

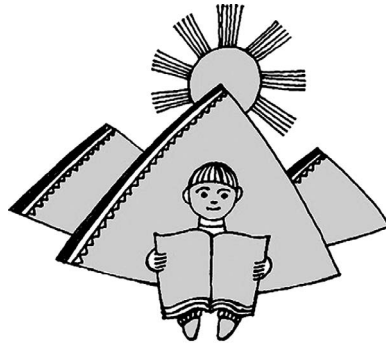


ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ



28
2023

Прикарпатський національний університет
імені Василя Стефаника



Гірська школа Українських Карпат

НАУКОВЕ ФАХОВЕ ВИДАННЯ З ПЕДАГОГІЧНИХ НАУК

№ **28**
2023

Івано-Франківськ
2023

**Засновник та видавець – Прикарпатський
національний університет імені Василя Стефаника**
Видається з 2006 року

РЕДАКЦІЙНА КОЛЕГІЯ

Головний редактор: Галина Білавич

Заступник головного редактора: Юрій Москаленко

Відповідальний секретар: Інна Червінська

Ігор Цепенда	Олена Біда (м. Берегово)
Оксана Блавт (м. Львів)	Наталія Благун
Наталія Богданець-Білокаленко (м. Київ)	
Войцех Валят (Республіка Польща)	Тетяна Горпінч (м. Тернопіль)
Тетяна Завгородня	Ірина Зварич (Київ)
Оксана Кондур	Віталій Кононенко
Тетяна Котик	Олександр Кучай (м. Київ)
Неллі Лисенко	Пьотр Мазур (Республіка Польща)
Борис Максимчук (м. Ізмаїл)	Мар'яна Марусинець (м. Київ)
Алія Момбек (Казахстан)	Наталія Мукан (Львів)
Марія Оліяр	Ірина Пальшкова (м. Одеса)
Ришард Пенчковські (Республіка Польща)	
Світлана Романюк (м. Чернівці)	Тетяна Федірчик (м. Чернівці)
Надія Федчишин (м. Тернопіль)	Марія Чепіль (м. Дрогобич)
Андрій Яблонський (м. Миколаїв)	

Літературні редактори: Ірина Гуменюк

Лілія Копчак

Технічні редактори: Ярослав Никорак

Олеся Власій

Адреса редакційної колегії: «Гірська школа Українських Карпат», Прикарпатський національний університет імені Василя Стефаника, вул. Шевченка, 57, м. Івано-Франківськ, Україна, 76000. Тел. (0342) 53-15-74, fax (0342) 53-15-74.
E-mail: mountainschool@pnu.edu.ua; <http://scijournals.pnu.edu.ua/index.php/msuc>.

Внесено до Переліку наукових фахових видань України (категорія «Б»), в яких можуть публікуватися результати дисертаційних робіт на здобуття наукових ступенів доктора наук, кандидата наук та ступеня доктора філософії, наказом Міністерства освіти і науки України № 409 від 17.03.2020 р. (педагогічні науки, спеціальності – 011, 012, 013, 014, 015)

Свідоцтво про державну реєстрацію друкованого ЗМІ серія КВ № 18273-7073ПР від 05.09.2011 р.

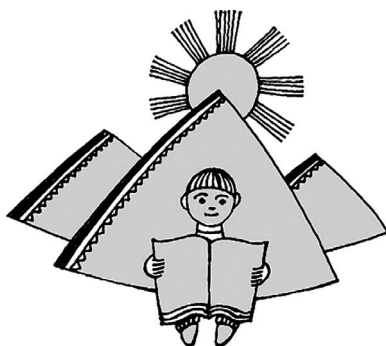
Друкується за ухвалою вченої ради Прикарпатського національного університету імені Василя Стефаника (протокол № 4 від 25 квітня 2023 р.)

Сторінки журналу відкриті для дискусійних матеріалів, а тому їх зміст не завжди відображає погляди редакційної ради.

При передруці матеріалів посилання на це видання обов'язкове.

ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ. 2023. № 28. 136 С.

Vasyl Stefanyk Precarpathian National University



Mountain School of Ukrainian Carpaty

SCIENTIFIC EDITION ON PEDAGOGICAL SCIENCES

No. 28

2023

Ivano-Frankivsk

2023

Founder and publisher – Vasyl Stefanyk Precarpathian National University
Issued since 2006

EDITORIAL BOARD

Editor in chief:	Halyna Bilavych	
Deputy chief editor:	Yuriy Moskalenko	
Executive secretary:	Inna Chervinska	
	Igor Tsependa	Olena Bida (Beregovo)
	Oksana Blavt (Lviv)	Nataliya Blagun
	Nataliya Bohdanec-Biloskalenko (Kyiv)	Wojciech Walat (Poland)
	Tetiana Horpinich (Ternopil)	Tetyana Zavhorodnya
	Iryna Zvarych (Kyiv)	Oksana Kondur
	Vitaliy Kononenko	Tetyana Kotik
	Oleksandr Kuchay (Kyiv)	Nelly Lysenko
	Borys Maxymchuk (Izmail)	Peter Mazur (Poland)
	Marianna Marusinets (Kyiv)	Aliya Mombek (Kazakhstan)
	Nataliya Mukan (Lviv)	Mariya Oliyar
	Irina Palshkova (Odesa)	Ryszard Pęczkowski (Poland)
	Svitlana Romaniuk (Chernivtsi)	Tetiana Fedirchuk (Chernivtsi)
	Nadiya Fedchyshyn (Ternopil)	Maria Chepil (Drohobych)
	Andrii Yablonskyi (Mykolayiv)	
Literary editors:	Iryna Humeniuk	
	Liliya Kopchak	
Technical editors:	Yaroslav Nykorak	
	Olesia Vlasii	

Address of editorial staff: «Mountain School of Ukrainian Carpaty», Vasyl Stefanyk Precarpathian National University, 57 Shevchenko Street, Ivano-Frankivsk, Ukraine, 76000. Tel. (0342) 53-15-74, fax (0342) 53-15-74.
E-mail: mountainschool@pnu.edu.ua; <http://scijournals.pnu.edu.ua/index.php/msuc>.

The journal is added to the «List of scientific professional publications of Ukraine, in which the results of dissertations for the degree of doctor and candidate of sciences can be published». Order № 409 by Ministry of Education and Science of Ukraine from 17.03.2020.

Certificate of publishing media State registration series KV №18273-7073 PR from 05.09.2011.

It is published by the approval of the Academic Council of the Precarpathian National University named after Vasyl Stefanyk (record No. 4 of April 25, 2023). The articles in the magazine are open to discussion, therefore, their content does not always reflect the views of the Editorial Board. Reference to this publication is required when reprinting the material.

MOUNTAIN SCHOOL OF UKRAINIAN CARPATY. 2023. No. 28. 136 Pg.



Chapter I. THEORETICAL AND PEDAGOGICAL PROBLEMS OF MODERN EDUCATION

doi: 10.15330/msuc.2023.28.5-10

Оксана Блавт,

докторка педагогічних наук, професорка, професорка кафедри фізичного виховання,
Національний університет «Львівська політехніка» (Львів, Україна)

Oksana Blavt,

Sc.D. (Education), Professor, Professor of the Department of Physical Education,
Lviv Polytechnic National University (Lviv Ukraine)

oksanablavt@ukr.net

ORCID ID 0000-0001-5526-9339

УДК 378-056.24

ФОРМУВАННЯ ІНКЛЮЗИВНОЇ МОДЕЛІ ФІЗИЧНОГО ВИХОВАННЯ ДЛЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ З ІНВАЛІДНІСТЮ - ВЕТЕРАНІВ ВІЙНИ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Анотація. Актуальність дослідження зумовлена нагальною потребою забезпечити повноцінну можливість здобуття вищої освіти учасникам бойових дій, а передовсім ветеранам війни, з-поміж яких чимало здобувачів вищої освіти з інвалідністю. Досліджено, що виклики, пов'язані із реалізацією інклюзивної освіти, які постали перед системою освіти України, є тотожними до європейських систем. Імплентація зарубіжного досвіду у вітчизняний освітній процес представляє собою креативне поєднання ключових компонентів корекційного розвитку та взаємодію учасників освітнього процесу (педагогів та здобувачів вищої освіти з інвалідністю-ветеранів війни) у процесі інклюзивного фізичного виховання, сформованого на подолання впливу наслідків війни задля усунення порушень у стані їхнього здоров'я. З'ясовано, що зусилля треба спрямувати на обґрунтування і створення ефективних моделей інклюзивного фізичного виховання, організованого на основі сучасних інноваційних загальнонаукових і спеціальних технологій, теорії, методики і практики фізичної культури, які б забезпечували високий рівень фізичної активності здобувачів вищої освіти з інвалідністю-ветеранів війни, адаптації їх у середовищі навчального закладу, сприяли б їхньому здоров'язбереженню та досягненню прогнозованих результатів під час навчання. Виокремлено напрями імплантації прогресивних ідей у процесі формування інклюзивної моделі фізичного виховання для здобувачів вищої освіти з інвалідністю-ветеранів війни в закладах вищої освіти. Серед таких: підготовки фахівців із фізичного виховання, які повною мірою володіють інклюзивною компетентністю; оновлення змісту методик у сфері інклюзивного фізичного виховання; цілеспрямованої просвітньо-інформаційної роботи задля розвитку в здобувачів вищої освіти з інвалідністю-ветеранів війни потреби у фізичному самовдосконаленні та здоров'язбереженні; розвиток мотивації до занять фізичним вихованням здобувачів вищої освіти з інвалідністю-ветеранів війни; підтримка організації здобувачів вищої освіти з інвалідністю-ветеранів війни в їхньому фізичному вихованні нарівні з усіма учасниками освітнього процесу; створення центрів фізкультурно-спортивної спрямованості для здобувачів вищої освіти з інвалідністю-ветеранів війни в закладах вищої освіти.

Ключові слова: інклюзія, фізичне виховання, здобувач вищої освіти з інвалідністю-ветеран війни, заклад вищої освіти, фізична активність, здоров'язбереження.

FORMATION OF AN INCLUSIVE MODEL OF PHYSICAL EDUCATION FOR STUDENTS WITH DISABILITIES WHO ARE WAR VETERANS IN HIGHER EDUCATION INSTITUTIONS

Abstract. The relevance of the study is determined by the urgent need of the educational community to provide a full opportunity to receive higher education for participants in hostilities, and above all for war veterans, among whom there are many students with disabilities. The purpose of the work is to identify the key foundations of the formation of an inclusive physical education model for war veteran students in higher education institutions. Research methods: theoretical analysis, systematization, comparison of different views on the investigated problem, generalization of data from scientific and methodological, and special literature. It was investigated that the challenges related to the implementation of inclusive education, which faced the education system of Ukraine, are identical to European systems. The implementation of foreign experience in the domestic educational process is a creative combination of key components of corrective development and the interaction of participants in the educational process (teachers and students with disabilities, war veterans) in the course of inclusive physical education aimed at overcoming the effects of the war to eliminate violations in their health. It was found that efforts should be directed to the justification and creation of effective models of inclusive physical education, organized



based on modern innovative general scientific and special technologies, theory, methods and practice of physical culture, which would ensure a high level of physical activity of students with disabilities who are war veterans in the process of their adaptation in the environment of the educational institution would contribute to their health and achievement of the predicted results in the course of their higher education. The directions of implantation of progressive ideas in the process of formation of an inclusive model of physical education for students with disabilities who are war veterans in higher education institutions are singled out. These include training physical education specialists who fully possess inclusive competence; updating the content of methods in the field of inclusive physical education; targeted educational and informational work to develop the need for physical self-improvement and health care among students with disabilities who are war veterans; development of motivation to engage in physical education of students with disabilities who are war veterans; support of the organization of students with disabilities who are war veterans in their physical education on an equal basis with all participants in the educational process; creation of centers of physical culture and sports orientation for students with disabilities who are war veterans in institutions of higher education.

Keywords: physical education, inclusive, students with disabilities who are war veterans, higher education institutions, physical activity, health care.

INTRODUCTION

The problem formulation. Ukrainian society has been at war for eight years in a row. On February 24, Russia launched a full-scale invasion of Ukraine along the entire length of the common border and from the territory of Belarus. Currently, there are 1 million 5 thousand 832 persons in Ukraine who have the status of war disabled, war participant, or combatant. About 320,000 of them are participants in hostilities due to their participation in the anti-terrorist operation (Ukrainian Veterans Fund).

The status of «disabled of war» in Ukraine can be obtained not only by persons who took a direct part in hostilities. According to the current regulations, today such a status can be obtained even by a child who was injured and the injury resulted in a disability (The Law of Ukraine «About the status of war veterans, guarantees of their social protection»). According to the estimates of lawyers, there are currently up to a hundred such children, in particular in the Luhansk and Donetsk regions. Undoubtedly, given the development of events, the number of such persons will grow.

Ensuring the opportunity for war veterans to obtain quality education in accordance with their characteristics, needs and opportunities are one of the key priorities of modern Ukrainian social and educational policy (Sokurianska, L., Bataeva, E., & Bakirov, V., 2019). Despite this, it must be stated that the integration of the mentioned vulnerable groups in higher education often has only a declarative nature, which additionally actualizes the stated problem in connection with the long-term hostilities on the territory of Ukraine.

Different trajectories of admission to higher education institutions are provided for persons with disabilities. However, in the future, the problem of adaptation of such persons to the environment of a higher school, their physical and psychological rehabilitation, as a factor in the normalization of their psychophysical state, will arise (Jenner, B. M., 2017). Therefore, the main component of social interaction and integration of war veterans, among whom there are many people with disabilities, in institutions of higher education is inclusion (Barmak, S. A., Barmaksezian, N., & Der-Martirosian, S., 2021). An inclusive educational environment, as a significant factor in the modernization of the educational process, provides the opportunity to obtain quality educational knowledge and the opportunity to preserve health, and, therefore, to solve the scientific and practical problem of overcoming health disorders in students with disabilities who are war veterans (Molina, D., 2015). Scientists (Ghosh, A., Santana, M. S., & Opelt, V., 2020; Lieberman, L. J., & Houston-Wilson, S., 2017) consider inclusive physical education (PE) as an effective tool for implementing the aforementioned.

Numerous studies are showing that PE can be an effective tool for students with disabilities in terms of positive impact on their quality of life as well as their functional status (Blavt, O., Andreev, S., Lishchuk, V., & Stepankov, S., 2022; Lidor, B. R., & Hutzler, Y., 2019; Tant, M., & Watelain, E., 2016). At the same time, the orientations of the process of improving their health are considered from the point of view of the organization of the educational environment, in which the emphasis is on taking into account the determinants and model of inclusive education when using forms, means, methods of PE (Blavt, O., Kozibroda, L., & Rozhko, E., 2021; Grenier, M., Patey, M. J., & Grenier-Burtis, M. 2022).

The relevance of the study is due to the need to overcome obvious contradictions, which require an effective and quick solution to ensure quality inclusive PE as a health-saving factor, taking into account the rapid increase in the number of war veteran students since the full-scale invasion of Russia on the territory of Ukraine, and the duration of hostilities. Here we note the almost complete lack of research and recommendations on an inclusive model of PE for war veteran students in higher education institutions, which means that there is an urgent need to solve this problem.

AIM AND TASKS RESEARCH – to identify the key foundations of the formation of an inclusive PE model for war veteran students in higher education institutions.

RESEARCH METHODS. The research is based on the use of a set of general scientific theoretical methods, theoretical analysis, systematization, comparison of different views on the investigated problem, generalization of data from scientific, methodological, and special literature.

RESULTS OF THE RESEARCH



There is no doubt that young people without education will not be able to claim a normal future. The success of our country directly depends on the level of education of the population. First of all, according to the provisions of normative documents (The Law of Ukraine «On Amendments to Certain Laws of Ukraine on Education Regarding the Organization of Inclusive Education»), war veterans must be provided with access to higher education and the conditions for obtaining it as a result of socio-political changes, anti-discrimination social movements and transformations of traditional views on the education of socially vulnerable and vulnerable sections of society.

Today, the domestic educational community faces new challenges: ensuring full-fledged opportunities for higher education of participants in hostilities, and above all, war veterans. Ukraine undertook to harmonize the regulatory framework following the classic normative provisions on human rights in accordance with the «Convention on the Protection of Human Rights and Fundamental Freedoms», which was ratified in 1997. At the moment, the sphere of educational inclusion in the Ukrainian state is developing by the needs of modern society. At the heart of this process are national revival, democracy, humanism, and openness to assimilation of progressive achievements of world theory and practice.

One cannot agree (Prognimak, O. D., 2018) that the understanding of the need to create an inclusive educational environment has been established in Ukrainian society. The transformation of socially inclusive processes from «soviet» to national, depoliticized and de-ideological is taking place in Ukraine gradually, but they steadily determine the progressive development of these processes into the current state and promising directions of modernization in accordance with European and world standards.

Today's modernization of the domestic educational inclusion paradigm involves the implantation of the basic values of inclusion, which have been implemented in many foreign countries for a long time. This, according to information (Lieberman, L. J., & Houston-Wilson, S., 2017), involves: eliminating the isolation of any categories of students, using the potential of the existing strong connection between their physical and social, intellectual, and spiritual development, and therefore - the possibilities of the higher education institution in ensuring full-fledged current and future life activities of students with disabilities who are war veterans.

First of all, we should note that the challenges related to the creation of an inclusive educational environment faced by the education system of Ukraine are identical to European systems. Therefore, we consider it necessary to systematize and ensure the implementation of the foreign experience of inclusive PE, which has a rather powerful history. We believe that this approach represents a creative combination of key components of corrective development and the interaction of participants in the educational process (teachers and students with disabilities who are war veterans) in the course of PE aimed at overcoming the effects of the war to eliminate violations in their health.

Support for studying in institutions of higher education for students with disabilities exists in all developed countries of the world. So-called barrier-free university campuses are being created with appropriate buildings, dormitories, and other facilities where such students receive technical learning aids, help from psychologists, physical rehabilitators, social workers, etc. (Maxwell, G., Granlund, M., & Augustine, L., 2018).

In modern higher education in Ukraine, the institute of an inclusive environment is considered an important component of the educational process, which provides an opportunity to achieve the educational and professional goals of students with disabilities who are war veterans. Undeniably (Barmak, S. A., Barmaksezian, N., & Der-Martirosian, S., 2021), each such student has certain characteristics and limitations that make learning difficult. The identified problem is considered in the national context, as it concerns the category of citizens who in the future should form the basis of the productive forces of society. That requires providing them with quality education following the characteristics, needs and capabilities. We support the position (Jenner, B. M., 2017) that to work with students with disabilities who are war veterans, it is necessary to introduce special methods, pedagogical technologies, and adaptive technical means into the educational process.

Since there is practically no practical experience in creating an inclusive educational environment for students with disabilities who are war veterans in higher education institutions in Ukraine, we believe that the development of their PE direction should be one of the priorities in the educational policy of higher schools. At the same time, the most important task is to ensure a high level of health, work capacity, functional capabilities, and physical fitness of students with disabilities who are war veterans (Morley, D., Bailey, R., Tan, J., & Cooke, B., 2005). That is, consider it an inclusive program, guided by the philosophy that every student with a disability, a war veteran with a physical or psychological illness, without exception, receives quality PE.

We support scientific approaches (Blavt, O., Kozibroda, L., & Rozhko, E., 2021) that efforts should be directed to the justification and creation of effective PE technologies, organized based on modern general scientific and special technologies of the theory, methodology and practice of physical cultures that would ensure a high level of physical activity, overcoming health disorders in students with disabilities who are war veterans as subjects of the educational process, optimizing adaptation in the educational institution environment and achieving the predicted results during their higher education.

Inclusive PE is a relatively new direction in the domestic system of education and science, which studies the aspects of PE of persons with disabilities and related physical limitations. According to the definition (Lidor, B. R., & Hutzler, Y., 2019)), the main goal of inclusive PE is the formation and development of motor activity, physical and psychological



abilities that ensure the adaptation of persons with disabilities to their state of health, environment, society and various types of activities.

The basis of our proposals is the inextricable relationship between the learning process and PE. We support scientific approaches (Barmak, S. A., Barmaksezian, N., & Der-Martirosian, S., 2021) that it is teachers who should provide inclusive PE for students with disabilities who are war veterans and with the least limitations. Advanced foreign experience convinces that PE is not the prerogative of only healthy students and that persons even with such severe disabilities as blindness, spinal cord and spinal cord injuries, cerebral palsy, etc. can be active participants in PE (Tant, M., & Watelain, 2016).

A constructive analysis of the practices of inclusive PE of students with disabilities who are war veterans in leading foreign countries of the world (Jenner, B. M., 2017; Ghosh, A., Santana, M. S., & Opelt, V., 2020; Lidor, B. R., & Hutzler, Y., 2019).

Therefore, in the EU and the developed countries of the world, inclusive PE is considered a tool for providing people with disabilities with a social "exit", improving physical skills and a means of health preservation (Tant, M., & Watelain, E., 2016). We attempted to distinguish the content and tasks of inclusive PE in institutions of higher education in the developed countries of the world, which is implemented according to several dimensions:

- social: availability of PE resources in higher education institutions that ensure the inclusion of students with disabilities who are war veterans;
- personal: personal development, mastering new knowledge, formation and development of PE abilities and skills;
- cognitive: forming an understanding of the specifics of the PE process, finding and using various ways and means of PE in practice, defining goals and making corrections in the process of inclusive PE.

In general, without considering this issue in detail, since it is not the subject of our research, a prominent feature of inclusive PE in foreign countries is its dynamism because there is a constant adaptation of learning conditions to the individual characteristics of each student.

Therefore, on the basis of the conducted scientific search of foreign and Ukrainian experience of implementing educational inclusion in order to form an inclusive model of PE for students with disabilities who are war veterans in higher education institutions, an attempt was made to identify ways and directions of implantation of progressive ideas that will be useful in this process. Among these:

1. The Ukrainian practice of educational inclusion primarily requires the training of inclusive PE specialists who fully possess inclusive competence, and who currently belong to new areas of professional training. At the same time, the world and the EU have accumulated considerable experience in this field of knowledge, which can be useful for solving the problem of the formation of highly qualified pedagogical personnel of the new generation, capable of acting at the level of the requirements of international professional standards, which must be prepared in advance specifically for working with individuals with disabilities and the application of modern and effective PE pedagogical technologies.

2. As it was found out, inclusive PE for students with disabilities who are war veterans is a common practice in the European and global education system. An urgent issue of the domestic education system is the updating of the content of methods in the field of inclusive PE and the preparation of teachers for future pedagogical activity in the conditions of inclusive education at all levels of education and upbringing. At the same time, the leading task is the promotion of health and a healthy lifestyle based on general PE practices.

3. Worthy of attention is the foreign experience of covering leading inclusive values in social networks and mass media: respect for the individual is a defining guideline for the implementation of educational policy; recognition of equality in ensuring the rights of students with disabilities who are war veterans not only to education but also to successful implementation in all dimensions in the educational environment, self-development, self-realization. Instead, stereotypes and insufficient awareness of the essence of educational inclusion and the provision of this process with the tools of inclusive PE prevail in Ukraine, as well as weak coverage of this issue in the domestic information space. The lack of information about the impact and importance of inclusive PE in educational inclusion prevents the emergence of interest in their development on the part of the educational public. Thus, it is necessary to work on the formation of information about inclusive PE, as a determining possibility of ensuring, first of all, the health of students with disabilities who are war veterans in the educational environment of a higher school.

4. Development of motivation for PE classes for students with disabilities war veterans in institutions of higher education. Unlike the EU and the leading countries of the world, in Ukraine, there are no institutes for involving such students in systematic PE as a means of their educational inclusion. The experience of building an inclusive PE model requires the acquisition of effective communication skills with students with disabilities who are war veterans, the study of motivational techniques, targeted educational and informational work, and the highlighting of international and domestic experiences and achievements to develop the need for physical self-improvement in students with disabilities who are war veterans, and, therefore, PE classes.

5. Activation and coordination of actions of the educational community, initiation and implementation of projects, including in partnership with foreign institutions of higher education, aimed at ensuring the appropriate level of inclusive PE, as a means of health protection, for students with disabilities who are war veterans.

6. Carrying out empirical research in the field of inclusive PE and implementing research results into practice, combining theoretical and practical, their focus on achieving the defined standards of inclusive PE for students with



disabilities who are war veterans at a very high level in foreign countries, and confirmed by scientific publications (Tant, M., & Watelain, E., 2016).

7. Elimination of social segregation, support of the organization of students with disabilities war veterans in involving them in participation in PE in everyday life on an equal basis with all participants of the educational process, formation of the philosophy of inclusion in this process.

8. The science, experience and practice of advanced countries of the EU and the world confirm that with the development of new and improved PE technologies, new programs (apps) are constantly being created to help students with disabilities - war veterans in various ways, providing the latest PE methods for improving physical development and eliminating defects in good health. Among the structural innovations is the creation of physical culture and sports centers for students with disabilities who are war veterans in higher education institutions modeled after Western European ones.

Note that full-fledged physical activity is often the first thing that students with disabilities, war veterans, are deprived of as a result of a serious injury. At first, they face limitations everywhere. In the future, problems with self-esteem and self-realization arise. As a result, students with disabilities who are war veterans find themselves on the sidelines, often on their initiative. So, as a result, the physical injuries of the war become factors of psychological problems. This is also the subject of inclusive PE research, and inclusive PE is, accordingly, a remedy for such problems (Lidor, B. R., & Hutzler, Y., 2019).

We like the idea (Grenier, M., Patey, M.J., & Grenier-Burtis, M., 2022) that the essence of inclusive PE is to integrate students with disabilities who are war veterans into a fully active life through physical activity.

Thus, in conclusion, we note that we consider the inclusive model of PE for students with disabilities who are war veterans in institutions of higher education as a rehabilitation and corrective process, the foundations of which are related to those defined by inclusive education. The content of the proposed model, its basis - forms, means and methods of PE, primarily those that use inclusive PE. The current state of development of the specified content at the current stage is different from what is required, and the research is characterized by individual character and fragmentation. This makes it necessary to carry out further research in the indicated direction, in particular by developing (modernizing) innovative practices of pedagogical content, physical therapy and technologies of inclusive PE.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

At the moment in Ukraine, taking into account the permanent increase of war veteran students in the society in connection with prolonged hostilities, special attention is paid to the possibilities of educational inclusion to provide war veteran students with disabilities a full education, individualized, accessible, based on needs and opportunities, aimed at their maximum self-realization during the study period. This approach represents a creative combination of key components of corrective development and the interaction of participants in the educational process (teachers and students with disabilities who are war veterans) in the course of inclusive PE aimed at overcoming the effects of war to eliminate violations in their health.

In the context of European integration, approaching the European space, based on national traditions and heritage, it is expected to build a national strategy for the development of inclusive PE in the context of the general approaches of the world community, which are determined by global transformations in this area. As a result of research work, current trends in the formation of an inclusive model of PE for students with disabilities war veterans in higher education institutions based on foreign practices in the projection of new educational paradigms have been highlighted. As an interdisciplinary collection of practical and theoretical knowledge, inclusive PE in institutions of higher education is aimed at eliminating the limitations of students with disabilities who are war veterans of participation in all possible forms of its implementation, directed at their health preservation by overcoming existing deviations.

In conclusion, we consider an inclusive model of PE for students with disabilities who are war veterans in institutions of higher education as an innovative type of PE, which is implemented based on the principles of tolerance, impartiality and non-discrimination in the process of their PE, rejection of educational segregation of students with disabilities who are war veterans and limitations of their physical capabilities.

Prospects for further research we see the development of models of physical education for students with disabilities who are war veterans during their studies at the higher education institutions.

REFERENCES

- Ukrainian Veterans Fund. Available at: <https://veteranfund.com.ua/opportunity/who-are-war-veterans-and-how-is-confirmed-the-respective-status/>
- The Law of Ukraine «About the status of war veterans, guarantees of their social protection». Information of the Verkhovna Rada of Ukraine, 1993, No. 45, Article 425. Available at: <https://zakon.rada.gov.ua/laws/show/3551-12#Text>
- Sokurianska, L., Bataeva, E., & Bakirov, V. (2019). Ukrainian veterans in higher education: military identity and educational practices. *The Ideology and Politics Journal*, 2(13), 16–33. URL: https://www.ideopol.org/wp-content/uploads/2019/12/___ENG.%2019.%20Sokurianska%20et%20-%20al%20FIN.pdf
- Jenner, B. M. (2017). Student Veterans and the Transition to Higher Education: Integrating Existing Literatures. *Journal of Veterans Studies*, 2(2), 26–44.
- Barmak, S. A., Barmaksezian, N., & Der-Martirosian, C. (2021). Student veterans in higher education: The critical role of veterans resource centers. *Journal of American College Health*. <https://doi.org/10.1080/07448481.2021.1970562>
- Molina, D. (2015). *Post-9/11 Military Veterans and Higher Education: Factors Associated with College Enrollment and Choice*. University of California.



- Ghosh, A., Santana, M.C., & Opelt, B. (2020). Veterans' Reintegration into Higher Education: A Scoping Review and Recommendations. *Journal of Student Affairs Research and Practice*, 57(4), 386–402. <https://doi.org/10.1080/19496591.2019.1662796>
- Lieberman, L. J., & Houston-Wilson, C. (2017). Strategies for Inclusion: Physical Education for Everyone. *Human Kinetic*.
- Blavt, O., Andreev, S., Lishchuk, V., & Stepankov, S. (2022). Regulation of sensory response students with disabilities of universities the process of inclusive physical education. *Bulletin of Kamianets-Podilskyi Ivan Ohienko National university. Physical education, sports and human health*, 26, 123–128. <https://doi.org/10.32626/2309-8082.2022-26.123-128>
- Lidor, B. R., & Hutzler, Y. (2019). Including students with disabilities in a physical education. *Teacher Preparation Program: An Institutional Perspective*. ResearchGate, 1–19. <https://doi.org/10.5772/intechopen.85268>.
- Tant, M., & Watelain, E. (2016). Forty years later, a systematic literature review on inclusion in physical education (1975-2015): a teacher perspective. *Educ. Res. Rev*, 19, 1–17. <https://doi.org/10.1016/j.edurev.2016.04.002>
- Blavt, O., Kozibroda, L., & Rozhko, E. (2021). Generation pedagogical fundamentals the formation of an inclusive educational environment in higher education by means of physical education. *Mountain school of ukrainian carpaty*, 25, 63–68. <https://doi.org/10.15330/msuc.2021.25.63-68>
- Grenier, M., Patey, M.J., & Grenier-Burtis, M. (2022). Educating students with severe disabilities through an inclusive pedagogy in physical education. *Sport. Education and Society*, 6. <https://doi.org/10.1080/13573322.2022.2084064>.
- The Law of Ukraine «On making changes to some laws of Ukraine on education regarding the organization of inclusive education». Information of the Verkhovna Rada, 2014, No. 30, Article 1011. Available at: <https://zakon.rada.gov.ua/laws/show/1324-18#Text>
- Prognimak, O. D. (2018). Inclusive development of Ukraine: obstacles vs prospects. *Economic Herald of Donbass*, 1(51), 187-197.
- Maxwell, G., Granlund, M., & Augustine, L. (2018). Inclusion through participation: understanding participation in the international classification of functioning, disability, and health as a methodological research tool for investigating inclusion. *Front. Educ.* 3:e00041. <https://doi.org/10.3389/feduc.2018.00041>.
- Morley, D., Bailey, R., Tan, J., & Cooke, B. (2005). Inclusive physical education: teachers' views of including pupils with special educational needs and/or disabilities in physical education. *Eur. Phys. Educ. Rev*, 11, 84–107. <https://doi.org/10.1177/1356336X05049826>.

Received 10.03.2023
Accepted 31.03.2023

**Тетяна Близнюк,**

кандидат педагогічних наук, доцент кафедри початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Tetyana Blyznyuk,

PhD in Education, Associate Professor, Department of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
tetyana.blyznyuk@pnu.edu.ua
ORCID ID 0000-0002-0558-2201

Галина Лемко,

кандидат педагогічних наук, доцент кафедри соціальної педагогіки та соціальної роботи,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Halyna Lemko,

PhD in Education, Associate Professor, Department of Social Pedagogy and Social Work,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
halyna.lemko@pnu.edu.ua
ORCID ID 0000-0002-2922-8549

Олександр Близнюк,

студент ОР «Магістр» спеціальності «Соціальна робота»,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Oleksandr Blyznyuk,

student of «Master's Degree» in Specialty «Social work»,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
oleksandr.blyzniuk.22@pnu.edu.ua

Сергій Фомін,

студент ОР «Магістр» спеціальності «Соціальна робота»,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Sergiy Fomin,

student of «Master's Degree» in Specialty «Social work»,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
sergiy.fomin@pnu.edu.ua

УДК 37.013.78:

ТРАДИЦІЙНІ Й ІННОВАЦІЙНІ ЗАСОБИ ЕФЕКТИВНОГО ФОРМУВАННЯ ІКТ-КОМПЕТЕНТНОСТІ СОЦІАЛЬНИХ ПРАЦІВНИКІВ

Анотація. Інформаційно-комунікаційна компетентність сприяє загальному розвитку соціальних працівників як висококласних фахівців, їхній професійній діяльності та взаємодії з цільовою аудиторією. У статті розкрито сутність та структурні компоненти ІКТ-компетентності майбутніх фахівців соціальної сфери. Зазначено, що інформаційно-комунікаційна компетентність необхідна для фахового зростання професіонала, представника сучасного цифрового суспільства й активізації комунікації між учасниками сфери соціальних послуг у час війни та за інших викликів сьогодення. Проаналізовано традиційні та інноваційні засоби формування ІКТ-компетентності майбутніх соціальних працівників під час вивчення курсу «Іноземна мова професійного спілкування». Зокрема обґрунтовано ефективність та доцільність використання з цією метою інтерактивних завдань, цифрових мобільних додатків та онлайн-ресурсів. Дослідниками підкреслено важливість цифрової взаємодії, що реалізується в процесі представлених у статті навчальних завдань, а також ефективність роботи з автентичними текстами, які знайомлять зі способами розв'язання такої проблеми у світі. Схарактеризовано специфіку використання цифрових інструментів як засобів формування інформаційно-комунікаційної компетентності майбутніх соціальних працівників у навчальному просторі (інструменти для створення та перегляду відеороликів, мультимедійних



презентацій, слайд-шоу, пошукові системи, Google-форми, сервіси для запровадження дистанційного та змішаного навчання, тестування тощо).

Ключові слова: інформаційно-комунікаційна компетентність, соціалізація, комунікація, соціальні працівники, цифрові інструменти, інноваційне навчання.

TRADITIONAL AND INNOVATIVE MEANS OF EFFECTIVE FORMATION OF ICT COMPETENCE OF SOCIAL WORKERS

Abstract. Information and communication competence contributes to the general development of social workers as high-quality specialists, but also to their professional activity and interaction with the target audience. The article reveals the essence and structural components of ICT competence of future specialists in the social sphere. It is noted that information and communication competence is necessary for the professional growth of a specialist, a representative of a modern digital society, and urgent for activation of communication between participants in the field of social services during wartime and other current challenges. The traditional and innovative means of forming the ICT competence of future social workers during the study of the Foreign Language of Professional Communication course were analyzed. In particular, efficiency and expediency of using interactive tasks, digital mobile applications, tools and online resources for this purpose is justified. The researchers emphasized in the paper the importance of digital interaction, which is implemented in the process of educational tasks presented in the article, as well as the effectiveness of working with authentic texts that introduce ways to solve such a problem in the world experience. The specifics of the use of digital tools as means of forming the information and communication competence of future social workers in the educational space are characterized (tools for creating and viewing videos, multimedia presentations, slide shows, search engines, Google forms, services for the introduction of distance and blended learning, polls, assessment, etc.).

Keywords: information and communication competence, socialization, communication, social workers, digital tools, traditional and innovative learning.

INTRODUCTION

The problem formulation. With the development of IC technologies, digitalization of all social sectors of human life, and active implementation of distance learning, online communication the problem of forming information and communication competence of specialists is gaining special relevance and is at the center of scientific and scientific-methodological research of students, scholars, practitioners, etc. The use of various information, the source of which is the Internet and the mass media, is a mandatory component of the cognitive activity of those seeking and obtaining education degrees. Students must navigate information flows, be able to work with received information, critically interpret it, as well as have the skills to work with the latest technologies, devices and sensibly use the gained knowledge in their professional activity, whatever it is.

Information and communication competence is a compulsory component of the professional competence of any modern specialist. The development of digital technologies and social cataclysms (pandemic, war) led to the active use of digital forms of interaction in Ukraine and beyond. This reality forms the position of the educational community for critical analysis and active use of new ideas in the conditions of digitization of various spheres of society.

A contemporary representative of a social field is not the exception and must be able not only to organize interaction with the target audience in synchronous or asynchronous formats with the help of ICT, but also to implement the content and tasks of planned events, to effectively use appropriate digital tools as a means of forming relevant knowledge or developing the skills and abilities of participants' communication. If we are talking about social work, then additional factors that complicate the communication process should be taken into account as well.

Analysis of recent research and publications. In recent decades, many studies have appeared devoted to the problem of the formation of an individual's information and communication competence. V. Bykov, O. Bilous, V. Vember, I. Zimnya, O. Kuzminska, V. Miroschnyenko, N. Morze, O. Ovcharuk, E. Polat, S. Sysoeva, O. Spirina and other scientists highlighted the definition of the concept, revealed the essence of this competence, characterized its structure and components. V. Bezpalko, M. Zhaldak, S. Pakhomova, V. Prokopchuk, V. Yurchenko focused on the methodical aspect of the formation of this competence in the process of studying informatics or other subjects at school, and N. Balovsiak, O. Boytsova, T. Blyznyuk, B. Gershunsky, R. Gurevich, T. Kachak, L. Konashevskiy, O. Konashevskiy, M. Korzyar, A. Kostyuchenko, Yu. Mashbytsia, O. Myronova, G. Fedoruk, O. Furman - in general in educational practice. Their contribution is without fail incredible.

AIM AND TASKS RESEARCH

Within this scientific-methodical study we aim to analyze the efficient ways of forming information and communication competence of social workers; outline traditional and innovative means of its effective formation and the specifics of the development of digital literacy of future workers in the social sphere in the process of active use of ICT during the study of various educational academic courses, in particular, a Foreign language of professional communication.

RESEARCH METHODS

In the suggested article theoretical research methods were used, including analysis and synthesis of research results on the problem; method of generalization to formulate conclusions, method of prediction – to determine the prospects for further research.

RESULTS OF THE RESEARCH

Digitization of society contributed to the emergence of such concepts as "information and communication competence", "information literacy", "digital literacy", "digital competence", "computer competence", "computer literacy", "information



technology competence”, “technological literacy”, “ICT skills”, etc. Digital literacy is a set of knowledge and skills that are necessary for the safe and effective use of digital technologies and Internet resources.

According to Prokopchuk V. (Prokopchuk V., 2018) “Information and communication competence involves the confident and at the same time critical application of information and communication technologies for creating, searching, processing, exchanging information in workplace, in public space and private communication, information and media literacy, the basics of programming, algorithmic thinking, working with databases, internet safety and cyber security skills, understanding the ethics of working with information (copyright, intellectual property, etc.)”.

For instance, Fedoruk H. (Fedoruk H. M., 2015) considers information and communication competence as an integral characteristic of a person, manifested “in the ability to learn knowledge, achieve goals in the chosen field with the help of a computer”. The researcher is convinced that a specialist must be proficient in IT technologies in order to carry out professional activities efficiently and effectively.

However, there are several traditional means of effective formation of ICT competence (Fig 1), including:

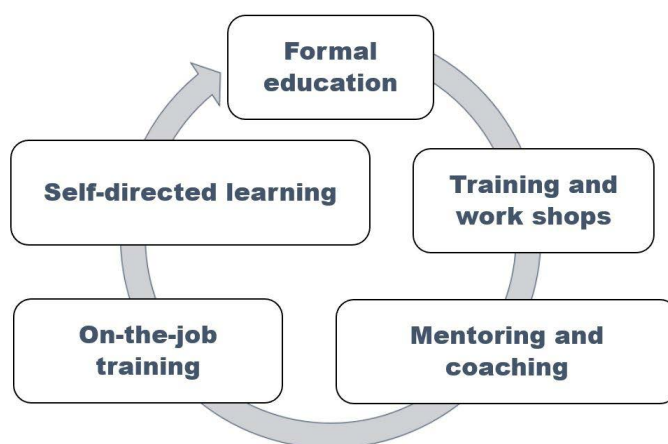


Figure 1. Traditional means of effective formation of ICT competence

As can be considered in Fig 1., formal education such as attending university courses is one of the most traditional and effective ways to acquire ICT competence for a future social worker. Educational process provides a structured curriculum that covers the fundamentals of computer science, programming, database management, networking, and other ICT-related academic courses.

Training and workshops are another traditional means of improving ICT competence for specialists. The suggested programs are typically more focused and tailored to specific topics or technologies, and are often offered by technology vendors, software companies, or training institutions like, for instance, Centre of innovative educational technologies “PNU EcoSystem” at Precarpathian national university (Blyznyuk T., 2022, 2021).

On-the-job training is another way to acquire ICT competence for specialists in social field. This involves learning by doing, and involves gaining hands-on experience working with ICT systems and technologies in a real-world setting during practice, for example.

Self-directed learning is an increasingly popular means of acquiring ICT competence. This involves taking advantage of online resources such as tutorials, e-books, online courses, and forums to learn about specific technologies and systems.

Mentoring and coaching are effective means of acquiring ICT competence, especially for those just starting out in the field of social work. These programs involve pairing learners with experienced ICT professionals who provide guidance and advice on specific topics or technologies.

Overall, the mentioned traditional means of acquiring ICT competence, and the most effective approach will depend on the individual’s learning style, experience, and goals.

Information and communication technologies and systematic work with them are obviously the main means and tools for forming the information and communication competence of future social workers. Information technology is a concept that has a generalized meaning and means such technologies that are aimed at processing and transforming necessary information. Information and communication, information and computer technologies are not only methods and algorithms for searching, collecting, processing, storing and transmitting information (Kademia M.Yu., 2009), but also various types of programs, services, applications, Internet networks.

To compare with the previously mentioned traditional means of formation of ICT competence of future social workers it is worth noting that there are several innovative means considered not less or sometimes even more effective, including the following:

Massive Open Online Courses (MOOCs): MOOCs are online courses that allow students to access quality content on ICT-related topics from top universities and institutions around the world. MOOCs provide an innovative approach to ICT learning, offering learners the flexibility to learn at their own pace and on their own schedule.



Gamification: Gamification is the use of game design principles and mechanics in non-game contexts, such as learning. Gamification of ICT training provides a more engaging and immersive learning experience that can help learners develop skills more quickly and effectively related to their field of work placement.

Microlearning: Microlearning involves breaking down ICT training content into small, easily digestible modules that learners can complete in a short amount of time. This approach to learning can be more effective for busy (part-time students or employed social workers) who need to fit learning into their busy schedules.

Virtual and augmented reality: Virtual and augmented reality technologies can provide an innovative and immersive learning experience for ICT training. Learners can use these technologies to simulate real-world scenarios of social work and gain hands-on experience with ICT systems and technologies.

Collaborative learning: Collaborative learning involves group-based learning, where learners work together to solve job-related social problems and share knowledge. Collaborative learning can be facilitated through online forums, chat groups, video conferencing, and other communication technologies, and provides an innovative approach to ICT learning that can help learners develop teamwork and communication skills. This means proved particularly useful and interesting for students during the study of the course Foreign Language of Professional Communication (Blyznyuk T., 2021) at Pedagogy Faculty, PNU.

The above given innovative means of effective formation of ICT competence can be provided in groups (Fig. 2) and defined according to the tools' specifics used during the study of the academic course Foreign Language of Professional Communication.

According to Figure 2, among the Platforms for organizing distance - tele/video communication we single out Google Meet, Google Classroom, Moodle, Zoom, Teams, Webex, etc. With their help a social worker can organize synchronous video communication or exchange materials, upload ideas, tasks, any information, communicate with teachers, students, clients. As positive experience of the past three years shows, many institutions have chosen Google applications as the main platform for organizing blended learning.

Wisely organized Google Classroom allows a future specialist to create meetings and use this platform to send assignments and announcements to target audience, organize surveys and polls. Then tasks are completed and uploaded to the platform with the following opportunity to constantly communicate with all the participants of the events. This service is closely connected to other main services, for example, Google meet, Gmail, Google Drive, YouTube, etc.



