tendency for a significant strengthening of the state regulation of higher education, both at the legislative and administrative levels. This was manifested in the reform of the federal and state system of higher education and in the growing importance of the system of legislative regulation of higher education in the United States. The reform of the US High School Administration has shaped a multi-level, complex system that includes federal government agencies and US state authorities and administrations, as well as internal managerial structures of the university. Particularly important were the charity or regency councils, which acted as a link between the state and the university's management system. In the 1980s and 90s, a tendency towards differentiation of the external (political-financial) and internal (academic) management activity of the university was revealed. The US Higher Education Financing System at the end of the 20<sup>th</sup> century was characterized by multivariateness and flexibility. This included sources of funding from the state (federal government, state governments, local authorities) and private funding (tuition fees spent by students or their parents, donations from former university graduates, "private sources"), as well as funding from the university's own sources. The importance of financial assistance to students in the form of grants, loans, scholarships, tax

benefits and employment increased with higher education tuition fees, which in turn was caused by the reduction (with inflation) of state support for higher education in the 1980–90s [7].

During the last decades of the 20<sup>th</sup> century, a steady tendency towards changing methods, technologies and forms of higher education became noticeable. These were necessary in order to ensure individualization, humanization and intensification of the educational process, in particular, by expanding the use of new technologies in the educational process.

The problem of the accessibility of higher education for different classes remains of the highest importance. This includes access to higher education for women, national minorities, representatives of racial groups, the poor, non-traditional people, representatives of indigenous population, people with disabilities and foreigners.

In addition, in the context of medical education during this period, the intensity of studying during the residency has increased significantly. In the 1960s and 1970s, an intensive care unit was opened, and new life-saving technologies were introduced, such as artificial ventilation devices and dialysis equipment, which increased the workload. In the 1980s, after the death of the nineteen-year-old Libby Zion at New York Hospital, the public began to demand the introduction of shorter working hours for healthcare workers. And although after the investigation confirmed that Libby Zion's death was not related to the poor care of medical staff, the movement to regulate the working hours of doctors began [7].

Until the 1990s, academic health centers working with medical schools and university hospitals, were an extremely influential and complex organization that was responsible for education and research. By the end of the 1990s, the budget of a typical academic center was \$ 1.5 billion or more. Such growth required the construction of a rapid and logical management system that would coordinate the activities of both medical schools themselves and their clinical bases [7].

In addition, during the second half of the 20<sup>th</sup> and the beginning of the 21<sup>st</sup> century, major changes were made in the specialization of American higher education programs. The service sector, which had been expanding steadily, required the involvement of an additional number of specialists. As a result, the number of specialists in such fields as computer and information sciences, jurisprudence, medicine, business, public service, etc. grew significantly. Expansion of the above mentioned programs led to the reduction of academic hours in the humanities, natural sciences, and technical sectors. This adversely affected not only the labor market, but also threatened the loss of cultural values within American society. The growth of the significance of education and the large allocations coming from the US government led to an essential increase in state regulation. All these changes have become a prerequisite for the creation of a Commission on the Future of Higher Education.

The Commission began operating in September 2005 and it included 19 experts from various fields of higher education. The Commission's report, published in September 2006, became the basis of the national strategy for higher education reformation. The Report focused on four aspects: accessibility, financial affordability, quality (compliance with quality standards) and accountability of higher education (from the university to students, taxpayers, investors, etc.). The last recommendation of the Report was the need to introduce innovations in higher education [1]. Implementation of the recommendations published in the Report was entrusted to the Deputy Secretary of the United States Department of Education on Higher Education. Let us consider the main provisions that the Commission paid attention to.

*Accessibility.* In the Commission's point of view, access to higher education is unreasonably limited by the absence of sufficient information about college and university opportunities and persistent financial barriers [1]. The Commission considered lack of interconnection between universities and senior schools as the reason for this. The Report stated that "44 % of university professors say that students are not sufficiently trained to the

university level, while 90 % of high school teachers believe graduates are well-prepared" for university admission. In response to this, the Commission proposed to standardize the criteria for assessing graduates through co-operation and coordination of the activities of the two levels of education. In addition, to achieve this, the Report encouraged an early assessment of alumni knowledge.

*Financial affordability.* According to the Commission, another problem USA higher education is facing is its lack of availability for children from low-income families and national minorities. The report stated that "there is ample evidence that qualified young people from families of modest means are far less likely to go to college than their affluent peers with similar qualifications". In order to address this problem, the Commission recommended reducing student loan requirements to encourage more people to apply for financial assistance. The report also required greater efficiency and effectiveness of the financial assistance system [1].

*Quality.* In the Report, the Commission encouraged colleges and universities to introduce new ideas for innovative learning methods, such as distance learning, curricula modifications, to improve the quality of higher education.

*Accountability.* The Commission suggested creating a public database, where statistics and other information about colleges and universities can be made available to everyone. The information that will be available in the suggested database will include the cost of tuition, enrollment requirements, college graduate rates, etc. The commission argued that universities could have a greater motivation for students to succeed if this information was made available to future students and their families [1].

One of the major problems in modern medical education is the lack of a well-coordinated financial system that would balance the number of medical graduates with the demographic and epidemiological profile of the United States. Due to the lack of such co-ordination, there is now a certain discrepancy between the incidence and number of doctors and their distribution by geography and specialization. The problem is already actively addressed by accreditation organizations, trying to unify the standards and techniques of training and adapt the license volume to the requests of different states. J. O'Shea argues that the implementation of these attempts to improve the situation is possible only with the governments' support, which would manifest itself in the consolidation of government payouts for medical education and improved health financing by individual states [9].

Despite some problems that are mostly financial in nature, the US Department of Education and the Accreditation Council for Higher Education recognize that over 1,900,000 US higher education programs are accredited and of high quality. This is due to several reasons which include multi-channel funding, availability of sponsors, the paying capacity of applicants' families, benefits from the state and local authorities, financial attractiveness of higher education due to the existence of a developed economy and the involvement of foreign teachers. However, the decisive reason is the principle of management that includes autonomy, employment assurance, academic freedom and internal university democracy.

The nature of the relationship between the university and the state is evidenced by the fact that it is not universities, but curricula, that are accredited. The government may close a licensed program, but not the university. In addition, the federal and state budgets are funded not directly by the university, but by students who "rank" the university, choosing it out of others on the educational services market. University autonomy in administrative decisions and independence from manipulating government funding means that the latter can not use international rankings to compare universities to provide certain influence. It is possible to indirectly reduce the financing of students, but not of specific educational institutions due to license suspension, forced merging, or reducing the number of applicants [2: 114].

**Conclusions.** The optimization of medical education management in the United States takes place in a nationwide direction that is trying to implement important principles of the functioning of the higher education system and overcome the most serious challenges of time. These challenges, according to scholars' point of view, include accessibility, financial affordability and the provision of high quality education accounting for the rapid pace of technology development and the need for accountability. In addition, there is a certain ambiguity in the decentralization of higher education management. The lack of a standardization system that exists in other areas of higher education is not typical of medical education, which remains relatively elitist in financial and intellectual aspects.

The basic principles of higher education management in the United States, in particular medical education, which have been established over the past decades and remain the basis for the effective functioning of the whole system of higher education include autonomy, employment assurance, academic freedom and internal university democracy. The success of management of higher education in the United States is ensured by a combination of methodological certainty and compliance with the system and management mechanisms.

We believe that in the context of the introduction of US experience in the management of higher, in particular medical education, the following proposals are worthy of consideration: 1) creation of a system of state educational loans, subsidizing people from low-income families; 2) stimulation of co-ownership and multi-channel financing of educational institutions; 3) transition to financing of higher education institutions on a contractual basis; 4) consistent implementation of the principle of the autonomy of educational institutions; 5) stimulation of scientific activity within individual universities through the creation of research centers.