Figure 2. Means of effective formation of ICT competence grouped by tools' specifics

These applications can be easily used not only via computers, but also via mobile devices and smartphones or other available gadgets.

The second group, in our view, might be represented by **searching services** as Google, Yahoo, Bing, etc.

According to the research by Kachak T., the third group are **online services and digital tools** which are used to create various media content, game tasks, entertainment or informative announcements, and projects. Among the most common which deserve worldwide attention are Canva, Padlet, LearningApps, Cooggle.it (Kachak T., (2021).

Efficient **assessment tools** proved to be Kahoot, Formative, Quizizz, Plickers, Google Forms which are the fourth component of this group of means of forming the information and communication competence of future social workers. As our observations show, it is reasonable to use Google Form for a survey. If the aim is to suggest testing in a game form and diversify the stage of monitoring knowledge, abilities and skills, it is advisable to use the digital tool Kahoot. Its advantage is in the ability of the organiser to provide grades for the completed work without spending time on evaluating it. At the same time, it is possible to analyze all the answers and immediately get appropriate statistics in the form of diagrams or Excel tables, a comprehensive analysis of the survey in real time, and draw conclusions about the level of mastery of the topic or else.



Blyznyuk T. highly appreciates the possibilities of working with this service: "In the context of solving the problem of forming information and digital competence, the electronic educational resource Kahoot helps students who can quickly master innovative technologies, as they learn to analyze and critically evaluate information and digital content, and also develop the ability to interact in a digital learning environment with the help of modern technologies" (Blyznyuk T., 2021).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The scientific findings allow to conclude ICT competence is a qualitative characteristic of the future social worker, determined by knowledge and abilities of using ICT in social sphere of life, value orientations; ability and readiness for communication with target audience. This is one of the factors of a professional development, self-realization and self-determination of a student who dreams of becoming a proactive social worker.

The essence of the information and communication competence is the ability to acquire knowledge, to achieve the set goals with the use of ICT in professional and everyday life. The formation of this competence is evidenced by the ability to search, understand, choose, systematize, generalize, store, broadcast information; rationally use the computer and digital tools to solve the tasks; the ability to create own media products with the help of digital resources and services in order to improve the professional level in a modern dynamic environment.

Mastering information technologies in the process of studying various educational subjects is an active practical work, not just theoretical materials detached from life. Combining traditional and innovative means of formation of ICT competence can be efficient for social workers for several reasons. Combining traditional and innovative means of formation of ICT competence can help social workers maximize their learning outcomes. Traditional means such as formal education and on-the-job training provide a strong foundation of fundamental knowledge, while innovative means such as MOOCs, gamification, and virtual reality can help social workers build on that foundation and apply their knowledge to real-world scenarios of social work.

By combining traditional and innovative means of formation of ICT competence, social workers can benefit from the engagement and interactivity of innovative technologies, while also benefiting from the structure and guidance of traditional training methods. This can help keep social workers motivated and engaged in their learning, leading to better retention and application of knowledge.

Moreover, different learners have different learning styles, and by combining traditional and innovative means of formation of ICT competence, future social workers can benefit from a variety of training methods that cater to different learning styles. For example, some social workers may prefer to learn through hands-on experience, while others may prefer online tutorials or group-based learning. Finally, this promotes lifelong learning. As by using a variety of training methods, social workers can continually develop their skills and knowledge in a rapidly changing ICT landscape, ensuring they stay up-to-date with the latest technologies and best practices.

Therefore, combining traditional and innovative means of formation of ICT competence can be an efficient and effective approach for social workers to develop their skills and knowledge in the field of ICT. We find it promising to conduct an empirical study of the effectiveness of these and other digital tools in order to form the students' ICT competence during other academic courses.

REFERENCES

- Basics of standardization of information and communication competences in the education system of Ukraine: method. recommendations: in general ed. V. Yu. Bykova, O. M. Spirina, O. V. Ovcharuk. K.: Atika, 2010. 88 p. (in Ukrainian)
- Blyznyuk T. (2022). Trainings as a kind of informal education and their efficiency for educational process: experience and prospects. Mountain school of the Ukrainian Carpathians: scientific and methodical journal. Volume 26. P. 5-11. (in English)
- Blyznyuk T. (2021). Digital tools for online and offline learning: educational and methodological guide. Ivano-Frankivsk: Precarpathian National University named after Vasyl Stefanyk, 64 p. (in English)
- Blyznyuk T. (2021). Prospects for the use of information and communication technologies in mountain schools of the Ukrainian Carpathians. Digital education: a collection of scientific works edited by I. Tsependy and O. Budnyk. Ivano-Frankivsk: Precarpathian National University named after Vasyl Stefanyk, P.100-108. ISBN 978-966-640-497-1. (in English)
- Budnyk O., Kotyk M. (2020). Use of Information and Communication Technologies in the Inclusive Process of Educational Institutions. Journal of Vasyl Stefanyk Precarpathian National University, 7 (1), 15-23. <https://doi.org/10.15330/jpnu.7.1.15-23> (in English)
- Fedoruk H. M. (2015). Formation of information and communication competence of future technology teachers in the process of professional training: diss. Ph.D. ped. Sciences: 13.00.04. Vinnytsia, 259 p. (in Ukrainian)
- Kachak T. B. (2021). Digital tools of literary education of future primary school teachers in distance learning conditions. Information technologies and teaching aids. Volume 86. No. 6. P. 144-169. (in Ukrainian)
- Kademia M.Yu. (2009). Information and communication technologies of education: terminological dictionary. Lviv: "SPOLOM", 258 p. (in Ukrainian)
- Lopatynska N. A. (2015). Speech, speech and communicative competence of students of higher educational institutions as components of the professional culture of the future correction teacher. Current issues of correctional education (pedagogical sciences). Collection of scientific papers edited by V.M. Sinyova, O.V. Gavrilova. Kamianets-Podilskyi: P.P. Medobory, P. 187 – 197. (in Ukrainian)
- Ovcharuk O. V. (2013). Information and communication competence as a subject of discussion: international approaches. Computer in school and family. No. 7. P. 3–8. (in Ukrainian)
- Prokopchuk V. (2018). Information and communication competence of the future teacher of history and law: theoretical aspect. Pedagogical journal of Volyn. No. 1 (18). P. 93 – 101. (in Ukrainian)
- Shevtsov A., Lastochkina O., Nikonenko N. (2020). Training of special education teachers in Ukraine and abroad in conditions of emergency introduction of distance learning. Information technologies and teaching aids. Volume 77. No. 3. P. 240-261. (in Ukrainian)

Received 15.02.2023
Accepted 24.02.2023

**Любомира Ілійчук,**

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Liubomyra Iliichuk,

Candidate of Pedagogic Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

liubomyra.iliichuk@pnu.edu.ua

ORCID 0000-0003-4274-6903

УДК 37:355.01

**УКРАЇНСЬКА ОСВІТА В УМОВАХ ВІЙНИ: НОВІ ВИКЛИКИ, ЗАГРОЗИ
ТА ВЕКТОРИ ЗМІН У КОНТЕКСТІ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ОСВІТИ**

Анотація. У статті здійснено аналіз стану системи освіти за умов російської агресії проти України. В основу статті покладено законодавчі та нормативні документи, що регулюють правовий режим воєнного стану в Україні та особливості функціонування освітньої системи в цей період, а також матеріали і результати досліджень Міністерства освіти і науки України, Державної служби якості освіти України, Державної наукової установи «Інститут освітньої аналітики», Національного агентства із забезпечення якості вищої освіти. Наведено офіційні статистичні дані про кількість закладів освіти та здобувачів, які в них навчаються, а також пошкоджені й зруйновані заклади освіти під час війни. Виокремлено виклики та загрози, з якими зіштовхнулася освітня система під час агресії російської федерації проти України, її вплив на функціонування освітньої системи й забезпечення якості освіти, серед яких: загроза життю та здоров'ю учасників освітнього процесу, масштабні руйнування освітньої інфраструктури, значні втрати контингенту здобувачів освіти, педагогічного й викладацького складу, обмеження доступу до освіти, втрата управлінського освітнього контролю на територіях, що потрапили під тимчасову окупацію або перебувають у зоні активних військових дій, зменшення видатків державного та місцевих бюджетів на освіту. Результати досліджень показали, що після повномасштабного вторгнення росії в Україну, незважаючи на серйозні виклики й загрози, освітня система на всіх її рівнях вистояла та продовжила функціонувати. Водночас відбулися значні зміни в організації освітньої діяльності закладів освіти, які беззаперечно вплинули на якість надання освітніх послуг. Ці вектори змін стосувалися насамперед безпекової ситуації в різних регіонах країни, вибору моделей організації освітнього процесу, його матеріально-технічного й інформаційного забезпечення, підтримки різних категорій учасників освітнього процесу тощо.

Ключові слова: освіта, освітній процес, якість освіти, забезпечення якості освіти, учасники освітнього процесу, освіта за умов війни.

**UKRAINIAN EDUCATION IN THE CONDITIONS OF WAR:
NEW CHALLENGES, THREATS AND VECTORS OF CHANGES
IN THE CONTEXT OF ENSURING THE QUALITY OF EDUCATION**

Abstract. The article analyzes the state of the education system in the conditions of russian aggression against Ukraine. The article is based on legislative and normative documents regulating the legal regime of martial law in Ukraine and the peculiarities of the functioning of the educational system during this period, as well as materials and research results of the Ministry of Education and Science of Ukraine, the State Service for the Quality of Education, the State Scientific Institution «Institute of Educational Analytics», of the National Agency for Higher Education Quality Assurance. Official statistical data on the number of educational institutions and students studying at them, as well as damaged and destroyed educational institutions during the war, are provided. Challenges and threats faced by the educational system during the aggression of the russian Federation against Ukraine, its impact on the functioning of the educational system and ensuring the quality of education, including: threats to the life and health of participants in the educational process, large-scale destruction of educational infrastructure, significant losses of the contingent are highlighted education seekers, pedagogical and teaching staff, restrictions on access to education, loss of administrative educational control in territories that have come under temporary occupation or are in the zone of active military operations, reduction of state and local budget expenditures on education. The results of the research showed that after the full-scale russian invasion of Ukraine, despite serious challenges and threats, the educational system at all levels survived and continued to function. At the same time, there were significant changes in the organization of educational activities of educational institutions, which undoubtedly affected the quality of the provision of educational services. These vectors of change related primarily to the security situation in different regions of the country, the choice of models for the organization of the educational process, its material, technical and information support, support for various categories of participants in the educational process, etc.

Keywords: education, educational process, quality of education, ensuring the quality of education, participants in the educational process, education in war conditions.



INTRODUCTION

Formulation of the problem. The effectiveness of educational institutions and the quality of provided educational services are the main target functions of the education system in the world. Undoubtedly, ensuring a high level of education quality is one of the priority directions of reforming the education system in Ukraine. In recent decades, the national policy in the field of education was focused on the problems of developing and implementing systems of internal and external assurance of the quality of education, implemented programs to ensure the quality of educational services, which had a positive effect on the development of the education industry as a whole.

Positive developments in the field of education in the context of ensuring its quality were shaken by the full-scale russian aggression against Ukraine, which began in 2014 and spread throughout the country on February 24, 2022. From the first days of the war, Ukraine suffered significant losses in all regions of the country, which is an unprecedented world crime in the first quarter of the 21st century. As a result of the invasion of russian troops on the territory of the state, thousands of children and adults lost their lives, cities and villages were completely or partially destroyed, vital infrastructure was destroyed, including educational institutions and medical institutions, millions of Ukrainians lost their relatives and loved ones, found themselves under occupation or deported, were forced to move to other regions of the country or abroad, suffered physical injuries and psychological injuries, lost jobs and housing, the opportunity to get an education, receive medical services .

Undoubtedly, the russian aggression had a significant impact on the functioning of the education system in Ukraine. In the conditions of martial law, Ukrainian education needs quick and effective solutions, an assessment of challenges and threats, the development of innovative educational projects, new approaches and technologies for the organization of the educational process, reorientation and rapid response to dynamic changes of all participants in the educational process, updating the content and concept of ensuring the quality of education and new views on the implementation of the strategic development of the education system as a whole. Therefore, the relevance of this scientific research is beyond doubt.

Analysis of recent research and publications. The problems of the organization of the educational process in the conditions of the war and the peculiarities of the functioning of the education system of Ukraine during this period were investigated by N. Bibik, O. Lokshyna, M. Melnyk, O. Onopriienko, and O. Topuzov (Topuzov O., Bibik N., Lokshyna O., Onopriienko O., 2022; Melnyk M., 2022). A review of the views of the international community on the issue of the functioning of education in the conditions of military operations, an analysis of the harmful consequences of war for the educational system and participants in the educational process, key guidelines of international and non-governmental organizations on ensuring the continuity of education in conditions of war and the inclusion of refugees and internally displaced persons in the educational process were carried out by O. Hlushko, A. Dzhyrylo, S. Kravchenko, O. Lokshyna, O. Maksymenko, O. Shparyk (Education in the realities of war, 2022). Domestic and international initiatives regarding the education of internally displaced persons, Ukrainian refugees, children, youth and adults who are in temporarily occupied territories under the conditions of russian aggression against Ukraine were covered by V. Hordiienko, I. Ivaniuk, N. Nychkalo, O. Ovcharuk (Nychkalo N., Ovcharuk O., Hordiienko V., Ivaniuk I., 2022). The possibilities and peculiarities of using technical and software tools of information technologies in the process of organizing the educational process in the conditions of martial law were revealed by Yu. Bilyk, A. Kolomiets, T. Kolomiets, M. Marienko, A. Suhii, I. Tverdokhib (Bilyk Yu., Kolomiets A., Kolomiets T., 2023; M. Marienko M., Suhii A., 2022; Tverdokhib I., 2022).

Regardless of the availability of scientific intelligence, which investigates the problems and analyzes the challenges faced by the educational system during the full-scale invasion of russia into Ukraine, this issue requires further thorough study, in particular, in the context of finding ways for the quality functioning of the education system of Ukraine in war conditions.

AIM AND TASKS RESEARCH – to outline the challenges and threats to the functioning of the education system in Ukraine, which arose after the russian invasion of the territory of Ukraine, to single out the key vectors of changes in the educational sphere in the context of ensuring the quality of education in the conditions of martial law.

RESEARCH METHODS: theoretical methods (study of regulatory documents and scientific sources on the selected research problem); empirical methods (summarization of research results and pedagogical experience in order to describe the relevance of the problem and directions for further research); general scientific logical methods (analysis, synthesis, comparison and systematization – highlighting essential features and components of the subject of scientific research, combining them into a coherent phenomenon and formulating one's own conclusions).

RESULTS OF THE RESEARCH

The full-scale invasion of the russian Federation into Ukraine and the introduction of martial law in our country brought changes and corrections to all spheres of social life, including the educational sphere. The search for ways to develop education and ensure its quality in the conditions of russian aggression against Ukraine deepened the awareness of the need for united, powerful and qualified action of state authorities and management at all levels, heads of educational institutions of various types and forms of ownership. During this period, approaches to the implementation of the educational policy of the state are changing very rapidly. Despite the long-term reform of all levels of education, the Ministry of Education and Science of Ukraine, local authorities, heads of educational institutions and educational institutions faced a large number of challenges and threats, for the solution of which there were no predetermined external and internal resources.

Therefore, amendments and additions to the Laws of Ukraine are being made at a rapid pace, legal documents are being approved that regulate the martial law regime in the state and the peculiarities of the functioning of Ukrainian



education, taking into account the characteristics and needs of different categories of the population. In particular, the Law of Ukraine dated March 15, 2022 № 2126-IX «On Amendments to Certain Laws of Ukraine Regarding State Guarantees in Conditions of Martial Law, State of Emergency or State of Emergency» was adopted, according to which the Law of Ukraine «On Education» was supplemented with a new article 57-1 «State guarantees in conditions of martial law, state of emergency or state of emergency». This article defines guarantees for education seekers, employees of educational institutions, educational institutions and scientific institutions regarding the organization of the educational process in a distance form or in any other form that is the safest for its participants, as well as the preservation of the place of work, average earnings, and scholarship payments and other payments provided for by law (On making changes to some laws of Ukraine, 2022). In order to ensure the implementation of these guarantees, the law provides all the necessary powers to authorities for prompt decision-making to regulate the sphere of education and science in wartime.

In a relatively short period of time, the key principles of the institutional and legal regulation of the educational sphere during the period of martial law were formed in Ukraine, which is carried out in accordance with the Law of Ukraine «On the Legal Regime of Martial Law» dated May 12, 2015 № 389-VIII (as amended), Decree of the President of Ukraine «On the introduction of martial law in Ukraine» dated February 24, 2022 № 64/202210, approved by the Law of Ukraine dated February 24, 2022 № 2102-IX, as well as in accordance with other normative legal acts of Ukraine. Thus, in accordance with the provisions of Article 15 of the Law of Ukraine «On the Legal Regime of Martial Law», the powers of local authorities, in particular in terms of managing institutions and educational institutions, are transferred to the military administrations of settlements in the relevant territory (On the Legal Regime of Martial Law, 2015). The main body in the system of executive power, which ensures the development and implementation of state policy in the spheres of education and science, scientific, scientific and technical and innovative activities, technology transfer, and also ensures the formation and implementation of state policy in the sphere of state supervision of the activities of educational institutions, enterprises, institutions and organizations that provide educational services or conduct other activities related to the provision of such services, regardless of their subordination and form of ownership, remains the Ministry of Education and Science of Ukraine. During the period of martial law, the Ministry of Education and Culture continues to implement the state policy in the field of education, ensures accessibility and continuity of the educational process (Education of Ukraine under martial law, 2022, p. 15).

With the beginning of the war, the Ministry of Education and Science of Ukraine created institutional and legal foundations for the functioning of the education system in the conditions of challenges caused by the armed aggression of the Russian Federation against Ukraine. This is, in particular, the order «On the formation of the Situation Center of the Ministry of Education and Science» dated February 24, 2022 № 229, which enabled the operation of the advisory body during the period of martial law (On the formation of the Situation Center, 2022); order № 274 dated March 28, 2022, «On some issues of the organization of general secondary education and the educational process under martial law in Ukraine», aimed at creating legal grounds for the continuation of education in a safe environment for children and the employment of teachers who are forced to change their place of residence/training through occupation and active combat (On some issues of the organization, 2022); order № 235 dated March 7, 2022, «On some issues of organizing the work of institutions of vocational pre-university and higher education during martial law», which provides an institutional basis for taking measures to ensure the protection of participants in the educational process, employees and the preservation of the property of educational institutions, implementation in case of the needs of evacuation measures, the organization of special training conditions for education seekers who are in the ranks of the Armed Forces of Ukraine or territorial defense units, are engaged in volunteer activities (On some issues of organizing the work of institutions, 2022), as well as numerous orders and letters of the Ministry of Education and Science regarding the organization of external independent evaluation and admission campaigns in 2022 and 2023, the organization of the educational process in educational institutions of various types and forms of ownership in 2022/2023, the evacuation and relocation of educational institutions from occupied territories and those on which active hostilities and other legal acts were conducted.

In the conditions of martial law, the education system faced new challenges and threats, to which it is necessary to respond in view of the importance of its functioning in order to ensure the right of citizens to education, increase the contribution to the socio-economic development of the state and its regions. According to the data of the research carried out by the Ministry of Education and Science of Ukraine and the State Scientific Institution «Institute of Educational Analytics», the following are recognized as significant challenges in the field of education: threat to life and health of participants in the educational process, restriction of access to basic human needs; large-scale destruction of educational infrastructure; forced large-scale movement of participants in the educational process within Ukraine and abroad, which led to significant losses of the contingent of education seekers, pedagogic and teaching staff; aggravation of the problem of ensuring access to education for Ukrainian pupils and students, violation of the continuity of the educational process; loss of managerial educational control in the territories that have come under temporary occupation or are in the zone of active military operations; reduction of state and local budget expenditures on education (Education of Ukraine under martial law, 2022, p. 12).

In addition, frequent air alarms, power outages, lack of uninterrupted access to the Internet and technical means for online learning, unstable emotional state of participants in the educational process, psychological and physical injuries of children and adults became significant threats to the organization of the educational process. Thus, according to the study carried out by the State Education Quality Service of Ukraine regarding the quality of the organization of the educational process in the conditions of war in the 2022/2023 academic year, only 15% of educational institutions throughout the territory of Ukraine worked in face-to-face mode, 33% – remotely and 51% – in a mixed mode format. At the same time, distance learning prevailed in the East and South of Ukraine, mixed learning in the Center and the North, face-to-face and mixed learning in the West (Study of the quality of the organization of the educational process, 2023).



According to the data of the State Scientific Institution, «Institute of Educational Analytics» was functioning in Ukraine (as of December 2022, January and March 2023) (Basic educational statistical data, 2023): 10 302 preschool education institutions, of which 5 785 (56,1%) worked with children in the usual face-to-face mode, 2 963 (28,8%) – remotely, 1 554 (15,1 %) – in a mixed mode (number of pupils – 739 722); 12 929 institutions of general secondary education, of which 4 475 (34,6%) carried out the educational process face-to-face, 3 975 (30,7%) – remotely; 4 479 (34,7 %) – in a mixed format (number of students – 3 985 866); 1 346 out-of-school education institutions, of which 481 (35,7%) organized work in face-to-face mode, 328 (24,4%) – remotely, 537 (39,9%) – in a mixed form (the number of pupils – 1 011 403 people); 670 institutions of professional (vocational and technical) education, of which 170 (25,4%) carried out the educational process face-to-face, 211 (31,5%) – remotely, 289 (43,1%) – in a mixed mode (the number of education seekers – 230 474 people); 740 vocational higher education institutions, of which 348 are independent legal entities, 392 are within the structure of higher education institutions (the number of applicants is 331 488); 332 institutions of higher education, of which 191 are state, 25 are communal, 116 are private, as well as 550 separate structural subdivisions and colleges within the structure of institution of higher education (the number of students is 1 112 965).

These statistics change every day due to Russia's constant bombing, shelling and missile strikes on the territory of Ukraine. Thus, according to the data of the «Education under threat» resource, as of July 1, 2023, 3 450 educational institutions were damaged, of which 331 were completely destroyed. Educational institutions in Donetsk (907), Kharkiv (629), Mykolaiv (277), Dnipropetrovsk (243), Zaporizhzhia (217), Kyiv (211), Kherson (202), and Luhansk (200) regions suffered the greatest destruction (Fig. 1.1).

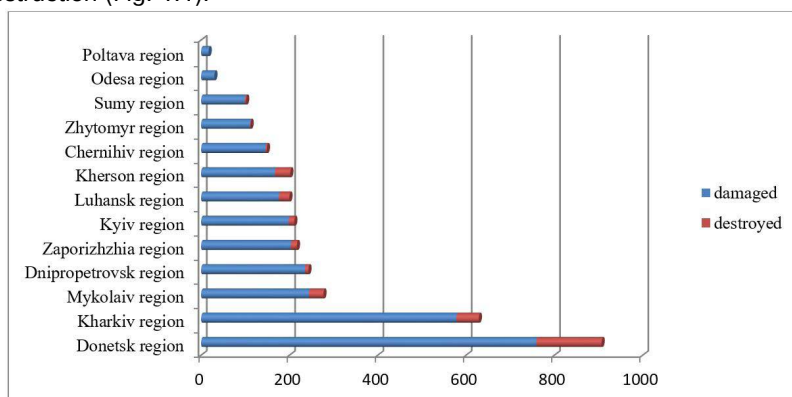


Fig. 1.1. Destroyed and damaged educational institutions as of July 1, 2023 (according to the resource «Education under threat»)

It is undeniable that all these challenges had a significant impact on the organization of the educational process in educational institutions, ensuring the quality of the provision of educational services in various regions of the country, and the functioning of the education system as a whole.

During 2022 – the first half of 2023, the Ministry of Education and Science of Ukraine, the State Service for the Quality of Education, the State Scientific Institution «Institute of Educational Analytics», the National Agency for Higher Education Quality Assurance organized and conducted various monitoring studies on the quality of the provision of educational services and the organization of educational process under martial law. With the help of online surveys and desk research, the basic aspects of the organization of the educational process in preschool, general secondary, out-of-school, professional (vocational-technical), professional pre-higher and higher education institutions in martial law conditions were studied – quality, safety and resources, which gave an understanding of the existing the state of functioning of the educational system at all its levels, the identification of key vectors of changes and problems in order to further search for ways to overcome them. The results of the analysis of these studies showed that the educational system in Ukraine continued to function after the russian invasion of Ukraine, despite serious challenges and threats. At the same time, the key vectors of changes related to the creation of a safe educational environment for all participants in the educational process; choosing models for organizing the educational process and carrying out educational activities in educational institutions of different types and forms of ownership in different territories of the country; response to changes in the contingent of education seekers, pedagogic and scientific-pedagogical workers; provision of the educational process with material and technical means and digital tools; support for various categories of participants in the educational process (internally displaced persons, persons with special educational needs, persons who directly participate in hostilities, persons who have suffered as a result of war, etc.); introduction of new rules for admission of applicants to study in educational institutions; ensuring access to education for all citizens who are under martial law in various territories of Ukraine and beyond.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Russia's full-scale invasion of Ukraine dealt a significant blow to the Ukrainian education system. The destruction of the infrastructure of educational institutions, the violation of the safety of the educational environment for the participants of the educational process, the problems of human capital and financing of education, the lack of access of citizens to education have become real challenges. The education system, although it suffered significant damage, survived. Thanks to the titanic efforts of the state authorities and the educational community, the active citizenship



and solidarity of the country's population, the effective internal policy of Ukrainian educational institutions and the support of the international community, it was possible to develop effective solutions to stabilize the education system in these extremely difficult conditions. It is undeniable that the education system has undergone changes in view of the security situation in different regions of Ukraine, the availability of the necessary resources for organizing the educational process and supporting various categories of students and teachers.

The prospects of further scientific research are linked to the study of the experience and generalization of the needs of the educational community regarding the organization of the educational process in the conditions of martial law, the study of the most optimal conditions and the necessary tools for ensuring the quality of education.

REFERENCES

- Analitychna dovidka shchodo stanu zadovolenosti pedahohichnykh, nauково-pedahohichnykh pratsivnykiv ta zdobuvachiv osvity zakladiv fakhovoi peredvyshchoi, vyshchoi osvity orhanizatsiieiu osvitnoho protsesu na pochatku 2022/2023 navchalnogo roku [Analytical report on the level of satisfaction of pedagogical, scientific and pedagogical workers and students of vocational pre-university and higher education institutions with the organization of the educational process at the beginning of the 2022/2023 academic year] (2023). URL: https://sqe.gov.ua/wp-content/uploads/2022/10/Pochatok_2022-2023_navchalnogo_roku_IAD_VO_FPO_SQE.pdf.
- Analitychna dovidka shchodo tendentsii orhanizatsii dystantsiinoho navchannia u zakladakh vyshchoi osvity u 2021/2022 navchalnomu rotsi v umovakh voiennoho stanu (za rezultatamy onlain-anketuvannia uchashnykiv osvitnoho protsesu) [Analytical report on trends in the organization of distance learning in higher education institutions in the 2021/2022 academic year under martial law (based on the results of an online survey of participants in the educational process)] (2022). URL: file:///C:/Users/Acer/Downloads/ANALITICHNA-DOVIDKA-ZVO_12.06.pdf
- Bilyk, Yu., Kolomiets, A., & Kolomiets, T. (2023). Osoblyvosti orhanizatsii dystantsiinoho navchannia v pochatkovii shkoli v umovakh voiennoho stanu [Features of the organization of distance education in a primary school under the conditions of martial law]. *ScienceRise: Pedagogical Education*, 2(53), 26–32. DOI: <https://doi.org/10.15587/2519-4984.2023.281208>.
- Vyshcha osvita v umovakh viiny ochyma studentiv [Higher education in the conditions of war through the eyes of students] (2022). URL: https://spa.ukma.edu.ua/wp-content/uploads/2022/09/pres_090922.pdf?fbclid=IwAR1yXj20Vbqdq1mSG4WMr34MAdb56xr2uB2qluKwRfHT9QUtgR05IVNziA
- Doslidzhennia yakosti orhanizatsii osvitnoho protsesu v umovakh viiny u 2022/2023 navchalnomu rotsi Shkola politychnoi analityky NaUKMA [Study of the quality of the organization of the educational process in the conditions of war in the 2022/2023 academic year] (2023). URL: <https://sqe.gov.ua/wp-content/uploads/2023/04/yakist-osvity-v-umovah-viiny-web-3.pdf>
- Interaktyvna mapa «Osvita pid zahrozoiu» [Interactive map «Education under threat»] (2022). URL: <https://saveschools.in.ua/>
- Informatsiino-analitychna dovidka shchodo orhanizatsii osvitnoho protsesu v zakladakh fakhovoi peredvyshchoi ta vyshchoi osvity Ukrainy v umovakh voiennoho stanu (za rezultatamy shchokvartalnoho onlain-anketuvannia, I kvartal 2023 roku) [Informational and analytical reference on the organization of the educational process in institutions of professional pre-higher and higher education of Ukraine under martial law (based on the results of a quarterly online survey, the 1st quarter of 2023)] (2023). URL: https://sqe.gov.ua/wp-content/uploads/2023/05/Organizatsiya_osvitnogo_procesu_FPO-ZVO_IAD_I_kvartal_2023_SQE.pdf
- Marienko, M., & Sukhikh, A. (2022). Orhanizatsiia navchalnogo protsesu u ZZSO zasobamy tsyfrovyykh tekhnologii pid chas voiennoho stanu [Organization of the educational process in institutions of general secondary education by means of digital technologies during martial law]. *Ukrainskyi pedahohichnyi zhurnal*, 2, 31–37. DOI: <https://doi.org/10.32405/2411-1317-2022-2-31-37>.
- Melnyk, M. (2022). Osvita v umovakh voiennoho stanu: rezultaty opytuvannia [Education during martial law: a survey results]. *Visnyk NAPN Ukrainy*, 4(1), 1–8. DOI: <https://doi.org/10.37472/v.naes.2022.4130>.
- Nychkalo, N., Ovcharuk, O., Hordiienko, V., & Ivaniuk, I. (2022). Ukrainska osvita v umovakh rosiiskoi viiny: vyprovuvannia, novyi dosvid, perspektyvy [Ukrainian education in the conditions of the russian war: trials, new experiences, prospects]. *Visnyk kafedry YuNESKO «Neperervna profesiina osvita KhKhI stolittia»*, 5, 7–39. DOI: [https://doi.org/10.35387/ucj.1\(5\).2022.7-39](https://doi.org/10.35387/ucj.1(5).2022.7-39).
- Osvita v realiiakh viiny: oriientyry mizhnarodnoi spilnoty: ohliadove vydannia [Education in the realities of war: orientations of the international community: review edition] (2022) / za zah. red. O. Topuzova, O. Lokshynoi. Kyiv: Ped. dumka. DOI: <https://doi.org/10.32405/978-966-644-614-8-2022-55>.
- Osvita Ukrainy v umovakh voiennoho stanu: informatsiino-analitychni zbirnyk [Education of Ukraine under martial law: an informational and analytical collection] (2022) / za zah. red. S. Shkarleta. Kyiv. URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/serpneva-konferencia/2022/Mizhn.serpn.ped.nauk-prakt.konferentsiya/Inform-analyt.c.zbirn-Osvita.Ukrayiny.v.umovakh.voyennoho.stanu.22.08.2022.pdf>.
- Osnovni osvitni statystychni dani (2022-2023 n.r.) [Basic educational statistical data (2022-2023)] (2023). URL: <https://iea.gov.ua/naukovo-analitychna-diyalnist/analitika/osnovni-chofry-osvity/>.
- Otsiniuvannia potreb vyshchoi osvity Ukrainy [Ukraine higher education needs assessment] (2022). URL: https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/ukraine_higher_education_initial_report_final_ua.pdf
- Otsiniuvannia potreb Ukrainy u sferi osvity: pidsumkovyi zvit [Ukraine education needs assessment survey: final report] (2022). URL: <https://mon.gov.ua/storage/app/media/news/2022/07/07/Pids.zvit.Otsin.potreb.Ukr.u.sferi.osvity-UK-6.05-24.06.22.pdf>.
- Pro vnesennia zmin do deiakykh zakoniv Ukrainy shchodo derzhavnykh harantii v umovakh voiennoho stanu, nadzvychainoi sytuatsii abo nadzvychainoho stanu: Zakon Ukrainy vid 15.03.2022 № 2126-IX [On making changes to some laws of Ukraine regarding state guarantees in conditions of martial law, state of emergency or state of emergency: Law of Ukraine] (2022). URL: <https://zakon.rada.gov.ua/laws/show/2126-20#Text>.
- Pro deiaki pytannia orhanizatsii zdobuttia zahalnoi serednoi osvity ta osvitnoho protsesu v umovakh voiennoho stanu v Ukraini: Nakaz Ministerstva osvity i nauky Ukrainy vid 28.03.2022 № 274 [On some issues of the organization of general secondary education and the educational process in the conditions of martial law in Ukraine: Order of Ministry of Education and Science of Ukraine] (2022). URL: <https://zakon.rada.gov.ua/rada/show/v0274729-22#Text>.



- Pro deiaki pytannia orhanizatsii roboty zakladiv fakhovoi peredvyshchoi, vyshchoi osvity na chas voiennoho stanu: Nakaz Ministerstva osvity i nauky Ukrainy vid 07.03.2022 № 235 [On some issues of organizing the work of institutions of vocational pre-university and higher education during martial law: Order of Ministry of Education and Science of Ukraine] (2022). URL: <https://zakon.rada.gov.ua/rada/show/v0235729-22#Text>.
- Pro pravovyi rezhym voiennoho stanu: Zakon Ukrainy vid 12.05.2015 № 389-VIII [On the Legal Regime of Martial Law: Law of Ukraine] (2015). URL: <https://zakon.rada.gov.ua/laws/show/389-19#Text>.
- Pro utvorennia Sytuatsiinoho tsentru MON: Nakaz Ministerstva osvity i nauky Ukrainy vid 24.02.2022 № 229 [On the formation of the Situation Center of the Ministry of Education and Science of Ukraine: Order of Ministry of Education and Science of Ukraine] (2022). URL: <https://mon.gov.ua/ua/npa/pro-utvorennya-situacijnogo-centru-mon>.
- Tverdokhlib, I. (2022). Orhanizatsiino-pedahohichne ta prohramno-tekhnichne zabezpechennia dystantsiinoho navchannia v umovakh voiennoho stanu [Organizational and pedagogical approaches and information technology application for distance learning under martial law conditions]. *Ukrainskyi pedahohichnyi zhurnal*, 2, 116–124. DOI: <https://doi.org/10.32405/2411-1317-2022-2-116-124>.
- Topuzov, O., Bibik, N., Lokshyna, O., & Onoprienko, O. (2022). Organisation of primary education at war in Ukraine: results of a survey of primary education specialists. *Education: Modern Discourses*, 5, 7–18. DOI: <https://doi.org/10.37472/2617-3107-2022-5-01>.

Received

12.03.2023

Accepted

02.04.2023

**Людмила Крайняк,**

кандидат філологічних наук, доцент, завідувач кафедри іноземних мов
Західноукраїнський національний університет (м. Тернопіль, Україна)

Lyudmyla Kraynyak,

Candidate of Philological Sciences, associate professor, head of the Foreign languages department,
West Ukrainian National University (Ternopil, Ukraine)

kraynyak-lyudmyla@hotmail.com

ORCID 0000-0003-4713-9416

УДК 378:338

МЕТОДИКА НАВЧАННЯ СТУДЕНТІВ ПОДОЛАННЯ БАР'ЄРІВ У БІЗНЕС-КОМУНІКАЦІЇ

Анотація. У статті розглядається ефективна комунікація як невід'ємний складник успішного бізнесу. Метою дослідження є виявлення комунікативних бар'єрів, з якими студенти стикаються в бізнес-контекстах, розробка ефективних методик, комунікативних технік та ситуативно-орієнтованих прогностичних методів, які допоможуть студентам подолати перешкоди, що виникають на шляху ефективного спілкування для отримання запланованих результатів (міжкультурна комунікація, мовна підготовка за умов білінгвізму, психолого-адаптивний складник, семантико-когнітивні особливості учасників комунікації та рівень застосування сучасних інтерактивних технологій). За умови, коли існують комунікативні бар'єри, існує ймовірність значного негативного впливу на ефективність бізнесу. Тому для педагогів вкрай важливо навчити студентів долати різнобічні бар'єри в діловому спілкуванні.

Автор стверджує, що комунікативні бар'єри (мовно-концептуальні бар'єри, культурні відмінності, соціальні, фізичні, емоційно-психологічні бар'єри та бар'єри сприйняття, групові та особистісні стереотипи, невербальні труднощі) – це перешкоди, які заважають учасникам комунікації ефективно передавати інформацію, отримувати зворотний зв'язок та досягати поставленої мети. Запропоновано методіку навчання студентів подолання бар'єрів у діловому спілкуванні, яка містить чітко визначені етапи з використанням алгоритму переконання: увага-зацікавлення-бажання-дія. Увагу можна повернути незвичним викладенням, його формою, візуальними засобами. Зацікавлення виникає, коли слухач зрозуміє, що він зможе задовольнити якусь свою потребу. Бажання виникає в слухача тоді, коли він побачить, що мети можна досягнути. Дія є наслідком бажання і підказками того, що треба робити.

Методологія, на основі якої базується дослідження, включає сукупність засобів, діагностичних методів і прийомів щодо виявлення та подолання комунікативних бар'єрів, розвитку навичок міжкультурного спілкування, підвищення рівня емоційного інтелекту, удосконалення семантико-когнітивних, стилістичних, фонетичних навичок учасників комунікативного процесу, а також навчання ефективного використання сучасних технологій. Розвиток навичок міжкультурного спілкування потребує часу та зусиль. Це вимагає відкритого розуму, критичного мислення, бажання вчитися та поваги до культурних цінностей усіх учасників процесу комунікації. Зроблено висновок, що сфера навчання студентів долати бар'єрів у діловому спілкуванні є динамічною та активно розвивається, отже, існує значний потенціал у подальших дослідженнях для поліпшення нашого розуміння ефективних практик навчання в цій сфері.

Ключові слова: бар'єри, ділове спілкування, методіка, навчання студентів, педагоги.

METHODOLOGY OF TEACHING STUDENTS TO OVERCOME BARRIERS IN BUSINESS COMMUNICATION

Abstract. The article concerns effective communication as an essential component of business success. The aim of research is to identify the specific communication barriers that students encounter in business contexts, such as cultural differences, language proficiency, and technological challenges; to develop effective teaching methodologies and techniques that can help students overcome these communication barriers, such as intercultural training, language instruction, and the use of technology. It was highlighted that effective communication is vital for business success, and communication barriers such as cultural differences, language, and technology can hinder effective communication. When communication barriers exist, it can have a significant negative impact on a business's performance. Therefore, it is crucial for educators to teach students how to overcome barriers in business communication.

The author claims that communication barriers are obstacles that prevent people from effectively conveying and receiving information. Consequently, there are many types of communication barriers, including language barriers, cultural differences, physical barriers, emotional barriers, and perceptual barriers. It has been suggested the methodology for teaching students how to overcome barriers in business communication containing exact steps. The methodology outlined in this article, which includes identifying communication barriers, developing intercultural communication skills, enhancing language proficiency, teaching effective use of technology, and providing feedback, can help students develop the necessary skills to overcome communication barriers in a business setting. It has been stated that developing intercultural communication skills takes time and effort. It requires an open mind, willingness to learn, and respect for cultural differences.



The author concludes that the field of teaching students to overcome barriers in business communication is dynamic and evolving, and there is significant potential for further research to enhance our understanding of effective teaching practices in this area.

Keywords: barriers, business communication, methodology, teaching students, educators.

INTRODUCTION

The problem formulation. Effective communication is an essential component of business success. The inability to communicate effectively can lead to misunderstandings, misinterpretations, and even loss of business opportunities. However, communication barriers such as cultural differences, language, and technology can hinder effective communication in a business setting. In today's globalized business world, communication is one of the most important aspects of success. Communication is essential in all aspects of business, from negotiating contracts to managing teams. When communication barriers exist, it can have a significant negative impact on a business's performance. Therefore, it is crucial for educators to teach students how to overcome barriers in business communication.

Analysis of recent research and publications. There has been a significant amount of research published in recent years regarding the methodology of teaching students to overcome communication barriers in business communication. Park (Park, J., 2021) emphasizes the importance of cultural awareness in business communication, noting that teaching students to be aware of and understand different cultures can significantly improve their communication skills.

Prinsloo and Breier (Prinsloo, M., 2020) argue that teaching intercultural communication skills is essential for business education, especially in diverse contexts like Europe. Studies have shown that teaching students to be aware of and understand different cultures can significantly improve their communication skills. This includes not only differences in language, but also differences in customs, beliefs, and values.

Jandt (Jandt F., 2017) highlights the importance of soft skills, such as listening, empathy, and emotional intelligence, in addition to technical skills, for effective business communication. While technical skills are important, soft skills such as listening, empathy, and emotional intelligence are also essential for effective business communication.

AIM AND TASKS RESEARCH. The aim of our research is to identify the specific communication barriers that students encounter in business contexts, such as cultural differences, language proficiency, and technological challenges; to develop effective teaching methodologies and techniques that can help students overcome these communication barriers, such as intercultural training, language instruction, and the use of technology.

RESEARCH METHODS

We used the theoretical research methods, including analysis and synthesis research results on the current problem, generalization for the formulation of conclusions, forecasting for the determination of the prospects for further research.

RESULTS OF THE RESEARCH

Communication barriers are obstacles that prevent people from effectively conveying and receiving information. There are many types of communication barriers, including language barriers, cultural differences, physical barriers, emotional barriers, and perceptual barriers. These barriers can be particularly challenging in cross-cultural business contexts.

Language barriers are one of the most common communication barriers in the business world. When people speak different languages, it can be challenging to communicate effectively. Misunderstandings can arise, leading to mistakes, delays, and confusion. Language barriers can also make it difficult to build trust and relationships, which are critical for successful business transactions.

Cultural differences can also be a significant communication barrier in the business world. Each culture has its own set of values, beliefs, and customs that shape how people communicate. For example, in some cultures, it is considered impolite to say no directly, leading to misunderstandings when negotiating contracts or discussing business matters. Similarly, gestures and body language can have different meanings in different cultures, leading to misunderstandings or offense.

Physical barriers, such as distance or technology, can also hinder communication in the business world. When people are located in different parts of the world, it can be difficult to coordinate schedules or communicate in real-time. Technology can also be a barrier if people are not familiar with the tools or if the tools are unreliable.

Emotional barriers can also impact communication in the business world. If individuals are experiencing stress or anxiety, they may have difficulty communicating effectively. Additionally, if individuals have a personal history that impacts how they perceive others, this can create a barrier to effective communication.

Effective communication is the foundation of any successful business. It is essential to have a clear and precise message delivery system between employees, managers, and customers. However, communicative barriers can hinder this flow of information, causing problems for the company's bottom line. In this article, we will explore the effects of communicative barriers on the business sphere.

Communicative barriers can be classified into four categories: physical, cultural, linguistic, and psychological. Physical barriers include anything that interferes with the transmission of a message, such as noise, distance, or technology issues. Cultural barriers arise when employees from different backgrounds have different beliefs, values, and attitudes that make it difficult to communicate effectively. Linguistic barriers come into play when people speak different languages or use different terminologies. Finally, psychological barriers arise when individuals have personal biases, emotions, or prejudices that affect their communication skills.



The effects of communicative barriers on business can be dire. According to Guerrero and Floyd (Guerrero and Floyd, 2006), physical barriers such as poor technology can make it challenging for employees to communicate effectively, leading to errors in information transmission, decreased productivity, and even loss of revenue.

For instance, physical barriers such as poor technology, low-quality equipment, or even background noise can make it challenging for employees to communicate effectively. This can lead to errors in information transmission, decreased productivity, and even loss of revenue.

Cultural barriers can also have a significant impact on businesses. When people from different cultures work together, they may have different communication styles and expectations. Cultural differences can also be a significant communication barrier in business communication. Individuals from different cultures may have different communication styles, values, and beliefs, which can impact how they communicate with each other. Misunderstandings can arise when individuals from different cultures do not understand each other's communication styles or cultural norms. Cultural barriers can lead to misunderstandings, confusion, and conflicts in the workplace (Gudykunst & Kim, 2002). For instance, a manager from a collectivistic culture may struggle to communicate effectively with an employee from an individualistic culture, leading to a breakdown in communication.