#### REFERENCES (TRANSLATED & TRANSLITERATED)

1. A Test of Leadership. Charting the Future of U.S. Higher Education. (2006). *A Report of the Commission Appointed by Secretary of Education Margaret Spellings*, 55. Retrieved from <https://www2.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf> [in English].
2. Alpatov, G. Ye. (2016). Chetyre printsypa upravleniia vysshym obrazovaniem [Four principles of higher education management]. *Nauchnyi zhurnal NIU ITMO. Seriya "Ekonomika i ekologicheskii menedzhment" – Scientific journal of NRU ITMO. Series "Economics and Environmental Management"*, 2, 113–122 [in Russian].
3. Berguist, W.H., Pawlak, K. (2007). *Engaging the Six Cultures of the Academy*. San Francisco: Jossey-Bass [in English].
4. Jeynes, W. (2007). *American Educational History: School, Society, and the Common Good*. Newbury Park: SAGE Publications [in English].
5. Khvorostov, A. (1994) Sotsiologiya obrazovaniia v Velikobritanii i SSHA: traditsii i osnovnye napravleniia [Sociology of education in Great Britain and the USA: traditions and main trends]. *Sotsiologiya obrazovaniia – Sociology of Education*, 2, 3, 134–14 [in Russian].
6. Mal'ykhina, Ya. (2013). Upravlinnia vziaimodiiu vyshchoho navchalnoho zakladu iz zovnishnim seredovyschem [Management of the interaction between the higher educational institution and the external environment]. *Teoriia i metodyka upravlinnia osvitoiu – Theory and Methodology of Education Management*, 13, 1–13. Retrieved from [http://umo.edu.ua/images/content/nashi\\_vydanya/metod\\_upr\\_osvit/v\\_13/1.pdf](http://umo.edu.ua/images/content/nashi_vydanya/metod_upr_osvit/v_13/1.pdf) [in Ukrainian].
7. Medical education (2019). *International Encyclopedia of Social Sciences*. Retrieved from <https://www.encyclopedia.com/history/united-states-and-canada/us-history/medical-education> [in English].
8. Naletova, I.V. (2003). Reformy obrazovaniia i obrazovatelnaia politika v SSHA vo vtoroi polovinie XX veka [Educational reforms and educational policy in the USA in the second half of the 20<sup>th</sup> century]. *Gaudeamus. Psikhologo-pedagogicheskii zhurnal – Gaudeamus. Psychological and Pedagogical Journal*, 1 (3), 183–190 [in Russian].
9. O'Shea, J. (2014). Reforming Graduate Medical Education in the U.S. *The Heritage Foundation*. Retrieved from <https://www.heritage.org/health-care-reform/report/reforming-graduate-medical-education-the-us> [in English].

Received: December 18, 2018

Accepted: February 26, 2019

#### **Оптимізація управління діяльністю вищих навчальних закладів медичного профілю у США.**

У статті проаналізовано основні тенденції в оптимізації управління вищою, зокрема медичною освітою в США на сучасному етапі. В ході дослідження вивчено матеріали нормативних документів, що



регулюють управління вищою, зокрема, медичною освітою, енциклопедичну, історико-педагогічну та методичну літературу з питань дослідження, навчальні матеріали, що ілюструють досвід управління медичною освітою в США. Використано загальнонаукові (аналіз, синтез, узагальнення, систематизація) та історико-педагогічні методи. Встановлено, що швидкий потік фінансів, значні зміни в освітній політиці, а також завдання, висунуті федеральним урядом США для виявлення найбільш обдарованих студентів та формування наукової еліти, привели вищу школу до необхідності технічної модернізації та перегляду організації навчального процесу. Доведено, що оптимізація управління медичною освітою в США відбувається в загальнонаціональному напрямі, намагаючись реалізувати важливі принципи функціонування системи вищої освіти і подолати найважчі виклики сучасності. Виявлено, що автономія, забезпечення зайнятості, академічна свобода та внутрішня демократія університету є основними принципами управління медичною освітою в США. Головні проблеми, з якими стикається управління освітою в США, включають фінансову доступність медичної освіти США, забезпечення якості освіти з урахуванням швидкого розвитку технологій, необхідність підзвітності. Запропоновано рекомендації щодо управління вищою, зокрема, медичною освітою з урахуванням досвіду США, які включають створення системи державного освітнього кредитування, субсидування громадян з малозабезпечених сімей, стимулювання співзасновництва і багатоканального фінансування закладів освіти, перехід до фінансування установ професійної освіти на контрактній основі, послідовна реалізація принципу автономії навчальних закладів тощо.

**Ключові слова:** управління, медична освіта, США, оптимізація, глобалізація, автономія.

# MORERN TEACHING TECHNOLOGIES

UDC 371.21+374.33

DOI 10.35433/pedagogy.1(96).2019.82-88

**N. P. Pavlyk,**

Candidate of Sciences (Pedagogy), Associate Professor  
(Zhytomyr Ivan Franko State University)

pavnad@ukr.net

ORCID: 0000-0003-2601-4104

**H. P. Pustovit,**

Doctor of Pedagogical Sciences, Professor  
(Rivne Region Institute of Postgraduate Pedagogical Education)

h.pustovit@gmail.com

ORCID: 0000-0001-7754-0249

## THE CONTENT ANALYSIS OF PRACTICES AND PROJECTS OF ORGANIZING NON-FORMAL EDUCATION IN UKRAINE

*The article presents the results of the researches of 24-authored Ukrainian projects of non-formal education, presented in the Catalog of Best Practices and Projects of the Organization of Non-formal Education (in Ukrainian higher educational institutions, in the process of professional training of future specialists in the social sphere). Content analysis of experience was implemented on two levels: external / organizational and internal / content. The external (organizational) analysis of non-formal education practices was carried out in the process of critically estimating the main activity-centered components of non-formal education as singled out and described by its agents and providers. The internal (content-related) analysis of non-formal education practices was performed by means of analyzing the essence and content of the projects in question based on the following criteria: theoretical approaches employed, underlying values, main processes, systematicity, fundraising, and implementation level. The following main modern trends in the development of the practice of non-formal education were established: 1) during organization of non-formal education, providers are guided by their own scientific or professional interests without analyzing the individual needs of the participants; 2) there are no current studies in pedagogical activity aimed at studying the participatory motives of various categories of participants in non-formal educational projects; 3) the specification of participants in non-formal learning allows organizers to specify the needs for which it is aimed; 4) the leading functions of non-formal education are educational, upbringing, psychological and enlightenment; 5) in non-formal education, the tendency towards the use of group forms and methods of teaching, as well as in the formal education system; 6) in the presented experience, there are no correlation of goals with the outlined authors' results of non-formal education; 7) the vast majority of non-formal education experience is realized without financial support, at the expense of initiative, goodwill and research or civic interests of the organizers; 8) today the most common theoretical foundations of the organization of non-formal education are activity, competence, and systems approaches.*

**Key words:** non-formal education, non-formal learning, content analysis, practice of non-formal education, organization of non-formal education.

**Introduction.** The topicality of studying the contemporary experience of organizing non-formal education in Ukraine is determined by the need to systemize its practices and projects. This is necessary in order to single out the main tendencies of how non-formal education is currently developing in Ukraine; analyze its current state and underlying values as well as the theoretical approaches to its organization; develop methodological recommendations as to the application and propagation of the experience available.

Generally speaking, the active development of non-formal education in Ukraine first took place at the beginning of the XXI century as conditioned by a set of both social and educational changes. These changes included accessing and borrowing the effective educational forms of advanced nations, the increase in the activities of the Third Sector, the modification of goal-oriented (the development of public activities) and axiological (human rights as fundamental values) constituents of the country's educational policy, the search for

ways to include the discriminated and socially excluded layers of population into the process of decision making, and the orientation of the educational system to European standards.

Analysis of recent research and publications. In particular, the theoretical basis and essence of non-formal education as a component of the educational system and a special socio-educational phenomenon was designed in the studies of V. D. Davydova [1]. O. V. Zhikhorska determined the specificity of the integration of formal and non-formal education in the process of professional training [6]. V. S. Zayarna analyzed the modern Ukrainian scientists' work of the development of the field of non-formal education [5]. R. B. Presner described non-formal education as a special form of adult education within post-graduate studies [3] and Yu. I. Shustak characterized the legal framework for the formation of non-formal education [4].

At the same time, acquiring topicality in the field of theoretical studies, non-formal education has not yet been studied in terms of the dissemination of practices and projects and its implementation in Ukraine.

**The purpose** of our article is to analyze the individual experience of non-formal education in Ukraine in order to identify the main trends and patterns of its formation.

**Results and Discussion.** To be able to fulfill the above-mentioned aim, as well as to ascertain the validity of the information gleaned, in 2017 we managed to fully prepare and publish the Catalogue of Best Practices and Projects for Organizing Non-formal Education based on the experience acquired by higher educational institutions of Ukraine in the course of giving professional training to prospective social workers. The main goals of the publication consisted of propagating the idea of giving non-formal education to young people, sharing experience in the field of additional social education, and popularizing non-formal educational forms as a basis for developing civil society in Ukraine. Invitations to share corresponding experience were placed in publicly available web resources, the Facebook social networking service, and communicated through purposeful distribution to Ukrainian higher educational institutions.

As a result, there are 24 non-formal education projects featured in the Catalogue. The publication includes 37 auctorial projects from educationalists and practical workers coming from different regions of Ukraine (Berdychiv, Vinnytsia, Zhytomyr, Zaporizhzhia, Kyiv, Konotop, Nizhyn, Sloviansk, Starobilsk, Kharkiv, Uman etc.).

The successive analysis of the experience was performed on two levels: external (organizational) and internal (content-related).