Linguistic barriers can also cause communication breakdowns in business. If employees speak different languages, they may not be able to understand each other, leading to misunderstandings, errors, and decreased productivity. This is particularly true for multinational companies that operate in different countries and employ individuals who speak different languages. Language barriers can be a significant psychological barrier in business communication. Individuals who do not speak the same language may have difficulty understanding each other, which can lead to misunderstandings and misinterpretations. Additionally, even if individuals speak the same language, they may have different dialects, which can cause communication difficulties.

Language barriers can cause communication breakdowns in multinational companies that operate in different countries (Jandt F., 201). If employees speak different languages, they may not be able to understand each other, leading to misunderstandings, errors, and decreased productivity.

Psychological barriers can also affect business communication. Personal biases, emotions, and prejudices can cause employees to misunderstand each other or even misinterpret information. For instance, if a manager has a negative attitude towards a particular employee, they may not listen to his ideas or suggestions.

Psychological barriers can significantly affect business communication in various ways. These barriers arise from an individual's emotions, attitudes, and perceptions towards the message or the communicator, and can be detrimental to effective communication in a business setting. Below are some ways that psychological barriers can affect business communication.

First of all, there are perceptual barriers. Individuals interpret messages based on their past experiences and attitudes, which can lead to misunderstandings and misinterpretations. Perceptual barriers can affect business communication when individuals receive a message and interpret it differently from the intended meaning. For example, if an employee has a negative perception of their manager, they may interpret a message from the manager as aggressive or disrespectful, even if it was not intended that way.

Secondly, there are emotional barriers. Emotions can significantly impact communication in a business setting. For instance, when an individual is angry, frustrated, or anxious, they may not be able to communicate effectively due to the emotional turmoil they are experiencing. Emotional barriers can make it difficult for individuals to listen to others and communicate their own ideas effectively.

Thirdly, attitudinal barriers are present. Attitudes are beliefs or opinions that individuals hold towards a particular topic or person. If an individual has a negative attitude towards a colleague, they may be less likely to listen to their ideas or collaborate with them effectively. Attitudinal barriers can lead to a lack of trust and respect between individuals, which can impact communication and teamwork in a business setting.

Psychological barriers can significantly affect business communication in a business setting. To overcome these barriers, individuals must be aware of their emotions, attitudes, and perceptions towards others and work towards developing effective communication skills that enable them to communicate effectively despite these barriers. Business leaders can also play a role in promoting a culture of open communication, trust, and respect, which can help overcome psychological barriers in business communication.

The methodology for teaching students how to overcome communication barriers in business communication includes the following steps.

Identify communication barriers: Students need to understand the different communication barriers that can hinder effective communication in a business setting. These barriers include cultural differences, language barriers, and technological barriers. Educators can use case studies and role-playing exercises to help students identify these barriers.

Develop intercultural communication skills: Students need to develop intercultural communication skills to overcome cultural barriers. These skills include cultural awareness, empathy, and flexibility. Educators can use simulations and cross-cultural communication training programs to develop these skills.

Developing intercultural communication skills is essential in today's globalized world. The following are some ways to improve intercultural communication skills:



Increase cultural awareness: One of the first steps in developing intercultural communication skills is to increase cultural awareness. This includes learning about different cultures, values, and beliefs. One can read books, watch documentaries, or attend cultural events to gain knowledge about other cultures.

Avoid stereotypes: It is essential to avoid stereotypes when communicating with people from other cultures. Stereotyping can lead to misunderstandings and misinterpretations. Instead, focus on the individual and their unique experiences and perspectives.

Listen actively: Active listening is an essential component of effective intercultural communication. When communicating with someone from another culture, it is important to pay attention to their words, tone, and body language. This helps in understanding their message and responding appropriately.

Be respectful: Respect is a vital component of intercultural communication. One should be respectful of different cultures, values, and beliefs. Avoid imposing one's own cultural norms on others and instead, seek to understand and appreciate cultural differences.

Adapt communication style: Different cultures have different communication styles, and it is essential to adapt one's communication style accordingly. For instance, some cultures may value indirect communication, while others may prefer direct communication. Adapting one's communication style can help in building rapport and trust with people from other cultures.

Build relationships: Building relationships with people from other cultures is an effective way to develop intercultural communication skills. One can attend cultural events, volunteer in community organizations, or participate in cross-cultural training programs to build relationships with people from different backgrounds.

In conclusion, developing intercultural communication skills takes time and effort. It requires an open mind, willingness to learn, and respect for cultural differences. By following the above-mentioned tips, one can improve their intercultural communication skills and build meaningful relationships with people from different cultures.

Enhance language proficiency: Students need to enhance their language proficiency to overcome language barriers. This can be achieved through language classes, language exchange programs, and language immersion programs.

Practice regularly: Practice is essential to improve language proficiency. One should make a habit of practicing regularly, whether it's speaking, writing, reading, or listening. It is recommended to practice for at least 30 minutes a day to improve language skills.

Immerse yourself in the language: Immersing oneself in the language can help improve language proficiency. This can include watching TV shows, movies, or reading books in the target language. Listening to music or podcasts in the target language can also be helpful.

Find a language partner: Finding a language partner is an excellent way to practice speaking skills. A language partner can be a native speaker of the language one is learning, who can help in correcting pronunciation and grammar errors.

Take a language course: Enrolling in a language course is an effective way to improve language proficiency. Language courses provide structured learning and practice opportunities, which can be helpful for learners at any level.

Use language learning apps: There are various language learning apps available, such as Duolingo, Babbel, and Rosetta Stone. These apps provide interactive language learning opportunities, including speaking, listening, reading, and writing practice.

Attend language exchange events: Language exchange events provide opportunities to practice language skills with native speakers. These events can include language classes, language exchange meetups, and cultural events.

Teach effective use of technology: Students need to learn how to effectively use technology to overcome technological barriers. This includes using video conferencing, email, and other digital communication tools. Educators can use digital communication simulations to teach students how to effectively use these tools.

Provide feedback: Students need feedback on their communication skills to improve their performance. Educators can use peer evaluations, self-reflection exercises, and one-on-one feedback sessions to provide feedback to students.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Effective communication is vital for business success, and communication barriers such as cultural differences, language, and technology can hinder effective communication. Therefore, it is crucial for educators to teach students how to overcome barriers in business communication. The methodology outlined in this article, which includes identifying communication barriers, developing intercultural communication skills, enhancing language proficiency, teaching effective use of technology, and providing feedback, can help students develop the necessary skills to overcome communication barriers in a business setting.

Overall, the field of teaching students to overcome barriers in business communication is dynamic and evolving, and there is significant potential for further research to enhance our understanding of effective teaching practices in this area, i.e. developing and evaluating new teaching methodologies and techniques that incorporate emerging technologies, such as virtual reality and artificial intelligence, to enhance students' communication skills; investigating the impact of cultural intelligence on students' ability to communicate effectively in diverse business contexts, and developing interventions to enhance cultural intelligence among students; exploring the impact of specific communication barriers, such as language proficiency or differences in communication styles, on business communication outcomes, and developing targeted interventions to address these barriers; evaluating the effectiveness of different types of language instruction, such as immersive language learning or task-based language instruction,



in improving students' communication skills in business contexts; investigating the role of nonverbal communication, such as body language and facial expressions, in business communication, and developing interventions to enhance students' ability to use nonverbal cues effectively.

REFERENCES

- Rybina N.V., Koshil N.Ye., Hyryla O.S. (2021). Elements of teaching intercultural communication at the classes for future interpreters. "Naukovi zapysky Natsionalnoho universytetu "Ostroz'ka academia": Seria "Philologia", 2021, №12 (80) [in English].
- Chen, G. M., & Starosta, W. J. (2018). Foundations of intercultural communication. Routledge. University Press of America; 2nd edition
- Chiang, F. K., & Dwyer, F. (2017). The effectiveness of web-based instruction: An initial inquiry. *International Journal of Hospitality Management*, 26(2), 172-177.
- Gudykunst, W. B. (2017). Bridging differences: Effective intergroup communication. Sage Publications.
- Gudykunst, W. B., & Kim, Y. Y. (2002). Communicating with strangers: An approach to intercultural communication. New York: McGraw-Hill.
- Guerrero, L. K., & Floyd, K. (2006). Communicative barriers and solutions in the corporate world. *Journal of Business and Psychology*, 20(1), 3-11. doi: 10.1007/s10869-005-9006-1
- Hinkel, E. (2017). Teaching academic ESL writing: Practical techniques in vocabulary and grammar. Routledge.
- Jandt, F. E. (2017). An introduction to intercultural communication: Identities in a global community. Sage Publications.
- Kramsch, C. (2018). Language and culture in second language acquisition. Routledge.
- Lim, J., & Kim, M. (2016). The impact of email communication on organizational effectiveness in a multicultural context. *Journal of Business and Technical Communication*, 30(4), 493-518.
- Park, J. H. (2021). Enhancing Intercultural Competence in Business Communication: A Case Study of Cross-Cultural Communication Instruction in a Korean Business English Course. *Journal of Asia TEFL*, 18(1), 77-88.
- Prinsloo, M., & Breier, M. (2020). Teaching Intercultural Communication Skills in Business Education: A South African Perspective. *Journal of Intercultural Communication Research*, 49(2), 142-161.
- Spencer-Oatey, H. (2015). What is intercultural competence? *Journal of intercultural communication research*, 44(2), 101-106.

Received 12.01.2023
Accepted 24.01.2023

**Наталія Рибіна,**

кандидат філологічних наук, доцент кафедри іноземних мов,
Західноукраїнський національний університет (м. Тернопіль, Україна)

Nataliia Rybina,

Candidate of Philological Sciences, associate professor, Foreign languages department,
West Ukrainian National University (Ternopil, Ukraine)

nataliarybina@ukr.net

ORCID 0000-0001-6260-9039

Наталія Кошіль,

кандидат філологічних наук, доцент кафедри іноземних мов,
Західноукраїнський національний університет (м. Тернопіль, Україна)

Nataliia Koshil,

Candidate of Philological Sciences, associate professor, Foreign languages department,
West Ukrainian National University (Ternopil, Ukraine)

natakoshil@ukr.net

ORCID 0000-0003-2539-3122

Ольга Гирила,

старший викладач кафедри іноземних мов,
Західноукраїнський національний університет (м. Тернопіль, Україна)

Olga Hyryla,

Senior lecturer, Foreign languages department,
West Ukrainian National University (Ternopil, Ukraine)

mygal.olga@gmail.com

ORCID 0000-0002-6645-4959

УДК 811.111:37.01

ПРИНЦИП НАСТУПНОСТІ В НАВЧАННІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ АНГЛІЙСЬКОЇ МОВИ

Анотація. У статті розглядається роль принципу наслідування в навчанні здобувачів вищої освіти англійської мови. Автори наголошують на важливості цього принципу в забезпеченні якісного навчання студентів та формуванні міцного фундаменту мовних навичок. Зазначається також на необхідності ретельного добору відповідних навчальних матеріалів, які відповідають рівням володіння мовою студентів та їх навчальним цілям. У роботі розглядаються педагогічні техніки схематичної побудови занять як необхідні для забезпечення студентів необхідною підтримкою та методикою розуміння складних мовних структур та понять, що активно використовуються закордоном. Оцінка та зворотний зв'язок також визначаються авторами як головні елементи відстеження прогресу студентів у навчанні та надання ними конструктивного зворотного зв'язку, щоб допомогти їм поліпшити свої мовні навички.

Автори відзначають, що принцип наслідування є не тільки важливим для навчання англійської мови студентами філологічних спеціальностей, але і для підтримки автономії та незалежності здобувачів вищої освіти. Крім того, автори акцентують на тому, що для успішної реалізації принципу наслідування необхідно забезпечити відповідну підготовку та професійний розвиток викладачів англійської мови, які допоможуть майбутнім фахівцям ефективно реалізувати принцип наслідування у своїх практиках. Дослідження окреслює потребу в студентоцентрованому підході, який урахує індивідуальні потреби, уподобання та культурний контекст студентів. Також зазначається важливість створення підтримуючого та інклюзивного навчального середовища, яке сприяє впевненості студентів та спонукає їх до участі у безперервній мовній практиці. Автори підкреслюють, що принцип наслідування є цінним та ефективним підходом до навчання англійської мови студентів філологічних спеціальностей та має потенціал покращити рівень володіння мовою, підвищити навчальні досягнення та загальний досвід навчання. Запропоновано декілька напрямів для подальших досліджень у цій сфері, включаючи дослідження ефективності різних технік схематичної побудови, вивчення впливу принципу наслідування на мотивацію та зацікавленість студентів, а також дослідження ролі оцінювання та зворотного зв'язку в упровадженні цього підходу в навчанні англійської мови.

Ключові слова: викладання англійської мови, здобувачі вищої освіти, принцип наступності, техніка схематичної побудови занять, студентоцентрований підхід.



THE PRINCIPLE OF SUCCESSION IN TEACHING ENGLISH LANGUAGE TO STUDENTS OF HIGHER SCHOOLS

Abstract. The article deals with the principle of succession in teaching English language to students of higher schools. The work highlights the importance of this principle in scaffolding students' learning and building a strong foundation of language skills. It also emphasizes the need for careful selection of appropriate teaching materials that are aligned with students' proficiency levels and learning objectives. Scaffolding techniques are discussed as essential for providing students with the necessary support and guidance to understand complex language structures and concepts. Assessment and feedback are also identified as playing a crucial role in tracking students' learning progress and providing constructive feedback to help them improve their language skills. Finally, the research suggests that the principle of succession is not only important for teaching English language to philological students but also for promoting learner autonomy and independence. Overall, the work aims to contribute to the existing body of knowledge on language teaching and learning and to inform language educators and policymakers on the best practices for teaching English language to students of philological specialties.

The article also discusses the challenges and limitations associated with implementing the principle of succession in different educational contexts, such as teacher training, classroom management, and curriculum design. It highlights the importance of providing adequate training and professional development opportunities for language educators to help them effectively implement the principle of succession in their teaching practices. The study emphasizes the need for a student-centered approach that takes into account students' individual needs, preferences, and cultural backgrounds. The article concludes by suggesting several prospects for further research in this area, including investigating the effectiveness of different scaffolding techniques, exploring the impact of the principle of succession on students' motivation and engagement, and examining the role of assessment and feedback in implementing this principle.

Keywords: teaching English, students of higher schools, principle of succession, scaffolding techniques, a student-centered approach.

INTRODUCTION

The problem formulation. Teaching English language to students of philological specialties is one of the most challenging tasks for language teachers. The success of teaching English to students of philological specialties is largely dependent on the principles of succession adopted by language teachers. The principle of succession is a well-known pedagogical approach that focuses on gradually increasing the complexity of teaching and learning activities in order to achieve desired learning outcomes. It is essential to explore the principle of succession in teaching English language to students of philological specialties, its importance, and how it can be effectively implemented in the classroom.

Analysis of recent research and publications. The importance of the principle of succession in teaching English was underlined by many scientists. They stated that the principle of succession is an important pedagogical approach that has been widely adopted in language teaching (Harmer, 2007). This approach involves breaking down complex concepts into smaller, more manageable parts and gradually building on them to achieve desired learning outcomes. In the context of teaching English language to students of philological specialties, the principle of succession is important because it allows teachers to create a clear and structured learning path for students. This approach also helps students to understand and retain the language better because they are introduced to concepts and language structures in a gradual and systematic manner.

It should be noted that the principle of succession is crucial in teaching English language to students of philological specialties, as it enables teachers to scaffold their students' learning and help them build a strong foundation of language skills (Abdullah & Alhassan, 2018).

Anyway, the effective implementation of the principle of succession in teaching English language to students of philological specialties requires teachers to carefully select appropriate teaching materials that are aligned with their students' proficiency levels and learning objectives (Othman & Almekhlafi, 2019). Whereas scaffolding techniques are essential in the implementation of the principle of succession, as they provide students with the necessary support and guidance to understand complex language structures and concepts (Hussin & Hashim, 2020).

Meanwhile assessment and feedback play a crucial role in the implementation of the principle of succession, as they allow teachers to track their students' learning progress and provide them with constructive feedback to help them improve their language skills (Lopez & Sanchez, 2021). Besides, the principle of succession is not only important in teaching English language to students of philological specialties, but also in promoting learner autonomy and independence, as it encourages students to take ownership of their learning and develop their language skills at their own pace (Wahid & Yusoff, 2021).

AIM AND TASKS RESEARCH

The aim of our research is to examine and analyze the importance and effectiveness of this principle in language teaching and learning, particularly among students of philological specialties. The study would aim to explore the theoretical foundations of the principle of succession, provide examples of its practical implementation, and evaluate its impact on students' language proficiency and academic achievement; to identify the challenges and limitations associated with the implementation of this principle, and suggest strategies for overcoming them.

RESEARCH METHODS

We used the theoretical research methods, including analysis and synthesis research results on the current problem, generalization for the formulation of conclusions, forecasting for the determination of the prospects for further research.



RESULTS OF THE RESEARCH

Effective implementation of the principle of succession in teaching English means involving some steps. The first one is an assessment of students' proficiency levels. Before starting the teaching process, it is important to assess students' proficiency levels in English language. This can be done through various assessment tools such as placement tests, diagnostic tests, and needs analysis. This assessment will help teachers to identify students' strengths and weaknesses in English language, and create a customized learning plan for each student.

The next step is to identify learning objectives for each student based on their proficiency levels. These learning objectives should be aligned with the goals of the course and should be specific, measurable, achievable, relevant, and time-bound.

The following step suggests a selection of appropriate teaching materials. After identifying learning objectives, teachers should select appropriate teaching materials that are suitable for each student's proficiency level. These materials should be engaging, challenging, and aligned with the learning objectives.

The principle of succession requires a gradual increase in the complexity of teaching and learning activities. Teachers should start with simple language structures and gradually move towards more complex structures. This approach helps students to retain and apply the language more effectively.

Scaffolding is a teaching technique that involves providing support to students in order to help them complete a task that they would not be able to complete without assistance. In the context of teaching English language to students of philological specialties, scaffolding can be used to help students understand complex language structures and concepts.

Assessment and feedback are important components of the principle of succession. Teachers should assess students' learning progress regularly and provide feedback to students on their performance. This feedback should be constructive and should focus on areas where students need improvement.

However, teaching practice shows certain difficulties in implementing the principle of succession. The main one is the occasionally low level of foreign language training of school leavers entering linguistic specialties. Monitoring of special literature and accumulated own pedagogical experience allow us to single out the reasons for the above and other factors that make it difficult for yesterday's schoolchildren to adapt to studying in a linguistic higher education institution, in particular, where a university foreign language course is rather complicated and time-consuming. These reasons can be divided into objective and subjective.

The objective factors should include factors of a general educational nature, first of all, existing significant differences in the level of teaching a foreign (English) language in urban (especially in the capital and other regional centers), district general educational institutions and in rural areas, which has a noticeable effect on differences in the level of education subject competence in the English language of secondary school graduates, in particular, the presence/absence of deficiencies in the assimilation of the theoretical component of the course, the level of communication skills, etc. Taking into account the sociometric characteristics of first-year students seems to be important in this regard. These are the characteristics of the focus group - first-year students of the West Ukrainian National University (Ternopil, Ukraine) (specialty "Business Communication and Translation"). Among the factors of the subjective plan, it is necessary to emphasize the level and nature of the student's motivation to learn a foreign language, the formation of skills and the desire to work independently, etc.

In order to find out the level of linguistic competence of different students and the nature of the difficulties they will have to face, in our practice at the beginning of the academic year we conduct the Entry level text, which is a system of lexical and grammatical test tasks aimed at identifying the basic level of the first-year students. The data of the trial testing conducted in the focus group showed that the first-year students had a different starting level of language preparation. Based on the results of this test, students were divided into microgroups (within one or two academic groups) in accordance with the basic level of English language proficiency certified in the tests, which further made it possible to apply differentiated education. At the same time, slightly different forms of work are provided to ensure the succession of training.

In particular, to eliminate the identified differences in the level of English language competence of different students and to overcome the gap between the two stages of language education, school and university, we use the so-called leveling course - an educational technology that consists in updating the knowledge and speaking skills that first-year students should have to learn within the school curriculum, in the acquisition of new knowledge in combination with intensive communicative practice. In terms of actualization of knowledge acquired in previous experience, the teacher can rely on students who have demonstrated a higher (compared to the general) level of competence in the English language. The control testing conducted after the leveling course showed an increase in the average indicators of the level of competence of first-year students in the English language, which contributes to the optimization of further learning by students of the discipline "English language", which is studied during six academic semesters for those whose major is "Business Communication and Translation" in the West Ukrainian National University (Ternopil, Ukraine).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In conclusion, the principle of succession is an important pedagogical approach that can be effectively implemented in teaching English language to students of philological specialties. This approach helps students to understand and retain the language better because they are introduced to concepts and language structures in a gradual and systematic manner. The implementation of the principle of succession requires careful planning, appropriate selection of teaching materials, gradual increase in the complexity of teaching and learning activities, use of scaffolding techniques, and regular assessment and feedback. By adopting the principle of succession, language teachers can create a structured learning path for students that leads to successful language learning outcomes.

A research on the principle of succession in teaching English language to students of philological specialties would likely generate several prospects for further research in this area. Some of the possible research avenues include comparative analysis of the effectiveness of the principle of succession in teaching English language to students



of philological specialties and students of other disciplines; examination of the role of assessment and feedback in implementing the principle of succession, and identification of the most effective assessment and feedback practices; investigation of the challenges and limitations associated with the implementation of the principle of succession in different educational contexts, and exploration of strategies for addressing them. Overall, a report on the principle of succession in teaching English language to students of philological specialties provides a solid foundation for further research in this area and stimulate ongoing discussion and debate among language educators, researchers, and policymakers.

REFERENCES

- Bab'yak Zh. V., Plavuc'ka I. R., & Rybina N. V. (2021). On the issue of implementing the principle of continuity in teaching English to students of non-linguistic majors. *Naukovi zapysky. Seriya: Pedahohichni nauky*, (194), 65-70. <https://doi.org/10.36550/2415-7988-2021-1-194-65-70> [in Ukrainian]
- Abdullah, M. A. A., & Alhassan, M. H. (2018). Applying the principle of succession in teaching English language to EFL learners. *English Language Teaching*, 11(9), 59-70.
- Brown, H. D. (2007). *Principles of language learning and teaching*. Pearson Longman. URL: http://angol.uni-miskolc.hu/wp-content/media/2016/10/Principles_of_language_learning.pdf
- Harmer, J. (2007). *The practice of English language teaching*. Pearson Longman. URL: https://coljour.files.wordpress.com/2018/09/jeremy_harmer_n_longman_handbooks_for_language_teachers.pdf
- Hussin, S. M. M., & Hashim, H. A. (2020). The effectiveness of scaffolding techniques in implementing the principle of succession in teaching English language. *International Journal of Linguistics, Literature and Culture*, 6(1), 52-61.
- Lopez, D. M., & Sanchez, S. M. (2021). Assessment and feedback in implementing the principle of succession in teaching English language to students of philological specialties. *Journal of Language Teaching and Research*, 12(1), 132-146.
- Othman, R., & Almekhlafi, A. G. (2019). Implementing the principle of succession in EFL classroom: A review of literature. *International Journal of Instruction*, 12(2), 245-260.
- Wahid, S. A., & Yusoff, Y. M. (2021). The role of the principle of succession in promoting learner autonomy in English language teaching to philological students. *The Asian EFL Journal*, 28(1), 49-64.

Received

02.02.2023

Accepted

22.02.2023

**Світлана Романюк,**

доктор педагогічних наук, професор, завідувач кафедри педагогіки та методики початкової освіти, Чернівецький національний університет імені Юрія Федьковича (м. Чернівці, Україна)

Svitlana Romaniuk,

Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Methods of Primary Education, Chernivtsi National University named after Yuriy Fedkovych (Chernivtsi, Ukraine)
s.romaniuk@chnu.edu.ua
ORCID 0000-0002-9905-8880

УДК УДК 373.3:398.2**ЕТНОКУЛЬТУРНИЙ КОМПОНЕНТ У СУЧАСНІЙ ПОЧАТКОВІЙ ОСВІТІ**

Анотація. Мета статті полягає у розкритті ролі етнокультурного компонента у формуванні національної свідомості молодших школярів.

Однією з найважливіших функцій школи на сьогоднішньому етапі є розвиток особистісного світу дитини шляхом опанування нею духовнопрактичним досвідом і культурою людства, виховання людини культури, здатної до самовизначення і продуктивної творчої діяльності для створення культурного середовища. Реалізація етнокультурної складової змісту шкільної освіти, яку забезпечує культурологічний підхід, відкриває учням простір для творчої і дослідницької діяльності, набуття ними ключових і предметних компетентностей. Доведено, що завданням вчителя і шкільної освіти є забезпечення передачі і донесення етнокультурних традицій попередніх поколінь сучасному, підтримка позитивних тенденції культурної взаємодії в умовах спільного проживання різних народів / національностей / етносів для збагачення і розвитку етнічних культур у складі національної культури.

Наголошено, що етнокультурний компонент виступає ефективним засобом пробудження пізнавальної активності, самостійності, яскравої індивідуальності, естетичного розвитку молодших школярів, залучення їх до багатих скарбів матеріальної і духовної культури українського народу через засвоєння теоретичних знань та практичну участь у примноженні її здобутків. Він забезпечує засвоєння зразків і цінностей національної культури, культурно-історичного, соціального досвіду своєї держави, формування відчуття приналежності та поваги до рідного краю. Реалізація даного компонента забезпечується через зміст підручників мовнолітературної освітньої галузі – «Українська мова» та «Читання», де представлені зразки художніх творів етнокультурного спрямування, оскільки українознавча тематика формує в учнів початкових класів українознавчу і загальнокультурну компетенцію.

Ключові слова: національність, національні цінності, етнокультурний компонент, духовна культура, традиції, зміст шкільної освіти.

ETHNO-CULTURAL COMPONENT IN MODERN PRIMARY EDUCATION

Abstract. The aim of the article is to reveal the role of the ethno-cultural component in forming the national consciousness of junior schoolchildren.

One of the most important functions of the school at today's stage is the development of the child's personal world through mastering the spiritual and practical experience and culture of humanity, educating a cultured person capable of self-determination and productive creative activity to create a cultural environment. The implementation of the ethno-cultural component of the content of school education, which is provided by the cultural approach, opens up space for students in creative and research activities, their acquisition of key and subject competencies. It has been proven that the task of the teacher and school education is to ensure the transmission and communication of the ethno-cultural traditions of previous generations to the present, support the positive trends of cultural interaction in the conditions of cohabitation of different peoples / nationalities / ethnic groups for the enrichment and development of ethnic cultures as part of the national culture.

It is emphasized that the ethnocultural component is an effective means of awakening cognitive activity, independence, bright individuality, aesthetic development of junior schoolchildren, their involvement in the rich treasures of the material and spiritual culture of Ukrainian people through the assimilation of theoretical knowledge and practical participation in multiplying its achievements. It ensures the assimilation of samples and values of national culture, cultural-historical and social experience of one's state, the formation of a sense of belonging and respect for one's native land. The implementation of this component is ensured through the content of the textbooks of the linguistic and literary field of education - "Ukrainian language" and "Reading", where samples of artistic works of ethno-cultural orientation are presented, since Ukrainian studies topics form Ukrainian studies and general cultural competence in primary school students.

Keywords: nationality, national values, ethno-cultural component, spiritual culture, traditions, content of school education.

INTRODUCTION

The modern world lives in an era of powerful globalization, which covers all spheres of social life and ensures the integration of peoples and states into a single living space. And innovations caused by the rapid development



of information technologies not only provide new chances and opportunities, but also increase the degree of risks, the consequences of which can affect the fate of humanity as a whole. "Moreover, globalization includes not only economic, technological or financial components, but also transforms culture, people's lifestyle, the system of values and guidelines that recognize a person's position in the world. In particular, globalization destroys and transforms traditional forms of identity, and people lose the sense of belonging to a certain environment, stable and defined values and landmarks" (Liakh V.V).

In our country, this situation is further complicated by the cruelest of all wars that mankind has ever experienced, the great Russian-Ukrainian war, when the Rashists completely destroy peaceful cities and villages, plunder our land, force millions of people to leave their homes and seek refuge in other countries of the world, in a foreign linguistic and cultural environment, adaptation in which requires adequate actions and, accordingly, preservation of national identity, native language and culture, universal and national values. In the context, the relevance of this problem is extremely important, which involves the accumulation of the best examples of folk pedagogy in the formation of a growing personality on ethno-cultural basis.

Analysis of recent research and publications. The study of scientific literature confirms that various aspects of the outlined problem were studied by scientists R. Druzhnenko, T. Diachenko, Ya. Zhuretskyi, T. Ziakun, V. Komissarov, O. Kuzyk, I. Lebid, V. Musienko, G. Filipchuk and others. - assimilation of elements of ethnoculture by children and young people; S. Borisova, R. Bereza, O. Gevko, O. Krasovska, N. Meshcheriakova, R. Osypets, L. Palamarchuk, D. Thorzhevskiy, M. Chepil, O. Horuzha - traditions of Ukrainian ethno-culture, problems of formation of national identity and self-awareness, H. Vorobei, H. Klovak, N. Kuzmenko, L. Khodanych, N. Chernukha - issues of ethnopedagogy in the educational space of primary school. The works of H. Vashchenko, B. Stuparyk, and V. Sukhomlynskyi became an important basis for our research.

PURPOSE OF THE RESEARCH

The aim of the study is to develop the role of the ethnic component in forming national awareness of junior schoolchildren to define the possibilities of using tools of human creativity in the teaching of elementary school students, a generic specification for ethno-cultural orientation.

RESEARCH METHODS

Research methods – theoretical analysis of scientific and methodical literature, content analysis of textbooks on the Ukrainian language, reading, observation and survey of schoolchildren regarding interest in studying ethno-cultural works, systematization and generalization of research materials.

RESULTS OF THE RESEARCH

The dynamic development of world civilization entails requires solving the problems of preserving cultural diversity and cultural identity in the conditions of the expansion of mass (consumer) culture and processes of globalization. They appear as an external factor that has a significant impact on the nature and direction of cultural processes within the social system.

The activities of different types and forms of ownership in these ambiguous circumstances are guided by the position of the the Law of Ukraine "On Education", and its purpose is to define 'the overall development of man as a person and the highest value of society, its talents, intellectual, creative and physical abilities; - the creation of values and skills needed for successful self-realisation, the raising of responsible citizens, - able to consciously choose and direct their activities for the benefit of other people and society, enriching on this basis intellectual, economic, creative, (The Ukrainian Law "Pro osvitu" (2017)).

The Law of Ukraine "On Complete General Secondary Education", which stated that the non-negative component of the educational process in educational establishments is an educational process, - to form responsible and honest citizens capable of conscious social choice and of targeting their activities for the benefit of other people and society; respect for dignity, rights, freedom, the legitimate interests of man and citizen; impatience to humiliate human dignity and dignity, physical or psychological violence, as well as discrimination on any mark; patriotism, respect for the state language and state symbols of Ukraine, respect and care for national, historical, cultural values, intangible cultural heritage of the Ukrainian people, - a conscious obligation to protect Ukraine's sovereignty and territorial integrity where necessary (The Ukrainian Law "Pro povnu zahalnu seredniu osvitu" (2020)).

For the practical implementation of the Law of 30 September 2022 Ukraine's Ministry of Education endorsed the State Standard of Basic Secondary Education, which creates the conditions for continuing the reform of the "New Ukrainian School" in 5-9 classes. The State standard defines the primary objective of education among others as "raising responsible, respectable attitudes to the family, society, the environment, 'the national and cultural values of the Ukrainian people'. Implementation of this situation is based on valuable orientations such as "the formation of students' active civil position, patriotism, respect for the cultural values of the Ukrainian people, its historical and cultural heritage and tradition, the state language; education of love for their homeland, the right attitude to the environment." They're formed before subjects in educational fields like language-literature, civil and historical, social and health maintaining, natural, - which are compulsory for learning and are part of the state component of the content of education (the alternative part of the curriculum).

The school component (the variable part of the curriculum) also plays an important role in this process, considering the regional features and conditions in which the school works, in particular: The language of nationalities in their compact habitats according to the Law of Ukraine "On Education". It also reflects the ethnicity of the region, its territories and cultures, national traditions, etc. Thus, in the development of national education, based on humanistic values, culture



is a means of educating a person in the 21st century with a new thought, a new outlook on life. That's why one of the most important functions of school today is the development of the child's personal world by manipulating it through spiritual and practical experience and human culture, by educating the human culture, capable of self-determination and productive creativity to establish a cultural environment. Implementation of the ethnocultural component of school education, which provides a cultural approach, opens up space for students to do creative research, - to acquire key and objective competencies.

Ukrainian philosopher M. Popovych claimed: "Culture is us, but it is also more than us. Every human being reflects and shines the universal heritage in full. Culture is like a powerful continent on which we live. It is like a language that must be mastered in order to understand the infinitely deep meanings that all its components are endowed with."

At the same time, the English ethnographer E. Tyler defined culture as a set of knowledge, art, morals, rights, habits, beliefs, and habits, of people as members of society.

Ethno-culture in Ukraine is determined by the ethnic behavior of the most numerous and, therefore, the titular Ukrainian nation, which historically has been the main factor of state-building. However, each ethnic group that lives on the territory of Ukraine under the influence of integration processes, diversifies the forms of manifestation of ethno-culture mainly in the direction of its regional diversity. Ethnoculture is the result of collective creativity, it is a set of material and spiritual values produced by a certain ethnic group on its territory throughout its history, which is a complex dynamic formation that changes, develops according to time and situation, and is enriched by the influences of other ethnic groups. Ethno-culture as a dialectical system, on the one hand, is stable and has clear characteristics: habits, traditions, rituals, beliefs, folklore, and on the other hand, it's in constant development, enriching with innovative ethical influences, it's not a closed but an open system. Therefore, the task of the teacher and the school is to convey ethnic traditions to the present generation, supporting positive trends in cultural interaction in the context of the shared lives of different peoples/nationalities/ethnicities for the enrichment and development of ethnic cultures in the context of national culture. It's very important to start this targeted pedagogical process from the early days of children's education, especially in the political region, where representatives of certain ethnic groups and communities have different ethnic characteristics and cultural traditions.

In the system of primary education, the basis of which is the humanistic values of previous generations, culture serves as a means of educating a person of the 21st century, with a new way of thinking, a new outlook on life. The ethno-cultural component, helping students to enter the process of communication with other cultures, contributes to the awareness of the absolute uniqueness of national culture, enriches national treasures, moral and aesthetic ideals, ensures the formation of ethnic identity and a sense of self-worth in students. It acts as an effective means of awakening cognitive activity, independence, bright individuality, aesthetic development of junior schoolchildren, involving them in the rich treasures of the material and spiritual culture of the Ukrainian people through the assimilation of theoretical knowledge and practical participation in multiplying its achievements. It ensures the assimilation of samples and values of national culture, cultural-historical, social experience of the state, the formation of a sense of belonging and respect for the native land. The inner world of an individual is the driving force of the development of a person's spirituality, the determining factor of actions and behavior, value orientations, life, and civic position.

Pedagogical experience suggests - that the leading trends of the ethnic component of the modern primary education system in Ukraine have become: the idea of preserving the ethnic identity of the person; and ensuring the development of school education based on a combination of modern and traditional cultural values of ethnicity; the introduction of the national component into education.

It should be noted that in today's complex realities, one of the most important tasks of a modern elementary school is the formation of universal human values, subject competencies, life and social skills, and preparation for life in a democratic society. The use of the ethno-cultural potential of reading instructional kits for primary school will contribute to the successful solution of this problem. (The successful solution of this problem will be facilitated by the use of the ethno-cultural potential of the primary school reading instructional kits.)

The conducted analysis proved that the textbooks for primary school widely represent various texts of oral folk art, stories, fables, legends, poems, which reflect the pedagogical experience of the Ukrainian people in the moral and spiritual formation of the personality of children of primary school age.

The "Citana" manuals of modern authors include works of the best Ukrainian and world literature available to junior schoolchildren. In accordance with their age- peculiarities and their children's preferences for reading and analyzing, they offer the texts of different genres for all people: mysteries, abbreviations, messages, stories, legends, myths; and texts of modern Ukrainian children's and foreign literature. The selected texts have different thematically focused works about Ukraine; and works about nature in different seasons; works with motives of beauty and the magnificence of Ukraine; works of high spirituality and morality of the Ukrainian people; adventures, fiction.

In the process of their development, it should be considered that literature is a rich source of knowledge of life and a powerful factor of special influence on the personality. After all, "thanks to literature, a person becomes, as it were, a participant in the endless complex and diverse historical path of the development of human society. Absorbing this experience accumulated by humanity, it grows not only because it is enriched primarily by the knowledge of this path of people who lived before us and live around us, it also grows because it perceives those high ideals of historical social development" (Voloshyna T. P., 2011, 126).



We emphasize that the importance of class reading lessons lies in the fact that they comprehensively solve educational and upbringing tasks: to expand students' knowledge of the surrounding reality, the past and present of Ukraine, its culture and art, to form elements of worldview and national consciousness, positive moral qualities, schoolchildren acquire knowledge about the ethnoculture of the Ukrainian people, develop mentally and aesthetically, master the skills of independent acquisition of knowledge.

The web project "Citana" can help the teacher in preparing and conducting reading lessons. In this virtual library, you can view children's books that have not been reprinted for a long time and cannot be found in stores. These are beautiful Ukrainian-language publications with excellent pictures and powerful ethno-cultural potential. The developers of the web project share them with modern schoolchildren and welcome anyone to cooperate.

We emphasize that the main ways of implementing the ethno-cultural component of the new content of junior schoolchildren education "the Ukrainian language as a native and state language" are: selection of texts on Ukrainian studies topics of various genres and speech styles; the use of a special system of exercises aimed at enriching students' speech with Ukrainian vocabulary; the use of oral folk art; the use of folkloric materials for lectures, dictations, lessons of coherent speech; compilation of thematic dictionaries of ethnocultural vocabulary; extensive use of opportunities for external and internal integration, conducting integrated lessons (Zubrytska M.).

One of the most important directions for the implementation of the ethnocultural component is a set of thematically combined texts of different types and language styles for the development of all kinds of linguistic activity and creation, the systems of tasks to them, which include: a set of dictionaries, expressions to these texts that will help enrich students' language with a thematically grouped ethno-cultural lexicon, - serve as an opponent to build their own statements; the choice of thematically combined texts, stories, mysteries, phraseological expressions that can be used to illustrate ideas; to build a system of Situational Jobs to create their own monological statements of different types and genres of speech; the use of elements of national games in the educational process; the use of different types of integration in language lessons: subject, active and thematic; the application of non-traditional forms of Ukrainian language teaching (Zubrytska M.).

Among the main criteria for selecting texts for use in language lessons, the following can be distinguished:

- country studies, that is, the content of the text with information about pressing problems of the ecology of nature and human, their thematic and genre diversity, the reliability of information;
- linguistic and verbal: the selected texts should give a complete picture of the main functional styles of the modern Ukrainian language, each text should be characterized by the main stylistic features - scientific, artistic, journalistic style. In addition, the text should be saturated with communicatively significant vocabulary of the appropriate thematic group to enrich the vocabulary of children, language phenomena studied at the lesson, for linguistic analysis;
- educational: the best examples of artistic works should excite with their pure thoughts, love for all living things, a sense of compassion for the surrounding world;
- communicative: a selection of "subject" texts, the content of which is based on life situations. They should be problematic in order to encourage students to think, to argue their points of view. The specified requirements for the texts make it possible to make the process of learning the native language effective (Zubrytska M., 495).

Since in our Chernivtsi region, which is a multi-ethnic region, the ethnocultural component is actively used in the teaching of Ukrainian as the state language in schools with instruction in the Romanian language. Today, all educational institutions must realize the fateful purpose of the Ukrainian language - to be the main communicative, informative, and cultural means throughout the entire territory of the state. It is through the language that the school must fulfill the most important social order - to educate a patriot of Ukraine. Currently, the problem of mastering the state language by representatives of national minorities has crossed purely methodological and linguistic boundaries. It has access to the political plane, as it affects the supply of constitutional rights and freedoms of a person and a citizen.

It should be noted that the available scientific and methodological provision of this process in the region contributes to the achievement of the defined objective. Since the first day of school, young representatives of the Romanian ethnic minority start studying the state language (oral course) using the Ukrainian language manual (authors: N. Pali, M. Einik, M. Istratij), which is completely based on ethnocultural principles and acquaints students with achievements in this field of representatives of different nationalities living in Ukraine.

The textbook opens with an image of the state symbols - the coat of arms, the flag and the text of the Friendly Anthem of Ukraine. On the next page, under the heading "Our Motherland - Ukraine", a geographical map of Ukraine and images of representatives of the most numerous ethnic groups living in our country (boys and girls in colorful national costumes) are presented, as well as a four-line poem by Anatoly Kaminchuk about Ukraine, which is recited by the teacher at the lesson. Next, graphic color drawings of representatives of four ethnic groups (Ukrainians, Romanians, Poles, Hungarians) and a poem by Hanna Chubach are included. The following pages of the textbook are devoted to the motivation of first graders to learn the Ukrainian language as the main method of intercultural communication in Ukraine.

It is important to note that bright colored drawings and logical captions under them, read by the teacher, gradually introduce children to a new world for them - school life, and acquaint them with the cultural heritage of the Ukrainian people. Through participation in children's games ("Geese, geese, home!" "Panas", "Pumpkin walks in the garden"), dramatizations of fairy tales ("Ripka"), learning by heart the poems of Ukrainian poets, familiarization with the national



clothes of Ukrainians and Romanians, rules of etiquette of the Ukrainian people, traditions, rituals, holidays (St. Nicholas' Day, New Year, Christmas).

In the second part of the textbook, according to the topics, textual material is presented - stories, fairy tales, short stories, poems, idioms, riddles, tongue twisters, the simplest linguistic games, which reflect the ethno-culture of Ukrainians as the titular nation of the Ukrainian state.

We declare that through language learning, the school takes an active part in the formation of an individual as a member of society. The role of language in the socialization of Ukrainian citizens of different nationalities, stimulating their intellectual contribution to the scientific potential, integration into the culture of the Ukrainian people, and the formation of the Ukrainian political, scientific, and artistic elite from representatives of national minorities is controversial.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, it should be taken into account that the leading role in the formation of the national and cultural consciousness of junior schoolchildren is played by the ethno-cultural component, which is a complex category that "is based on historical truth, historical memory, national ideals, national dignity, national identity, national values and patriotism. It originates and develops in the educational process of primary school through the formation of students' sense of belonging to Ukraine, the understanding of the Ukrainian space in its synodal unity and regional-ethnographic diversity, the formation of a scientific picture of Ukrainian state-building and culture-developing and processes related to self-assertion and development of the Ukrainian nation and the Ukrainian state" (Bozvershenko A. E. 2021, 8), which is extremely important at the current stage.

Prospects for further research are the expansion of a holistic system of ethno-cultural education of junior schoolchildren of the New Ukrainian School in extracurricular activities using the means of folk pedagogy.

REFERENCES

- Bozvershenko A.E. Formuvannia bazovykh moralnykh tsinnostei natsionalno-kulturnoi identychnosti uchniv pochatkovykh klasiv. [Formation of basic moral values of national and cultural identity of primary school students]. (2021). Nova ukrainska shkola: traiektoriia postupu: zb. tez dopovidei III Vseukrainskoi naukovykh-praktychnoi konferentsii 02 kvitnia, 2021 roku / Za zah. red. L.V.Zadorozhnoi-Kniahnytskoi. Mariupol: MDU, 7-9.
- Voloshyna T.P. Osoblyvosti urokiv chytannia ta literaturoznavcha propedevtyka u pochatkovii shkoli. [Peculiarities of reading and literature lessons, propaedeutics in primary school]. (2011). Posib. dlia studentiv ta uchyteliv poch.kl., Uman.
- Zakon Ukrainy «Pro osvitu». [The Law of Ukraine "On Education"] (2017). Kyiv, URL: <http://zakon.rada.gov.ua/laws/show/2145-19>.
- Zakoni Ukrainy «Pro povnu zahalnu seredniu osvitu». [The Law of Ukraine «On Complete General Secondary Education»] (2020). URL: <https://zakon.rada.gov.ua/laws/show/463-20#Text>.
- Zubrytska M. Metodychni zasady formuvannia etnokulturnoi kompetentnosti shkoliariv. [Methodological principles of ethno-cultural competence formation of schoolchildren]. URL: https://dspace.edu.ua/native_word/wp-content/uploads/2016/04/2013-63.pdf
- Liakh V.V. Svoboda i poshuk novykh form identychnosti v dobu hlobalizatsii. [Freedom and search for new forms of identity in the age of globalization]. URL:<https://click.ru/33FnF3>.

Received 12.03.2023
Accepted 02.04.2023

**Ольга Царик,**

доктор педагогічних наук, професор, професор кафедри іноземних мов та інформаційно-комунікаційних технологій,
Західноукраїнський національний університет (м. Тернопіль, Україна)

Olga Tsaryk,

Doctor of Pedagogical Sciences, Professor, Professor of the Department of Foreign Languages and Information and Communication Technologies,
Western Ukrainian National University (Ternopil, Ukraine)
tsarykolga@gmail.com
ORCID 0000-0003-0169-7009

Тетяна Паничок,

кандидат педагогічних наук, доцент, доцент кафедри іноземних мов та інформаційно-комунікаційних технологій,
Західноукраїнський національний університет (м. Тернопіль, Україна)

Tetiana Panychok,

Ph.D. in Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Foreign Languages and Information and Communication Technologies,
Western Ukrainian National University (Ternopil, Ukraine)
panychok@ukt.net
ORCID 0000-0002-1635-5709

Жанна Максимчук,

викладач кафедри іноземних мов та інформаційно-комунікаційних технологій,
Західноукраїнський національний університет (м. Тернопіль, Україна)

Zhanna Maksymchuk,

Lecturer at the Department of Foreign Languages and Information and Communication Technologies,
Western Ukrainian National University (Ternopil, Ukraine)
zhannamak1996@gmail.com
ORCID 0000-0002-3002-4893

ОСОБЛИВОСТІ КУЛЬТУРИ МОВЛЕННЯ В ПРОЦЕСІ БІЗНЕС-КОМУНІКАЦІЇ

Анотація. Дослідження цієї статті зосереджене на важливості культури мовлення в контексті бізнес-комунікації. Бізнес-комунікація в сучасному світі стала невід'ємною частиною успішної діяльності будь-якої організації. Вона включає в себе обмін інформацією, перемовини, презентації, спілкування з клієнтами та колегами, що робить важливим аспектом її ефективності культуру мовлення. Автори розглядають основні аспекти культури мовлення в бізнес-середовищі та її вплив на результативність комунікації в організаціях, наголошують на важливості правильного використання мови, виразності, структурування мовлення та інші ключові елементи культури мовлення для досягнення цілей бізнес-комунікації.

Окрема увага приділяється міжкультурним аспектам бізнес-комунікації, оскільки в сучасному світі багато компаній мають міжнародні зв'язки та спілкування з клієнтами та партнерами з різних країн і культур. Проаналізовано виклики, пов'язані з різницею в культурних нормах і вимогах до комунікації, запропоновано рекомендації для ефективного спілкування в міжкультурних контекстах. Наголошено на культурі усного й писемного спілкування.

Також розглядається вплив сучасних інформаційних технологій на культуру мовлення в бізнес-комунікації. Спілкування шляхом електронної пошти, відеоконференцій, соціальних мереж та інших інструментів істотно змінилися за останні роки, і це також має вагомий вплив на те, як фахівці використовують мову в бізнес-середовищі.

Автори закликають до розвитку навичок культури мовлення як важливого аспекту професійного розвитку, надають читачам практичні поради і інструменти для поліпшення їхніх навичок комунікації в бізнесі, а також підкреслюють



важливість постійного самовдосконалення в цьому аспекті, пропонують глибокий аналіз та важливі висновки щодо ролі культури мовлення в сучасному бізнес-середовищі, самовдосконаленні фахівців.

Ключові слова: бізнес-комунікація, культура мовлення, професійна комунікація, ефективність бізнес-комунікації, міжкультурна комунікація, вплив технологій на культуру мовлення, розвиток навичок мовлення, комунікаційні навички бізнесу, мовленнєва культура в організаціях.

PECULIARITIES OF SPEECH CULTURE IN BUSINESS COMMUNICATION

Abstract. This article focuses on the importance of language culture in the context of business communication. In today's world, business communication has become an integral part of the successful operation of any organization. It includes information exchange, negotiations, presentations, and communication with clients and colleagues, making language culture a crucial aspect of its effectiveness. The authors examine the key aspects of language culture in the business environment and its impact on communication outcomes in organizations, emphasizing the importance of proper language usage, expressiveness, speech structure, and other essential elements of language culture for achieving business communication goals.

Special attention is given to the intercultural aspects of business communication since many companies in the modern world have international connections and interact with clients and partners from different countries and cultures. The article analyzes the challenges associated with differences in cultural norms and communication requirements and provides recommendations for effective communication in intercultural contexts.

The impact of modern information technologies on language culture in business communication is also discussed. Communication through email, video conferences, social networks, and other tools has undergone significant changes in recent years, and this has a significant influence on how language is used in the business environment.

The article calls for the development of language culture skills as an essential aspect of professional development. It provides readers with practical advice and tools for improving their communication skills in business and underscores the importance of continuous self-improvement in this aspect.

In conclusion, the authors offer a deep analysis and important insights into the role of language culture in the modern business environment and provide valuable recommendations for enhancing the quality of business communication.

Keywords: business communication, language culture, professional communication, effectiveness of business communication, intercultural communication, impact of technology on language culture, development of language skills, communication skills in business, language culture in organizations.

INTRODUCTION

The problem formulation. Business communication is a critically important and necessary element of the modern business environment. In a world where information moves at the speed of light and companies engage in global relations, the ability to communicate effectively becomes a key factor in competitiveness and influences the entire lifecycle of an enterprise, from developing an idea to achieving desired outcomes.

In every aspect of business, from production to marketing, from financial management to customer interaction, significant importance is placed on effective communication. If communication is internal, it determines how efficiently employees perform their tasks and reach common goals. In the case of external communication, it is essential for a company to express its values and convey information about its products and services in a manner that attracts and retains customers.

The history of business communication shows that the way businesses communicate is constantly evolving, improving, and adapting to modern demands. The first business letters emerged in the Middle Ages, and later, the telegraph and telephone were developed, revolutionizing communication. With the advent of the Internet and digital technology, business communication has undergone its most significant changes, and this dynamic continues even today.

Some of the issues our article addresses include language choice, establishing communication styles, maintaining politeness and business etiquette in the process of business communication. Additionally, we will explore the importance of cultural understanding in international business relations and provide practical advice for improving language culture in business.

Overall, language culture in business communication is an integral part of the successful functioning of a modern enterprise. It reflects the business spirit and approaches of the organization, its values, and its approach to communication with all parties involved – from employees to customers, competitors, and the public. Learning to effectively use language in business means taking a step toward success and achieving set goals. Scientific discussion and analysis of this topic will help enhance the quality of business communication and contribute to the development of organizations in the contemporary world.

The relevance of this research lies in the fact that in today's world, business communication is a determinant of success and competitiveness for organizations. Regardless of the industry and scale of business, effective communication plays a crucial role in strategy development, decision-making, collaboration with clients, partners, and employees, as well as conflict management and problem-solving.

Modern companies are expanding their horizons and entering international markets. This creates new demands for cultural understanding and adaptation of language culture to different cultures, influencing successful international business communication. With the integration of digital technologies, the methods of communication in business are changing. The advent of email, social media, video conferences, and other tools makes it relevant to understand how they affect language culture.



In a highly competitive world, the ability to effectively and clearly communicate one's uniqueness and advantages can determine whether a company can survive and thrive. The rise of automation and changes in work structures, such as remote teams and freelancers, present new challenges for effective communication and require the development of new skills in language culture.

Modern consumers have high expectations for service and product quality. It is crucial to be able to communicate effectively with customers, listen to their needs, and provide relevant information. All these factors create the need for continuous improvement in language culture in business. Researching this topic helps uncover key aspects and principles that can be used to enhance the quality and effectiveness of business communication in the contemporary world.

Analysis of recent research and publications. Scientific research on intercultural communication, language culture, and speech culture has become the focus of numerous scholars both in Ukraine and abroad. The initial steps in this direction were taken by eminent scientists such as Edward T. Hall and John F. Trager. In their works, "The Silent Language" (1954) and "The Hidden Dimension" (1959), they first introduced the term "intercultural communication," recognizing the inseparable connection between communication methods and the cultural environment in which this communication takes place. Consequently, the issue of intercultural communication became the subject of systematic research. Developing ideas about the relationship between language and culture, Edward T. Hall emphasized the importance of cultural education, suggesting that intercultural communication should be considered as an independent scientific discipline. His approaches paved the way for further research in this direction.

Theoretical aspects of intercultural communication have been thoroughly analyzed in the works of scholars such as Sofiya Ter-Minasyan, Nina Halska, Halyna Voronina, Richard Lewis, and others. They have refined the theoretical foundations of intercultural communication and examined it from various perspectives. In particular, significant attention has been devoted to the role of cultural information in the process of learning foreign languages. Scholars like Volodymyr Furmanov, Lyudmyla Bim, Yevhen Passov, Yevhen Polat, Nicholas Brooks, Morris Weisburd, Irina Khalyeyeva, and others have emphasized the importance of understanding cultural contexts for effective foreign language learning.

The practical integration of cultural knowledge and foreign language learning has also played a significant role in the research of scholars including Volodymyr Andrushchenko, Nina Borysko, Natalia Vysotska, Olga Hrytsenko, Irina Dziuba, Ihor Zakiryanov, Viktor Kalinin, Marina Kushnaryova, Viktoriya Safonova, Oleg Tarnopolsky, and others (Vasilenko, 2022). Отже, науковий інтерес до міжкультурної комунікації, культури мови та мовлення продовжує розвиватися і визначається значущістю цих питань у сучасному світі.

AIM AND TASKS RESEARCH

The aim of the study is to examine and analyze the features of language culture in the context of business communication. Furthermore, the article aims to emphasize the significance of language culture in the modern business environment and highlight the role of speech culture in building effective business relationships both within the company and externally. The objectives of this article include the analysis of key aspects of language culture, such as language choice, communication style, politeness, and business etiquette; exploring the impact of cultural understanding on business communication in international relations; and providing practical advice and recommendations for enhancing language culture in the business context.

RESEARCH METHODS: analysis of existing scientific literature and publications related to the topic of the article; methods of data collection and analysis, such as surveys, interviews, observations, and analysis of relevant documents; study of cultural specificities and their influence on speech culture; qualitative and quantitative approaches for a deeper understanding of the problem.

RESULTS OF THE RESEARCH

One of the important aspects of speech culture in business is the choice of linguistic means. It includes using the right language and terminology that corresponds to a specific situation. For example, in formal documents and contracts, it is important to use precise and legally correct expressions, while within the team's internal communication, a less formal language may be used.

The choice of linguistic means in business communication is a key element in ensuring effectiveness and mutual understanding among the interlocutors. The appropriateness of selecting linguistic means is not limited to formality and the internal/external orientation of communication but also depends on many other factors:

Target audience: If your target audience consists of professionals in a specific field, it's important to use terminology that is understandable to them. On the other hand, when communicating with a general mass audience of consumers, less technical terminology may be necessary.

Communication format: In written communication, such as emails or documents, it's crucial to adhere to clear and professional language. Oral communication or business presentations may allow for more interactivity and less formality.

Cultural peculiarities: Speech should be in line with the cultural norms and values of your audience. Certain words, expressions, or gestures may have different meanings or effects in different cultures. Understanding cultural peculiarities can help avoid misunderstandings and conflicts.

Legal aspects: In the case of business contracts and official documentation, it's essential to adhere to spelling and legal correctness. Even the smallest oversight can have negative consequences in a legal context.

Specific project requirements: Some projects or tasks may require specific linguistic terminology or style. For example, in information technology or medicine, specialized vocabulary may be necessary.

The choice of linguistic means is more than just choosing a language; it's a process of adapting communication to the needs and context. Making the right choice of linguistic means contributes to better understanding, improves the quality of communication, and helps achieve desired outcomes in business (Gesteland, 2018).



Another important aspect of language culture is communication style. It is determined not only by formality but also by the overall atmosphere of communication. Business communication should be professional but, at the same time, open to discussing ideas and issues.

Communication style in business is one of the key elements that influence the effectiveness and quality of communication both within the organization and externally. This aspect of language culture is examined from various perspectives and requires careful attention and adaptation depending on the specific situation.

Formality vs. Informality

In business communication, there are situations where a formal style of communication is the best choice. For example, during public speeches, written reports, or official announcements. On the other hand, in internal team communication or informal meetings, a less formal style may be more appropriate, promoting openness and creativity.

Professionalism:

Communication in business should always be characterized by a high level of professionalism. This includes using correct language, adhering to business etiquette, and maintaining high communication standards.

Openness to Idea Discussion:

It is important to create an atmosphere where employees feel comfortable discussing ideas and making proposals. Even in formal discussions, it's crucial to listen openly and consider the views of all participants.

Adaptation to the Audience:

Communication style should adapt to the needs and characteristics of the audience. When communicating with clients, a more managerial style may be appropriate, while internal team communication may allow for more informality.

Cultural Sensitivity:

In international business relations, it is necessary to understand and respect cultural specifics and norms regarding communication style. This may include aspects like greetings, gestures, tone of speech, and other cultural considerations (Meyer, 2014).

Overall, the communication style in business should be flexible and adaptable to the specific situation and audience. It plays a vital role in building trust, resolving conflicts, and achieving positive outcomes in business communication.

Politeness and business ethics are fundamental principles of communication culture in business. Showing respect to your conversation partner, expressing gratitude for their time and attention, and avoiding conflict situations are important for building positive relationships.

Politeness and business ethics play a crucial role in business communication and contribute to positive relationships both within the organization and with partners, clients, and other stakeholders. These two aspects are integral components of successful communication in the business environment.

Politeness in communication involves showing respect for the rights and opinions of others. It means actively listening to your conversation partner and adhering to basic norms of communication. For example, it's essential to mute your microphone when someone else is speaking during a video conference. Expressing gratitude for your conversation partner's time and attention is another important aspect of politeness, and this can be done both orally and in writing, such as in letters or emails. Choosing the right and polite words is crucial in any form of communication, as they set the overall tone and impression of the communication (Taylor, 2019).

Business ethics also play a significant role in business communication. It involves keeping promises and meeting deadlines, which demonstrates responsibility and professionalism. Business ethics also require avoiding and resolving conflicts in a constructive manner. It's essential to maintain composure and thoughtfulness, even in challenging situations.

Confidentiality is another crucial aspect of business ethics. Information that has been shared confidentially must remain confidential and should not be disclosed without the consent of the parties involved. Additionally, in business communication, it's essential to use appropriate forms of address that reflect respect and avoid offensive language. Using respectful language and avoiding offensive expressions contribute to positive communication and the establishment of relationships based on trust and respect.

Overall, politeness and business ethics in business communication create a favorable atmosphere for building trust and contribute to successful relationships in the business sphere. They not only enhance communication effectiveness but also have a positive impact on reputation and relationships with partners and clients (Gudykunst, 2016).

In international business relations, cultural understanding plays a pivotal role in determining the success or failure of communication and interaction between different countries and cultures. This crucial component of international business communication and business relationships entails an understanding and respect for cultural norms, values, and language peculiarities characterizing various nationalities and cultural communities.

One of the key components of cultural understanding is recognizing differences in cultural norms and values inherent to different countries and nations. For instance, perceptions of time, personal space, and workplace customs can vary significantly from one region to another. Such understanding helps avoid conflicts and misunderstandings in international relations and fosters positive interactions.

Cultural understanding also involves the ability to consider the influence of language on message perception and understanding how it reflects cultural nuances. This includes studying vocabulary, expressions, and language structures that may carry different meanings or tones in different cultures. It's essential to keep in mind that what may be considered normal in one culture could be perceived as offensive or inappropriate in another.

Intercultural communication involves the ability to communicate with representatives of other cultures while adhering to the norms and rules specific to those cultures. It requires the skill to engage in business dialogue while maintaining respect for other cultures and considering their sensitivities and peculiarities. Such an approach fosters the development of long-term partnerships and joint initiatives in international relations.

Adapting one's communication style to the cultural peculiarities of other countries is another crucial aspect of cultural understanding. This may include selecting words, gestures, tone of voice, and other communication aspects that align



with the specifics of a particular culture. The correct approach to adapting one's communication style can be decisive for success in international relations and helps build trust and effective cooperation.

Managing cultural risks is also a vital part of cultural understanding. In international business relations, there are cultural risks, such as misinterpretation of rituals, norms, and values of other cultures, which can impact the success of projects and initiatives. Understanding these risks and knowing how to manage them helps ensure stability and success in international business relations.

All of these aspects of cultural understanding aim to enhance the effectiveness and quality of international business communication, contribute to the building of trust and partnerships, and reduce the risk of negative situations and conflicts in international relations.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

This article has explored an important aspect of modern business, which is the culture of communication in the business communication process. Business communication is a key element of successful organizational functioning because it impacts all aspects of business relations, from internal team communication to interactions with clients, partners, and other stakeholders. Key aspects of language culture in business communication include linguistic tools, communication style, politeness, and business ethics, as well as cultural understanding. The analysis of these aspects highlights that business communication requires not only professional skills but also an understanding of cultural nuances and norms that can vary across different countries and environments.

Research in this area is crucial for further development of business communication and achieving its maximum effectiveness. Future research needs to focus on analyzing the impact of cultural differences on business communication in different regions of the world, the influence of modern language technologies such as machine learning and artificial intelligence on business communication, and conducting in-depth studies of business ethics in various cultures and how these norms and values play a significant role in decision-making and interaction. Additionally, further exploration is needed to understand how cultural aspects affect strategic management and decision-making in business and to study new approaches and trends in business communication, such as remote work, the use of social media, and other aspects that are changing the way organizations communicate with their stakeholders.

Further research in these directions can contribute to improving the effectiveness of business communication and help organizations achieve their goals in the modern global business environment. Language culture remains a key factor in achieving success and building sustainable relationships in contemporary business, and further research in this field holds great potential for enhancing the modern business community.

REFERENCES

- Avramenko, O. O., Yakovenko, L. V., Shyika, V. Ya. (2015). Dilove spilkuвання [Business communication]: Navchalnyi posibnyk. Za nauk. red. O. O. Avramenko. Ivano-Frankivsk: Lileia NV.
- Kravchenko, A.V. (2009). Kultura profesiinoi movy [Culture of professional language]: Navchalno-metodychnyi posibnyk. Dnipropetrovsk: DDIFKiS. Mizhkulturna komunikatsiia [Intercultural communication]. URL: https://uk.wikipedia.org/wiki/Mizhkulturna_komunikatsiia
- Locker, K. O., & Kaczmarek, S. K. (2017). Business Communication: Building Critical Skills.
- Panychok, T. (2014). Important forms of communication in foreign language teaching. Methods of development of foreign language competence of students of economic profile: a collective monograph. Ternopil: Pidhuknyky i manualy, 280 - 287.
- Tsaryk, O. M. (2022). Komunikatyvna kompetentnist yak osnova uspishnoi realizatsii mizhnarodnykh proiektiv [Communicative competence as a basis for successful implementation of international projects]. Mountain School of Ukrainian Carpaty, 26, 41-45.
- Vasylenko, I.O. (2022). Komunikatyvni oznaky kultury movlennia v umovakh informatsiinoho suspilstva [Communicative features of speech culture in the context of of the information society]. VIII Mizhnarodna naukova konferentsiia «Stratehii mizhkulturnoi komunikatsii v movnii osviti suchasnykh universytetiv». Kyiv. 105-110.
- Gesteland, R. R. (2002). Cross-Cultural Business Behavior: Marketing, Negotiating, Sourcing and Managing Across Cultures. Copenhagen Business School.
- Gudykunst, W. B. (2003). Cross-Cultural and Intercultural Communication. Thousand Oaks, CA: Sage Publications, Inc.
- Guffey, M. E., & Loewy, D. (2018). Business Communication: Process and Product. Cengage Learning.
- Meyer, E. (2014). The Culture Map: Breaking Through the Invisible Boundaries of Global Business. New York: Public Affairs.
- Rentz, K., & Lentz, P. (2019). Business Communication: A Problem-Solving Approach. McGraw-Hill Higher Education.
- Taylor, S. (2019). Communication in Business: Strategies and Skills. Harcourt School.
- Varner, I., & Beamer, L. (2018). Intercultural Communication in the Global Workplace. New York: McGraw-Hill/Irwin.

Received

21.01.2023

Accepted

03.02.2023

**Інна Червінська,**

доктор педагогічних наук, професор, професор кафедри початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Inna Chervinska,

Doctor of Pedagogical Sciences, Professor, professor of the department of primary education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

inna.chervinska@pnu.edu.ua

ORCID 0000-0003-0745-1413

Марина Василик,

кандидат педагогічних наук, доцент, доцент кафедри іноземних мов,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Maryna Vasylyk,

Ph. D (Pedagogy), Associate Professor of the Department of Foreign Languages,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

maryna.vasylyk@pnu.edu.ua

ORCID 0000-0002-0515-9251

Ніла Нейко,

кандидат медичних наук, професор кафедри терапевтичної стоматології,
Івано-Франківський національний медичний університет (м. Івано-Франківськ, Україна)

Nila Neyko,

candidate of medical sciences (Ph.D.), Professor of the Department of Internal Medicine and Nursing,
Ivano-Frankivsk National Medical University (Ivano-Frankivsk, Ukraine)

nila9797@ukr.net

ORCID 0009-0006-3933-3779

Андрій Червінський,

кандидат історичних наук, доцент, доцент кафедри географії та природознавства,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Andrii Chervinskyi,

Candidate of Historical Sciences, Associate Professor, Faculty of Natural Sciences,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

andrii.chervinskyi@pnu.edu.ua

ORCID ID 0000-0002-2128-196X

УДК 378.14:371.13

ІННОВАЦІЙНІ ПІДХОДИ ДО ЗАСТОСУВАННЯ ТЕХНІК ЗВОРОТНОГО ЗВ'ЯЗКУ В ОСВІТНЬОМУ ПРОЦЕСІ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Анотація. Авторами сформульовано сутність зворотного зв'язку, описано організаційно-дидактичні умови його ефективного забезпечення в освітньому процесі закладу вищої освіти. Дослідниками запропоновано розглядати зворотний зв'язок у двох аспектах: як варіант налагодження успішної комунікації і взаємодії між викладачем і здобувачем освіти, і як варіант ефективного фітбеку для оцінювання навчальних досягнень і контролю знань здобувачів освіти.

У статті наголошується на визнанні важливості правильного застосування технік зворотного зв'язку в освітньому процесі, оскільки він може мати як позитивний, так і негативний вплив на організацію освітнього процесу та успішність здобувачів вищої освіти. Поняття зворотного зв'язку розглядається багатьма науками в межах різних наукових підходів



та напрямів, оскільки здебільшого має різне трактування та значення, адже виступає одним з основних елементів функціонування освітньої системи. Формат змішаного навчання, на відміну від інших сучасних форм організації освітнього процесу, передбачає використання режиму віддаленого доступу, що зазвичай унеможливорює безпосереднє спілкування та взаємодію між викладачем і здобувачем освіти. Наголошується, що зворотній зв'язок потрібно розглядати в контексті того освітнього компонента, де він застосовується. Дослідники вказують, що зворотний зв'язок є засобом здобуття важливої інформації, результатів навчальної діяльності, необхідної для ефективного керування освітнім процесом у змішаному форматі навчання. Зазначається, що метою та провідними завданнями дослідження є розкриття інноваційних підходів та організаційно-дидактичних умов застосування технік зворотного зв'язку в освітньому процесі закладу вищої освіти. Інноваційні ідеї технік зворотного зв'язку успішно реалізуються в сучасному освітньому просторі України. Наголошується, що ефективність впровадження в заклади вищої освіти технік зворотного зв'язку залежить від контексту, цілей, завдань та змістового контексту навчання і виховання юної особистості.

Ключові слова: зворотний зв'язок, освітній процес, освітня взаємодія, фітбек, змішане навчання, оцінювання, здобувачі вищої освіти.

INNOVATIVE APPROACHES TO THE USE OF FEEDBACK TECHNIQUES IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATION INSTITUTIONS

Abstract. The authors formulate the essence of feedback, describe the organisational and didactic conditions for its effective provision in the educational process of a higher education institution. The authors propose to consider feedback in two aspects: as an option for establishing successful communication and interaction between the teacher and the higher education applicant, and as an option for effective feedback for assessing academic achievements and controlling the knowledge of higher education applicants.

The article emphasises the recognition of the importance of the correct application of feedback techniques in the educational process, since it can have both a positive and a negative impact on the organisation of the educational process and the success of higher education applicants. The blended learning format, unlike other modern forms of organising the educational process, involves the use of remote access mode, which usually makes it impossible to communicate and interact directly between the teacher and the education applicants. It is noted that feedback should be considered in the context of the educational component where it is applied. The researchers note that feedback is a means of obtaining important information, the results of educational activities necessary for the effective management of the educational process in a blended learning format.

It is noted that the purpose and main objectives of the study are to reveal innovative approaches and organisational and didactic conditions for the use of feedback techniques in the educational process of a higher education institution. The authors point out that innovative ideas of feedback techniques are successfully implemented in the modern educational space of Ukraine. It is emphasised that the effectiveness of implementing feedback techniques in higher education institutions depends on the context, goals, objectives and content context of education and upbringing of a growing personality. The concept of feedback is considered by many sciences within the framework of different scientific approaches and directions, since it mostly has a different interpretation and meaning, as it is one of the main elements of the functioning of the educational system.

Keywords: feedback, educational process, educational interaction, blended learning, assessment, higher education applicants.

INTRODUCTION

The problem formulation. The concept of "feedback" occurs in all spheres of modern life that involve dialogic interaction and communication between people. An employee of an organisation receives feedback from his or her manager and clients, a teacher - from education applicants, a politician - from voters, a doctor - from patients.

The availability of well-established feedback is a prerequisite for the development and improvement of the performance indicators of commercial organisations, the functioning of educational institutions and for the comprehensive development of the individual.

In this regard, scientific research related to the study of the peculiarities and conditions for the use of innovative feedback techniques in various forms of organising the educational process acquire particular relevance and practical importance.

Analysis of recent research and publications. In pedagogical research, the concept of "feedback" was introduced in the early twentieth century. The emergence of this concept is associated with the period of development of the psychological and biological foundations of pedagogy. J. B. Watson was one of the first to reveal the concept "feedback" in his writings in 1914. The researcher distinguished two forms of feedback: satisfaction of needs or punishment (Watson, 1914). Further development of this term is associated with the research of E. Thorndike and his proposed "Law of Effect" (Thorndike, E.L., 1931).

The concept of feedback was introduced and investigated initially as a phenomenon of cybernetics. Later on, feedback was studied by educators and psychologists regarding the processes taking place in educational systems. With the introduction of electronic learning technologies, changes are taking place in theoretical pedagogy and educational practice. This also applies to the concept of feedback.

Various aspects of this problem become the subject of active scientific discussions both in Ukraine and abroad. Researchers study the issues of providing feedback in the context of distance learning (M. Zolochivska, N. Oliynyk), feedback as a factor in improving the quality of the educational process (J. Hattie, H. Timperley), within the framework of constructing formative assessment toolkit (N. Morse, O. Shunevych), as a form of interaction in the organisation of the



educational process in higher education institutions (T. Koval), as a form of response reinforcement (E. Thorndike), as a component of teacher competence (I. Humeniuk). A group of Ukrainian scientists is exploring feedback in the context of developing interactive learning models and as a means of interdisciplinary integration (P. Atamanchuk and I. Bogdanov); feedback as a method of modernising teaching tools and technologies (A. Bovtruk, V. Buzk). However, innovative approaches to the application of feedback techniques in the educational process of a higher education institution remain insufficiently studied.

THE AIMS AND TASKS OF THE RESEARCH

The aims and tasks of the research are to reveal innovative approaches and organisational and didactic conditions for the application of feedback techniques in the educational process of a higher education institution.

RESEARCH METHODS

In the suggested article theoretical research methods were applied, including analysis and synthesis of research results on the problem; method of generalization to formulate conclusions, method of prediction – to determine the prospects for further research.

RESULTS OF THE RESEARCH

The blended learning format, unlike other modern forms of organising the educational process, involves the use of remote access, which usually makes it impossible for the teacher and the higher education applicant to communicate and interact directly. Accordingly, the problem of establishing effective feedback in higher education institutions under martial law acquires particular relevance and social significance. After all, feedback is a means of obtaining important information and learning outcomes necessary for the effective management of the educational process in a blended format.

In pedagogy, feedback is a way of obtaining information about the correctness or degree of falsity of actions. In education, it is directed to two objects: to the teacher and to the education applicant, and usually has a guiding and educational nature of interaction.

Feedback is an important mechanism of the educational process. In all innovative educational concepts and doctrines for modernization of education, it plays a substantial role. Feedback affects the pedagogical system as a whole and particularly its components, and changes occur under its influence.

Feedback techniques include: knowledge control tools, methods of making adjustments to the educational process, which are aimed directly at the student's personality, taking into account his or her individual educational trajectory and model of development and self-development, and the profile of professional competences.

Innovative ideas of feedback technologies implemented in the modern educational space of Ukraine have quite high performance indicators, and the experience of teachers who apply them in their professional activities is widespread among fellow teachers from other educational institutions. This confirms the relevance of the effectiveness of using feedback techniques in the educational community.

The concept of feedback is considered by many sciences within different scientific approaches and directions, as it mostly has different interpretations and meanings. After all, it is one of the main elements of the functioning of any system.

The term "feedback" is used in scientific discourse quite widely. It is used in psychological, linguistic, and pedagogical research based on the requests of a particular educational field. Accordingly, we will analyse the essence of this concept and its interpretation from different perspectives. Thus, from the point of view of communication theory, feedback is understood as the recipient's response to the sender's message.

Feedback is widely applied in the educational process when it comes to communication between teachers and education applicants, between teachers and parents of schoolchildren, when there is subject-subject interaction between a teacher and a pupil, between a teacher and a student and other participants in this process. Well-established feedback promotes efficient interaction and high-quality communication.

Therefore, feedback signifies the effect of the results of the system (objects) functioning on the nature of the individual's activity.

The modern scientific literature (Korenev A., Oliinyk N.) reflects several variants of classification of models and types of feedback, which mainly depend on the type of system in which it operates and the functions it implements. Accordingly, we distinguish its reflexive, behavioural, cognitive, cybernetic and communicative models.

In this context, it is worth noting that feedback is, first of all, a characteristic of the learner's state (readiness for the lesson, mood, attention, adequacy of reaction, answers to questions, etc.) On the basis of which the teacher chooses management tactics, flexibly responding to changes. The researcher N. Morse considers the implementation of feedback in the following ways: substantive and emotional aspects (Morse N., 2013). The substantive type of feedback contributes to obtaining information about the level of mastering the educational material of the educational components of the educational and professional programme. Regarding the emotional aspect, it should be noted that effective feedback is implemented through the use of reflection techniques to create a positive emotional atmosphere. It includes the student's external behaviour, positive interest in the content of the material, enthusiasm for the presentation of the subject by the teacher, and the involvement of a wide range of individuals in the discussion.

Similarly to the cybernetic approach to direct and reverse connections in complex systems and mechanisms, we consider the influence of a teacher on a student and a teacher on a pupil to be a direct connection in educational activities. Feedback provides information about how a student has learnt the material and mastered this educational and cognitive influence. However, if we move away from the teacher-centred model of the training system, it is appropriate to consider the educational activities of applicants of education (the education applicant acts, the teacher observes) as direct connection, and informing the education applicant about learning and its results as feedback.



The concept of feedback refers to the information that the teacher receives from the education applicant, and on the contrary - the information that the education applicant receives from the teacher during the educational interaction.

In order to better characterize this concept, it is proposed to use the terms "academic feedback" as information reported by education applicants and through which they maintain this connection - "student feedback" and "student voices" and "pedagogical feedback", which is interpreted as "information received by education applicants in response to learning activities during the educational process and which is directly related both to the learning process and the results of education and upbringing of a growing personality" (Korenev A.A., 2012). This type of communication in the educational space is often correlated with the term "feedback".

For the purpose of implementing the tasks facing the higher school, a modern teacher needs to know the key types of pedagogical feedback. The most popular ones include:

- Urgent feedback (in terms of oral communication), or deferred feedback (when communication is in writing);
- Feedback is considered in the context of interaction;
- Feedback is evaluative and non-evaluative, verbal and non-verbal;
- Feedback is basic and auxiliary, formative and total;
- Feedback according to the types of educational reflection, subjects of interaction and speech communication.

Feedback affects subsequent language communication and the behaviour of interlocutors. In accordance with the selected types, it determines the ways of communication and expands its specificity. Knowledge of these feedback features will help the teacher to establish cooperation with education applicants in the organisation of the learning process.

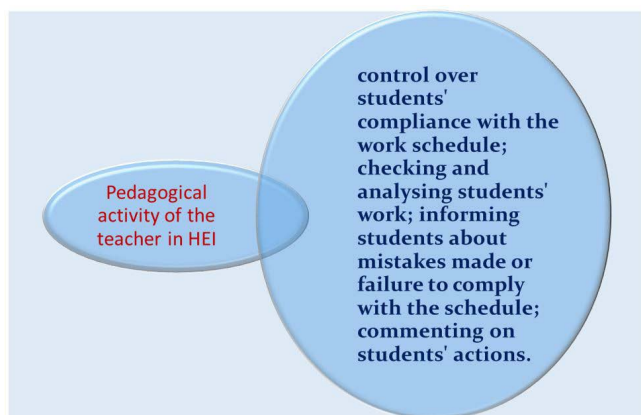


Fig. 1. Types of teacher's pedagogical activities aimed at obtaining effective feedback

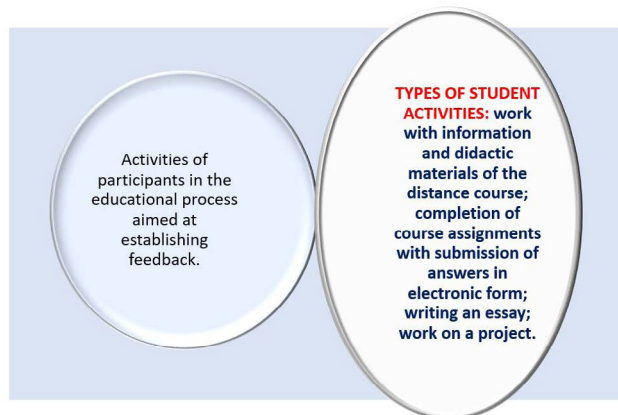


Fig. 2. Types of student activities

Awareness of the influence of feedback techniques on the development of modern communication theories, on optimising the process of formative assessment of the results of educational activities of modern higher education applicants, its demand in educational institutions, is associated with the role and impact on the formation of a growing personality.

Organisational and didactic conditions for establishing effective feedback:

- Constructive and specific suggestions;
- Sincerity and trust between the interlocutors;
- Originality of ideas;
- Personal orientation of the participants of the educational process;
- Dialogical nature of interaction;

Availability of means of communication.

According to certain conditions, feedback can be classified:

- by the conditions of its organisation;
- by the direction of influence;
- by time;
- by forms of manifestation;
- by the degree of focus on the communication objects;
- by the presence or absence of corrective effects.

Characterizing the type of feedback that a teacher should establish for interaction with his/her students, let us refer to the definition of scientists J. Hattie and H. Timperley, who point out that "information that is communicated by a subject (teacher, peer, parent... directly by the education applicant) about aspects of someone's activities and understanding" (Hattie, Timperley, 2007, p.81). Feedback that contains information about the task (project) to be completed, the algorithm of actions, conditions and rules is considered the best. Conversely, feedback loses its effectiveness if it contains only common phrases, generalisations, endorsements or criticism.



Researchers J. Hattie and H. Timperley define effective feedback as "information received by a student in response to certain actions in the educational process and correlated with the processes and results of learning and education" (J. Hattie and H. Timperley). Scientists emphasise that the source of feedback can be a teacher (directly or indirectly), other subjects of the educational process, including peers, fellow students, parents and the student himself.

The effectiveness of feedback depends on the context, goals, objectives and content context of the education and upbringing of a growing personality.

In today's reality, feedback has expanded its appointment powers. And in addition to the function of establishing effective interaction or communication between the subjects of the educational process in HEI, it acquires the functions of control and correction of knowledge and professional competences acquired by educational applicants. This pedagogical aspect of feedback helps teachers in assessing knowledge and controlling learning activities.

For the most part, in foreign pedagogy (Bruner J.S., Hattie, Timperley, E. Thorndike E.L.), this process is called the "feedback effect". And they consider it in the context of professional and communication competences of the teacher.

In this context, it should be emphasised that there is an objective and fairly stable pattern between the frequency and nature of the teacher's feedback to educational applicants during the educational process (lectures, practical and seminar classes, independent work, internships, etc.) and the effectiveness of educational and cognitive activities and learning productivity. It consists in establishing a stable psychological and emotional interaction between all the participants. Therefore, the main indicators of establishing effective feedback in the educational process of HEI include the following:

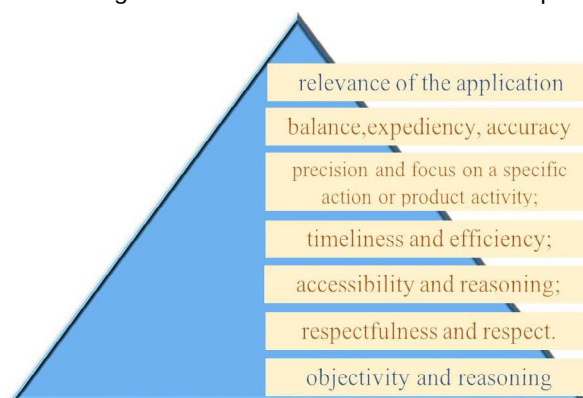


Figure 3. Indicators of establishing effective feedback in the educational process of HEI.

Feedback should take into account the results of students' self-esteem and provide information to teachers to make corrective changes to the educational process.

The organisation of feedback in the educational space of a modern educational institution is aimed at achieving the following objectives of educational activities:

1. Emphasising the content of feedback. It involves the identification of a number of well-defined characteristics of learning aims and organisational and didactic conditions for the use of feedback techniques in the organisation of the educational process;

2. Determination of the amount and frequency of feedback in the time-space of a modern higher education institution.

To establish effective feedback, it is important to adhere to a number of principles that determine its organisation and implementation in the educational process. In particular, this is related to the development of students' skills of reflection upon completion of their studies, stimulation of open dialogue and communication during various types of educational activities.

The task of the teacher in this process is to assist in organising feedback, determining its goals, criteria, implementation levels. Well-organised feedback provides opportunities to reduce the gap between the existing and desired level of knowledge, stimulates a positive mood in the classroom, builds self-esteem, and promotes successful self-realisation.

The results of qualitative feedback also provide the teacher with information that can be used to optimise and adjust the educational process. During pedagogical communication, high-quality feedback is established as a result of the ability to establish effective communication, provided manifestations of empathy and a positive reaction to external influences or reactions of education applicants.

Usually, feedback can have a positive impact on the educational activities of both the entire student group and the individual student. High-quality feedback helps to improve the progress of education applicants, build confidence in their strengths and capabilities.

Having summarised the materials of normative, methodological and scientific sources, feedback techniques, according to the ways they are applied in the educational process of HEI, are conditionally divided into the following groups: visual, schematic and graphic, creative, communication, social networking techniques, digital and combined (mixed).

Thus, innovative feedback techniques that contribute to the optimisation of the educational process in higher education institutions include:

Visual and digital. For the use of visual techniques, we offer such digital tools as Classroom Screen, Jamboard, Zoom, Google Meet, and Canva. Technique "PJEJ-



formula". Where P is position, J is justification, E is example, J is judgement. Each position is a corresponding sentence or reasoning: "Because...", "I believe...", "Based on this...", etc.

The "Senkan" technique. This technique is used to compose poems of five rows. It promotes teamwork.

Schematic - graphic and digital techniques. The "Sheet of Paper" technique. It is used to control knowledge by combining it with digital applications such as Google Forms, Kahoot, Plickers or other services.

Creative techniques. "Logbook", "Three Good Deeds", "Essay".

Techniques for establishing communication. "Daisy of Questions" or "Bloom's Daisy", "Unfinished Sentences", "Emojis".

Evaluation techniques. "Traffic lights", "Green, yellow, red", "Colour extravaganza", "Islands", "I know. I can. I learn.", etc.

Social media techniques. Instagram story, selfie technique and others.

To create and use combined techniques, we offer such digital tools as Kahoot, Classtime, Mentimeter, Poll Everywhere, Google Forms, LearningApps, Flippity, which are designed to create interactive exercises, online quizzes, tests, surveys of education applicants.

Recognition of the importance of appropriate use of feedback techniques in the educational process is primarily due to the fact that it can have both positive and negative impact on the organisation of the educational process and the performance of education applicants. It should be noted that feedback should be considered in the context of the process, educational component where it is applied. The isolation of feedback from these components will not guarantee (ensure) the high efficiency of this process.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

We believe that the use of innovative feedback techniques in the educational process of higher education institutions will help to optimise pedagogical interaction in the plane of "teacher- higher education applicant" and "higher education applicant -teacher", increase the effectiveness of educational activities and the objectivity of control and assessment of knowledge.

Thus, innovative ideas of feedback implemented in the modern educational space of Ukraine have rather high efficiency indicators, and the experience of teachers who apply it in their professional activities is widely spread among colleagues from other educational institutions. This confirms the relevance of the problem of the effectiveness using feedback techniques in the educational community. The concept of feedback is considered by many sciences within different scientific approaches and directions, since for the most part it has different interpretations and meanings. After all, it is one of the main elements of the functioning of the educational system.

Further scientific research is associated with the problem of the content of feedback techniques in the educational process of a modern institution of higher education.

REFERENCES

- Chervinska I., Melnyk N. & Galyuk N. (2023). Blended Learning as an Innovative Organization of the Educational Process in Higher Education Institutions of Ukraine. *Journal of Vasyl Stefanyk Precarpathian National University*. 10, 1 (Apr. 2023), 216-224. DOI:<https://doi.org/10.15330/jpnu.10.1.216-224>
- Koval T. (2005). The problem of organising feedback in the information and computer educational environment. *Scientific journal of National Pedagogical Dragomanov University*. Series No. 2. Computer-oriented learning systems: a collection of scientific papers. Kyiv: Drahomanov NPU, № 3 (10). C. 68-76.
- Oliinyk N. (2016). Feedback in e-learning as a pedagogical problem. *Open educational e-environment of the modern university*. Issue 2. URL: <https://openedu.kubg.edu.ua/journal/index.php/openedu/article/view/48/88>
- Shunevych O. (2021). Developmental format of feedback in the process of educational interaction. *New learning technologies*. № 95. pp. 220-227. <http://journal.org.ua/index.php/ntn/issue/view/2>
- Bardwell R. (1981). Feedback: How does it function. *The Journal of Experimental Education* Vol. 50, No. 1, pp. 4-9.
- Black P., William D. (2002). *Black box: what's inside? Assessing students' knowledge as a way to increase the effectiveness of the educational process*. New York.
- Korenev A.A. (2012). Feedback in learning, teaching and educational communication. *Rhema*. No 2. pp. 112-127.
- Bruner J.S., (1961). The act of discovery. *Harvard Educational Review*. 1961. №31. Pp.21-32
- Thorndike, E.L. (1931). *Human learning*. New-York-London.
- Watson J.B. (1914) *Behavior: An introduction to comparative psychology*. New-York.
- Hattie J., Timperley H. (2007). The power of feedback. *Review of Educational Research*. Vol. 77. pp. 81-112. URL: <https://journals.sagepub.com/doi/abs/10.3102/>
- Cohen V. (1985). Reexamination of feedback in computer-based instruction: Implications for instructional design. *Educational Technology*. Vol. 25(1). Pp. 33-35
- Mikkin X. (1988). Psychological effect of video feedback. *Environmental conditions of group activity*. Ed. X. Mikkin. Tallinn. pp. 167-182.

Received

12.01.2023 p.

Accepted

02.02.2023 p.