**The external (organizational) analysis of non-formal education practices** was carried out in the process of critically estimating the main activity-centered components of non-formal education as singled out and described by its agents and providers. In particular, viewing the process of organizing non-formal education as a specific kind of educational work, we distinguish in its structure such components as motivational, aim-oriented, organizational, operational, and result-related mentioned in the Catalogue.

Let us expound the results obtained.

The *motivational component* of the experience accumulated in the Catalogue consists of discussing corresponding educational projects in terms of the needs and interests of their participants. It must be admitted that in describing the available experience of non-formal education researchers tend to disregard the motivation of participants. In particular, the description of motivation is not infrequently either absent or formulated in too generalized a way as "conditioned by social needs." Such a situation can be accounted for by either of the two trends in modern non-formal education: 1) its agents and providers are guided by their own theoretical or professional interests, disregarding the individual needs of participants; 2) in current educational practice there is a shortage of studies aimed at reflecting the motives behind the participation of different categories of trainees in non-formal education projects.

We believe this tendency to be conditioned by the initial developmental stage at which both theory and practice of Ukrainian non-formal education currently find themselves. A top-priority challenge for organizers is the search for organizational forms of study, education, and development, i.e. issues related to answering the question of 'how?' It can be prognosticated that in the process of its further development the sector of non-formal education will inevitably become more stratified, following the individual interests of participants, and acquire a broader, all-embracing, and more easily accessible character. Besides, one can conclude that research on the leading motivation of non-formal education participants would be most timely and useful.

However, some project developers specified the motivational needs of participants, which included adaptation, communication, security, professional and creative needs. The projects normally include a target group of participants (people with special needs, students or specialists in certain fields etc.) rather than a broad public audience. Thus, the concretization of a target group of participants allows the organizers of non-formal education to specify the particular needs it serves to satisfy.

The *aim-oriented component* of the analyzed experience is available in all projects, the majority of authors characterizing it as the determinant one in terms of the content of non-formal education. The content analysis of the aims of non-formal education as specified by the authors allows the description of them by means of singling out the following generalized characteristics (in order of decreasing priority): competence formation, professional evolution, propagation of certain ideas – 16,67 % of projects; cultivation of cultural values, acquiring new experience, creating special conditions – 12,50 % of projects; personal development, correction of psychological states, activity development – 8,33 % of projects; gaining literacy, scholarly development – 4,17 % of projects (the total being 120,83 % as certain projects comprised several aims). Thus, at the present stage, the main function of non-formal education is the training function, with the educational, psychological, and awareness-raising functions following in its wake.

The *organizational component* of the projects and practices reflects either the stages or directions of putting non-formal education into practice or the forms of its organization. The main organizational stages as described by the authors of non-formal education projects include preparatory, practical, and resultant. The organizational directions of non-formal education vary depending on a level of implementation and a degree of experience systematicity. The most popular organizational forms of non-formal education are training courses as they allow individualizing the process of gaining experience in view of the availability of feedback. In some of the projects non-formal education is organized following the peer-to-peer pedagogical pattern, which is conducive to a comfortable psychological atmosphere resulting from the absence of hierarchy and authoritarianism.

The *operational component* reflects the methods of non-formal education employed in the projects. The majority of them are group work methods that, in our opinion, allow for the optimization of the resource-consuming mode of training. Despite that, the Catalogue includes 2 projects involving methods of individual work and 2 projects employing methods of community work. Thus, preserved is the tendency to use group work forms and methods of training, as is the case with formal education system. However, the majority of authors account for this tendency not in terms of the ergonomicity of resource consumption, but by the availability of a communicative educational surrounding, additionally favoring the socialization and integration of participants.

The *result-related component* of the experience is aimed at analyzing the authors' evaluation of the efficacy of a corresponding activity. It is worthwhile to mention the following tendency that was revealed in the course of the analysis: the available experience demonstrates a lack of connection between the aims and results of education as described by

the authors. In our opinion, it testifies to the fact that at its present stage of development non-formal education is viewed by its agents and providers as a process-directed rather than a goal-oriented activity, i.e. activity for the sake of activity. Other possible reasons for this tendency are a lack of corresponding experience among non-formal education agents and providers, the absence of approbated technologies of non-formal education as would guarantee expected results, and the project (prognostic) nature of each separate piece of experience. The revealed tendency is further confirmed by the absence of the authors' proposed criteria for evaluating the efficacy of non-formal education (except in case with 1 project). Thus, the process of introducing non-formal education in Ukraine can currently be called experimental in character and subject to approbation. The results of non-formal education are neither recognized nor certified which is a natural consequence of the absence of any criteria for their evaluation.

***The internal (content-related) analysis of non-formal education practices*** was performed by means of analyzing the essence and content of the projects in question based on the following criteria: theoretical approaches employed, underlying values, main processes, systematicity, fund-raising, and implementation level.

In terms of the latter criterion, the Catalogue comprises projects with the following implementation levels: international – 1 (4,17 %), all-Ukrainian (country-wide) – 4 (16,67 %), regional – 1 (4,17 %), territorial (community-wide) – 7 (29,17 %), educational institution-wide – 10 (41,67 %), individual – 1 (4,17 %). The implementation level of a particular project is immediately linked to sources of fund-raising, as projects with higher levels of implementation are normally financed with grants. Educational institution-wide projects, instead, are carried out using the resources supplied by the institutions in question and do not involve additional financial sources. Thus, one can conclude that nearly half of the non-formal education projects figuring in the Catalogue (41,67 %) receive no financial support, subsisting on private initiative, good will, and the organizers' own professional, exploratory, or civic interests. In our opinion, this enables one to single out the following peculiarity of the present-day situation with non-formal education in Ukraine: the growing interest of non-formal education and social activity current among educational institutions causes, on the part of activists, an alternative search for corresponding educational forms to be introduced within the system of formal education. However, poor financing does not allow spreading the available positive experience.

A similar tendency has been revealed following the criterion of systematicity, for the majority of systematic and lasting projects are financed either by local communities or by grants. Alternatively, the projects carried out on the initiative of individual campaigners for educational changes receive no financial support.

It seems worthwhile to formulate the following conclusion: the introduction of appropriate fund-raising strategies and mechanisms in the field of non-formal education might allow an increase in the implementation level, as well as the systematicity of changes in the auctorial experience under consideration.

We also made an attempt to single out the theoretical approaches that the authors of the projects in question employed in order to substantiate the efficacy of pedagogical transformations. These conclusions were arrived at independently, though they are based on the categories that the authors' chose to use while describing their experience, as well as on the values and main processes specified by them as substantial for developing a certain non-formal education practice.

It has been ascertained that the most current and influential theoretical approaches needed to implement the practice of Ukrainian non-formal education are:

– activity-centered (characteristic of the educational forms aimed at learning through communication) – 8 projects out of 24, 33, 33 %;

- competence-centered (characteristic of educational and communicative projects in which the central process is that of learning, the result being either the acquisition by the participants of a certain competence or that of a new social experience) – 7 (29,17 % of the projects);
- system-centered (viewing project aims as resulting from the influence of a system of many educational processes; in the case of such projects, the means for achieving educational goals tend to integrate the efforts and resources of social partners) – 6 (25 % of the projects);
- human rights education (the projects aimed at raising the participants' awareness of human rights issues by appealing to their values and emotions) – 4 (16,67 %);
- gender-sensitive / complex gender (the projects consolidating gender equality and parity relations) – 2 (8,33 %);
- life-long learning (as reflected in the projects involving the interaction between different age groups of participants, aimed at PR-campaigns propagating socially significant education, increasing the competitive ability of young people applying for a job or pursuing a career etc.) – 2 (8,33 %);
- cross-cultural differences (the projects aimed at forming cross-cultural tolerance and interaction) – 1 (4,17 %);
- humanistic concept (the projects aimed at forming humanistic values in the participants) – 1 (4,17 %);
- andragogy (the projects aimed at giving training to adults) – 1 (4,17%);
- bilingualism (the projects involving purposeful organization of bilingual education) – 1 (4,17 %);
- peer-to-peer concept (learning through the organized interaction of peers) – 1 (4,17%).

Thus, the quantitative analysis of the projects' content testifies to the fact that the most widely spread theoretical approaches to the organization of non-formal education in modern Ukraine are activity-centered, competence-centered, and system-centered. Generally speaking, it is worth mentioning that these approaches are the most widely used ones in Ukrainian theoretical and practical pedagogy. Completely absent are totally new approaches involving the theories of nonviolent communication, anti-oppressive education, etc. We tend to view this tendency as suggestive of borrowing the experience of formal education and transferring it into the domain of non-formal education. This practice can, in our opinion, have negative consequences in view of the absence of the atmosphere of co-creativity and equality of those involved in the learning process since the authority of instructors is largely preserved. The lack of alternative pedagogical approaches employed in Ukrainian pedagogical theory and practice results from copying well-approbated experience rather than experimenting with a new one.