**Олександра Янкович,**

доктор педагогічних наук, професор, завідувач кафедри педагогіки і методики початкової та дошкільної освіти, Тернопільський національний педагогічний університет імені Володимира Гнатюка (м. Тернопіль, Україна) завідувач кафедри ранньої освіти, спеціальної педагогіки та ресоціалізації, Кувасько-Поморська вища школа (м. Бидгощ, Польща)

Oleksandra Yankovych,

Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Methods of Primary and Preschool Education, Ternopil Volodymyr Hnatiuk National Pedagogical University (Ternopil, Ukraine) Head of the Department of Early Education, Special Pedagogy and Resocialization, Kujawy and Pomorze University (Bydgoszcz, Poland)
yankov@tnpu.edu.ua
ORCID 0000-003-253-5954

373.2:57](438)(091)**ЛІСОВІ ДИТЯЧІ САДКИ В ПОЛЬЩІ: ВИКОРИСТАННЯ ДОСВІДУ В УКРАЇНІ**

Анотація. У статті всебічно розглянуто становлення та розвиток лісової дошкільної освіти в Польщі. Виявлено зміст, форми й методи роботи в лісових дитячих садках, особливості їхнього функціонування. Програми лісових садків Польщі відрізняються за своїм змістом; водночас спільною рисою є спрямованість на фізичний, емоційний, соціальний, пізнавальний розвиток.

З'ясовано, що в цих закладах реалізуються ідеї педагогіки М. Монтесорі, Вальдорфської педагогіки, педагогіки пригод, концепція американського педагога, письменника, просвітителя природи Дж. Корнелла, інші прогресивні погляди. Визначено переваги лісових дитячих садків: зміцнення здоров'я, розвиток інтелектуального потенціалу, комунікативних навичок, здатності долати перешкоди. Уміння в дітей переборювати труднощі є особливо важливим за умов нових суспільних викликів.

Функціонування лісових садків у Польщі регламентується Розпорядженням Міністра національної освіти від 28 серпня 2017 р. «Про види інших форм дошкільної освіти, умови їхнього створення та порядок діяльності». Координує їхню діяльність, сприяє обміну досвідом, найкращими практиками в галузі лісової освіти Інститут лісових садків, створений у 2016 р. у Білостоці.

Акцентовано увагу на наукових дослідженнях лісової дошкільної освіти польськими вченими. Вони проаналізували становлення, генезу, концептуальні засади та функції лісових садків.

Виявлено перспективні ідеї польського досвіду лісової дошкільної освіти, що можуть бути використані в дошкільництві України: інтеграції елементів інноваційних систем у лісових закладах для дошкільників; використання результатів ретроспективного аналізу функціонування шкіл і садків, у яких накопичений досвід екологічного виховання та проведення занять на лоні природи; створення інституції, яка б координувала та висвітлювала діяльність лісових садків.

Наголошено, що організація лісової дошкільної освіти в умовах воєнного стану в Україні може бути корисною для дошкільця Польщі як підготовка до діяльності в кризових ситуаціях.

Ключові слова: лісова дошкільна освіта Польщі; заклади дошкільної освіти України, лісові дитячі садки, зміст, форми, методи роботи.

**FOREST KINDERGARTENS IN POLAND:
THE USE OF THE EXPERIENCE IN UKRAINE**

Abstract. The article comprehensively studies the formation and the development of forest preschool education in Poland. The content, forms and methods of work in forest kindergartens, the peculiarities of their functioning have been revealed. The programs of forest kindergartens in Poland differ in their content; at the same time, focus on physical, emotional, social, cognitive development is the common feature.

It has been found that the ideas of M. Montessori's pedagogy, Waldorf pedagogy, adventure pedagogy, the concept of the American writer, nature educator J. Cornell, and other progressive views are implemented in these institutions. The advantages of forest kindergartens have been determined: strengthening of health, the development of intellectual potential, communication skills, the ability to overcome obstacles. Children's ability to overcome difficulties is especially important in the face of new social challenges.

The functioning of forest kindergartens in Poland is coordinated by the Regulation of the Minister of National Education of August 28, 2017 "On the types of other forms of preschool education, the conditions of their creation and the procedure of operation". The Institute of



Forest Kindergartens, established in 2016 in Białystok, coordinates their work, promotes the exchange of experience and best practices in the field of forest education.

The attention has been focused on scientific studies of forest preschool education by Polish scientists. They analyzed the formation, the development, conceptual foundations and functions of forest kindergartens.

Promising ideas of Polish experience of forest preschool education that can be used in preschool education in Ukraine have been identified. They are the following: integration of elements of innovative systems in forest institutions for preschoolers; using the results of a retrospective analysis of the functioning of schools and kindergartens, which have accumulated the experience in environmental education and conducting classes in the bosom of nature; creation of an institution that would coordinate and highlight the work of forest kindergartens.

It has been emphasized that the organization of forest preschool education in the conditions of martial law in Ukraine can be useful for Polish preschool education as a preparation for work in crisis situations.

Keywords: forest preschool education in Poland; preschool educational institutions of Ukraine, forest kindergartens, content, forms, methods of work.

INTRODUCTION

The problem formulation. The processes of urbanization, computerization, and mechanization cause nature deficiency syndrome in people. It is especially dangerous in childhood, because the lack of contact with nature affects the health and the development of the growing personality. The urgency of the problems of upbringing “under the blue sky” prompts us to look for a perfect system of education for children, starting from preschool age, in which the conformity to nature and health saving principles would be implemented.

Positive experience in this context has been accumulated in European countries, in particular Poland. The interest in it is explained by the fact that it is located geographically close to Ukraine, therefore, the mentality of people and approaches to education are similar. In addition, the Polish people became one of the first to help Ukrainians to overcome military threats, giving our children the opportunity to attend preschool institutions and primary schools in Poland. Forest kindergartens have been developing here for more than ten years following the example of Denmark, Germany, the Czech Republic, and other countries.

Forest kindergartens are non-formal educational institutions, in which there is no shortage of connections with nature. Emphasis is placed on health saving, on positive phenomena associated with sufficient contacts with the environment. The lack of contacts with nature causes disorders of cognitive and emotional processes. Diseases of civilization are prevented in forest kindergartens (Pietrzak-Zawadka, 2019, p. 18). The experience of forest education is valuable for Ukrainian preschool education, because forest kindergartens in our country are at the stage of their formation. This innovation is attractive to scientists, teachers, children and parents, because nature is a source of health that always needs to be strengthened, and especially now because of the negative consequences of the full-scale Russian invasion of Ukraine.

Analysis of recent research and publications. The formation and the development, conceptual foundations and functions of forest kindergartens are the subject of numerous scientific studies. In Ukraine, the functioning of these institutions was described by O. Hryshko, L. Klevaka (Klevaka, & Hryshko, 2021), N. Oshurkevych (Oshurkevych, 2018), and others. However, such works are rare, despite the popularity of forest education. The attention of these scientists is directed to Denmark, Germany, the Czech Republic, the USA, etc. In the context of the organization and functioning of forest kindergartens, Poland remains poorly studied. At the same time, there are much more scientific works on the topic of forest education in Polish pedagogy than in Ukrainian.

Polish scientists M. Christ (Christ, 2018; Christ, & Preuss, 2018; Christ, 2021), U. Ordon (Ordon, 2019), J. Pietrzak-Zawadka (Pietrzak-Zawadka, 2019), A. Preuss (Christ, & Preuss, 2018), J. Romaniak (Romaniak), R. Ryszka (Ryszka, 2016), Ju. Szlaużys (Szlaużys, 2019), etc. study forest kindergartens.

In particular, U. Ordon noted that the term “forest kindergartens” was used in 1954 in Denmark for the first time (Ordon, 2019, p. 114). In the publications of scientists, these institutions have different names: education in nature, experimental education, forest school, etc.

Scientists (M. Christ, J. Pietrzak-Zawadka, A. Preuss, Ju. Szlaużys, etc.) study the conceptual foundations of forest preschool education, pointing out the use of the ideas of M. Montessori’s pedagogy, Waldorf pedagogy, the concept of the American writer, nature educator J. Cornell, adventure pedagogy, other concepts in forest kindergartens.

K. Kimic, K. Kundziewicz reflected the results of the analysis of a number of programs of forest kindergartens in Poland, finding that these programs differ in their content; at the same time, the focus on physical, emotional, social, cognitive development is common (Kimic, & Kundziewicz, p. 361).

Despite the numerous scientific studies on the history, foundations, forms, methods of work in forest kindergartens in European countries, the functioning of these institutions in Poland is poorly researched, and primarily by Ukrainian scientists.

AIM AND TASKS OF RESEARCH

The aim of the article is to comprehensively analyze the organization of forest kindergartens in Poland, to identify the possibilities of using promising ideas in the modern educational space of Ukraine.

RESEARCH METHODS

A number of theoretical methods was used to study the topic: comparative-pedagogical (comparison of concepts, content, forms, methods of work of forest kindergartens in Poland); retrospective analysis (for studying the history of forest education in Poland and in the other foreign countries); interpretive-analytical, which involved interpretation, comparison, systematization of scientific literature facts and their generalization, identification of positive ideas that should be used in preschool education of Ukraine.

RESULTS OF THE RESEARCH

There are three types of institutions in Polish preschool educational system: day nursery (żłobek) for children from 1 to 3 years old, kindergarten (przedszkole) – from 2.5 to 5 years old, preparatory group (zerówka) – compulsory “zero class” for 5–6-year-old children who will go to school in a year. There are public and private preschool institutions; among private profile ones – ecological ones.

In an ecological preschool institution, teachers pay special attention to the child’s contacts with nature for personal improvement of health and preservation of the environment. Preschoolers are taught to love the world around them (Luhina, 2012, p. 181).



Forest kindergartens, which are gaining more and more popularity, are close in content and form to ecological ones. Forest kindergartens are alternative educational institutions, in which the form of education differs from that offered in traditional, state institutions. These are establishments "without a ceiling and walls". Children in them are constantly (regardless of the weather, time of year) in the fresh air. Games and fun take place around natural objects (trees, water bodies). Children play with cones, sticks, bird feathers, water and clay, but not with factory-made toys. Teachers in forest kindergartens are assistants, but not the group leaders (Klevaka, Hryshko, 2021, p. 359).

The dissatisfaction of parents and kindergarten teachers with the limitations of traditional preschool education, as well as the desire to introduce innovations, which are attractive to children, were the reasons for the creation of such institutions (Szlauzys, 2019, p. 96).

It is widely believed that the idea of forest preschool education originated in Scandinavia in the 1950s. However, scientists (L. Klevaka, O. Hryshko) determine earlier dates for this innovation appearance, considering that the foundation for creating forest kindergartens was laid by the introduction of the method of living in harmony with nature by the German Catholic priest S. Kneipp in the 1850s–1880s (Christ, 2021, p. 358). The Kneipp's method is based on 5 key approaches: the healing power of water (hydrotherapy), physical activity (alternation of changes in body loads / resting state), healthy nutrition, medicinal plants (phytotherapy), healthy lifestyle – moderation, mental balance and balance in general (Klevaka, Hryshko, 2021, p. 358).

At the same time, V. Sukhomlynskyi's school under the blue sky for six-year-old children, opened in 1951 in the Kirovohrad region, can be considered as the first attempt to organize forest education (Yankovych, 2022, p. 128).

Concepts of education through the direct contact with nature appeared in Poland in the 1920s. In 2016, W. Sonelski and A. Magiera analyzed the texts of M. Rodziewiczówna ("The summer of the forest people" ["Lato leśnych ludzi"]), F. Wyslouch ("Skating rink" ["Ślizgawka"]) and M. Zaruski ("On the off-roads of the Tajan mountains" ["Na bezdrożach tarzańskich"]), proving that they perfectly correspond to the trend of education through experiences and adventures against the background of wild nature.

This idea is also the basis of the Polish scout movement. Returning to nature in preschool education is a continuation of important educational trends. In Poland, unfortunately, they are not as long-lasting and popular and have not received such recognition among theorists and practitioners of education, as, for example, in Germany. There, the tradition of forest kindergartens goes back more than 60 years.

The idea of forest institutions in Poland appeared in 2010 in Kaszuby (the historical region above the Baltic Sea in the north of Poland) – in Brodnica Górna, and in 2014 the first such kindergarten (przedszkola leśne) was organized in Żywiecczyzna. A year later, in October 2015, a forest kindergarten "Puszczyk" was established in Białystok on the parents' initiative. The concept of this institution provides that children spend 80% of their time in the fresh air (Szlauzys, 2019, p. 97).

In 2018, there were already 34 forest preschool institutions in 10 voivodships in Poland (Ordon, 2019, p. 116, Pietrzak-Zawadka, 2019, p. 16).

Despite the fact that forest preschool education is gaining supporters with great difficulty, a long-standing tradition of informing the population about the role of the forest as an ecosystem, a component of the environment, and a source of human well-being is Poland's achievement.

Functioning of forest kindergartens in this country is coordinated by the Regulation of the Minister of National Education of August 28, 2017 "On the types of other forms of preschool education, the conditions of their creation and the procedure of operation". In this document, they are interpreted as a form of alternative education (Ordon, 2019, p. 115). In the system of forest education, not only the conceptual principles are important, but also the choice of the kindergartens' location, so that children can be in constant contact with nature. Therefore, such institutions are created in the bosom of nature. A forest is chosen the most often. Facilities integrated into the forest landscape are used: houses are built of clay or with thatched roofs.

The group size does not exceed 20 children from 3 to 6 years old. Two (three) Teachers spend most of the day with preschoolers. Children come properly dressed – in waterproof clothes. Teachers have mobile carts in which they store the necessary change of clothes (Pietrzak-Zawadka, 2019, p. 16).

The daily schedule of forest kindergartens is significantly different from traditional ones. They work from 7:30 a.m. to 5:00 p.m. The day begins with a morning gathering, conversations and games, discussion of planned activities. Later there is a breakfast. After the meal, it is time for planned events, performing creative tasks. Next is lunch. After lunch there is a rest. Children can lie down, sleep in beds, hammocks, tents. Also, after lunch, the results of the day are summed up.

Children undergo speech therapy diagnostics, study foreign languages, and have rhythm classes. Mathematical education is also interesting. It is implemented thanks to the analysis of daily experience, doing the mathematical measurements and calculations by preschoolers (Szlauzys, 2019, p. 102). But above all, forest kindergartens are full of spontaneous movement and free play (Pietrzak-Zawadka, 2019, p. 16).

The children's program maintains a balance between individual and group work.

In forest kindergartens, preschoolers are educated in harmony with nature. In the era of technology, children usually do not have the opportunity to observe picturesque landscapes, flora and fauna, because they grow up in conditions of accelerated pace of life, in which there is no time to stop and admire nature. Moreover, preschoolers better recognize animals and plants from exotic countries than those that live in the immediate nearness, not far from homes, or learn about the animal and plant world from books, collections of fairy tales. The variety of natural phenomena, the richness of colors and forms awakens curiosity about the world. Children willingly look for answers to questions that arise when they are outside (Szlauzys, 2019, p. 103).

M. Christ researched that "children who play regularly in natural environments show more advanced motor fitness, including coordination, balance and agility, and they are sick less often" (Christ, 2021, p. 4).

The natural space is favorable for preschoolers to acquire the necessary knowledge and skills, to form in them a careful attitude to nature, respect for the historical and cultural environment. In forest institutions, children play and learn in a natural environment (Szlauzys, 2019, p. 100).

Organizers and teachers of forest kindergartens draw inspiration from various sources. However, these institutions are united by the following characteristics: spending time in the fresh air, using natural materials and that what children find on the ground and what they build themselves instead of factory-made toys, partnerships with adults.



The ideas of the pedagogy of living events and adventures (pedagogika przeżyć i przygody), M. Montessori, R. Steiner, J. Cornell, and other progressive pedagogical concepts are used in the organization of forest preschool education in Poland. The interpretation of each preschooler as an opener, the recognition of his/her subjectivity, the implementation of a holistic approach, according to which the conditions and space for harmonious development in a natural environment using games and fun should be created for children, are the bases of these pedagogical concepts. Much of what a child must master at an early age cannot be learned; he/she must discover and learn it through games and fun.

Spontaneous games, the choice of which depends on the season and weather, are the basis of the educational program. Children run, jump, overcome natural obstacles such as branches, steep slopes, and puddles. Therefore, wild nature, due to its attractiveness and inherent values, is a good environment for learning. Magnifiers, books, albums with descriptions of plants and animals – all this is “in the arsenal” of children and teachers.

In forest kindergartens, it is relatively easy to simulate situations that require leaving the comfort zone, making physical efforts, for example, to climb a mountain (Pietrzak-Zawadka, 2019, p. 13).

The ability to overcome difficulties is especially valuable in today's environment. More and more often, teachers express concern that modern children are used to living easily, but are not used to resisting obstacles. As evidenced by observations of preschoolers in forest kindergartens, it is wild nature that is a means of forming the ability to overcome difficulties and achieve goals, which is a prerequisite for the formation of a successful personality. This skill is especially important in the conditions of new social challenges. In Ukraine, the war became such a challenge. It became a catalyst for the formation of children's ability to overcome obstacles.

The program of work includes not only mobile games and games using natural materials, but also hikes. Children carry backpacks with lunch and hot drinks. The process of learning about the world is managed by teachers who love nature (Christ, & Preuss, 2018, p. 153; Ordon, 2019, p. 118–119).

It is clear that under such conditions, the safety of life is an urgent problem. In the forest kindergarten, children resort to risky actions: cross a stream on slippery and shaky stones, climb tree branches, etc. Falls, bruises, scratches, mosquito bites are inevitable. However, this is how, overcoming failures, drawing conclusions, children learn to achieve success (Ordon, 2019, p. 119). At the same time, teachers are ready to provide first aid. They have tick removal kits, sunscreen, insect repellent. If necessary, they can call the emergency service.

In forest kindergartens, children learn to take responsibility for their own actions in nature. This is a good school for spiritual and moral development, civic, aesthetic education, the formation of creativity, critical thinking.

In 2016, the Polish Institute of Forest Kindergartens was established in Białystok to integrate the activities of institutions for preschoolers of this type, exchange experience, and best practices in the field of forest education (Ordon, 2019, p. 118). The creation of coordinating and educational bodies is not something essentially new. It should be noted that similar institutions exist in other countries, for example, in the USA there is an Association of Forest Kindergarten Teachers.

The concept of forest kindergartens is studied in Polish pedagogical science, however, research on the topics of forest preschool education is not carried out enough and is in an initial state. Enthusiasts write more often about forest education for preschoolers (Szlauzys, 2019, p. 104). A few works by British scientists L. O'Brien and R. Murray, as well as J. Coates and H. Pimlott-Wilson are popular among scholars in Poland (Szlauzys, 2019, p. 104).

The research of Polish scientists K. Kimic, K. Kundzewicz, who carried out a comparative analysis of forest kindergartens in Warsaw, deserves approval. It was conducted in 2019 (Kimic, & Kundzewicz). The aim of the research was to monitor the programs of these kindergartens. The evaluation was carried out according to the following criteria: their location, proximity and type of natural environment for children, accessibility during the year and week, working hours, age of children, number of groups (Kimic, & Kundzewicz, p. 359).

The research results showed that kindergartens are mostly located in the forest and are easily accessible for children; the average time spent outside is 5–6.5 hours; games, learning, which consists in obtaining knowledge about nature, are the main activities. Children eat and rest here. In all analyzed kindergartens, harmonious development takes place in the natural environment (Kimic, & Kundzewicz, p. 359).

This scientific research motivates similar studies in other regions of Poland and Ukraine, as well as expanding the network of forest kindergartens in Ukraine. The following ideas deserve to be used in the preschool educational space of Ukraine: integration of elements of innovative systems in forest institutions for preschoolers; using the results of a retrospective analysis of the functioning of schools and kindergartens, which have accumulated experience in environmental education and conducting classes in the fresh air; creation of an institution that would coordinate and highlight the activities of forest kindergartens.

At the same time, the organization of forest preschool education in the conditions of martial law in Ukraine can be useful for Polish preschool education as preparation for work in crisis situations.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Analysis of the theory and practice of forest preschool education gives grounds for drawing conclusions.

- Forest kindergartens in Poland are at the initial stage of their genesis. The ideas for their creation appeared in 2010. In 2014, the first such kindergarten was organized. But now these institutions are gaining more and more popularity in Polish society. Now there are officially more than 30 forest preschool institutions in 10 voivodships.
- Forest kindergartens are non-formal education institutions, their work is coordinated by the Regulation of the Minister of National Education (2017). An institution (Institute of Forest Kindergartens), which coordinates the activities of forest establishments, is created. The need for such coordination also exists in Ukraine.
- M. Montessori's pedagogy, Waldorf pedagogy, adventure pedagogy, J. Cornell's concept and other concepts and systems known in the world are implemented in forest institutions for preschoolers. Preschool education in Ukraine should also integrate progressive retrospective and innovative ideas.
- There are the following common features of all forest preschool institutions: spending up to 80% of time in the fresh air, using natural materials instead of toys, partnerships with adults; implementation of environmental education, the formation of respect for the historical and cultural environment.



- Staying in forest kindergartens has a positive effect on children's education, on their physical, mental, and social development: higher immunity, significantly fewer diseases of the eyes and musculoskeletal system. Children have better abilities, logical thinking, communication skills, the ability to cooperate, make friends, how to compare with traditional preschool institutions.

During the last decade, scientific studies of forest preschool education have been developing, but they need to be intensified, primarily this concerns the principles of organization of forest kindergartens, difficulties arising in their activities and ways to overcome them. This problem is also relevant for Ukraine.

Prospects for further research consist in studying forest preschool education in Ukraine and training future kindergarten teachers to work in such institutions.

REFERENCES

- Christ, M. (2018). Leśne przedszkola jako sposób przeciwdziałania zespołowi deficytu natury [Forest kindergartens as a way to counteract the nature deficit syndrome]. *Chowanna*, 1, 199–218. URL: https://rebus.us.edu.pl/bitstream/20.500.12128/16144/1/Christ_Lesne_przedszkola.pdf (in Polish).
- Christ, M., Preuss, A. (2018). Związek leśnych przedszkoli z metodą Marii Montessori [The connection of forest kindergartens with the method of Maria Montessori]. *Edukacja Elementarna w Teorii i Praktyce*, 1 (47), 145–162 (in Polish).
- Christ, M. (2021). The Psychomotor Development of Children Attending Forest Kindergartens in Poland. *Chowanna*, 2 (57), 1–17. URL: <file:///C:/Users/User/Downloads/12859-Tekst%20artyku%C5%82u-31816-3-10-20230201.pdf> (in English).
- Czy brudne dziecko szczęśliwe dziecko? [Is a dirty child a happy child?]. URL: <https://pustuleczki.pl/czy-brudne-dziecko-to-szczesliwe-dziecko/> (in Polish).
- Guz, S. (2006). Metoda Montessori w przedszkolu i szkole [Montessori method in a kindergarten and in a school]. *Kształcenie i osiągnięcia dzieci*. Lublin: Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej (in Polish).
- Frączek, Z. (2020). Projektowanie przestrzeni dla dzieci w kontekście wychowania w naturze [Designing space for children in the context of education in nature]. *PUA. Przestrzeń / Urbanistyka / Architektura*, 2, 111–122. URL: [file:///C:/Users/Admin/Downloads/Fr%C4%85czek_PUA%20_2020%20\(1\).pdf](file:///C:/Users/Admin/Downloads/Fr%C4%85czek_PUA%20_2020%20(1).pdf) (in Polish).
- Kaliszuk, E., Kaliszuk, A. (2016). O co chodzi w leśnym przedszkolu [What is the forest kindergarten about]. *Miesięcznik Dziekie Życie*, 260 (2), 6–7 (in Polish).
- Kimic, K., Kundzewicz, K. Programme of forest kindergartens supporting children's development through contact with nature. URL: https://www.researchgate.net/publication/341325644_Programme_of_forest_kindergartens_supporting_children's_development_through_contact_with_nature_-_Warsaw_case_study (in English).
- Klevaka, L., Hryshko, O. (2021). Lisovyi dytiachyi sad yak intehratsiia doshkilnyka z pryrodou [Forest kindergarten as integration of a preschooler with nature]. *The XXV International Science Conference «Implementation of modern science and practice»*, May 11–14. Varna: International Science Group, 358–362. URL: <https://r.donnu.edu.ua/bitstream/123456789/1669/1/30.pdf> (in Ukrainian).
- Luhina, O. V. (2012). Polski innovatsiini pedahohichni systemy vykhovannia ta navchannia ditei-doshkilnykiv [Polish innovative pedagogical systems of education and upbringing of preschool children]. *Zbirnyk naukovykh prats Umanskoho derzhavnogo pedahohichnogo universytetu*, 3, 179–184. URL: http://nbuv.gov.ua/j-pdf/znpu2012_3_27.pdf (in Ukrainian).
- Mapa leśnych przedszkoli w Polsce [The map of forest kindergartens in Poland]. URL: <https://lesneprzedszkola.pl/mapa/> (in Polish).
- Ordon, U. (2019). Przedszkola leśne a potrzeba edukacji zdrowotnej i ekologicznej wśród najmłodszych [Forest kindergartens and the need for health and ecological education among the youngest children]. *Edukacja Elementarna w Teorii i Praktyce (EETP)*, Vol. 14, Nr 3 (53), 111–121. URL: [file:///C:/Users/Admin/Downloads/Przedszkola_le%C5%9Bne_a_potrzeba_educac%20\(1\).pdf](file:///C:/Users/Admin/Downloads/Przedszkola_le%C5%9Bne_a_potrzeba_educac%20(1).pdf) (in Polish).
- Oshurkevych, N. (2018). Suchasni pedahohichni tekhnologii formuvannia pryrodnycho-ekolohichnoi kompetentnosti ditei doshkilnogo viku [Modern pedagogical technologies of the formation of preschool children's natural and ecological competence]. *Pedahohichni protses: teoriia i praktyka. Serii: pedahohika*, 1–2 (60–61), 65–72. URL: https://elibrary.kubg.edu.ua/id/eprint/24398/1/N_Oshurkevych_NDLOS_2018_1-2_PPTP.pdf (in Ukrainian).
- Pietrzak-Zawadka, J. (2019). Koncepcja pedagogiczna oraz stan aktualny leśnych przedszkoli w polskiej przestrzeni edukacyjnej [Pedagogical concept and current state of functioning of forest kindergartens in the Polish educational space]. *Studia i Materiały CEPL w Rogowie*. R. 21, Zeszyt 58 / 1, 11–19. https://www.researchgate.net/profile/Joanna-Pietrzak-Zawadka/publication/340399248_Pedagogical_concept_and_current_state_of_functioning_of_forest_kindergartens_the_Polish_educational_space/links/5e871b56a6fdcca789ed4307/Pedagogical-concept-and-current-state-of-functioning-of-forest-kindergartens-the-Polish-educational-space.pdf (in Polish).
- Polski Instytut Przedszkoli Leśnych [Polish Institute of Forest Kindergartens]. URL: <https://lesneprzedszkola.pl/> (in Polish).
- Romaniak, J. Leśne przedszkola – bez murów, z otwarciem na naturę [Forest kindergartens – without walls, open to nature]. URL: <http://dziecisawazne.pl/lesne-przedszkola-bez-murow-z-otwarciem-na-nature> (in Polish).
- Ryszka, R. (2016). Przedszkola leśne. Kilka refleksji o wychowaniu w lesie [Forest kindergartens. A few reflections on education (upbringing) in the forest]. *Dziekie Życie*, 2 (260). URL: <http://dzikiezycie.pl/archiwum/2016/luty-2016/przedszkola-lesne-kilka-refleksji-o-wychowaniu-w-lesie>. (in Polish).
- Szlauzys, Ju. (2019). Leśne przedszkole jako alternatywna forma wczesnej edukacji [Forest kindergartens as an alternative form of early education]. *Parejza*, 2 (12), 94–107. URL: file:///C:/Users/User/Downloads/Parejza_2_2019_J_Szlauzys_Lesne_przedszkole_jako_alternatywna_forma_wczesnej_educacji.pdf (in Polish).
- Yankovych, O. I. (2022). Heneza lisovoi doshkilnoi osvity v Polshchi ta Ukraini: vytoky i suchasnist [Genesis of forest preschool education in Poland and Ukraine: origins and modernity]. *Slovo. Stratehii. Innovatsii: kolektyvna monohrafiia / za zah. red. O. Turko, O. Yankovych. Ternopil: Vektor*, 123–149 (in Ukrainian).

Received

22.02.2023

Accepted

02.03.2023



Chapter II. HISTORICAL AND PHILOSOPHICAL ASPECTS OF PEDAGOGICAL RESEARCH

doi: 10.15330/msuc.2023.28.52-56

Галина Білавич,

доктор педагогічних наук, професор, професор кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Halyna Bilavych,

Doctor of Pedagogical Sciences, Professor of Department of Pedagogy of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

ifosuhcvas@gmail.com

ORCID 0000-0002-1555-0932

УДК 378.4:377.018.48:147:33

ОРГАНІЗАЦІЙНІ ФОРМИ ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ ВЧИТЕЛІВ ПОЧАТКОВИХ ШІЛ У ЗАХІДНИХ ОБЛАСТЯХ УКРАЇНИ (70-80-ТІ РР. ХХ СТ.)

Анотація. Стаття присвячена проблемі післядипломної освіти вчителів в її історичному розвитку в західних областях України. Зазначено, що, незважаючи на складні умови розвитку української педагогічної освіти за умов війни, актуальними залишаються проблеми якісної підготовки (перепідготовки) вчителя початкової школи. Саме педагогічна освіта є міцним фундаментом, на якому базуються всі освітні реформи, зокрема й Нова українська школа. Для України, яка розвивається в контексті європейських освітніх процесів, актуальною є проблема вдосконалення неперервної педагогічної освіти (освіти впродовж життя). Українська освітня теорія і практика має певний досвід розвитку післядипломної освіти, зокрема в західному регіоні України у ХХ сторіччі (Івано-франківська, Тернопільська, Чернівецька, Львівська, Закарпатська, Рівненська, Волинська області). Таку безперервну педагогічну освіту вчителів початкової школи в західних областях України впродовж 70 – 80-х рр. ХХ ст. забезпечували обласні інститути вдосконалення вчителів. Розвиток системи післядипломної освіти базувався на відповідній законодавчій базі. Окрім традиційних форм підвищення кваліфікації (курси підвищення кваліфікації вчителів початкових класів), практикували проведення різних лекцій, семінарів, конференцій, факультативні та практичні заняття, індивідуальні та групові консультації, іспити, екскурсії, організували педагогічну практику в найкращих школах кожної з областей, активно використовували технічні засоби навчання та ЕОМ застосовували рольові та ділові ігри, моделювання уроків тощо. Ця організаційна робота особливо активізувалася після освітньої реформи 1985 р. Велику увагу надавали пропаганді передового педагогічного досвіду, його вивчали, поширювали, що слугувало підвищенню професійної майстерності педагогів, їхній самоосвіті. Досі актуальним та таким, що потребує окремого додаткового вивчення, є, наприклад, досвід Яворівської середньої школи (очільник – педагог-новатор П. Лосюк) та досвід Середньоберезівської середньої школи (очільник – педагог-новатор В. Білавич) (Косівський район Івано-Франківської області), який за досліджуваного періоду науковці розглядали як важливу організаційну форму післядипломної освіти вчителів.

Ключові слова: післядипломна педагогічна освіта, підвищення кваліфікації вчителів, неперервна освіта, самоосвіта, західні області України, учителі початкової школи, педагоги-новатори, передовий педагогічний досвід, обласний інститут удосконалення вчителів.

ORGANIZATIONAL FORMS OF QUALIFICATION IMPROVEMENT FOR PRIMARY SCHOOL TEACHERS IN WESTERN REGIONS OF UKRAINE (1970S-1980S)

Abstract. This article addresses the issue of postgraduate education for teachers in its historical development in the western regions of Ukraine. Despite the challenging conditions for the development of Ukrainian pedagogical education during wartime, the problems of quality training and retraining for primary school teachers remain relevant. Pedagogical education is the strong foundation on which all educational reforms, including the New Ukrainian School, are based. For Ukraine, which is evolving in the context of European educational processes, the issue of continuous pedagogical education (lifelong learning) is crucial. Ukrainian educational theory and practice have accumulated certain experience in the development of postgraduate education, particularly in the western region of Ukraine in the 20th century (Ivano-Frankivsk, Ternopil, Chernivtsi, Lviv, Zakarpattia, Rivne, Volyn regions). Continuous pedagogical education for primary school teachers in the western regions of Ukraine in the 1970s-1980s was provided by regional institutes for teacher improvement. The development of the postgraduate education system was based on relevant legislation. In addition to traditional forms of qualification improvement (courses for primary school teachers), various lectures, seminars, conferences, elective and practical classes, individual and group consultations, exams, excursions, and organizing teaching practice in the best schools in each region were conducted. Technical teaching aids and computers were actively used, along with role-playing and business games, lesson simulations, and more. This organizational work was particularly intensified after the educational reform in 1985. Special attention was given to the promotion of advanced pedagogical experience, which was studied, disseminated, and contributed to the professional development and self-education of teachers. Still relevant and requiring separate additional research is, for example, the experience of Yavoriv Secondary School (headed by the pedagogical innovator P. Losyuk) and the experience of Serednoberezhivska Secondary School (headed by the pedagogical innovator V. Bilavych) in the Kosiv



district of Ivano-Frankivsk region, which researchers during the studied period considered as an important organizational form of postgraduate education for teachers.

Keywords: postgraduate pedagogical education, teacher qualification improvement, lifelong learning, self-education, western regions of Ukraine, primary school teachers, pedagogical innovators, advanced pedagogical experience, regional institute for teacher improvement.

INTRODUCTION

The problem formulation. The Ukrainian system of pedagogical education is currently developing under challenging conditions, including the full-scale invasion by Russia on February 24, 2022. Despite these difficult circumstances, the issues of quality training and retraining for primary school teachers remain relevant. Pedagogical education serves as a strong foundation upon which all educational reforms, including the New Ukrainian School, are based. The Ukrainian system of pedagogical education is evolving in the context of European educational processes. For Ukraine, the issue of improving continuous pedagogical education (lifelong learning) is also significant.

According to some scholars (M. Bratko, L. Khoruzha, and others), the modern university can serve as a model for lifelong pedagogical education. These authors focus on the advantages of introducing this model, which include diversifying pedagogical training, expanding the competence field of pedagogical knowledge and skills, creating a dynamic educational environment, and motivating higher education graduates to self-organize in the process of building their own professional development trajectory.

Open education today is aimed at building lifelong learning and creating a bridge between formal and informal education (Lokshyna, 2018).

In light of these developments, the issue of self-education for primary school teachers becomes increasingly relevant. Ukrainian primary schools have always felt the need for experienced and highly qualified teachers, whose professional level should constantly improve in the course of their pedagogical activities. The problem of forming professional competence for teachers within the framework of continuous education (in this case, postgraduate pedagogical education) is driven not only by the necessity of systematically enhancing the professional level of primary school teachers in the face of growing knowledge, the “aging” of existing professional-methodical tools, the development of new education technologies, digitalization, and more, but also by the goal set by the New Ukrainian School for domestic educators, which is to shape highly professional, socially responsible teachers capable of making optimal decisions for their students.

Analysis of recent research and publications. Despite the fact that issues related to researching the history, theory, and practice of postgraduate education development in the western region of Ukraine in the 20th century were at the center of attention for a number of researchers (such as D. Hertsyuk, V. Hommonay, T. Zavorodnia, B. Stuparyk, and other authors who analyzed historical aspects of pedagogical education development; N. Basarab, O. Havrylchuk, V. Hladush, O. Kapchenko, S. Krysiuk, N. Matveieva, A. Nahirnyak, V. Prymakova, V. Russol, R. Skulsky, I. Strazhnikova, and other researchers who examined various aspects of the theory and methodology of postgraduate education development in the second half of the 20th century), there are still specific questions that require further examination and additional analysis.

THE AIM AND RESEARCH TASKS

The aim of the article is to analyze specific organizational forms of professional development for primary school teachers in the western regions of Ukraine during the 1970s and 1980s.

RESEARCH METHODS.

Research Methods: the article employs various research methods, including: general Scientific Methods: These are used to analyze the legal framework related to the development of postgraduate pedagogical education in Ukraine during the second half of the 20th century; historical-pedagogical literature analysis: this method is employed to examine the trends in the development of postgraduate pedagogical education in the western regions of Ukraine. It is used to identify organizational forms for the professional development of primary school teachers and characterize advanced pedagogical experience during the 1970s and 1980s; search and bibliographic method: this method is utilized to systematically organize and classify the sources used in the research.

These research methods are applied to achieve the goal of analyzing the specific organizational forms of professional development for primary school teachers in the specified time period and region.

RESEARCH RESULTS

The concept of postgraduate pedagogical education is complex and multifaceted. Scholars like V. Prymakova, L. Khoruzha, and L. Pukhovska approach it from various perspectives, including the socio-philosophical, institutional, and procedural dimensions. In historical retrospect, researcher V. Prymakova defines its content as “a purposeful activity of educational institutions or a certified specialist determined by the specific tasks, content of primary and postgraduate pedagogical education, and the peculiarities of the professional activities of primary school teachers, resulting in their professionalization”.

Professionalization, according to V. Prymakova, is considered “as a process and the expected outcome of postgraduate education for teachers, encompassing periods of professional formation and development of educators”. Terms such as “professionalism”, “professional competence”, “pedagogical mastery”, “subject development”, “professional development”, are seen as closely related in meaning.

Esteemed scholars like T. Havrylenko, V. Hladush, T. Zavorodnia, S. Krysiuk, V. Prymakova, H. Pustovit, R. Skulsky, V. Sukhomlynsky, and others rightly believe that not only basic pedagogical education but also continuous self-education, self-development, self-improvement, and postgraduate education are crucial for shaping the personality of a teacher.



Among the key sources of information in the self-education of primary school teachers, researcher N. Basarab identifies various sources, such as books (scientific, scientific-methodical, methodical, literary, and other literature), professional periodicals (newspapers, journals), the internet, television, video and audio information, seminars, roundtables, conferences, master classes, qualification enhancement courses, excursions, theaters, exhibitions, museums, concerts, events for exchanging experiences, various courses, and trips.

During the 1970s-1980s in the western regions of Ukraine, continuous pedagogical education for primary school teachers was provided by Regional Institutes for Teacher Improvement (RITI). These institutes had a rich history and educational traditions in the field of preparing and retraining pedagogical staff, contributing to the development of educational practices.

The development of postgraduate pedagogical education in Ukraine during the 1970s and 1980s was grounded in the relevant legal framework. For example, on June 28, 1974, the Ukrainian SSR adopted the "Law on Public Education", which included provisions related to the improvement of qualifications for pedagogical workers. This law mentioned various organizational forms for the improvement of qualifications for teachers, including higher educational institutions, institutes for teacher improvement, and institutes for qualification enhancement. These institutions played a significant role in enhancing the professional skills and qualifications of primary school teachers. This legal framework provided the basis for organizing and implementing postgraduate pedagogical education (Stynska, Prokopiv, Vasilishyn, 2023).

Taking the example of the Lviv Regional Institute for Teacher Improvement (LRITI), we can trace how the enhancement of qualifications for primary school teachers was carried out in the 1970s and 1980s. The Lviv Regional Institute for Teacher Improvement played a leading role in improving the professional mastery and qualifications of primary school teachers through a specific form, namely, training courses. The institute's staff had a wide range of responsibilities that expanded with each passing year. These responsibilities included conducting district parents' meetings, district teacher conferences, seminars, meetings, attending lessons, developing methodical recommendations, creating dictation texts, and control works, conducting them in schools, studying the organization of program material revision, extracurricular activities, the state of production practice, and socially useful work. They were also responsible for the state of education and upbringing in educational institutions, selecting exhibits for regional and republican pedagogical exhibitions, preparing materials for the regional council, studying advanced pedagogical experience, preparing materials for various publications, conducting courses, organizing and conducting Olympiads, pedagogical readings, competitions, participating in political clubs, preparing political information, writing speeches for officials, participating in final sessions of political clubs, district council sessions, and many other activities, often unrelated to pedagogy (Lvivskyi oblasnyi instytut pisladyplomnoipedahohichnoi osvity). These efforts were aimed at enhancing the professional competence and expertise of primary school teachers during that period.

During the 1980s, despite the complex socio-political processes in Ukraine, which had an impact on the education system, this period was characterized as both challenging and productive for the field of postgraduate education for primary school teachers. In addition to traditional forms of professional development for educators, various other methods and approaches were implemented to enhance the qualifications of primary school teachers.

The period witnessed the use of different pedagogical activities, including lectures, seminars, conferences, optional and practical classes, individual and group consultations, examinations, excursions, and the organization of pedagogical practice in the best schools in the region. Additionally, there was a strong emphasis on utilizing technical teaching aids and computer-assisted learning to enhance the engagement of course participants. Role-playing games, modeling lessons, and other interactive teaching methods were also utilized.

For example, in the Ternopil Regional Institute for Teacher Improvement (TRITI), they engaged 206 lecturers, including the best instructors from four higher education institutions in Ternopil, Ivano-Frankivsk, Lviv, and Kyiv. The quality of the lecturers' staff was diverse, consisting of doctors of science (2.9%), candidates of science (53.9%), and school and education authorities' employees (42.2%). This diverse team of lecturers contributed to the effectiveness and quality of the training courses (Ternopilskyi oblasnyi komunalnyi instytut pisladyplomnoi pedahohichnoi osvity).

Despite the challenges and political context of the time, efforts to enhance the qualifications and professionalism of primary school teachers continued to evolve and adapt to the changing educational landscape. The use of various teaching methods and the collaboration with experts from different institutions contributed to the overall success of postgraduate pedagogical education during this period.

During the 1980s, the system of postgraduate pedagogical education in Ukraine developed effective forms of the educational process. This organizational work became particularly active following the educational reform in 1985, one of the key tasks of which was to improve the qualifications of teaching staff. Therefore, educational institutions directed their efforts toward enhancing the organizational structure, the content of methodological work, finding efficient methods of organizing in-service training, working with young educators, ensuring psychological transformations in teachers' activities under the conditions of school reform, and promoting and implementing advanced pedagogical methods, and more.

The innovative concept of the pedagogue and innovator M. Guzik (1988) gained followers throughout Ukraine, notably in Kivertsi Comprehensive School in the Volyn region. They adapted and implemented the conceptual foundations of the teacher-innovator to function in educational institutions under various educational and pedagogical conditions (Lisova, 2012, p. 15–16). Beginning their work based on M. Guzik's concept, teachers underwent training at the Author's School of M. Guzik within the Yuzhenska City Council of the Odesa District in the Odesa Region (Lisova, 2012, p. 15–16).

The research period was productive in terms of studying and popularizing advanced educational practices in two schools located in the Carpathian region, specifically in Kosivshchyna. One of them was the Yavoriv Secondary School, which was led for over 45 years by Petro Losiuk (1936–2020). He was a renowned expert in the field of management and the upbringing of young students through the means of traditional arts, a pedagogical practitioner, a member-



correspondent of the National Academy of Educational Sciences of Ukraine (elected on March 30, 1994), a candidate of pedagogical sciences, a People's Teacher of Ukraine, and an Honored Teacher of the Ukrainian SSR. Petro Losiuk developed the organizational and pedagogical foundations of the Hutsul school's activities, implemented a system of labor, aesthetic, and intellectual upbringing of children based on the decorative and applied arts of the Hutsul region, theoretically justified and experimentally confirmed the pedagogical feasibility of combining art and manual labor in schools in areas where traditional folk crafts are developed. He also developed a methodology for using the region's ethnographic component (in the Hutsul region – Hutsul studies) as a means of moral and national-patriotic education for children and youth. Moreover, he devised and successfully implemented a didactic system that combined vocational training with the professional preparation of senior high school students in a single rural school for mountainous areas. He established a "School of Talents" by introducing his original methodology for developing the inclinations and talents of schoolchildren, which is now applied not only in rural schools of the Hutsul region but also in various schools across the Carpathian region and, in part, throughout schools in Ukraine (National Academy of Educational Sciences of Ukraine, 2020).

In the Pedagogical Dictionary edited by the active member of the National Academy of Educational Sciences of Ukraine, M. Yarmachenko (Kyiv, 2001), it is mentioned: "Bilavych Vasyl Ivanovych (1941–1989) – a Ukrainian educational innovator of the 1970s. He worked as a math teacher, deputy head (1964–1972), and the school principal (1972–1989) at the Serebnoberezhivska School in the Ivano-Frankivsk region. The foundation of education and upbringing at this school was based on the concept of the decisive role of combining learning with the real productive work of students in shaping their personalities, which yielded brilliant results. Delegations from pedagogical teams from many republics of the former USSR studied the school's experience. V. Bilavych published ten works about the experience of the Serebnoberezhivska school. He was a delegate to the Teacher's Congress of Ukraine (1987) and other educational forums" (Pedagogical Dictionary, 2001, p. 55).