Of much interest, is the fact that the concept of human rights education is present in 16,67 % of the projects. This can reflect the general tendency of Ukrainian education being reformed in the direction of European integration for it is an obvious attempt to propagate all-European values. It also reveals the respect on the part of Ukrainian educationalists for European practice and experience as well as their attempts to disseminate them in our home country.

Other approaches and concepts found in one or two non-formal education projects only can be characterized as conditioned by the aims and values of a specific project. That is to say, they reflect the narrow content of the project exclusively and, consequently, cannot be expanded to cover all the available experience of non-formal education.

The underlying values that non-formal education is organized in accordance with reflect both the above-listed pedagogical approaches and deep educational results. They are limited to a particular project, reflect the scientific and professional interests of its designers and providers, and so their general theoretical analysis is of little interest.

Instead, the majority of processes employed in the course of organizing non-formal education testify to the theoretical and practical differentiation between the terms 'non-formal education' and 'non-formal learning' (though in English-language sources they are largely synonymic). In organizing non-formal education its agents and providers give preference to processes of communication, enlightenment, cognition, interaction, and education. Thus, presently non-formal education is not a tool for spreading knowledge. Instead, it can be described as an organizational condition for the formation of certain traits of personality in the process of communication and informing. In our opinion, this can testify to the current lack of readiness to recognize the educational results of non-formal learning in the case of either professional or general educational training of its participants. This tendency can be defined as depreciating the educational results achieved in the process of non-formal learning. This is caused by it still being viewed not as an independent alternative way of learning, but as a means of additional training for mastering certain social-psychological competences.

**Conclusions.** Thus, the main conclusions of the study are that today the process of the formation of non-formal education characterizes the dialectical law of the mutual transition of quantitative changes in qualitative. Namely, the gradual expansion of the experience of organizing non-formal education in the educational environment will gradually allow providers to detail the expected results, value and methodological principles, crystallize effective experience, expand the circle of participants and attract funding. **The prospects for further research** are the development of communication campaigns for various target groups on promoting non-formal education as an effective tool for social and pedagogical activities and informing the public about the goals, values and opportunities of non-formal learning.

#### REFERENCES (TRANSLATED & TRANSLITERATED)

1. Davydova, V.D. (2008). *Neformalna osvita doroslykh u navchalnykh hurtkakh Shvetsii [Adult non-formal education in Swedish educational circles]*. Kyiv: Kyivskiy natsionalnyi universytet imeni Tarasa Shevchenka [in Ukrainian].
2. Pavlyk, N., Yatsenko, V. (Eds.). (2017). *Kataloh krashchykh praktyk i proektiv orhanizatsii neformalnoi osvity [Catalog of the best practices and projects of the organization of non-formal education]*. Zhytomyr: Vyd-vo Zhytomyrskoho derzhavnoho universytetu imeni Ivana Franka [in Ukrainian].
3. Presner, R. (2016). Formy osvity doroslykh u systemi pislidyplomnoho navchannia [Forms of adult education in postgraduate education system]. *Aktualni pytannia humanitarnykh nauk – Actual Questions of the Humanities*, 15, 408–413 [in Ukrainian].
4. Shustak Yu. I. Neformalna osvita doroslykh u normatyvno-pravovomu poli Ukrainy [Non-formal education of adults in the normative legal field of Ukraine]. *Naukovi zapysky Berdianskoho derzhavnoho pedahohichnoho universytetu. Seriya: Pedahohichni nauky – Scientific Notes of the Berdyansk State Pedagogical University. Series: Pedagogical Sciences*, 2, 233–239 [in Ukrainian].
5. Zaiarna, V.S. (2015). Problema neformalnoi osvity ditei i molodi v YeS u konteksti doslidnytskykh tendentsii ukrainskoi pedahohichnoi nauky [The problem of non-formal education of children and young people in the EU in the context of research trends of Ukrainian pedagogical science]. *Science and Education a New Dimension. Pedagogy and Psychology*, III(34), 69, 39–41 [in Ukrainian].
6. Zhykhorska, O.V. (2014). Sutnist intehratsii vydiv osvity u pidhotovtsi navchalno-dopomizhnoho personalu VNZ [The essence of integration of types of education in the training of educational and support staff of universities]. *Aktualni problemy sotsiologii, psykholohii, pedahohiky – Actual problems of sociology, psychology, pedagogy*, 4 (25), 193–199 [in Ukrainian].