By the early 1980s, Vasyl Bilavych's innovative concept was spreading, and it was named "Variant of V. Bilavych" in the educational program of the central Ukrainian television channel. In 1985, an educational and production complex was established at the school, including carpentry, turning, transportation, and livestock workshops, along with a research section. Starting from 1987, the livestock workshop fully supplied the school cafeteria with meat and dairy products, with surplus products being sold to the state. The innovative pedagogical system recognized the school's educational and production facilities not only as a source of food but also as a biological laboratory and a school for economic knowledge, where future farmers were trained (Bilavych, 1989). Vasyl Bilavych's original concept of combining education with productive labor, comprehensive student development, preparation of graduates for life, priority development of rural schools, students acquiring professions within the school, and payment for student work, remains particularly relevant today.

The experience of these educational innovators gained prominence through the activities of the Ministry of Education of the Ukrainian SSR, the Institute of Pedagogy, the Central Institute for Teacher Improvement, which, according to the Minister of Education's order No. 55 of March 28, 1979, regarding the "Creation of the Central Index of Advanced Pedagogical Experience of the Ukrainian SSR", created such an index and issued corresponding directives and instructional materials to regional teacher improvement institutes. The principles of the mastery of teachers-innovators of the Ukrainian SSR were described, and the results of the creative implementation of the achievements of contemporary pedagogical science were presented. For instance, a resolution of the Ministry of Education of the Ukrainian SSR dated March 28, 1984, approved the experience of the pedagogical team of the Serebnoberezhivska school regarding the organization of productive student labor and included it in the Central Index of Advanced Pedagogical Experience (Bilavych, 2015, p. 419–420).

CONCLUSION AND PROSPECTS FOR FURTHER RESEARCH

Despite the challenging conditions for the development of Ukrainian pedagogical education during wartime, the problems of quality training and retraining for primary school teachers remain relevant. Pedagogical education is the strong foundation on which all educational reforms, including the New Ukrainian School, are based. For Ukraine, which is evolving in the context of European educational processes, the issue of continuous pedagogical education (lifelong learning) is crucial. Ukrainian educational theory and practice have accumulated certain experience in the development of postgraduate education, particularly in the western region of Ukraine in the 20th century (Ivano-Frankivsk, Ternopil, Chernivtsi, Lviv, Zakarpattia, Rivne, Volyn regions). Continuous pedagogical education for primary school teachers in the western regions of Ukraine in the 1970s–1980s was provided by regional institutes for teacher improvement. The development of the postgraduate education system was based on relevant legislation. In addition to traditional forms of qualification improvement (courses for primary school teachers), various lectures, seminars, conferences, elective and practical classes, individual and group consultations, exams, excursions, and organizing teaching practice in the best schools in each region were conducted. Technical teaching aids and computers were actively used, along with role-playing and business games, lesson simulations, and more. This organizational work was particularly intensified after the educational reform in 1985. Special attention was given to the promotion of advanced pedagogical experience, which was studied, disseminated, and contributed to the professional development and self-education of teachers. Still relevant and requiring separate additional research is, for example, the experience of Yavoriv Secondary School (headed by the pedagogical innovator P. Losyuk) and the experience of Serebnoberezhivska Secondary School (headed by the pedagogical innovator V. Bilavych) in the Kosiv district of Ivano-Frankivsk region, which researchers during the studied period considered as an important organizational form of postgraduate education for teachers.



REFERENCES

- Basarab, N. Ia. (2018). Pidvyschennia kvalifikatsii yak faktor rozvytku pedahohichnoi maisternosti vchyteliv pochatkovykh klasiv [Improvement of professional skills as a factor in the development of primary school teachers' pedagogical skills]. *Pedahohichnyi almanakh*, 37, 137–141 [in Ukrainian].
- Bilavych, V. I. (1989). Koho rostyty shkoli [Whom to raise at school]. *Radianska shkola*, 1, 24–29 [in Ukrainian].
- Bilavych, H. (2015). Teoriia i praktyka vykhovannia hospodarskoi kultury uchniv ta doroslykh u Zakhidnii Ukraini (druga polovyna XIX – pochatok 40-kr. XX st.) [Theory and practice of economic education of students and adults in Western Ukraine (second half of the 19th century – beginning of the 40s of the 20th century)]: monohrafiia. Ivano-Frankivsk [in Ukrainian].
- Khoruzha, L., & Bratko M. [Model of pedagogical education of the modern university]. 2018. Retrieved from: <https://elibrary.kubg.edu.ua/id/eprint/26032/1/lkhoruzha%20mbratko.pdf> [in Ukrainian].
- Lokshyna, O. I. (2018). Vidkryta osvita v Yevropeiskomu prostori: stratehiia rozbudovy [Open education in the European: strategy of development]. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnolohii*, 2 (76), 75–86 [in Ukrainian].
- Lisova, O. (2012). Innovatsiini pidkhody do rozbudovy vykhovnoi systemy Avtorskoi shkoly M. P. Huzyka – shkola dukhovnosti, intelektu, zdorovia ta radosti [Innovative approaches to the development of the educational system of the author's school of M. P. Guzyk – a school of spirituality, intelligence, health and joy]. *Vykhovna robota v shkoli*, 9, 15–23 [in Ukrainian].
- Liubar, O. O. (Ed.). (2003). *Istoriia ukrainskoi shkoly i pedahohiky* [History of the Ukrainian School and Pedagogy]. Kyiv [in Ukrainian].
- Lvivskiy oblasnyi instytut pisladyplomnoipedahohichnoi osvity [Lviv Regional Institute of Postgraduate Pedagogical Education]. Retrieved from: <https://loippo.lviv.ua/history-institut/> [in Ukrainian].
- Natsionalna akademiia pedahohichnykh nauk Ukrainy. 2020. [National Academy of Pedagogical Sciences of Ukraine]. Retrieved from: <https://naps.gov.ua/ua/press/announcements/1734/> [in Ukrainian].
- Pedahohichnyi slovnyk [Pedagogical dictionary]. (2001). / Ed. by M. D. Yarmachenko, active member of the National Academy of Sciences of Ukraine. Kyiv [in Ukrainian].
- Prymakova, V. V. (2015). Pisladyplomna osvita vchyteliv pochatkovykh klasiv v Ukraini: geneza ta perspektyvy [Postgraduate education of primary school teachers in Ukraine: genesis and prospects]: monohrafiia. Kherson [in Ukrainian].
- Stynska, V. V., Prokopiv, L. M., & Vasilishyn, N. B. (2023). Normatyvno-pravove rehuliuвання systemy pisladyplomnoi osvity v Ukraini (druga polovyna XX – pochatok XXI st.) [Legal regulation of the system of postgraduate education in Ukraine (second half of the XX – early XXI century)]. *Pedahohichnyi almanakh*, 53, 201–209 [in Ukrainian].
- Ternopil'skyi oblasnyi komunalnyi instytut pisladyplomnoi pedahohichnoi osvity [Ternopil Regional Communal Institute of Postgraduate Pedagogical Education]. Retrieved from: <https://ippo.edu.te.ua/about/history/1940-1950> [in Ukrainian].

Received

12.01.2023

Accepted

17.01.2023

**Микола Ковба,**

заступник начальника кафедри водіння бойових машин та автомобілів
факультету бойового застосування військ,
Національна академія сухопутних військ імені гетьмана Петра Сагайдачного,
аспірант кафедри загальної педагогіки та дошкільної освіти,
Дрогобицький державний педагогічний університет імені Івана Франка (м. Дрогобич, Україна)

Mykola Kovba,

deputy Head of the Department of Driving Combat Vehicles and Vehicles,
Faculty of Combat Use of Troops,
Hetman Petro Sahaidachnyi National Army Academy,
PhD student at the Department of General Pedagogy and Preschool Education,
Ivan Franko Drohobych State Pedagogical University (Drohobych, Ukraine)
kovbamikola99@gmail.com
ORCID 0000-0003-1816-1016

УДК 378:373.2.01.31

ЕВОЛЮЦІЯ ПІДХОДІВ ДО ЗМІСТУ ВІЙСЬКОВО-ПАТРІОТИЧНОГО ВИХОВАННЯ СТАРШОКЛАСНИКІВ (2015 – 2022 РР.)

Анотація. Стаття присвячена актуальній темі – військово-патріотичному вихованню юнацтва. Досліджується еволюція військово-патріотичного виховання старшокласників в Україні в період з 2015 до 2022 рр. Проаналізовано зміну парадигм і педагогічних концепцій у військово-патріотичному вихованні, а також вплив національно-патріотичних подій на навчальний матеріал і методики, що застосовуються до учнівської молоді. Розглядається вплив державних і громадських інституцій, педагогів та засобів масової інформації на формування військово-патріотичних переконань учнівства. Основний акцент робиться на вивченні змін, внесених до навчальних програм, підручників та організації позакласних заходів у цей період.

Дослідження також аналізує залучення учнів до військово-патріотичної діяльності та заходів, а також їхнє сприйняття цього виду виховання. Автор висуває тезу, що військово-патріотичне виховання в Україні пройшло помітні трансформації протягом розглянутого періоду, віддзеркалюючи суспільні зміни та еволюцію поглядів на національну оборону та патріотизм.

Проаналізовано основні тенденції та підходи до військово-патріотичного виховання у згаданий час. Матеріали дослідження містять елементи, які покликані формувати в учнів уявлення про престижність військово-патріотичної діяльності, важливість підтримання міцного здоров'я та фізичної форми, а також розвиток здібностей до навчання та творчих здібностей. Функціональні компоненти компетентностей охоплюють комплексне розуміння правил, що регулюють військово-патріотичне виховання, а також ґрунтовне розуміння історичного минулого. Проведений автором аналіз свідчить про те, що військово-патріотичне виховання в Україні зазнало помітних трансформацій протягом досліджуваного періоду, віддзеркалюючи суспільні зрушення та еволюцію поглядів на національну оборону і патріотизм.

Ключові слова: військово-патріотичне виховання, програми виховання, підходи виховання, технології військово-патріотичного виховання, старша школа, здобувачі освіти.

THE EVOLUTION OF METHODS TO THE CONTENT OF MILITARY-PATRIOTIC EDUCATION AMONG HIGH SCHOOL PUPILS (2015 – 2022 YEARS)

Abstract. This paper investigates the progression of methodologies employed in military-patriotic education among high school students in Ukraine between the years 2015 and 2022. This study examines the shift in paradigms and pedagogical conceptions within military-patriotic education, as well as the influence of national-patriotic events on the educational material and methodologies employed for pupils. This study examines the influence of state and public institutions, educators, and the media on the development of military and patriotic beliefs among students. This analysis focuses on the examination of modifications made to curricula, textbooks, and extracurricular activities. This study also investigates the involvement of students in military patriotic activities and events, alongside their perspectives on military patriotic education. The author's analysis suggests that military-patriotic education in Ukraine has experienced notable transformations within the examined timeframe, mirroring the societal shifts and evolving perspectives on national defence and patriotism.

This study considers the historical and social environment in which military-patriotic education is evolving and emphasises the influence of these elements on shaping the trajectory of this process. Also investigates the present trends and issues encountered in military-patriotic education within the context of Ukraine.

The focus study is to examine the military-patriotic education provided to high school students in the Ukrainian state.

Keywords: military-patriotic education, education programmes, approaches to education, technologies of military-patriotic education, high school.



INTRODUCTION

Introduction of this study stems from contemporary challenges, including the infringement upon Ukraine's territorial integrity and the ongoing hostilities in its eastern region. These circumstances necessitate the reassessment and enhancement of efficacious approaches and techniques for military-patriotic education amidst the present arduous context. The incorporation of military and patriotic education has emerged as a pivotal component within the state's defence capabilities framework, exerting influence over several dimensions of society, including education, culture, and spirituality.

The significance of military and patriotic education holds considerable weight for nations, particularly those grappling with challenging political circumstances or facing potential threats from external entities. Ukraine, a nation embroiled in a conflict in its eastern region since 2014, is not an anomaly in this regard. In the given circumstances, military-patriotic education assumes a significant role within the educational framework.

Analysis of recent research and publications. The issue of military-patriotic education and defence of the Fatherland has been examined by several scholars, including O. Aronov, M. Zubalii, M. Tymchyk and ohter. V. Farforovskiy and T. Shashlo are among the authors mentioned. Today in Ukraine, the investigation of this issue is being conducted are actively involved in the investigation of this issue: I. Bekh, K. Chorna, and M. Chepil explore the role of the national idea in shaping a patriotic citizen of Ukraine. The authors delve into the Ukrainian patriotic education programme for children and its significance in fostering a sense of national pride and loyalty.

The topic of discussion pertains to the development of military and patriotic preparedness among high school students with the objective of safeguarding the nation. Specifically, the focus is on M. Zubalii's research, which investigates the military and patriotic education of high school students through extracurricular activities. The topic of discussion revolves around the significance of traditions and the military-patriotic education of students, with a specific focus on the contributions made by O. Pyatikop. E. Yeryomenko's contribution to the development of the Ukrainian national sport «Horting». Among the youth of students, O. Ostapenko and B. Shapovalov have contributed to the development of conceptual principles.

The objective is to the reformation of military-patriotic education among youngsters and students. In the context of Ukraine, M. Tymchyk explores the topic of patriotic education among older adolescents within the framework of a specific process. During the course of physical culture and mass work, many activities are undertaken.

THE AIM AND RESEARCHT ASKS to examine the progression of methodologies pertaining to the subject matter of military-patriotic education among high school students in Ukraine, spanning the years 2015 to 2022. This study focuses on the analysis of paradigm shifts and pedagogical concepts within the domain of military-patriotic education.

RESEARCH METHODS was employed, encompassing the examination of curriculum, books, and supplementary educational resources, alongside the conduct of interviews with both educators and learners, analysing the impact of state and civic institutions on military-patriotic education, as well as investigating the level of student involvement in patriotic activities and events.

RESULTS OF THE RESEARCH

The influence exerted by governmental institutions plays a crucial role in shaping the framework and objectives of military-patriotic education. Between the years 2015 and 2022, a notable fluctuation was observed in this particular domain. During the early phase of russia's military incursion in the eastern region. In Ukraine, the official institutions were actively engaged in efforts to mobilise the society and foster national cohesion. The prioritisation of military and patriotic education was acknowledged. The examination of the progression of strategies for military-patriotic education among high school pupils in Ukraine between 2015 and 2022 pp. a substantial influence of political and social transformations on the substance and methodologies of instruction. State institutions, non-governmental organisations (NGOs), educators, and students have significantly contributed to the formation and development of military-patriotic values. The adaptation of education to modern circumstances is evident through modifications in curricula and texts, as well as increased involvement of students in military patriotic activities.

The evolution of approaches to military-patriotic education among high school students in Ukraine between 2015 and 2022 demonstrates a dynamic nature that is influenced by various factors, such as the political landscape, societal engagement, and the establishment of national goals and objectives (Ostapenko, & Zubalij, 2015; Konceptcija).

Further deliberation is necessary to ascertain the trajectory of military-patriotic education in Ukraine. However, it is crucial to acknowledge that this facet continues to hold significance as a constituent element of civil society and the construction of national identity, particularly within the framework of prevailing internal and external volatility. Therefore, the imperative of military-patriotic education persists as a pressing objective within contemporary educational systems and societies. Its development occurs within the framework of political, societal, technological, and other transformative forces. This study elucidates the fundamental ideas and tactics of military-patriotic education, which are designated as primary objectives within the context of governmental policy. The principles outlined in this context are shaped by state legislation, standards, concepts, and programmes that provide guidance to educational institutions, authorities, local self-governments, and civil society groups in their efforts to enhance educational standards (Pro zatverdzhennja Derzhavnogho standartu; Ivashkovskij, 2015).

The establishment of military-patriotic education opportunities for students has been facilitated by various regulatory documents, including the Concept of Pre-Conscription Training and Military and Patriotic Education of



Youth, Order of the Cabinet of Ministers of Ukraine No. 386-p of 22.04.2015, Resolution of the Cabinet of Ministers of Ukraine No. 1718-r of 27.08. 2010, the State Standard of Basic and Complete General Secondary Education in the field of Health and Physical Education. (Pro zatverdzhennja Derzhavnogho standartu).

These publications serve the purpose of elucidating the notion of «military-patriotic education in the process of extracurricular activities» and enhancing the motivation of secondary school students to engage in extracurricular activities pertaining to military-patriotic education. Additionally, these activities contribute to the enhancement of physical activity, physical fitness, and physical development among high school students participating in military sports competitions and tourist tours to significant military sites in Ukraine. Furthermore, they facilitate training in the national martial art of horting.

Legislative measures additionally provide criteria for the organisational and pedagogical dimensions of military-patriotic education, with the objective of enhancing the degree of military-patriotic preparedness among youth and fostering the advancement of military-patriotic education inside mainstream educational establishments. Specifically, these regulations facilitate.

In order to enhance the engagement, physical well-being, and growth of high school pupils during military sports competitions, excursions involving trekking, and training sessions focused on the national martial art of horting are implemented (Ostapenko, & Zubalij, 2015, Metodychni...)

To improve military-patriotic education, O. Zubalij suggests to facilitate the cultivation of students' skills and abilities, to encourage their active involvement in defence and sports clubs, as well as martial arts sections (Zubalij, 2015).

At order to enhance the organisational and pedagogical aspects of military-patriotic education, as well as to foster a strong level of military-patriotic preparedness among young individuals at educational establishments of a general nature, measures need to be taken. These many approaches collectively help to enhancing the degree of military-patriotic preparedness and education among young individuals, while also guaranteeing the effective advancement of military-patriotic education inside the school system. Contradictions have been observed in the domain of military-patriotic education in its current stage of development. Contradictions pertain to the alignment between societal demands for the establishment and advancement of military-patriotic education among prospective civilian individuals, and the adequacy of the educational and methodological infrastructure in supporting this endeavour. Additionally, there is a heightened necessity for enhanced professional training of future instructors in the subject of «Defence of the Fatherland» and their overall preparedness for professional engagement within general education institutions. Furthermore, there exists a requirement for the optimisation of the military-patriotic education system's efficacy (Bekh, & Chorna, 2014).

The examination of the issue concerning the military-patriotic education of students in general educational institutions is grounded on conceptual principles that acknowledge the influence of contemporary advancements in education, society, and the state on the substance of military-patriotic education. The enhancement of their physical well-being and the extent of their military-patriotic knowledge ought to align with contemporary standards in educational theory and methodology. This alignment is crucial for fostering the cultivation of a well-rounded individual with strong patriotic, moral, and physical attributes (Tymchyk, 2013).

The primary objective of military-patriotic education in general education institutions should be to foster the development of essential competencies among students. These competencies encompass various social aspects, such as the capacity to collaborate effectively during military sports games, engage in tourist excursions to sites of historical military significance for the Ukrainian people, resolve personal challenges, foster mutual understanding and assistance, demonstrate social engagement, cultivate physical attributes, and acquire fundamental knowledge about maintaining a healthy lifestyle.

Furthermore, these materials incorporate motivational elements that are designed to shape students' perceptions on the prestige associated with military and patriotic endeavours, the significance of maintaining good health and physical fitness, as well as the development of learning aptitude and creativity. The functional components of competences encompass a comprehensive understanding of the rules governing military-patriotic education, as well as a thorough grasp of the historical background of the Cossack community (Tymchyk, 2013).

Subjects covered in this context included martial arts, physical education, tourism, as well as the education of moral, volitional and physical qualities, motor skills and military skills.

In the field of extracurricular military-patriotic education, there was constant work on the development and improvement of these skills, which contributed to the comprehensive development of students. The introduction of creative methods in the military-patriotic education of students in general education institutions has become a necessary quality to increase motivation, instil habits that contribute to the development of military applied skills and physical fitness. High schools, sports clubs, families, and tourist groups should create favourable conditions for the development of these competences and their practical application (Bilocerkivecj, 2015).

The prioritisation of military-patriotic education among young individuals in mainstream educational establishments should persist, with a focus on enhancing its approach and methodologies to effectively cultivate a morally upright, physically fit, and patriotic character. The identified approach will enhance the development of positive motivation



among secondary school students for military-patriotic education within extracurricular activities. This includes participation in military sports games such as the national children's and youth military sports game «Horting Patriot» and the All-Ukrainian children's and youth military-patriotic game «Sokol» (Dzhura), as well as visits to significant sites of military valour in Ukrainian history. This approach is anticipated to yield a substantial augmentation in students' physical activity and overall physical fitness. Consequently, it is expected to facilitate the successful attainment of curriculum standards in the subject of «Defence of the Fatherland» and enable an accurate evaluation of high school students' readiness for engagement in extracurricular military-patriotic education activities (Bilocerkivecj, 2015).

In the process of designing educational and methodological materials for the facilitation of military-patriotic education among senior pupils during tourist, search, and gaming activities, the primary task was to study their functional status. Understanding the factors that contribute to the systematic accumulation of physical weariness in students, including various types of loads, is crucial as it can have detrimental effects on their overall health, physical development, and physical fitness. This data will enable us to make well-informed judgements regarding the restoration of students' cognitive and physical performance, enhancement of their overall well-being, promotion of their physical growth, and augmentation of their levels of physical activity. The implementation of novel approaches and modalities of military-patriotic and physical education inside educational establishments enables the attainment of this objective. Simultaneously, it is imperative to allocate considerable focus towards military-patriotic education during the course of search activities, which are voluntarily planned and serve as an efficacious means of active leisure for students. This activity is grounded in the programme of a general education institution, considering its physical and athletic resources, as well as the provisions for organised excursions to sites of historical significance related to the military achievements of the Ukrainian people. The active involvement of senior students in the organisation of educational activities, particularly within physical education teams such as horting sections, physical education clubs, and tourist groups, is of significant importance. The management of the educational institution, along with teachers of the subject «Defence of the Fatherland», physical education teachers, leaders of tourist sections, organisers of military sports games, and other teachers, provide direction and supervision for the operations of these teams. The pedagogical administration of military-patriotic education ought to adopt an advisory and recommendatory approach, aimed at fostering the creative engagement of students in the planning and implementation of diverse activities related to this field within higher grade levels.

The military-patriotic education of secondary school pupils holds significant significance, as it fosters a good drive towards military-patriotic education in extracurricular activities and military sports competitions. This technique facilitates the enhancement of students' physical activity and physical fitness, enabling them to effectively meet the requirements of the «Defence of the Fatherland» subject and accurately evaluate their readiness to engage in military-patriotic educational endeavours (Ostapenko, Zubalij, 2015, p. 37).

According to the research, it is imperative to consider the functional state of students, namely the level of load that impacts their physical health and fitness, while developing teaching and learning materials. This measure will contribute to the preservation of pupils' ideal performance levels while also considering their health and physical development. The implementation of novel approaches and modalities of military-patriotic and physical education inside educational establishments can facilitate the enhanced cultivation of students' physical and moral attributes, augment their proficiency, and bolster their preparedness for military-patriotic endeavours.

Giving due consideration to military-patriotic education during search work is of paramount importance, as it serves as a highly effective means of engaging in active recreation and is undertaken voluntarily. The organisation of physical education teams, tourist groups, and other groups should involve the active engagement of senior learners. Students actively engage in various extracurricular activities such as physical education teams, horticulture sections, physical education clubs, hiking groups, and actively participate in military-patriotic education. The primary objective of these groups, overseen by the teaching faculty and school administration, should be to attain significant milestones in the military-patriotic education of senior students. The pedagogical management of this process is grounded in principles of guidance and recommendation, which aim to foster students' creative initiative in planning and executing diverse types of tasks.

The use of novel methodologies and work formats, while considering the functional status of students, the organisation of active leisure activities, and the promotion of physical activity, will foster the cultivation of positive motivation for military-patriotic education. The organisation of activities within physical education teams and groups should be conducted on a voluntary basis, with the primary objective of attaining significant goals in the realm of military-patriotic education for high school students. The incorporation of military-patriotic education into the curriculum of Ukrainian secondary schools, encompassing subjects such as physical education, Cossack martial arts, and the national sport of Ukraine - horting, alongside military sports games, serves several significant objectives. Included in this group are the following: enhancing the physical health and overall fitness of high school pupils, while positively impacting their academic achievement; the enhancement and refinement of pupils' physical and motor abilities, hence facilitating improvements in their overall physical fitness; enhancing essential skills and abilities, as well as exploring strategies for regulating motions and their practical application across diverse natural environments. The development of value orientations pertaining to a wholesome lifestyle and a culture of well-being; the acquisition



of fundamental knowledge in personal physical education encompasses the development of a desire to participate in physical exercises, as well as the acquisition of the necessary abilities and skills to engage in motor, physical education, recreational, tourist, and gaming activities; the development of moral and volitional character qualities among students is helpful in fostering patriotism and cultivating a sense of preparedness for service in the Armed Forces of Ukraine and the police (Ivashkovskyy, 2015).

When seeking solutions to enhance the quality of military-patriotic training among high school students, it is recommended to employ methodological approaches such as competence-based, axiological, activity-based, integrative, systemic, modular, and resource-based approaches. The examination of curricula and methodology pertaining to military-patriotic education enables the identification of the competencies that should be cultivated in students upon completion of their schooling, in alignment with established standards and programmes. Additionally, this analysis facilitates the utilisation of criteria and indicators for evaluating their preparedness to serve in the Ukrainian armed forces, particularly in the context of safeguarding the nation's independence and territorial integrity against potential threats (Ghuz, 2023).

The main task of this approach is to form students of grades 10-11 as individuals who are ready to defend their country and develop their own personality as a modern Ukrainian patriot. The main emphasis is placed on understanding and realising the importance of Ukrainian values, including military and patriotic values, which are the essence of a student's formation as a defender of his or her country and personal growth.

The activity-based approach to military-patriotic training of high school students in Ukrainian schools takes into account the need of students for various types of activities, including teaching, methodological work, management, education, organisation, career guidance and other aspects. This approach provides the basis for organising a quality educational process and student development. The effectiveness of this approach is determined by the pedagogical skills of the teacher, who provides training and education of students to achieve a high level of readiness for service in the Armed Forces of Ukraine and defence of the country.

The integration approach to military-patriotic training of high school students in Ukrainian schools involves a comprehensive study of the Defence of Ukraine programme and the establishment of interdisciplinary links with other subjects in the curriculum. This contributes to a deeper understanding of the material and motivates students to serve in the Armed Forces of Ukraine and to choose a military profession in the future.

The modular approach to military-patriotic training involves organising the content of a subject into separate modules or sections. This approach contributes to a more structured and systematic teaching of students, which allows for better learning and prepares high school students to serve in the Ukrainian army and defend their country.

The resource-based approach to military-patriotic training of high school students in the educational space of a Ukrainian school is seen as a strategy aimed at ensuring the effectiveness of this process through the maximum use of various resources. The use of resources includes not only material but also other components that affect the training of students. In particular, it includes improving teaching and learning resources, teacher training, financial support, development of information resources, and consideration of individual capabilities and potential of students.

This approach also takes into account the dynamics of changes in society and educational processes, allowing military-patriotic training to be adapted to modern challenges. To achieve this goal, it is recommended to improve various aspects of training, including pedagogical, personnel, financial, informational, and personal resources of high school students.

In summary, methodological approaches to military-patriotic training of high school students in Ukrainian schools include competence-based, axiological, activity-based, integration, systemic, modular and resource-based approaches. These approaches are aimed at forming a high-quality education of students and preparing them for the challenges of defending Ukraine in the current environment.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH indicate the urgent need to improve the military-patriotic training of high school students in the educational space of Ukrainian schools. This training should be considered as a set of the following components: didactic (military education process), educational (military-patriotic education) and motivational (motivation of students to serve in the Ukrainian army). To improve the effectiveness of this training, these components should be considered on the basis of methodological approaches, such as competence-based, axiological, activity-based, integration, systemic, modular and resource-based approaches.

The prospects for such further research are to achieve positive dynamics in the levels of readiness of 10-11th grade students to defend Ukraine and to implement a new system of military-patriotic education of pre-conscription youth, in accordance with legislative changes and the requirements of modern conditions.

REFERENCES

- Bekh, I. D., & Chorna, K. I. (2014). Prohrama ukrajins'kogo patriotichnogo vykhovannja ditej ta uchnivskoji molodi [Programme of Ukrainian patriotic education of children and pupils]. Kyjiv [in Ukrainian].
- Bilocerkivecj, I. P. (2015). Nacionaljni tradyciji vijs'kovopatriotichnogo vykhovannja uchnivskoji molodi Ukrajinjy [National traditions of military-patriotic education of student youth of Ukraine]. Materialy nauk.-prakt. seminaru, prysvjachenogho Pershomu chempionatu Ukrajinjy z policejs'kogho khortynghu. Kyjiv, 5–8 [in Ukrainian].



- Ghuz, K. Zh. (2023). Vijsjkovo-patriotychna pidghotovka starshoklasnykiv u suchasnomu osvithnomu prostori [Military-patriotic training of high school students in the modern educational space]. *Imidzh suchasnoho pedagogha*, 1(196), 77–81. Retrieved from: [https://doi.org/10.33272/2522-9729-2021-1\(196\)-77-81](https://doi.org/10.33272/2522-9729-2021-1(196)-77-81) [in Ukrainian].
- Zubalij, M. D. (2015). Klasyfikaciji metodiv vijsjkovo-patriotychnoho vykhovannja dopryzovnoji molodi [Classification of methods of military-patriotic education of pre-conscription youth]. *Fyzichne vykhovannja v ridnij shkoli*, 3, 36–39 [in Ukrainian].
- Ivashkovs'kyj, V. V. (2015). Konceptija vijsjkovo-patriotychnoho vykhovannja molodi Ukrainy v Tovarystvi Spryannja Oborony Ukrainy [The concept of military-patriotic education of Ukrainian youth in the Society for the Defence of Ukraine]. *Teorija i metodyka khortynghu*, 3, 22–38 [in Ukrainian].
- Ostapenko, O. I. (2016). Vijsjkovopatriotychnoho vykhovannja v systemi pryoritetiv derzhavnoji polityky [Military-patriotic education in the system of state policy priorities]. *Fyzichne vykhovannja v ridnij shkoli*, 5(106), 40–43 [in Ukrainian].
- Ostapenko, O. I., & Zubalij, M. D. (2015). Konceptija vijsjkovo-patriotychnoho vykhovannja v systemi osvity Ukrainy [The concept of military-patriotic education in the education system of Ukraine]. *Vyshha shkola*, 4–5, 118–126 [in Ukrainian].
- Ostapenko, O. I., & Zubalij, M. D. (2015). Metodichni rekomendacii shhodo vyvchennja predmeta «Zakhyst Vitchyzny» v 2015/2016 navchalnomu roci [Methodological recommendations for studying the subject "Defence of the Fatherland" in the 2015/2016 academic year]. *Fyzichne vykhovannja v ridnij shkoli*, 6, 32–39 [in Ukrainian].
- Pro zatverdzhennja Derzhavnogo standartu bazovoji i povnoji zagalnoji serednjoji osvity: zatv. postanovoju Kabinetu Ministriv Ukrainy vid 23 lystop. (2011). [On Approval of the State Standard of Basic and Complete General Secondary Education: approved by the Resolution of the Cabinet of Ministers of Ukraine of 23 November 2011]. Retrieved from: <https://zakon.rada.gov.ua/laws/show/1392-2011-p#Text> [in Ukrainian].
- Tymchyk, M. V. (2013). Formy i metody patriotychnoho vykhovannja starshykh pidlitkiv u procesi sportyvno-igrovoji dijalnosti [Forms and methods of patriotic education of older adolescents in the process of sports and game activity]. *Obriji*, 2(37), 48–51 [in Ukrainian].
- Kononets, N., Grynova, M., Zhamardiy, V., Mamon, O., & Liulka, H. (2020). Problems of Implementation of The System of Resource Based Learning of Future. *Teachers of Physical Culture International Journal of Applied Exercise Physiology (IJAEP)*, 9 (12), 50–60 [in English].

Received 12.02.2023
Accepted 26.02.2023

**Любов Прокопів,**

кандидат педагогічних наук, доцент, завідувач кафедри педагогіки та освітнього менеджменту імені Богдана Ступарика, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Liubov Prokopiv,

PhD in Education, Associate Professor Department, Head of the Department of Pedagogy and Educational Management named after Bohdan Stuparyk, Vasyl Stefanyk Precarpathian National University (IvanoFrankivsk, Ukraine)
liubov.prokopiv@pnu.edu.ua
ORCID ID 0000-0001-8661-510X

УДК 373.5-057.87»19»

ПОРІВНЯЛЬНИЙ АНАЛІЗ ОСВІТНІХ ТЕХНОЛОГІЙ У МАЛИХ ШКОЛАХ ПОЛЬЩІ ТА УКРАЇНИ (ПОЧАТОК ХХІ СТ.)

Анотація. Стаття присвячена дослідженню специфіки роботи малих шкіл у Республіці Польща та Україні. Автор з'ясовує, що обидві країни стикаються з подібними викликами, такими як закриття шкіл, низька народжуваність і демографічна криза. Метою статті є висвітлення специфіки використання освітніх технологій малих шкіл у Польщі та Україні. Завданням статті є аналіз проблеми збереження та розвитку таких шкіл в обох країнах, а також виявлення можливостей використання зарубіжного досвіду для поліпшення умов навчання та виховання української молоді.

Для досягнення поставленої мети було використано методи порівняльного аналізу, аналізу законодавчої бази та статистичних даних. Результати дослідження свідчать, що Україна та Польща мають подібні проблеми зі збереженням малокомплектних сільських шкіл. Закриття таких шкіл відбувається через низьку народжуваність, демографічну кризу та недостатність фінансування. В окремих регіонах України вживаються заходи для збереження сільських шкіл, але ця проблема залишається актуальною.

У контексті польського досвіду, як показує практика інших країн, можна знайти нові підходи до розуміння освітніх технологій та методів викладання в невеликих сільських школах. Саме тому досвід, набутий у Польщі, має велике значення для української освіти. Результати дослідження підкреслюють необхідність вивчення та адаптації зарубіжного досвіду для поліпшення ситуації в українських малокомплектних сільських школах.

Ключові слова: повна загальна середня освіта, мала школа, малочисельна школа, освітні технології, сільська освіта, закриття шкіл, Польща, Україна.

COMPARATIVE ANALYSIS OF MODERN TECHNOLOGIES IN SMALL-SCALE EDUCATIONAL INSTITUTIONS IN POLAND AND UKRAINE (EARLY XXI CENTURY)

Abstract. The development of modern education in Ukrainian rural small schools is an urgent and important issue in the context of the formation of the educational system in Ukraine. The systematic closure of such schools, low birth rates, and the demographic crisis pose serious challenges to providing accessible education in rural areas. A comparative analysis with the experience of Poland, where a similar situation exists, will allow us to identify opportunities to use foreign experience and develop positive practices for Ukrainian education.

The purpose of this article is to highlight the specifics of small schools in Poland and Ukraine. The article aims to analyze the problem of preserving and developing such schools in both countries, as well as to identify opportunities to use foreign experience to improve the conditions of education and upbringing of Ukrainian youth.

To achieve this goal, the methods of comparative analysis, analysis of the legislative framework and statistical data were used. The results of the study show that Ukraine and Poland have similar problems in preserving small rural schools. The closure of such schools is due to low birth rates, the demographic crisis, and lack of funding. Some regions in Ukraine are taking steps to preserve rural schools, but this problem remains urgent.

In the context of the Polish experience, as the practice of other countries shows, new approaches to understanding educational technologies and teaching methods in small rural schools can be found. That is why the experience gained in Poland is of great importance for Ukrainian education. The results of the study emphasize the need to study and adapt foreign experience to improve the situation in Ukrainian small rural schools.

Keywords: small school, educational technologies, rural education, school closure, Poland, Ukraine.

INTRODUCTION

The problem formulation. The establishment of a proficient system of education and youth development stands as a crucial undertaking for the advancement of education in Ukraine during the twenty-first century. The development of modern educational processes in neighbouring countries and Ukraine is characterised by numerous shared challenges.



One of the initiatives involves the preservation and reorganisation of tiny educational institutions. One of the crucial determinants impacting the sustainability of these educational institutions is the absence of a school in rural areas, which leads to the depletion of the local habitat and the subsequent decline of social institutions such as the family and society that are actively engaged in rural communities.

In this particular scenario, the act of sustaining a tiny educational institution presents several distinct benefits. As evidenced by the experiences of several nations, it is feasible to adopt a novel perspective in comprehending educational technologies and pedagogical strategies for instructing children in rural, small-scale educational institutions. The knowledge gained from educational practises in tiny rural schools in Poland holds significant importance for the field of education in Ukraine.

Analysis of recent research and publications. Currently, there is a notable scholarly interest in conducting study on the challenges faced by small rural schools in Ukraine and Poland. This research has been undertaken by scholars such as N. Pobirchenko, O. Savchenko, V. Kuz, O. Kobernyk, O. Liubar, I. Osadchyi, M. Stelmakhovych, O. Sukhomlynska, M. Yarmachenko, and various others. It is imperative to give special consideration to the research conducted by Russian academics about the structuring of the educational procedures inside a smaller educational institution. Notable researchers in this field include L. Baiborodova, V. Bocharova, M. Guryanova, V. Dubinina, A. Yefremov, D. Zabrodin, G. Suvorova, A. Cherniavska, among others.

AIM AND TASKS OF THE RESEARCH

The aforementioned studies do not comprehensively cover all facets of the operations of small schools in Poland and Ukraine, as the issue is brought to the forefront by the inherent conflicts within the current educational system. The research objective of this article is to elucidate the distinctive characteristics of tiny educational institutions in Ukraine and Poland.

RESEARCH METHODS

The study employs many research methods. In order to achieve our objectives and facilitate a comparative analysis of media education in Ukraine and Poland, we employed the historical and logical method, the technique of generalisation, the method of analysis and synthesis, the system method, and the method of content analysis.

RESULTS OF THE RESEARCH

It is widely acknowledged that the replication of a certain educational experience from one country to another through mechanical means is an unattainable endeavour, as it is subject to nuanced variations in contextual variables. Ukraine necessitates the establishment of a distinct approach to the development of a novel model of rural educational institutions. The global experience in creating rural schools with a focus on general education, especially tiny schools, that cater to the educational demands in Ukraine, is also deserving of scholarly consideration. Conducting a comparative analysis of small schools across other nations, such as Poland, might facilitate the identification of chances to leverage foreign experiences and adopt excellent practises.

These kind of educational institutions are prevalent in numerous nations, particularly in rural regions. These entities possess distinct objectives and employ unique educational methodologies and social strategies. As exemplified, the French populace takes great pride in the concept of «small schools» characterised by a single class, as noted in the source (Chervonyj M. A. 2009, p. 97).

The contemporary notion of a «small school» encompasses a diverse range of educational institutions that vary in terms of their activities, operational circumstances, student enrollment, national and social demographics, and geographical placement.

Based on the definitions provided by encyclopaedic sources from Russia and Ukraine, a tiny school can be described as an educational institution that lacks parallel classrooms and typically accommodates a limited number of students. In such schools, it is customary to merge pupils from two, three, or four different grades into a single class. A single instructor is responsible for instructing a group of students, sometimes referred to as a class set (Jarmachenko M., 2001, p.10).

Within the legislative framework of both states, these notions are expounded upon and encompass the definitions of a «small general education institution» and a «small educational institution».

The closure of small schools in rural areas poses a significant challenge in their development and sustainability, as these institutions are vital for the local community.

Figure 1 illustrates the percentage of closed schools in Ukraine during the early years of the 21st century.

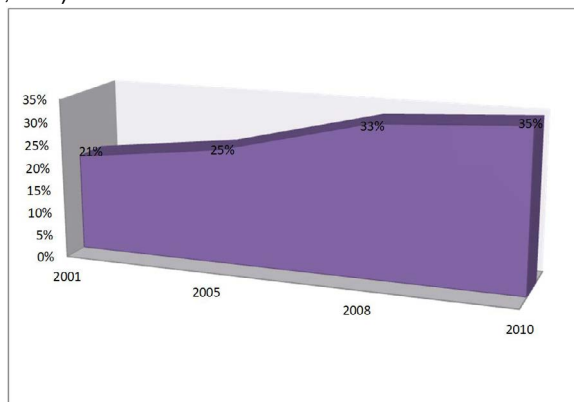
The graphic illustrates a discernible trend in the closure of tiny rural schools. In the preceding decade, approximately one-third of educational institutions in Poland and Ukraine were closed.

The primary factors contributing to this phenomenon can be attributed to the low birth rate and demographic crises experienced throughout the 1990s, alongside the insufficient allocation of financial resources towards these educational institutions. This assertion is substantiated by professionals affiliated with the Ministry of Education and Science. Based on the available data, it is evident that a significant proportion of general education institutions in Ukraine, specifically 26 percent as reported by IA «World of Education,» are presently categorised as tiny, amounting to about three and a half thousand establishments. Approximately 800 elementary schools, constituting 24 percent of the overall number, exhibit a student-to-class ratio of up to 10.

According to experts, a significant majority of these eight hundred schools, specifically seven hundred, are situated in rural regions. Based on data provided by the Ministry of Education, Youth and Sports of Ukraine, it has been observed that a total of 951 educational institutions have ceased operations in Ukraine since 2001. Among these closures, 740 schools were located in rural areas, accounting for approximately 78% of the overall number of closed schools.



According to a study conducted in the year 2000, there has been a significant decline of 555,300 pupils (equivalent to a 25.6% decrease) in rural compulsory educational institutions (Jedynе osvіtnje informacijne vikno Ukrajinj; Głównе uwarunkowania współpracy samorządów i organizacji, 2009).



Picture. 1. Dynamics of closing small schools in Ukraine (2001-2011)

From 2006, and in the specific context of Poland from 2008, the closure of small schools in Ukraine has been contingent upon the approval of local authorities, as well as the collective decision-making process involving the community and parents. Nevertheless, the practical reality is that the insufficient allocation of finances for rural schools has taken precedence over the imperative to maintain and uphold the existence of these educational institutions (Pęczkowski R. Małe szkoły w systemie edukacji...).

During the period from 2006 to 2008, efforts were made to optimise the network of general education institutions in the various regions of Ukraine. A comprehensive execution of the School Bus programme was initiated in rural regions. Nevertheless, the aforementioned programme, which was initiated in the Sumy region, encompassing 77% of schools (comprising 54 tiny schools) situated in rural locales, did not achieve complete implementation (V Sumskij oblasti realizujetsja prohrama «Shkiljnyj avtobus» (2001)). There is a trend of school closures in many regions of Ukraine, including Poltava (Brusenskyj, 2007), Luhansk, and Kharkiv (Jedynе osvіtnje informacijne vikno Ukrajinj MON ta IA «Svit osvity»). The circumstances in the Kyiv region exhibited certain distinctions. The prevailing stance of the state regional administration was focused on the preservation of rural schools (Chervonyj, 2009.).

The regions of Cherkasy, Kherson, Poltava, Mykolaiv, and Chernihiv in Ukraine have the highest concentration of tiny schools in rural areas, with percentages ranging from 50% to 61%. According to the data, almost 25% of general education schools at the primary and secondary levels (grades 1-11) had an enrollment of less than 100 students, indicating that these schools meet the criteria for potential closure (Jedynе osvіtnje informacijne vikno Ukrajinj MON ta IA «Svit osvity»).

In the context of Poland, there has been a notable emphasis on the financial challenges associated with small schools, which are deemed to be problematic. Specifically, the cost of education per pupil in such schools is said to be 5-6 times higher than the established norms. Frequently, this phenomenon can be attributed to the substantial disparity between the design capacity of educational institutions and their actual occupancy rates. Simultaneously, Poland was in the process of establishing educational structures that, rather than necessitating the closure of smaller schools, enabled a single teacher to instruct all topics throughout grades 1-5 while receiving remuneration double the standard rate (Chervonyj, 2009.)

According to statistical data spanning from 2005 to 2011, it was observed that around 33% of small schools in Ukraine underwent closure ((Jedynе osvіtnje informacijne vikno Ukrajinj MON ta IA «Svit osvity»). Undoubtedly, this phenomenon exerted a detrimental influence not alone on the progress of rural areas, but also on the overall standard of education. Analogous circumstances could be witnessed in Poland. Based on internet publications, it has been reported that there is a significant decline of 44% in the number of small schools in Poland at present. Notably, a majority of these schools are situated in rural areas (Z Małej Szkoły w Wielki Świat URL: <http://mala.szkoła.pl>).

In light of the unfavourable circumstances in Ukraine, the Budget Declaration for 2011, as ratified by the Ukrainian government, stipulates the optimisation of educational institutions. Specifically, schools catering to the 1st grade with an enrollment of fewer than 10 students, schools serving the 2nd and 3rd grades with less than 40 students, and schools accommodating students from grades 1 to 3 with an enrollment of less than 100 students are to undergo optimisation measures.