Received: December 12, 2018

Accepted: February 22, 2019

#### *Аналіз практик і проєктів організації неформальної освіти в Україні.*

*У статті представлено результати дослідження 24 авторських українських проєктів неформальної освіти, представлених у Каталозі кращих практик і проєктів організації неформальної освіти (у навчальних закладах України; у процесі професійної підготовки майбутніх фахівців соціальної сфери). Контент-аналіз досвіду реалізовувався на двох рівнях: зовнішньому, організаційному та внутрішньому,*

змістовому. Встановлено такі основні сучасні тенденції розвитку практики неформальної освіти: 1) при організації неформальної освіти провайдери керуються власними науковими або професійними інтересами без аналізу індивідуальних потреб учасників; 2) у педагогічній діяльності наразі відсутні дослідження, спрямовані на вивчення мотивів участі різних категорій учасників у неформальних освітніх проєктах; 3) специфікація учасників неформального навчання дозволяє конкретизувати організаторам потреби, на задоволення яких воно спрямоване; 4) провідними функціями неформальної освіти виступають навчальна, виховна, психологічна, просвітня; 5) у неформальній освіті зберігається тенденція до використання групових форм і методів навчання, як і у формальній системі освіти; 6) у представленому досвіді відсутній взаємозв'язок цілей із окресленими авторами результатами неформальної освіти; 7) переважна більшість досвіду неформальної освіти реалізується без фінансової підтримки, за рахунок ініціативи, доброї волі та власних дослідницьких або громадянських інтересів організаторів; 8) найбільш поширеними теоретичними засадами організації неформальної освіти сьогодні є діяльнісний, компетенційний, системний підходи.

**Ключові слова:** неформальна освіта, неформальне навчання, контент-аналіз, практика неформальної освіти, організація неформальної освіти.



## CONTENTS

<b>EARLY CHILDHOOD EDUCATION .....</b>	<b>5</b>
<b>Maksymova O. O.</b> <i>Diagnosis of the Interpersonal Tolerance Manifestation of Senior     Preschool Children .....</i>	<i>5</i>
<b>Fedorova M. A.</b> <i>Diagnosis of the Emotional Component of the Moral Value Formation of     Senior Preschool Children .....</i>	<i>11</i>
<b>TERTIARY EDUCATION .....</b>	<b>17</b>
<b>Dubaseniuk O. A., Vozniuk O. V.</b> <i>Competency Principles of Teacher's Professional     Training and Development in the Conditions of European Integration .....</i>	<i>17</i>
<b>Myronchuk N. M., Makarevych O. O.</b> <i>Research of Volitional Efforts in a Structure of a     Regulatory-Volitional Component of Readiness to Self-Organization in Professional     Activity of a Future Lecturer in Higher Education .....</i>	<i>26</i>
<b>Tereshchuk H. V., Yashchuk I. P., Binytska K. M., Binytska O. P.</b> <i>Pre-Diploma     Training of a Teacher-Philologist of the English Language.....</i>	<i>33</i>
<b>Vitvytska S. S., Melnyk O. F.</b> <i>Model of Professional Competence Formation of Future     Specialists of Food Technologies in the Process of Studying Natural Science Disciplines at     College .....</i>	<i>44</i>
<b>Zahorodnia L. P.</b> <i>Empirical Study on the Formation of the Motivational-Personal     Component of Masters' Readiness to Ensure the Quality of Educational Process in the     Preschool Educational Institutions .....</i>	<i>51</i>
<b>ANDRAGOGY .....</b>	<b>58</b>
<b>Antonova O. Ye., Familiarska L. L.</b> <i>Study of the Development of the Teacher's     Information and Communication Mobility within the System of Postgraduate     Education .....</i>	<i>58</i>
<b>Shanskova T. I., Guzhanova T. S.</b> <i>Analysis of the Results of the Experimental Work in the     Formation of Pedagogical Knowledge of the Future Teachers in the Process of Obtaining a     Second Higher Education.....</i>	<i>66</i>
<b>COMPARATIVE PEDAGOGY .....</b>	<b>74</b>
<b>Horpinich T. I.</b> <i>Optimization of the Management of Higher Medical Educational     Establishments in the USA .....</i>	<i>74</i>
<b>MORERN TEACHING TECHNOLOGIES .....</b>	<b>82</b>
<b>Pavlyk N. P., Pustovit H. P.</b> <i>The Content Analysis of Practices and Projects of Organizing     Non-Formal Education in Ukraine .....</i>	<i>82</i>