The ultimate outcome of this situation is uncertain and will only be determined over time. An further rationale for the closure of tiny schools pertains to the substandard level of education provided. This assertion is not universally corroborated. The study done by the Kyiv School of Economics and the World Bank, as reported in the publication «Dzerkalo Tyzhnia,» did not provide evidence to support the notion that class size and school had a significant impact on learning results in secondary schools (Likarchuk, 2011).



Based on data from the State Statistics Service, it can be observed that approximately one out of every five schools in Ukraine presently accommodates a student population of no more than 40-50 individuals, indicating their classification as tiny institutions (V Sumskij oblasti realizujetsja prohrama «Shkilnyj avtobus», 2001).

Consequently, the closing of these educational institutions may result in an inadequate provision of education within rural regions. This assertion holds true in contemporary times, as a rural small school is an integral element within the educational landscape, encompassing kindergarten, primary and secondary schools, supplementary educational institutions, and cultural establishments. It is imperative to recognise that such a school cannot operate in isolation from its natural surroundings, but rather is intricately connected to and influenced by the surrounding environment. From this perspective, a rural small school functions as an integral member of society, actively engaging with social organisations that tackle rural development concerns. Specialised education and educational programmes aimed at individualising education have been effectively implemented in small schools (Pęczkowski R. Małe szkoły w systemie edukacji konieczność, problem czy szansa, pp. 174–192.)

Hence, in addition to the drawbacks associated with tiny schools in Poland and Ukraine, it is noteworthy that small rural schools possess several advantages in comparison to conventional educational institutions. According to available data, it has been observed that around 67% of schools located in rural areas possess dedicated educational and research plots. According to a study conducted by (Chervonyj, 2009, p. 100), over 79% of rural schools possess and actively engage in agricultural activities on their own land. These schools not only cultivate the land but also yield harvests that are comparable to, if not surpassing, those of local farmers. As a result, these schools are able to sustain themselves by producing their own food resources.

Furthermore, the extensive expertise possessed by teachers regarding the unique qualities and living circumstances of each student, as well as their close proximity to nature and conducive educational environments, enable the organisation of the educational process at an elevated standard. This, in turn, facilitates the creation of an environment conducive to integrated learning.

Moreover, the presence of a small school plays a significant role in the cultivation of an individual's personality, serving as a crucial social element. This influence extends beyond the student body and encompasses families, particularly those facing socio-economic challenges.

Furthermore, the amalgamation of a village school, kindergarten, and community centre might be perceived as a unified hub for cultural activities within the village. Representatives from the leadership of innovative schools in rural parts of Poland and Ukraine have the view that the school plays a crucial role in the overall development of the region. The presence of a school is indicative of the existence of vitality and activity.

Furthermore, this is the opportune location for the establishment of pioneering primary-level educational institutions with a limited student body, such as «School-Family» and similar models. These institutions can be tailored to the unique characteristics of the region and the demographic conditions prevalent in the town. This innovation is expected to guarantee equitable access to high-quality education for students in the primary school age group.

An additional rationale for the conservation of tiny schools in rural regions is to the discontinuation of the classroom structure within these educational establishments. According to Likarchuk (I.), it is imperative to implement several modes of learning, including individual, group, optional, and remote learning. Additionally, the organisation of teachers' work should follow the «teacher on a business trip» approach, with the involvement of teacher-methodologists from the methodology office (Likarchuk, 2011).

In the given context, an additional proposition about the presence of schools in rural regions has surfaced in Poland, which involves the conversion of tiny schools into satellite campuses of fundamental educational establishments (Społeczno-Oświatowe Stowarzyszenie Pomocy Pokrzywdzonym i Niepełnosprawnym «Eduktor» w Łomży).

According to a National Educational Initiative in Poland known as «Our New School,» there is an implementation of various measures in rural schools. These measures include promoting educational openness, utilising project-based methods, implementing competitive selection processes, and providing support to leaders who are actively implementing innovative approaches in education (Społeczno-Oświatowe Stowarzyszenie Pomocy Pokrzywdzonym i Niepełnosprawnym «Eduktor» w Łomży).

Another kind of small school existence in Poland is the «school bus - mobile laboratory.» The bus is outfitted with laboratories that encompass physical, chemical, and biological disciplines. The entity in question journeys to geographically isolated regions where educational sessions are conducted (Główne uwarunkowania współpracy samorządów i organizacji, 2009).

In the context of educating young individuals residing in rural regions, particularly with regards to labour education within small-scale educational institutions, rural Poland has embraced the implementation of dual education, as well as integrated programmes that combine general education with vocational training. Upon completion of their studies at said educational institution, students are awarded a diploma as well as a certificate of vocational education. Rural areas address the challenge of specialised education and professional mastery with the following approach (Główne uwarunkowania współpracy samorządów i organizacji, 2009).

Therefore, it can be asserted that smaller educational institutions produce graduates who possess a practical orientation. However, these individuals may not consistently encounter suitable opportunities to apply their abilities and competencies.

The issue of retaining small schools in rural areas has garnered significant attention, as indicated by the organisation of conferences, roundtables, and similar events throughout Poland.



CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In contemporary times, inside the Republic of Poland, there exists a prevailing trend wherein small-scale educational institutions have been delineated and are presently functioning in accordance with specific frameworks. These frameworks encompass the provision of individualised classes and the instruction of diverse age cohorts through tailored curricula. The construction of individual routes and the methods for conducting training sessions has been comprehensively detailed by scientists.

Consequently, conducting a comparative examination of small schools in Ukraine and Poland has facilitated the identification of analogous challenges pertaining to their growth and sustainability. These challenges encompass inadequate alignment between the schools physical infrastructure and contemporary developmental standards, limited student enrollment, substandard educational services, and insufficient methodological support. There are potential avenues for future investigation in examining the evolution of these educational institutions during the latter half of the twentieth century.

REFERENCES

- Brusenskyj, A. (2007). 1 veresnja na Poltavshhyni zakryjutj ponad 20 shkil Obkom [More than 20 schools will be closed in Poltava Oblast on September 1]. URL: <http://obkom.net.ua/> [in Urrainian]
- Centrum Edukacji Obywatelskiej [Center for Civic Education]. URL: <https://glowna.ceo.org.pl/>. [in Polish]
- Chervonyj, M. A. (2009). Problemy malokomplektnoji shkoly u suchasnij osvittij sferi [Problems of a small school in the modern field of education]. Visnyk TGHPU, 5 (83), 97-101 [in Urrainian]
- Główne uwarunkowania współpracy samorządów i organizacji [Main conditions for cooperation between local governments and organizations]. (2009). URL: <https://www.ekonomiaspoleczna.pl/.../ekonomiaspoleczna.../2009.1>.
- Jarmachenko, M. (2001). Pedagoghichnyj slovnyk [Pedagogical dictionary]. Kyiv [in Urrainian].
- Jedne osvittje informacijne vikno Ukrainy MON ta IA «Svit osvity» [The single educational information window of Ukraine of the Ministry of Education and Culture and IA "World of Education"]. URL: <http://www.osvita.com/> [in Ukrainian].
- Likarchuk, I. (2011). Mysholovka dlja shkoly [Mousetrap for school]. Dzerkalo tyzhnja. Ukrainja, 32, 09 veresnja 2011 r. URL: dt.ua/.../misholovka_dlya_shkil-87572.html [in Urrainian]
- Pęczkowski, R. Małe szkoły w systemie edukacji konieczność, problem czy szansa [Small schools in the education system - necessity, problem or opportunity]. URL: <https://www.pulib.sk/web/.../dokument/.../Peczowski.pdf>. [in Polish]
- Pro zaghajnu serednju osvitu: Zakon Ukrainy [On general secondary education: Law of Ukraine]. (1999). Vidomosti Verkhovnoji Rady Ukrainy, 28, 547-562 [in Urrainian].
- Spoleczno-Oświatowe Stowarzyszenie Pomocy Pokrzywdzonym i Niepełnosprawnym «Eduktor» w Łomży [Social and Educational Association for Assistance to Victims and Disabled «Eduktor» in Łomża]. URL: <http://www.sosedu.kator.pl/> [in Polish].
- V Sumskij oblasti realizujetsja prohrama «Shkilnyj avtobus» [The "School bus" program (2001) is implemented in the Sumy region]. (2001). Jedne osvittje informacijne vikno Ukrainy MON ta IA «Svit osvity». URL: <http://www.osvita.com/> [in Ukrainian].
- Z Malej Szkoły w Wielki Świat [From the Small School to the Big World]. URL: http://mala_szkola.pl [in Polish].

Received 13.01.2023
Accepted 26.01.2023

**Вікторія Стинська,**

докторка педагогічних наук, професорка, професорка кафедри педагогіки та освітнього менеджменту імені Богдана Ступарика, Прикарпатський національний університет імені Василя Стефаника (Івано-Франківськ, Україна)

Viktoriia Stynska,

Doctor of Pedagogical Sciences, Professor, Professor at the Department of Pedagogy and Educational Management named after Bohdan Stuparyk, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
viktoriia.stynska@pnu.edu.ua
ORCID: 0000-0003-0555-3205

УДК 37.013.42:369.223.41/.46+64.044.26 «XIX/XX»

МЕТОДОЛОГІЯ ДОСЛІДЖЕННЯ ПРОБЛЕМИ СОЦІАЛЬНО-ПЕДАГОГІЧНОЇ ПІДТРИМКИ МАТЕРИНСТВА Й ДИТИНСТВА В УКРАЇНІ (XX – ПОЧАТОК XXI СТ.)

Анотація. Статтю присвячено методологічній основі дослідження соціально-педагогічної підтримки материнства й дитинства, яка розкрита на філософському, загальнонауковому та конкретнонауковому рівнях. На філософському рівні (загальні принципи пізнання і категоріальний склад науки загалом) – засади діалектики та принципи розвитку, міждисциплінарності, загального зв'язку та детермінізму в єдності з аксіологічним, антропологічним, системним підходами забезпечують можливість визначити філософські засади єдності теорії і практики соціально-педагогічної підтримки материнства й дитинства (XX – початок XXI ст.).

На рівні загальнонаукової методології (ключові теоретичні положення, підходи, що використовуються в більшості наукових дисциплін) – термінологічного (для співвіднесення термінологічного апарату й авторського трактування базових категорій); культурологічного (для дослідження соціальних, педагогічних, психологічних та інших явищ та об'єктів кризь призму феномену культури); соціокультурного (для вивчення соціально-педагогічної підтримки материнства й дитинства в міждисциплінарному просторі); інноваційного (для імплементації досвіду становлення соціально-педагогічної підтримки материнства й дитинства з метою максимального використання позитивних здобутків минулого на сучасному етапі).

На рівні конкретнонаукової методології (сукупність парадигм, теорій соціальної педагогіки, підходів, принципів, що реалізуються в науковому дослідженні) – парадигми (особистісна, особистісно-соціальна); теорії (соціалізації (циклічна, соціалізації-ювенізації, факторна)), соціального капіталу, статусно-рольова), підходи (особистісно-соціально-діяльнісний, середовищний, етологічний, біхевіористський, психоаналітичний, матеріноцентричний, дитиноцентричний, родинноцентричний, історико-педагогічний, наративний, хронологічний та принцип діахронії).

Зроблено висновок, що використання вищезазначених методологічних підходів допоможе розглянути на теоретичному та практичному рівні й об'єктивно відтворити та окреслити концептуальні вектори досліджуваної проблеми соціально-педагогічної підтримки материнства й дитинства.

Ключові слова: методологія, соціально-педагогічна підтримка, материнство, дитинство, Україна, XX – початок XXI ст.

METHODOLOGY OF RESEARCHING THE PROBLEM OF SOCIAL AND PEDAGOGICAL SUPPORT OF MOTHERHOOD AND CHILDREN IN UKRAINE (XX - BEGINNING OF XXI CENTURY)

Abstract. The article is devoted to the methodological basis of the study of socio-pedagogical support for motherhood and childhood, which is revealed at the philosophical, general scientific and specific scientific levels. At the philosophical level (general principles of cognition and the categorical composition of science in general), the principles of dialectics and the principles of development, interdisciplinarity, general connection and determinism in unity with axiological, anthropological, systemic approaches provide an opportunity to determine the philosophical foundations of the unity of the theory and practice of socio-pedagogical support for motherhood and childhood (XX - early XXI centuries).

At the level of general scientific methodology (key theoretical provisions, approaches used in most scientific disciplines) - terminological (to correlate the terminological apparatus and the author's interpretation of the basic categories); cultural (to study social, pedagogical, psychological and other phenomena and objects through the prism of the phenomenon of culture); socio-cultural (to study socio-pedagogical support for motherhood and childhood in the interdisciplinary space); Innovative (to implement the experience of establishing social and pedagogical support for motherhood and childhood in order to maximize the use of the positive achievements of the past at the present stage).

At the level of a specific scientific methodology (a set of paradigms, theories of social pedagogy, approaches, principles implemented in scientific research) - paradigms (personal, personal-social); theories (socialization (cyclic, socialization-eventualization, factor)), social capital, status-role), approaches (personal-social-activity, environmental, ethical, behaviorist,



psychoanalytic, maternal-centered, child-centered, family-centered, historical and pedagogical, narrative, chronological and the principle of diachrony.

It is concluded that the use of the above methodological approaches will help to consider at the theoretical and practical level and objectively reproduce and outline the conceptual vectors of the studied problem of socio-pedagogical support for motherhood and childhood.

Keywords: methodology, social and pedagogical support, motherhood, childhood, Ukraine, XX - early XXI century.

INTRODUCTION

The problem formulation. In the context of structural reorganization, renewal of the state and society, accompanied by crisis phenomena, Ukraine's accession to the EU, and a new socio-economic reality, the problem of social support for the institution of motherhood and childhood arises. These circumstances encourage a new vision of motherhood - from the perspective of ensuring the rights of mother and child, which actualizes the search for new forms of social and pedagogical support for motherhood and childhood.

Analysis of recent research and publications. The theoretical foundations of the problem under study at the present stage are considered in scientific works on the history of pedagogy and social pedagogy (O. Bezpalko, I. Zvereva, A. Kapska, O. Kvas, V. Kravets, N. Lysenko, J. Petrochko, I. Trubavina, T. Yanchenko, etc.)

A number of scientific studies are devoted to the issues of social and pedagogical support for children and youth (T. Alekseenko, I. Makarenko, L. Oliferenko, L. Romanovska, V. Stynska, V. Teslenko, etc.) Given the complexity, multifacetedness and interdisciplinarity of the problem of socio-pedagogical support for motherhood and childhood in Ukraine, there is a need to study its methodology.

THE AIM AND RESEARCH TASKS – to analyze methodological approaches to the study of the problem of social and pedagogical support for motherhood and childhood.

RESEARCH METHODS: systematic analysis, scientific-pedagogical and special literature synthesis and generalization.

RESULTS OF THE RESEARCH

The study of the problem of social and pedagogical support for motherhood and childhood, due to its diversity, requires a detailed study at the methodological level.

It should be noted that methodology is the doctrine of the rules of thinking when creating science and conducting research. D. Chernilevskyi (2010, p. 165) was of the opinion that the issue of methodology is complex, which leads to a significant number of its interpretations. Namely, as: in the broad sense - the doctrine of the method of cognition or a system of scientific principles on which research is based and the choice of means, techniques and methods of cognition is made, and in the narrow sense - as the theoretical basis of some special partial methods and means of scientific cognition in specific scientific disciplines; a system of activities for acquiring knowledge and justifying programs, logic and methods, assessing the quality of special scientific research; the doctrine of the rules of thinking in creating a theory of science; a set of research techniques and methods used in a particular field of knowledge; the doctrine of the method of activity, which includes principles, methods and knowledge (Stynska V., 2019, p. 103), etc.

Traditionally, the following general scheme of levels of methodology is distinguished: philosophical (fundamental), general scientific, specific scientific and procedural (technological).

The highest level of methodology, which determines the general strategy of the principles of cognition of the peculiarities of phenomena, processes, and spheres of activity, is considered to be the philosophical methodology, which is represented in the context of the study of socio-pedagogical support for motherhood and childhood by principles (dialectic, development, interdisciplinarity, general connection, determinism) and approaches (axiological, anthropological, systemic).

The axiological approach is a philosophical and pedagogical strategy based on the principle of functional meaning or value as a specific prism that refracts various social and pedagogical processes.

The axiological approach in the context of the problem under study provides a combination of theory and practice of socio-pedagogical support for motherhood and childhood; taking into account the diversity of the value content of socio-pedagogical support by family and institutional forms of its implementation, which will contribute to the implementation of the humanistic approach of child-centeredness, family-centeredness, maternity-centeredness, socio-pedagogical activities focused on the needs of mother and child.

The anthropological approach as a systematic use of data from all human sciences in solving pedagogical problems was applied by K. Ushynskyi. According to A. Chorna, two specific features of the anthropological approach can be distinguished, namely: recognition of a person as a basic value; focus on the natural characteristics of a person, his/her spiritual development at all stages of the historical process (Chorna O., 2016). This allows us to consider socio-pedagogical support for motherhood and childhood as a socio-pedagogical category that is reflected in the realization of human needs for education, health care, spiritual development, etc. and to understand the various features of pedagogical ideas, theories and practices of previous times.

Systemic approach. It should be noted that the concept of «system» is a philosophical category (from the Greek *systema* - a combination of parts), which is interpreted as a set of elements that are in relations and connections with each other, thus forming a certain integrity, unity.

It is also important to consider such a category as systemicity in interaction with the categories of integrity and emergence as a methodological guideline for socio-pedagogical support for motherhood and childhood.



The essence of the systemic approach in the context of the problem under study is that it allows to analyze the socio-pedagogical support of motherhood and childhood as a complex systemic historical and social phenomenon; to consider such relatively independent categories as childhood, motherhood, socio-pedagogical support in their interconnection and dynamics; to integrate the connection between socio-pedagogical support and social policy, which was formed in the twentieth and early twenty-first centuries in Ukraine; to show the development of socio-pedagogical support for motherhood and childhood in the field of health care, education, social services and organizations, which is due to the correlation of tasks and their dominance in unity at each historical stage due to socio-political and economic conditions (Stynska V., 2019, p. 112).

The second, equally important aspect of the systemic approach is the study of socio-pedagogical support for motherhood and childhood in Ukraine in the twentieth and early twentieth centuries at different levels (macro-, meso-, micro-). Such a structural setup, according to J. Petrochko, will ensure the integrity of the system's development, positive dynamics of change, and a combination of the individual and the typical.

Thus, in our opinion, the defined principles of dialectics and the principles of development, interdisciplinarity, general connection and determinism in unity with axiological, anthropological, systemic approaches allow us to determine the philosophical foundations of the unity of the theory and practice of social and pedagogical support for motherhood and childhood (XX - early XXI centuries) and give grounds for the definition of a general scientific methodology.

In the context of the studied problem of socio-pedagogical support for motherhood and childhood in the twentieth and early twenty-first centuries, general scientific methodological approaches include: terminological, cultural, socio-cultural, and innovative. Let us consider them in more detail with extrapolation to the problem under study.

Terminological approach. This approach is based on the analysis, development, clarification, and deepening of the categorical apparatus, and establishment of the interrelation of concepts.

In the context of the scientific problem under study, substantiating the theoretical and methodological foundations of socio-pedagogical support for motherhood and childhood, scientists of the period under study developed its conceptual apparatus, substantiated the essence of the category «socio-pedagogical support for motherhood and childhood», which in the legislation and scientific literature of the twentieth century was replaced by the term «protection of motherhood and childhood». This led, based on the analysis, to the formation of the author's definition of the basic categories of the problem under study in the broad and narrow pedagogical meanings, taking into account the socio-pedagogical context.

A relatively new method of studying the problem of theory and practice of social and pedagogical support for motherhood and childhood in the twentieth and early twenty-first centuries is the innovation approach. Innovation is understood as a complex process of creating, disseminating and using a new tool to meet social needs. It involves fundamentally new, unconventional approaches and solutions to both new and existing problems (Stynska V., 2019, p.114).

The principle of unity of the traditional and innovative plays a special role in the consideration of historical and socio-pedagogical problems from the standpoint of an innovative approach.

In the context of the problem under study, we consider the innovative approach as: the implementation of the experience of the formation of socio-pedagogical support for motherhood and childhood in order to maximize the use of the positive achievements of the past at the present stage; the evolution of ideas about socio-pedagogical support for motherhood and childhood in the history of world pedagogy.

The cultural approach makes it possible to study social, pedagogical, psychological and other phenomena and objects through the prism of the phenomenon of culture, which is viewed as a multilevel hierarchical system. The logic of this approach is based on the recognition of the integration and unity of national and universal culture as the basic - fundamental and systemic - factor in the formation and development of the categories of «motherhood and childhood» as a social unit of society. Following this logic, it can be argued that the implementation of the achievements of world culture as a unity of national and universal culture constitutes the foundation and content of the process of social and pedagogical support and therefore should be carried out in all historical, pedagogical and social and pedagogical systems and constitute the leading criterion of their activities (Stynska V., 2019, pp. 115 - 116).

At this time, within the framework of the cultural approach, the socio-cultural approach is being developed - a theory and methodology of socio-cultural reproduction that actualizes the unity of culture and sociality, based on the scientific achievements of various sciences (cultural studies, pedagogy, ethnography, sociology, historical and psychological anthropology, social communication theory, etc.)

Within the framework of the outlined approach, the theory and practice of socio-pedagogical support for motherhood and childhood in the twentieth and early twenty-first centuries will be considered as a socio-pedagogical phenomenon that requires correlation of the terminological apparatus and the author's interpretation of the basic categories; research of social, pedagogical, psychological and other phenomena and objects through the prism of the phenomenon of culture; study of socio-pedagogical support for motherhood and childhood in the interdisciplinary space; implementation of the experience of formation of socio-pedagogical support

These approaches at the general scientific level outline the specifics of socio-pedagogical support for motherhood and childhood in the twentieth and early twenty-first centuries and encourage an in-depth definition of the specific scientific level, which will be represented by paradigms (personal, personal-social); theories of social pedagogy and specific approaches.

Referring to the works of I. Zvereva (Zvereva I.D., 1999, p. 11), we note that in the personal paradigm, the main thing is not the intellectual, but the emotional and social development of the child. The child is seen as an individual who can choose the path of education that will help him or her achieve the best results. The main task of social educators in this



approach is to help the child interact with the world around him or her as effectively as possible. The requirements for children in this approach cannot be rigidly fixed.

The essence of the personality-social paradigm is the integration of personal relationships, in which the nature and intensity of a child's development depends on his or her personal qualities and a system of socially oriented relationships, the form of organization of which is certain groups that are connected to society by various dependencies. The formation and development of a personality is determined by the unity of its individuality (personalized relationships) and social formation (a system of socially significant relationships).

Referring to the considerations of I. Zvereva (Zvereva I.D., 1999, p. 12), we can state that in the context of the personal and personal-social paradigms, it is important to apply a number of theories that are currently relevant in social pedagogy to study the problem of social and pedagogical support for motherhood and childhood. First of all, let us consider the socio-pedagogical theories that serve as a methodological guide in the context of our study.

Taking into account the considerations of N. Seiko (2009, p. 6), we can state that in the process of studying the theory and practice of socio-pedagogical support for motherhood and childhood in the twentieth and early twenty-first centuries, it is advisable to consider theories of socialization (cyclic, socialization-eventualization, factor) at the level of a specific scientific methodology, which define the socialization of a person as a continuous and multifaceted process that lasts throughout a person's life. In this context, socio-pedagogical support at the macro-, meso-, and micro-levels is significant and can be the object of research in the history of social pedagogy.

The cyclic theory of socialization views human life as a natural chain of crises that must be learned to overcome. This theory is applicable to the social and pedagogical support of motherhood and childhood, since mother and child as a whole need support from the state, as well as from various social institutions and families (macro-, meso-, and macro-level).

V. Lisovsky's concept of socialization-eventification is interesting for the socialization of parents and their preparation for responsible parenthood. In terms of socio-pedagogical support for motherhood and childhood, this theory will be successful if it is twofold: 1) as a form of accepting help from social institutions in the field of preparation for responsible parenthood (people's universities of pedagogical knowledge, catechetical schools, social centers for motherhood and childhood support); 2) as a form of juvenilization - a form of renewal of society through the inclusion of parents in its life, who become subjects of social activity and family policy (I. Trubavina). In the context of the problem under study, juvenilization is social and pedagogical support for childhood and motherhood in educational and health care institutions (Stynska V., 2019, p. 118).

The factor model of socialization by A. Mudryka considers socio-pedagogical support as a subject and object of socialization under the influence of various factors, which unites almost all previous theories. Taking into account the factors of successful family functioning by A. Mudryk, the prerequisites for the development of socio-pedagogical support for motherhood and childhood include: socio-economic (various types of assistance to mother and child); socio-political (regulatory and legal support, state policy to combat homelessness and neglect, health care for mother and child, etc.), socio-pedagogical (activities of national universities of pedagogical knowledge, catechetical schools, social centers), which allows us to consider socio-pedagogical support for motherhood and childhood in the health care sector, in the field of education, in the activities of social services and organizations.

The methodological basis for studying the history of social pedagogy is the theory of social capital, which was spread in Western sociology thanks to the work of R. Putnam (Seiko, 2009, p. 6). In the context of our study, this theory can be used at the macro level.

Thus, according to V. Yelagin's scientific vision, it is the state that has a sufficient number of tools for the development of social capital forms in society; it is a by-product of religion, historical experience; it contributes to the creation of social capital by providing the necessary social and economic freedoms, subsidies, etc.

In this context, the scientific vision of our problem can be traced to the state's assistance in various historical periods in the development of social and pedagogical support for motherhood and childhood: the introduction of various types of childbirth assistance, assistance to large families and single mothers, updating the regulatory framework for social guarantees, assistance in the opening and functioning of people's universities of pedagogical knowledge, the development of a network of maternity and childcare facilities, the development of various forms of combating neglect and homelessness, etc.

The methodological basis for the study of the category of motherhood is N. Seiko (Seiko, 2009, p. 6), who singled out the status-role theory, according to which a person is described by means of functions and behavioral patterns that are learned and accepted by her (internalization) or forcedly performed - roles that stem from her social status in a given society or social group. The main provisions of the theory of social roles were formulated by J. Mead and R. Linton.

In this context, the scientific vision of our problem can be traced to the identification of a new role for women - as a mother, which, accordingly, implies changes in society's attitude towards her. After all, motherhood is not only status and prestige, it is a new social role, the fulfillment of which requires assistance and socio-pedagogical support at different levels - macro-, meso-, micro-.

Thus, the outlined theories provide grounds for considering the problem of socio-pedagogical support for motherhood and childhood and need to be strengthened at the specific scientific level by special approaches, namely: personal-social-activity (consideration of socio-pedagogical support for motherhood and childhood in two perspectives: dualistic, aimed at solving life issues of mother and child as a whole, arising at the intersection of social and pedagogical problems; situational, which involves solving problems of mother and child within the various socio-pedagogical situations), environmental (to outline the place and role of socio-pedagogical support for motherhood and childhood in the overall system of social interaction), ethological with theories (selfish gene, parental contribution) (to consider motherhood as an epiphenomenon



of animal behavior in connection with caring for offspring), behaviorist with theories (social learning, maternal deprivation) (to consider motherhood in the context of social experience), psychoanalytic with theories (attachment, object relations) (to consider the problem of motherhood within the framework of child-parent interaction with an emphasis on child development), maternal-centered with theories (social practice, prenatal development) (to substantiate motherhood from the standpoint of ensuring the rights of the mother), child-centered with theories (socio-cultural theory of childhood development, childhood emancipation, identity, social support for the child, social care, childhood crisis, purposeful formation of the need-motivational sphere of the personality, recovery) (to outline socio-pedagogical support from the perspective of ensuring the rights of the child), family-centered (to outline socio-pedagogical support through the provision of socio-pedagogical services based on the rights of the mother and child in the family and society), historical and pedagogical (to outline the development of socio-pedagogical support for motherhood and childhood in historical retrospect), narrative (to represent the past experience of socio-pedagogical support for motherhood and childhood in theoretical and practical planes), chronological in unity with the principle of diachrony (to trace the chronology and develop a periodization of the development of socio-pedagogical support for motherhood and childhood in Ukraine across time). More details on the special approaches of a specific scientific methodology are presented in the dissertation research of V. Stynska (Stynska V., 2019).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, we consider it necessary to focus on the author's idea in the context of the studied problem of socio-pedagogical support for motherhood and childhood - the substantiation of the mother-centered approach, the essence of which is to direct socio-pedagogical support at the macro-, meso- and micro-level to create conditions for the realization of mothers' rights in society and the family. The mother-centered approach to socio-pedagogical support for motherhood and childhood appeals to ensuring women's rights to health, well-being, preservation of reproductive function, combining motherhood with a career, etc.; highlighting the socio-pedagogical component of the work of various public and private sector institutions; providing the basis for their cooperation in the interests of realizing the right of the mother (Stynska V., 2020, p. 252).

Thus, we can state that the use of the above methodological approaches will help to consider at the theoretical and practical level and objectively reproduce and outline the conceptual vectors of the problem of social and pedagogical support for motherhood and childhood.

REFERENCES

- Yelahin, V. Pro sutnist poniattia «sotsialnyi kapital» ta yoho rol u protsesi rozbudovy sotsialnoi derzhavy [The essence of the concept of «social capital» and its role in the process of building a welfare state]. URL: <http://www.kbuapa.kharkov.ua/e-book/apdu/2011-1/doc/1/05.pdf> (data zvernennia: 03.11.2023).
- Zvierieva, I.D. (1999). Teoriia i praktyka sotsialno-pedahohichnoi roboty z ditmy ta moloddu v Ukraini [Theory and practice of social and pedagogical work with children and youth in Ukraine]: avtoref. dys...d-ra ped.nauk: 13.00.05 / APN Ukrainy. In-t pedahohiky. Kyiv.
- Seiko, N.A. (2009). Dobrochynnist u sferi osvity Ukrainy (XIX –pochatok XX stolittia) [Philanthropy in the field of education in Ukraine (nineteenth and early twentieth centuries)]: avtoref. d-ra ped. nauk: 13.00.05. Luhansk.
- Stynska, V. V. (2019). Teoriia i praktyka sotsialno-pedahohichnoi pidtrymky materynstva y dytynstva v Ukraini (XX – pochatok XXI st.) [Theory and practice of social and pedagogical support for motherhood and childhood in Ukraine (XX – early XXI century)]: dys...dok. ped. nauk: 13.00.05. Ivano-Frankivsk – Ternopil.
- Stynska, V. (2020). Sotsialno-pedahohichna pidtrymka materynstva y dytynstva v nezalezhnii Ukraini [Social and pedagogical support for motherhood and childhood in independent Ukraine]. Teoretychni ta metodychni aspekty sotsialnoi diialnosti. Monohrafiia. Khmelnytskyi. Vol. 3. S. 239–280.
- Chernilevskiy, D.V., Antonova, O.Ie., Baranovska, L.V., Vozniuk, O.V., Dubaseniuk, O.A., Zakharchenko, V.I., Kozlovska, I.M. ta in. (2010). Metodolohiia naukovi: diialnosti [Methodology of scientific activity]: navch. posibn. Vyd. 2he, dopov. /za red. D.V.Chernilevskoho. Vinnytsia. S. 165, 172–173.
- Chorna, O.O. Realizatsiia ta sutnist antropohichnoho pidkhodu v osviti [Implementation and essence of the anthropological approach in education.]. URL: http://конференция.com.ua/files/image/konf%2011/doklad_11_3_1_16.pdf (data zvernennia: 05.11.2023).

Received

12.01.2023

Accepted

02.02.2023



Інна Стражнікова,

доктор педагогічних наук, професор кафедри педагогіки

та освітнього менеджменту імені Богдана Ступарика,

Прикарпатський національний університету імені Василя Стефаника (м. Івано-Франківськ, Україна)

Inna Strazhnikova,

Doctor of Pedagogical Sciences, Professor, Professor of the Department

of Pedagogy and Educational Management after Bohdan Stuparyk,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

inna.strazhnikova@pnu.edu.ua

ORCID: 0000-0001-5921-6197

УДК 371.14

РОЗВИТОК ЗМІСТУ ПІСЛЯДИПЛОМНОЇ ПЕДАГОГІЧНОЇ ОСВІТИ В ЗАХІДНИХ ОБЛАСТЯХ УКРАЇНИ ДРУГОЇ ПОЛОВИНИ ХХ – ПОЧАТКУ ХХІ СТОЛІТТЯ

Анотація. Стаття присвячена проблемі змісту післядипломної педагогічної освіти в західних областях України другої половини ХХ – початку ХХІ століття. Педагогічна робота є покликанням, проте результативність цієї професійної діяльності не може обійтися без неперервної освіти та особистісної спрямованості вчителя на саморозвиток і самовдосконалення. Післядипломна педагогічна освіта – це частина неперервної освіти, якій притаманна певна специфіка, спрямована насамперед на задоволення потреб педагогів в необхідних знаннях і вміннях. У Національній доктрині розвитку освіти зазначено, що саме вища та післядипломна освіта мають забезпечити суспільні та індивідуальні потреби педагогічних працівників відповідно до світових тенденцій розвитку неперервної освіти.

Докорінні зміни в соціально-економічних умовах життя нашого суспільства, постійне оновлення змісту освітнього процесу, поява нових педагогічних ідей, підходів, технологій, методик, зростання науково-методичної інформації, поява нових технологій і форм навчання актуалізує потребу українських педагогів у післядипломній освіті задля подолання розриву між модернізацією освіти та досвідом попередніх поколінь. У статті здійснено історико-педагогічний аналіз розвитку змісту післядипломної освіти в західних областях України другої половини ХХ – початку ХХІ століття.

Розкрито наукові інтерпретації еволюції основ змісту післядипломної освіти в дослідженнях означеного періоду. В історіографічному контексті висвітлено особливості організації діяльності інститутів післядипломної освіти відповідно до чинного законодавства. Простежено перехід від фрагментарного педагогічного вдосконалення до системного професійного розвитку вчителів, про що свідчить аналіз методів, форм, прийомів організації кваліфікаційного вдосконалення вчителів, з огляду на розвиток змісту педагогічної освіти на території Західної України другої половини ХХ – початку ХХІ століття.

Ключові слова: професійний розвиток, неперервна освіта, післядипломна освіта, зміст освіти, розвиток освіти, підвищення кваліфікації, західні області України.

DEVELOPMENT OF THE CONTENT OF POST-GRADUATE PEDAGOGICAL EDUCATION IN THE WESTERN REGIONS OF UKRAINE IN THE SECOND HALF OF THE 20TH – BEGINNING OF THE 21 ST CENTURY

Abstract. Pedagogical work is a vocation, but the effectiveness of this professional activity cannot be achieved without continuous education and the teacher's personal orientation towards self-development and self-improvement. Postgraduate teacher education is a part of continuing education, which is characterized by certain specificity, aimed primarily at meeting the needs of teachers in the necessary knowledge and skills. The National Doctrine of Education Development specifies that higher and postgraduate education should meet the social and individual needs of educational workers in accordance with global trends in continuous education development.

Profound changes in the socio-economic conditions of our society, constant updates in the content of the educational process, emergence of new pedagogical ideas, approaches, technologies, methodologies, the increase in scientific and methodological information, and the introduction of new teaching technologies and forms highlight the need for Ukrainian educators in postgraduate education. This is essential for bridging the gap between the modernization of education and the experience of previous generations. This article provides a historical and pedagogical analysis of the development of postgraduate education content in the western regions of Ukraine from the second half of the 20th to the beginning of the 21st century.

Keywords: professional development, continuous education, postgraduate education, education content, education development, qualification improvement, western regions of Ukraine.



INTRODUCTION

The problem formulation. The main aspects of postgraduate education development for pedagogical workers have been studied by L. Berezivska, O. Voznyuk, V. Dyvak, I. Ziaziun, S. Krysiuk, V. Kuzmenko, V. Russol, L. Sihaieva, O. Sukhomlynska, L. Sushchenko, L. Tymchuk, N. Chepurna, and others.

Definition of the issue of qualification growth for pedagogical staff in the postgraduate education system has been the subject of discussions in periodicals, indicating significant interest of domestic scientists in the problem. However, the insufficient study of this issue within the territory of Western Ukraine from the second half of the 20th to the beginning of the 21st century is noted. But in order to avoid mistakes in the development of the education system – it is necessary to appreciate not only modern achievements, but also use the experience of the past.

AIM AND TASKS OF THE RESEARCH

Purpose of the article: to characterize the progress in the development of postgraduate education content for pedagogical workers based on the analysis of scientific sources, archival documents, educational legislation, and to identify the prospects of experience in the modern educational space.

Objectives of the study:

- analyze the state of research on the problem in scientific literature;
- reveal changes in the system of postgraduate education development for teachers in the western regions of Ukraine during the researched period based on retrospective and comparative analysis;
- identify factors that negatively influenced the development of postgraduate education content for teachers in the western regions of Ukraine from the second half of the 20th to the beginning of the 21st century;
- highlight positive trends in the development of postgraduate pedagogical education in the western regions of Ukraine during the researched period.

RESEARCH METHODS

To achieve the research tasks, the following methods of scientific and pedagogical research were used: theoretical analysis, systematization, generalization for identifying materials on the researched problem; historical and pedagogical analysis of pedagogical and scientific-methodical literature for analyzing historical trends in the development of postgraduate education content for teachers in Western Ukraine from the second half of the 20th to the beginning of the 21st century; retrospective analysis to reflect the nature of the evolution of postgraduate education content for pedagogical workers; historical-comparative analysis to elucidate common and distinctive features of the development of postgraduate education content for teachers in Volyn, Zakarpattia, Ivano-Frankivsk, Lviv, Rivne, Ternopil, and Chernivtsi regions.

RESULTS OF THE RESEARCH

One of the components of continuous pedagogical education is postgraduate education, tasked with the formation, development, and improvement of the country's pedagogical staff. Postgraduate education specifically ensures long-term competencies for teachers, allowing them to remain competitive professionals in the job market.

Considering the significance of postgraduate education, we can observe multiple attempts to reform it, corresponding to the reorientation amid educational changes overall.

In the post-war years of cultural and educational revival in Ukraine, the circumstances were challenging. Despite the difficult socio-economic situation, the pre-war school network was restored, and the activities of pioneer and Komsomol organizations were resumed. Evening and correspondence forms of education gained popularity in higher education institutions. During this time, educators did not have easy access to an information system that could timely convey materials on innovations and reform processes. Teachers often lacked the necessary education and specialized knowledge and were unaware of the developments in the educational sphere at legislative and substantive levels. Therefore, the restoration of the activities of teacher qualification improvement institutes (IUKV) in the western regions of Ukraine in 1944-1945, particularly in Volyn, Zakarpattia, Stanislav (now Ivano-Frankivsk), Lviv, Rivne, Ternopil, and Chernivtsi regions, was of great importance. The main task of IUKV, after its restoration, was to address the personnel problems since there was a critical shortage of qualified teachers in the region. The institutes were also supposed to contribute to the professional development of educational workers, study, summarize, and disseminate advanced pedagogical experience.

In December 1958, the Soviet Union adopted the law «On Strengthening the Connection of the School with Life and the Further Development of the System of People's Education in the USSR», and in 1959, a corresponding law was adopted in Ukraine (in effect until 1974) (Zbirnyk zakoniv Ukrainskoi RSR i ukaziv Prezydii Verkhovnoi Rady Ukrainskoi RSR 1938-1973, 1974). A strategic direction in school work was the technologization of education and the strengthening of the school's connection with production. This included structural reconstruction of the general education school, the introduction of an eight-year mandatory term of study, and the transformation of ten-year secondary schools into eleven-year ones. The experience of conducting some classes in enterprises, collective farms, and state farms was gaining popularity. Student production brigades of various profiles were established. However, the Soviet leadership faced several obstacles, including a lack of qualified teachers, chronic funding shortages, and the inability to provide the material and technical components of polytechnic education. These factors led to the abandonment of production training in schools (Strazhnikova, 2015).

Thus, the work of IUKV was focused on organizing and conducting seminars, lectures, and meetings for various groups of teachers. Closer to the 1950 s, IUKV began implementing a system of course preparation, providing advisory support to teachers, and organizing class teacher meetings for the exchange of experience (Basarab, 2021, p. 14-15). However, special attention in teacher preparation was given to familiarizing and promoting Soviet teaching methods, where ideological education prevailed over specialized training (Drohobytskyi, 2009).



During the 1970 s and 1980 s, public education, which formed the basis of Ukrainian culture and spirituality, continued to undergo experimentation, politicization, and adaptation to the needs of communist construction.

In 1972, the Central Committee of the CPSU and the Council of Ministers of the USSR adopted a resolution «On approving the transition to general secondary education for youth and the further development of the general education school», (Zbirnyk zakoniv Ukrainskoi RSR i ukaziv Prezydii Verkhovnoi Rady Ukrainskoi RSR 1938-1973, 1974), defining the features of the educational process in the following years. The task of schools was to provide secondary education to every citizen of the country regardless of the educational needs or desires of the learners. Mass education of Soviet people led to a negative impact on the quality of education, accompanied by rote memorization, which teachers actively fought against despite meager salaries and additional public duties.

In the 1970 s and 1980 s, the use of the Ukrainian language in schools in Western Ukraine was narrowing, and educational legislation (Law of the Ukrainian SSR «On Public Education», Article 26) stated that «students of a general education school are provided with the opportunity to study in their native language or the language of another people of the USSR» (Liubar, 2003, p. 496-509). Parents or legal guardians had the right to choose a school with the desired language of instruction for their children. In addition to the language of instruction, students could study the language of another people of the USSR, undermining the dignity of Ukrainian schools and complicating the work of teachers who genuinely supported the development of Ukrainian education.

Regarding the professional development of educational workers, according to the Law of the Ukrainian SSR «On Public Education» (1974-1991), it was carried out in higher education institutions, teacher improvement institutes, qualification enhancement institutes, research institutions, advanced enterprises, and qualification enhancement courses (Liubar, 2003, p. 496-509). During this period, the focus was on increasing the theoretical level of professional readiness to teach subjects and instilling a Marxist-Leninist materialistic worldview in teachers. Postgraduate education was an integral part of continuous education but was considered additional in terms of legislation, with priority given to basic higher education. Positive changes during this period included the formation of pedagogical professionalism, the development of teacher creativity, the inclusion of psychological knowledge in training, and the development of scientific and methodological work in schools (Krysiuk, 1995).

The organization of scientific and methodological work in general education schools was always accompanied by particular relevance, serving as one of the leading organizational forms of group work in the system of professional development of educational workers (O. Tsybaniuk, 2020). Teachers had the opportunity to familiarize themselves with the achievements of pedagogical science, share advanced pedagogical experience, deepen methodological knowledge and skills, learn about new programs and textbooks, and enrich their spiritual potential.

On May 23, 1991, the Verkhovna Rada of the Ukrainian SSR adopted a new Law of the Ukrainian SSR «On Education», where Article 25 stated: «In the Ukrainian SSR, a single structure of the education system is established, which includes: preschool education, general secondary education, vocational education, higher education, and postgraduate training» (Zakon Ukrainskoi Radianskoi Sotsialistychnoi Respubliky Pro osvitu vid 23 travnia 1991 roku, 1991). With the adoption of this legal document, postgraduate education gained significant social importance, serving as «specialized improvement of education and professional training through deepening, expanding, and updating knowledge, skills, and abilities based on previously acquired higher education (specialty) or vocational-technical education (profession) and practical experience».

Today, postgraduate education is not limited to professional improvement, self-affirmation, and the development of pedagogical mastery. Instead, it follows the principles of continuity, has a proactive character, and ensures the professional and general cultural development of the teacher. Personality-oriented education and the practical implementation of new approaches to professional development allow teachers to flexibly and purposefully consider the personal qualities of educational staff and timely raise the level of their acquired qualifications. This postgraduate education model focuses on forming the creative personality of the specialist and adheres to the following principles:

The principles outlined for the reform of postgraduate pedagogical education encompass various dimensions:

- Personality Orientation: Recognizing the individuality and uniqueness of each teacher.
- Creative Development: Creating conditions for the creative development of educators.
- Practical Orientation: Accompanied by the formation, based on deep theoretical knowledge, of practical-methodical skills.
- Openness, Flexibility, Dynamism: Oriented towards using different forms of work during and between courses, considering the needs, opportunities, interests, and rights of teachers.
- Centralization and Decentralization: Focused on the optimal choice by course participants of the place, content, methods, and forms of professional development during and between courses.
- Activity and Independence: Requires the development of an objective-subjective position in using methods and forms of continuous education, combined with self-education.
- Scientific Research Activity: Aimed at developing creativity in teachers and establishing motivation for scientific research activity.
- Humanization and Democratization: Aimed at overcoming the authoritarian style of postgraduate education organization and democratizing relationships among participants in the educational process.
- Continuity and Prospects: Accompanies the entire process of postgraduate education, involving the analysis of achievements at certain stages.

Reforming postgraduate pedagogical education serves as a guarantee to meet the state's needs for highly qualified, competitive, and versatile professionals. On one hand, it addresses the demands of the country by ensuring the availability of skilled experts. On the other hand, education becomes a tool for the development of individuality and personality within



a person, guiding their vision for life and professional prospects. It fosters self-awareness and an understanding of one's societal significance.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In the second half of the 20th century, the activities of postgraduate education institutions were restored. The primary goal of pedagogical staff's professional development was their ideological and political preparation, while the enhancement of professional qualifications took a secondary role. The influence of the communist regime did not contribute to the effectiveness of teachers' professional development. The constant control by government authorities over educators' activities did not motivate creativity or initiative. Consequently, the educational system during this period was directed towards fulfilling state orders, accompanied by the peculiarities of political, economic, ideological, and social development at different times. The resolution of conceptual and methodological issues in postgraduate pedagogical education entirely depended on the overall development of education and the country.

For the contemporary effective development of postgraduate pedagogical education, various approaches to organizing training are characteristic. It is crucial to identify and preserve all the positive aspects developed in previous years and supplement them with modern technologies and progressive European experience. This is how we envision the prospects for further research.

REFERENCES

- Basarab, N. (2021). Vnutrishkilna metodychna robota vchyteliv pochatkovoї shkoly yak odna z form pidvyshchennia yikh kvalifikatsii (na prykladi Zakhidnoho rehionu Ukrainy (1945-1991 rr.)). KELM. Liublin, 8 (44), 12-17. URL: <http://kelmczasopisma.com/ua/viewpdf/7921>
- Denysjuk, T. (2006). Istoriografichnyj analiz rozvytku zmistu pochatkovoї osvity Ukrainy u 50-90-kh rokakh KhKh st. Visn. Zhytomyr. derzh. un-tu im. I. Franka. 28. URL: <http://eprints.zu.edu.ua/1110/1/06dtfpou.pdf>.
- Drohobyt'skyi, I. (2009). Ideolohichnyi aspekt diialnosti ustanov pisladyplomnoi pedahohichnoi osvity u zakhidnoukrainskomu regioni 1939-1950 rr. (na prykladi Ivano-Frankivskoho oblasnoho instytutu pisladyplomnoi pedahohichnoi osvity). Problemy humanitarnykh nauk: zbirnyk naukovykh prats DDPU imeni Ivana Franka. 24, 110-119. URL: <http://phh.dspu.edu.ua/article/download/172166/171907>
- Istoriia ukrainskoї shkoly i pedahohiky. (2003). Khrestomatia / Uporiadnyk O.O. Liubar; za red. V.H. Kremenia. Kyiv.
- Krysiuk, S. (1995). Do pytannia periodyzatsii istorii pisladyplomnoi osvity pedahohichnykh kadrov Ukrainy. Pedahohika i psykhohohiia. Kyiv, 1(6), 114-118.
- Strazhnikova, I. (2015). Istoriografia rozvytku pedahohichnoi nauky u doslidzhenniakh Zakhidnoho rehionu Ukrainy (druha pol. XX – poch. XXI st.): dys. ... d-ra ped. nauk: spets. 13.00.01. Ivano-Frankivsk.
- Tsybaniuk, O. (2020) Rozvytok pisladyplomnoi pedahohichnoi osvity Bukovyny pershoi polovyny XX st. Journal «ScienceRise: Pedagogical Education», 1(34), 48-53.
- Zakon Ukrainy Radianskoї Sotsialistychnoї Respubliky Pro osvitu vid 23 travnia 1991 roku. URL: https://zakononline.com.ua/documents/show/155510__599910
- Zbirnyk zakoniv Ukrainy RSR i ukaziv Prezydii Verkhovnoї Rady Ukrainy RSR 1938-1973: u 2 t. (1974). Uporiadnyk Z.K. Kalinin, za red. Ya. Kolotukhy, F. Burchaka. Kyiv: «Polityvdav Ukrainy». Vol. 1.

Received

17.02.2023

Accepted

06.03.2023



Chapter III. THEORETICAL-METHODICAL FUNDAMENTALS OF PROFESSIONAL TRAINING OF FUTURE TEACHERS

doi: 10.15330/msuc.2023.28.77-81

Галина Борин,

доктор педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Galyna Boryn,

Doctor of Pedagogic Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

boryngv@ukr.net

ORCID 0000-0002-7274-3896

Тамара Марчій-Дмитраш,

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Tamara Marchii-Dmytrash,

Candidate of Pedagogic Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

tamara.dmytrash@ukr.net

ORCID 0000-0001-8438-9735

УДК 377:37.011.3

МЕТОДОЛОГІЧНІ ПІДХОДИ В ПІДГОТОВЦІ МАЙБУТНІХ ПЕДАГОГІВ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

Анотація. Статтю присвячено аналізу методологічних концептів підготовки майбутніх педагогів до професійної діяльності. Особливу увагу зосереджено на тому, що вдосконалення професійної підготовки майбутніх педагогів до виховання дітей дошкільного віку пов'язано з налагодженням тих освітніх взаємин, які передбачають реалізацію методологічних підходів в освітньому процесі закладу вищої освіти, єдність форм, методів та засобів творчого й духовного розвитку майбутніх педагогів, що пов'язано з втіленням культурно-освітньої місії ЗВО. Наголошено, що в основу методологічних підходів покладено систему ціннісного ставлення до професійної підготовки майбутніх фахівців, формування поваги до соціального оточення, самого себе.

З'ясовано, що зміст поняття «методологічний підхід» учені трактують як сукупність відповідних підходів, прийомів (способів) теоретичного пізнання практичної діяльності, які базуються на положеннях конкретної теорії, визначають пошукові напрями предмета дослідження, сприяють досягненню мети. Уточнено, що окреслені методологічні підходи (особистісно орієнтований, аксіологічний, діяльнісний, компетентнісний) є науковою основою формування професійної компетентності майбутнього педагога. Наголошено, що за таких умов посилюється спрямованість освітнього процесу закладу вищої освіти на підготовку здобувачів освіти, що активізує оволодіння студентами відповідними фаховими знаннями з педагогіки, психології загальної, формування відповідних умінь, навичок, ключових компетентностей, спрямованих на вияв готовності майбутніх фахівців до формування художньо-конструктивної діяльності дітей. В означеній професійній підготовці варто враховували, що окреслені нами методологічні підходи сприяють формуванню ціннісних орієнтирів здобувачів освіти на основі національних, загальнолюдських, етноестетичних цінностей, це слугує опанування дітьми національних символів, традицій, забезпечує умови задля особистісного самовираження суб'єкта освіти, задовольняє природну потребу особистості в напрямі самореалізації, утвердженні власного «Я», активізуючи індивідуальні природні здібності, нахили.

Ключові слова: професійна підготовка майбутніх вихователів, компетентнісний підхід, аксіологічний підхід, особистісно орієнтований підхід, діяльнісний підхід, здобувачі освіти.

METHODOLOGICAL APPROACHES IN THE PREPARATION OF FUTURE TEACHERS FOR PROFESSIONAL ACTIVITIES

Abstract. The article is devoted to the analysis of methodological concepts of training future teachers for professional activity. Particular attention is focused on the fact that the improvement of the professional training of future teachers for the



education of preschool children is connected with the establishment of those educational relationships that provide for the implementation of methodological approaches in the educational process of a higher education institution, the unity of forms, methods and means of creative and spiritual development of future teachers, which is connected with the implementation of the cultural and educational mission of the Higher Education Institution. It is emphasized that the basis of methodological approaches is a system of values related to the professional training of future specialists, the formation of respect for the social environment and oneself.

It was found that scientists interpret the meaning of the concept of "methodological approach" as a set of appropriate approaches, methods (methods) of theoretical knowledge of practical activity, which are based on the provisions of a specific theory, determine the search directions of the subject of research, contribute to the achievement of the goal. It is specified that the methodological approaches outlined by us (personally-oriented, axiological, activity-based, competence-based) are the scientific basis for the formation of the professional competence of the future teacher.

It is emphasized that the focus of the educational process of the institution of higher education on the preparation of education seekers is strengthened with the outlined competencies, which activates students' acquisition of relevant professional knowledge in pedagogy, general psychology, the formation of relevant abilities, skills, and key competencies aimed at demonstrating the readiness of future specialists to form artistically - children's constructive activities. In the mentioned professional training, it should be taken into account that the methodological approaches outlined by us contribute to the formation of value orientations of education seekers on the basis of national, universal, ethno-aesthetic values, since it is basically aimed at children's mastering of national symbols and traditions, provides conditions for the personal self-expression of the subject of education, satisfies the natural need of the individual in the direction of self-realization, affirmation of one's own "I", activating individual natural abilities and inclinations.

Keywords: professional training of future educators, competence approach, axiological approach, person-oriented approach, activity approach, education seekers.

INTRODUCTION

The problem formulation. Improving the professional training of future educators to work with children requires the establishment of educational relationships, which involve the recognition of the student of education as a self-sufficient individual who strives to achieve success through his own creative professional activity. A considerable role is assigned to the professional competence of future teachers in the direction of applying methodological approaches. The activity of a teacher educator is impossible without mastering the basic professional competences. They are formed in the process of assimilating the content of educational components, which involve the formation of readiness for the development of creativity in children as a basic personality quality); use of the latest educational technologies in the educational process of the educational institution.

The transformation of the modern educational process of the institution of higher education, which takes place during the period of extremely complex historical events, is characterized by a special valuable, national-cultural, spiritual affirmation of the individual. Relying on methodological approaches in the professional training of future educators to work with children of preschool age requires the formation of appropriate value orientations, knowledge, abilities and skills in those seeking education.

The determination of methodological approaches for the professional training of future teachers of preschool education institutions is conditioned by the need to substantiate new approaches to the content, forms, methods and techniques, principles of formation of the readiness of education seekers in the specified direction.

Analysis of recent research and publications. The problems of professional training of future teachers (masters, bachelors) were investigated in the works of L. Artemova, H. Belenka, O. Boginich, A. Bogush, N. Gavrish, S. Gavrilyuk, I. Dychkivska, O. Dubaseniuk, O. Yemchyk, O. Yankovich and others. They analyzed the specifics, content and essence of the future professional activity of teachers of preschool education institutions. The peculiarities of the application of methodological approaches in the professional training of education seekers were studied by domestic and foreign researchers, the methodology was characterized through the prism of the principles of the organization of certain activities. In particular, scientists interpret the concept of «methodological approach» as a set of appropriate approaches, methods (methods) of theoretical knowledge of practical activity, which are based on the provisions of a specific theory, determine the search directions of the subject of research, and contribute to the achievement of the goal.

Psychological-pedagogical features of the implementation of a personally oriented approach for quality training of future teachers in institutions of higher pedagogical education are highlighted in the scientific work of A. Avdeeva, I. Bekha, V. Molyako, N. Kuzminska, O. Oleksyuk, O. Pehota, V. Semichenko, etc. . The results of the analysis of scientific and pedagogical research lead to the conclusion that the issue of the application of the personal-activity approach in the educational process of a higher education institution was raised in the works of A. Alekseev, O. Vishnevskiy, M. Horlach, L. Kalinina, O. Kokun, O. Masalova, O. Pyskun, V. Chayki, N. Yaksy and others. For the professional training of future teachers, we will focus on competency-based, person-oriented, axiological, activity approaches.

THE AIM AND RESEARCH TASKS – analyze and justify methodological approaches in training future teachers for professional activity.

RESEARCH METHODS: find out the meaning of the concept of "methodological approach"; outline the methodological approaches (personally oriented, axiological, activity-based, competence-based), which are the scientific basis of the formation of the professional competence of the future teacher.



RESEARCH RESULTS

The activity of a modern teacher of higher education institutions should be focused on the implementation of a competency-based approach to quality training of future teachers, which involves taking into account the personal, professional component of the future specialist, including theoretical, practical, and psychological training. Therefore, the professional competence of the future educator is a complex integrative formation of the personality, its structure includes knowledge, abilities and skills, the quality of which is formed in the presence of proper motivation, the acquisition of professional experience and a valuable attitude to activity.

The activity of a modern teacher of higher education institutions should be focused on the implementation of a competency-based approach to quality training of future teachers, which involves taking into account the personal, professional component of the future specialist, including theoretical, practical, and psychological training. Therefore, the professional competence of the future educator is a complex integrative formation of the personality, its structure includes knowledge, abilities and skills, the quality of which is formed in the presence of proper motivation, the acquisition of professional experience and a valuable attitude to activity.

The methodological approaches outlined by us (person-oriented, axiological, activity-based, competence-based) are the scientific basis for the formation of the professional competence of the future teacher.

The activity of a modern teacher of higher education institutions should be focused on the implementation of a competency-based approach to quality training of future teachers, which involves taking into account the personal, professional component of the future specialist, including theoretical, practical, and psychological training. Therefore, the professional competence of the future educator is a complex integrative formation of the personality, its structure includes knowledge, abilities and skills, the quality of which is formed in the presence of proper motivation, the acquisition of professional experience and a valuable attitude to activity.

The application of the competence approach in the training of future educators is characterized by different positions of scientists in the direction of the researched problem. We consider the professional competence of a special education teacher to be an integrative personal education based on the assimilation of theoretical knowledge, practical skills, professional and personal qualities and experience, which determine the readiness to perform pedagogical activities, ensure a high level of professional self-organization. We characterize the competency-based approach as a significant factor in the quality training of future preschool educators as highly qualified, proactive, creative, competitive, capable of professional growth and self-development (Boryn, 2014, p. 43). The implementation of the competence approach in the educational space of the institution of higher education contributes to the formation of the individual style of professional behavior of future teachers, the development of pedagogical skills, the mastery of innovative methods for the formation of artistic-constructive and artistic-creative activities of preschoolers.

Competence is usually considered a specific personal characteristic. It covers a system of interconnected knowledge, abilities and skills, the formation of relevant professional experience. The professional competence of the teacher serves as a kind of response to the emergence of problematic situations in education. Competence in training is correlated with an integrated result, the essence of which is to shift the emphasis from the accumulation of knowledge, abilities and skills in the direction of forming the ability of the future specialist to act, applying positive professional experience in a specific field. As an integrative formation of the personality, competence functions in different forms: the result of personal self-realization, a factor of further self-development, professional improvement of the personality; form of functioning of knowledge, abilities, skills; complex integrative psychological education, a method of maximum demand for personal professional potential.

The professional competence of a teacher is characterized by a complex of knowledge and skills acquired in the process of educational activity. They enable individuals to identify and evaluate their own professional capabilities in various contexts of professional issues. The results of the analysis of scientific and pedagogical literature show that competence is usually characterized in the context of a specific activity, since it is formed by a permanent process of mastering professional skills and abilities. The professional competence of a teacher presupposes the formation of specific personal and professional qualities, the totality of which characterizes the degree of readiness of a specialist to qualitatively perform professional tasks in accordance with the professional competencies formed during professional training.

Let's highlight the components of the professional competence of a preschool teacher: theoretical knowledge about the peculiarities of the mental development of preschoolers; forms of organization of children's educational activities in preschool; psychological and physiological features of pupils; functions of the learning process; didactic principles and principles of partnership; pedagogy of cooperation. Knowledge-tools are important, which include knowledge of professional methods for organizing educational activities with preschoolers, forms of organizing educational activities in a preschool education institution, methods of activating children's cognitive activity; innovative educational technologies; knowledge-values: knowledge about the personal-activity paradigm of education, the values of the teacher's profession; knowledge of the basics of pedagogical ethics, moral incentives for activity, etc.

The professional competence of the future teacher is a conditional guideline for his immediate development in the direction of formation of readiness for pedagogical activity. We characterize such definitions as «professional preparation», «professional competence» as a complex integrative personal characteristic of a graduate of a higher pedagogical education institution, mutually determined by professional categories. The implementation of such



an approach involves the readiness of the future educator of a preschool education institution to competently apply professional methods, orientation in the psychological and pedagogical theory and practice of preschool education. A competent teacher, knowledgeable in his field, has the appropriate knowledge, abilities, and experience, which together make it possible to act reasonably and professionally in a specific educational situation. The competence of the future specialist in the field of preschool education includes personal, cognitive, activity, motivational, moral and ethical, social behavioral components. In the context of forming the readiness of future teachers for the formation of artistic and constructive activities of preschoolers, the implementation of the competence approach consists in the ability of future teachers at the appropriate scientific and pedagogical level to analyze the constructive structure of products that will be made by children, to master the methods of their creation based on the use of various materials; to have the skills to exercise appropriate psychological and pedagogical influence on pupils in the specified aspect.

The results of the analysis of the scientific work of scientists allow us to interpret the person-oriented and personal approaches as identical. A personal approach consists in creating an appropriate educational space, in the presence of which a person will be able to choose paths, means of self-development, and realize professional experience. It should be noted that personality is considered a psychological neoplasm, since it is formed as a result of appropriate activity through the subjectivity of social relations, is an internally indivisible individuality, integral, unique, unrepeatable, characterized by activity, the factors of which are needs, values. At the same time, in the professional training of future educators, we see a personal approach in the conscious value attitude of the teacher towards the child. We take into account that the student of education is responsible for his own development, formation of self-awareness, manages the desire for self-expression and development of the range of his own capabilities.

The purpose of person-oriented education is to ensure conditions for the proper organization of the educational process. Let's analyze them in more detail: the educational process of a higher education institution should be coordinated with the existing experience of students, scientifically based content of knowledge and skills that they will acquire; the selection of educational material should ensure the manifestation of prior learning experience, the objective experience of the student; the scientific-pedagogical orientation of the presentation of knowledge by a teacher of a higher education institution should provide for the transformation of the subjective experience acquired by each student of education.

A person's ability to act is a complex process and consequence at the same time; an undeniable means of development. Activity theory, according to V. Chaika, needs increased attention to the formation of internal activity of students, taking into account their personal (Chaika, 2007, p. 25). During the «information explosion» it is impossible to learn all the necessary knowledge. It is the active approach that will encourage students to independently select information that is relevant today.

We consider the activity approach to be a fundamental principle, which considers the leading mechanisms of the formation of the personality of the student of education by designing, organizing the creative process of activity, and its construction. We will analyze the peculiarities of the implementation of the activity approach for the proper organization of professional training of students for the formation of artistic and constructive activities of preschool children.

The methodology of the activity approach is widely used in the research of scientists, which relate to the specifics of the professional training of future teachers. At the current stage, when a person is faced with the need to respond to the demands of society, he needs to be realized in the personal and professional spheres of his life. Characterizing the essential aspects of the implementation of the activity approach in institutions of higher pedagogical education, V. Chaika emphasizes the contradictions inherent in higher education:

1) the forms of organization of educational activities in a higher education institution do not always correspond to the forms or conditions of future professional activity;

2) mastery of professional activity is not always provided with means of educational activity within sufficient limits;

3) the functional links of the structure of educational and professional activity are the same (goal, task, motive, needs, means, actions, result), but the content of educational links is different (Chaika, 2007, p. 23).

Our active approach is aimed at forming the future teacher's ability to flexibly and creatively apply knowledge and skills in practical activities; the desire to find new effective ways of operating in changing unpredictable conditions. This approach encourages students to permanently update their knowledge independently, to independently search for rational methods of pedagogical activity.

The axiological approach in the training of future specialists to the formation of artistic and constructive activities of preschoolers was used in order to form a conscious attitude of students to the acquisition of their own artistic and constructive skills; adaptation of the value system of future preschool professionals to the hierarchy of society's values on the basis of humanism, aesthetic values, values of creativity, child-centrism. The future professional activity of students in a preschool education institution will take place precisely within the limits of these values. In the mentioned professional training, it was taken into account that artistic and constructive activity contributes to the formation of value orientations of education seekers on the basis of national, universal, ethno-aesthetic values, since it is basically aimed at mastering national symbols and traditions by preschoolers, provides conditions for the personal self-expression of the subject of education, satisfies the natural need of the individual in the direction of self-realization, affirmation of one's own «I», activating individual natural abilities, inclinations (Matishak, Marchiy-Dmytrash, 2022 p. 104). Therefore, the construction of the educational process in an educational institution based on the axiological approach contributes



to the formation of a free, spiritually developed, goal-oriented personality, which is capable of self-realization in social, professional, creative spheres of life.

The period of modern, extremely complex historical events is characterized by a special value, national-cultural, legal affirmation of statehood. This requires improving the professional training of students in sync with the tasks of rebuilding Ukrainian society in order to strengthen the foundations of the spiritual culture of the nation as a whole. At the core of the directions for improving the preparation of students to work with preschool children is the formation of the aspirations of those seeking education to establish high-quality valuable educational relationships by implementing a strategy of recognizing the future specialist of the preschool profile as a self-sufficient individual who strives to achieve success in his own professional activity, is capable of self-respect and deserves multifaceted support in the process of studying at higher education institutions.

This requires the application of a student-centered paradigm in the organization of the educational process, which involves the use of such teaching methods and techniques that encourage future teachers to actively cooperate.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The methodological approaches outlined by us (person-oriented, axiological, activity-based, competence-based) are the scientific basis for the formation of the professional competence of the future teacher.

In accordance with the outlined competences, the focus of the educational process of the institution of higher education on the preparation of education seekers is strengthened, which activates students' mastery of relevant professional knowledge in pedagogy, general psychology, the formation of relevant abilities, skills, and key competences aimed at demonstrating the readiness of future specialists for the formation of artistic and constructive activities children. The professional training of future specialists of the preschool profile for the formation of artistic and constructive activities of preschoolers needs to take into account the fact that a child of preschool age needs subject-practical activities and trustful communication for full-fledged development. This requires a well-thought-out organization, systematicity, professionalism, initiative, and creativity from the preschool teacher.

REFERENCES

- Boryn, G.V. (2014). Kulturolohichni pidkhd do profesiinoyi pidhotovky maybutnikh vykhovateliv DNZ Ukrayiny [Culturological approach to professional training of future educators of secondary schools of Ukraine]. Bulletin of the Precarpathian University. Series: Pedagogy. Issue: LI. (2), 41-45.
- Yepikhina, M.Ya., Kurylo, N.O. (2017). Formuvannya osnov patriotychnoho vykhovannya u doshkilnykiv zasobamy narodoznavstva [Forming of bases of patriotic education at preschool children by means of ethnography]. Scientific Bulletin of Uzhhorod University. Seria: Pedagogy. Social work. Issue 1 (40) 97, 96-100.
- Yeskova, T.L. (2018). Pidhotovka maybutnikh pedahohiv do kerivnytstva khudozhnoiu pratseiu v zakladakh doshkilnoyi osvity [Preparation of future teachers for the management of art work in the institutions of preschool education]. Innovation in education. Issue 7(1), 117-124.
- Lavrynenko S.O. (2005). Pidhotovka maibutnikh uchyteliv pochatkovykh klasiv do natsionalnoho vykhovannya zasobamy mystetstva [Preparation of future primary school teachers for national education by means of art. Extended abstract of candidate's thesis. Kirovograd.
- Mashkina, S.V., Usatenko, T.P., Khomych, L.O., Shakhrai, T.O. (2016). Teoretychni zasady kulturolohichnoho pidkhodu u pidhotovtsi pedahoha do vykhovnoyi diialnosti [Theoretical bases of culturological approach in preparation of the teacher for educational activity]. IPOOD NAPN of Ukraine.
- Matishak, M. V., Marchiy-Dmytrash T. M. (2022). Psyholoho-pedahohichni umovy pidhotovky maibutnikh vykhovateliv do natsional'no-patriotychnoho vykhovannya ditey doshkil'noho viku [Psychological and pedagogical conditions of future educators' training for the national-patriotic education of preschool age children]. Science and technology today ("Pedagogy" Series, "Law" Series, "Economics" Series, "Physical and Mathematical Sciences" Series). № 7(7), 98-112.
- Chaika, V.M., Tsymbal, L.M., Ponomarenko, T.L. (2007). Ukrayinska etnopedahohika [Ukrainian ethnopedagogics]. Mykolayiv; Ternopil : TNPU.
- Shevchenko, N. O. (2015). Vykorystannia elementiv narodoznavstva u praktytsi suchasnykh DNZ [The usage of elements of ethnography in the practice of modern PEI]. Preschool education in the modern educational space: actual problems, experience, innovations. Kharkiv: KhNPU.

Received

25.03.2023

Accepted

09.04.2023

**Ольга Комар,**

доктор педагогічних наук, професор,
завідувач кафедри фахових методик та інноваційних технологій у початковій школі,
Уманський державний педагогічний університет імені Павла Тичини (м. Умань, Україна)

Olha Komar,

Doctor of Pedagogical Sciences, Professor,
Professional Methodologies and Innovative Technologies in Primary School Department,
Pavlo Tychyna Uman State Pedagogical University (Uman, Ukraine)

komar_olga@ukr.net

ORCID 0000-0003-0289-2359

Оксана Кіліченко,

кандидат педагогічних наук, доцент, доцент кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Oksana Kilichenko,

Candidate of Pedagogical Sciences, Associate Professor, Associate Professor
of Pedagogy of Primary Education,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

oksana.kilichenko@pnu.edu.ua

ORCID ID 0000-0001-5641-5481

УДК 37.01

РОЗВИТОК ГУМАНІСТИЧНИХ ПРОФЕСІЙНИХ ЯКОСТЕЙ УЧИТЕЛЯ В ПРОЦЕСІ ІНТЕРАКТИВНОГО НАВЧАННЯ МОЛОДШИХ ШКОЛЯРІВ

Анотація. У статті розкрито проблему розвитку гуманістичних якостей вчителя в процесі організації інтерактивного навчання в початковій школі. Визначено професійні та особистісні якості, які властиві гуманному вчителю початкової школи. Наголошено на тому, що особлива увага приділяється організації освітнього процесу як ефективної багатосторонньої комунікації. Застосовуючи ту чи іншу технологію, у нашому випадку інтерактивну, для розв'язання завдань навчально-виховного процесу вчитель початкової школи обов'язково буде застосовувати відповідні методи навчання, тобто реалізація навчання за певними технологіями відбувається насамперед через систему адекватних методів, які є ядром цієї технології. Проаналізовано роль «активних» і «пасивних» методів навчання, коли учні виступають у ролі «об'єкта» навчання.

Відзначено, що інтерактивні методи навчання дають найбільший простір для самореалізації учня в навчанні і найбільше відповідають особистісно орієнтованому підходу. Вони орієнтовані на реалізацію пізнавальних інтересів і потреб особистості, тому особлива увага приділяється організації процесу ефективної багатосторонньої комунікації, яка характеризується відсутністю полярності й мінімальною сконцентрованістю на точці зору вчителя. Учасники такої комунікації більш мобільні, відкриті та активні, тому ключовим для розуміння ролі інтерактивного спілкування в соціальному розвитку дитини (як дитини, так і вчителя) є теза про те, що юна особистість розвивається в єдності, спілкуванні її з найближчим мікросоціумом, куди входять однолітки і вчителі. Окрім того, використання інтерактивних методів забезпечує реалізацію ідеї співробітництва в колективі, сприяє оздоровленню психологічного клімату в класі, створенню атмосфери доброзичливості під час навчання. Дослідження ролі організації інтерактивного навчання в розвитку гуманістичних якостей учителів початкової школи було організоване в таких напрямках: самоаналіз своїх особистісних і професійних якостей і визначення важливості інтерактивного навчання у формуванні гуманістичних якостей. Особливу роль у розвитку гуманістичних якостей учителя в процесі організації інтерактивного навчання відіграє їхня готовність до професійної діяльності.

Ключові слова: учитель початкової школи, гуманізм, інтерактивне навчання, технологічний підхід.

DEVELOPMENT OF HUMANISTIC PROFESSIONAL QUALITIES OF THE TEACHER IN THE PROCESS OF INTERACTIVE EDUCATION OF YOUNGER SCHOOL STUDENTS

Abstract. The article reveals the problem of developing the humanistic qualities of the teacher in the process of organizing interactive education in primary school. The professional and personal qualities which characterize a humane primary school teacher are defined. It is emphasized that special attention is paid to the organization of the educational process as effective multilateral communication. Applying one or another technology, in our case interactive, to solve the tasks of the educational



process, the primary school teacher will definitely use appropriate teaching methods. That is, the implementation of training using certain technologies occurs primarily through a system of adequate methods, which are the core of this technology. The role of "active" and "passive" learning methods, when students act as the "object" of teaching, is analyzed. It is noted that interactive teaching methods provide the greatest space for self-realization of the student in learning and most closely correspond to a person-oriented approach. They are focused on the realization of the cognitive interests and needs of the individual, therefore special attention is paid to the organization of the process of effective multilateral communication, which is characterized by the absence of polarity and minimal concentration on the teacher's point of view. Participants of such communication are more mobile, open and active.

Therefore, the key to understanding the role of interactive communication in the social development of a child, both a child and a teacher, is the thesis that a child's personality develops in unity, communication with the nearest micro-society, which includes peers and teachers. In addition, the use of interactive methods ensures the implementation of the idea of cooperation in the team, contributes to the improvement of the psychological climate in the classroom, and creates an atmosphere of goodwill during training. The study of the role of the organization of interactive learning in the development of humanistic qualities of primary school teachers was organized in the following directions: self-analysis of their personal and professional qualities and determination of the importance of interactive learning in the formation of humanistic qualities. It is noted that a special role in the development of the teacher's humanistic qualities in the process of organizing interactive learning is played by their readiness for professional activity.

Keywords: primary school teacher, humanism, interactive learning, technological approach.

INTRODUCTION

The problem formulation. An important requirement for the professional activity of a teacher in the conditions of the war with Russia is the development of teachers' humanistic personal qualities.

Society is interested in choosing from the vast experience accumulated over centuries of human history the most valuable, necessary for assimilation by the younger generation, in order to transmit it to the consciousness of young people in various ways, mainly through school and teachers. The purpose of a teacher is to be a link in the transmission of diverse social experience, and therefore to contribute to social progress. In the process of educating, the teacher imparts cognitive experience to pupils, helping them to master the tools of work - laboral, and organizing relationships in the process of human activity - moral, communicative. Teacher professionalism, according to Mark Boylan, Gill Adams, Emily Perry & Josephine Booth (Boylan, Adams, Perry & Booth, 2023, p. 653), should be democratic, activist and transformative.

A modern teacher is a teacher who must be at the forefront of change. Today's children are children growing up in new conditions. They belong to the new generation, who are learning to survive in the conditions of war and occupation, who are displaced persons, and the number of children with special educational needs is increasing. On the other hand, there are requirements for the organization of the educational process in primary school, which is of a mixed nature (online and offline learning). Therefore, the problem of developing humane qualities in future primary school teachers is timely.

Analysis of recent research and publications. The study of this problem should be considered in the following directions: professional humanistic qualities of an elementary school teacher and ways of their development in the process of using interactive training with elementary school students.

The development of the teacher's humanistic qualities and their implementation in the process of communication were studied by H. Ball, V. Galuzyak, M. Hrynyova, M. Zabrotskyi, I. Zyazyun, N. Karapuzova, O. Kyrychuk, G. Kovalev, M. Levchenko, S. Maksymenko, V. Sukhomlynskyi, T. Yatsenko and others.

An important condition for the development of humanistic qualities is the method of organizing the educational process in primary school. In particular, through the "pedagogy of cooperation", which is called the school renewal movement, which was studied by Sh. Amonashvili (2010), N. Bibik (2018), M. Klepar (2022), L. Koval (2020), K. Petryk (2020), O. Nych (2022), T. Potapchuk (2022), O. Savchenko (2014), A. Chinchoi (2022) and others.

One of the means of modernizing the educational space in primary school is the use of interactive training for younger students. This problem was studied by O. Bida, O. Yelnikova, O. Komar, O. Pometun, L. Pyrozhenko and others.

D. Pashchenko devotes research to the training of future elementary school teachers in humanistic education. The problem of technology in the system of professional training of future primary school teachers is raised in a number of works by L. Koval, O. Komar, K. Petryk, I. Shaposhnikova and many other scientists.

The purpose of the article: the development of humanistic qualities of teachers in the process of organizing interactive learning with primary school students.

RESEARCH METHODS

To realize the purpose of the article we used the following research methods: theoretical analysis of psychological and pedagogical literature to determine the state of the researched problem, synthesis, abstraction, generalization, survey, which contributed to determining the role of the organization of interactive learning in the development of humanistic qualities of teachers.

RESULTS OF THE RESEARCH

V. Sukhomlynskyi remarked: "The work of a teacher cannot be compared or contrasted with anything. The weaver sees the fruits of his labor in just an hour. A few hours later, the steelworker rejoices at the fiery stream of metal. A breadwinner, a sower, after a few months, admires the ears of corn and a handful of grain grown in the field... But a teacher has to work for years to see the object of his creation, sometimes decades pass, and what you envisioned barely begins to show... The teacher is obliged - to society, to parents - to work only correctly, only well..." (Sukhomlynskyi, 1976, p. 341).



The professional activity of a teacher is extremely responsible. As I. Zyazyun notes, "A teacher deals with specific people: children of his class, school, other institution, but his task is not only personal, but also socially determined - preparing the younger generation for active participation in society. Why is society forced to open schools and keep an army of teachers? In order for new generations to be involved in various spheres of life (developing science, art, producing products, spreading experience). It is here, in education, in a condensed form, that children go through the previous path of humanity" (Ziaziun, 2008, p.11).

The mission of teachers is also significant at a time when a gap between a person's technical training and the level of his social consciousness, his morality, which is dangerous for the fate of civilization, has been discovered. This gap is one of the reasons for the nuclear threat hanging over the world, environmental, food and other global problems. All this requires raising the culture of the people, and therefore, humanizing education. And that is why schools and teachers today have a social order - to educate advocates of the survival of humanity, the preservation of the planet, which has become our common home (Pashchenko, 2007, p. 9-10)

As N. Karapuzova notes, "...for successful learning and development of students, a humane teacher must understand the student, his psyche, behavior, and have an optimistic attitude towards his educational opportunities. The humanistic orientation of the teacher's activities implies readiness to create such an educational environment in which the inner essence of each child is most clearly manifested" (Karapuzova, 2020, p. 19).

Therefore, the problem of training and education of a teacher who would meet the specifics of today, the social needs of the state in general, and the needs of the individual in particular, which would be based on the new philosophy of education, on the principles of democracy and interpersonal polylogue, arises with special urgency.

The profession of teacher belongs to socionomic types of work, where communication from the side that accompanies labor activity becomes a professionally significant and essential one. After mentally solving the pedagogical task (and on this basis), the teacher solves the communicative task of organizing direct interaction with students. The works of G. Ball, V. Galuziak, M. Zabrotskiy, B. Kan-Kalik, G. Kovalev, O. Kyrychuk, S. Maksimenko, M. Levchenko and others substantiate the understanding of pedagogical communication as an essential, deep characteristic of the pedagogical process, a type of professional communication, thanks to which socio-psychology and interaction of the teacher with students takes place. The content of such interaction is the exchange of information, getting to know the personality of students, the implementation of educational influences, the creation of optimal conditions for the development of schoolchildren's learning motivation and ensuring the creative nature of their educational activities etc.

It is important to emphasize that the solution of the tasks facing the school today is possible only if the teacher provides a certain type of management of the educational activities of the students. The essence of which is reflected in the change of the student's position, in his transformation from an object of external influences to an active subject of his own activity, in the realization of the child's capacity for self-management (self-regulation, self-organization, and self-control) (Tekhnolohiia spilkuvannia (komunikatyvna kompetentnist vchytelia: sutnist i shliakhy formuvannia, 2005, p. 3).

It should be noted that the use of interactive learning in primary school is effective in the development of humanistic qualities of primary school teachers if the teacher is ready to implement them.

K. Petryk notes that "The readiness of future primary school teachers to organize interactive educational interaction of students is an important element of the professional development of a teacher's personality, one of the parameters of professional and pedagogical readiness and is an indicator of professionalism" (Petryk, 2018, p. 176).

Readiness is one of the professional qualities of a humane teacher. Recalling the instructions of V. Sukhomlynskyi that a teacher should possess scientific knowledge in his field, know psychology and pedagogy, have educational skills, possess the basics of pedagogical mastery (Koval, & Petryk, 2020, p. 17), it is possible to define such a set of general requirements for modern teachers.

1. Love and respect for children, the ability to see in them citizens of Ukraine with inexhaustible potential opportunities and educational features.

2. A sense of national pride for his people, their historical and modern achievements, readiness to serve their people in every possible way, based on the development of historical memory.

3. Honesty, conscientiousness, justice, truthfulness, objectivity. Qualities that are most valued in a teacher.

4. Endurance, restraint, patience. The teacher communicates daily with children who lack social experience. They do not always act according to established rules and regulations, prone to mischief etc. Today, another condition has arisen: a psychological breakdown due to the war with Russia. Therefore, a primary school teacher must be able to restrain himself, not rush to make rash decisions, especially in an excited state.

5. Organizational abilities, which are reflected in the formation of the teacher's ability to organize himself, children and a group of children. Develop pedagogical interaction with students. An important role is played by the ability to communicate with parents, to organize partnership interaction with them.

6. In modern conditions, an important requirement for a teacher is constant self-education and self-improvement. However, a teacher must not only be a consumer of new educational services, but also be able to share with colleagues through trainings, educational resources and publications.

7. Harmonious and comprehensive development. Primary school students are inclined to actively learn about the surrounding reality. They have many questions to which they want answers. Therefore, a teacher, in addition to in-depth knowledge within his academic discipline, must possess a certain level of knowledge in various fields.

8. Reasonable demandingness and principledness. Teachers in the field of education must have a solid foundation, a certain point around which all their activities are built. However, principledness should stem from the teacher's deep understanding of the features and regularities of the educational process, educational tasks, features of anatomical,



physiological and mental development of children of a certain age group. Reasonable demandingness is dialectically connected with the process of convincing not only pupils, their parents, but also oneself. This is a tool with which the teacher helps the student to develop certain abilities and skills.

9. An important trait of a teacher is: optimism, love of life, a sense of joy, gaiety, superiority, faith in the strength of each pupil.

10. Creative thinking. As you know, the lesson is a kind of small performance, where the teacher acts as the author of the script, director and actor. He also constantly communicates with students in class, outside of class, daily finds himself in various pedagogical situations in which he has to urgently solve many tasks. And if in the process of studying at a higher education institution or in the process of self-education, he receives certain behavior algorithms, they do not always contribute to a positive solution. Success depends on the skill of the teacher.

11. The tact of the teacher plays an important role in the organization of the educational environment in primary school. As you know, pedagogical tact is a sense of proportion, a sense of the particular state of the pupil, delicacy in communicating with students in various spheres of activity, the ability to choose the most appropriate approach to the child's personality in the educational system. It promotes communication with students based on an understanding of their mental state in specific circumstances, making appropriate decisions that would not inhibit the actions of pupils, but encourage them to active, rational work.

12. All the aforementioned qualities are the basis for sensitive, humane, fair treatment of people.

The school in the person of the teacher, should become that spiritual temple where every child would feel a truly sensitive, humane attitude towards himself, would be able to find peace and protection in this temple from the influence of cruelty and contempt for him. (Kuzminskyi, & Omelianenko, 2007, pp. 19-20).

In the process of working on this issue, it was important for us to find out that in modern pedagogical science and practice there are two views on the educational process in primary school and the role of the teacher in it, which contradict each other. Some pedagogues note that the teacher is the main figure of the educational and educative process - the subject who directs his energy to the students (tells, demonstrates, indicates, demands, applies the action of the voice or other types of influence). As a rule, such a position is held by teachers and scientists brought up during the Soviet era and committed to an authoritarian style of work. Other teachers are of the opinion that the teacher's influence in the educational process is combined with the influence of other students on each other. First of all, the group of students as a whole is an important influencing factor. A person is formed as a social person and cooperation in a team is of great importance for the formation of a personality. A. Makarenko remarked on this in his time: "...Education is a social process in the broadest sense...With all the complex world of the surrounding reality, the child enters into an infinite number of relationships, each of which invariably develops, intertwines with other relationships, and is complicated by the physical and moral growth of the child himself" (Makarenko, 1980, p. 10).

However, the team, in particular the class, acts as an important factor in the formation and development of each student's personality only under the condition of skillful guidance by the teacher. The teacher has to manage such a complex process both in class and outside of class. For an elementary school teacher, this process is many times more complicated and responsible, since a primary school teacher not only teaches his wards various subjects, but also spends educational hours with them, excursions, and is in direct contact with students for an average of 5-6 hours every school day. Therefore, a great role in stimulating specific actions and actions of students, their learning, education and communication is played by the methods, in particular, the management of a group of schoolchildren, which the teacher uses in the educational process.

But it is not only the attention to work with a group of students that distinguishes the modern work methods of elementary school teachers from the work methods of the Soviet era. A characteristic feature of the pedagogical theory of the Soviet school was that it described the educational process as a set of techniques and methods of influencing the teacher on the students, the adult on the children.

The interaction of students on each other was either not taken into account at all, or minimal attention was paid to it. In modern conditions, taking into account and special organization by the teacher of the interaction of students in the learning process is an objective requirement of society. The joint influence of the teacher, the children's team as a whole and individual students in particular, on the development of personality not only do not contradict each other, but, on the contrary, becomes especially effective and efficient in their unity. Therefore, a characteristic feature of the pedagogical interaction between a teacher and students in a modern school is the introduction of interactive technology into the educational process, which is aimed at the development of the student's personality not only directly from the teacher, but also, what is especially important, from the student body.

Applying one or another technology, in our case interactive, to solve the tasks of the educational process, the primary school teacher will definitely use appropriate teaching methods. That is, the implementation of training using certain technologies occurs primarily through a system of adequate methods, which are the core of this technology. Modern society encourages modern pedagogy to propose and apply new teaching methods that are based on real incentives for people's behavior, and those of them that meet the tasks of pedagogically appropriate organization of children's life activities are primarily used in pedagogical practice, that is, during training.

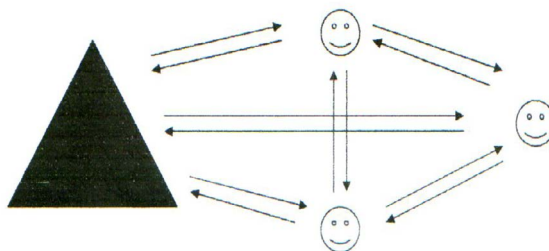
When using passive methods, students act as the "object" of learning. They assimilate and reproduce the material transmitted by the teacher, who acts as a source of certain information. As a rule, such methods include various types of pedagogical presentation, lectures, reading of the text by the teacher, demonstration of a video fragment, etc. In the process of such training, students do not communicate with each other and do not perform creative tasks.



If we are talking about active methods, students become "subjects" of learning, perform creative tasks, participate in dialogue with the teacher. Such methods are related to the performance of creative tasks (often at home), questions from student to teacher and teacher to student (dialogue), develop creative thinking. Modern didactic research includes such methods as partially exploratory or heuristic, problem-based, and exploratory. Although students are more active in this case, the teacher's form of interaction with them often remains a monologue. First, the teacher transmits knowledge to students in a monologue form, and then the latter return this knowledge to him through monologue answers. Sometimes learning takes place in a dialogue between a teacher and a student, through a conversation, but the teacher acts as a kind of pole around which all the communication of the participants in the learning process is concentrated.

Thus, interactive learning methods provide the greatest space for self-realization of the student in learning and most closely correspond to a person-oriented approach. They are focused on the realization of the cognitive interests and needs of the individual, therefore special attention is paid to the organization of the process of effective multilateral communication, which is characterized by the absence of polarity and minimal concentration on the teacher's point of view. Participants of such communication are more mobile, open and active.

The scheme of such interaction is presented below, where a triangle marks the teacher, who is in the circle of students, as an equal participant in educational communication. Possible directions of interaction implemented in the educational process are indicated by the corresponding arrows.



The scheme of interactive interaction implemented in the educational process

Interactive interaction excludes both the dominance of one participant in the educational process over another, and one opinion over another. Polylog creates and supports joint educational activities, in which the development of each of its participants takes place. It promotes the transfer of individual types of activities into joint activities united by a single goal. In the course of interactive learning, students learn to be democratic, learn to communicate with other people, to think critically, to make thoughtful decisions.

Once again, we emphasize that the main didactic element in interactive learning methods is intensive purposeful communication of students with an educational purpose. Today, when interviewing students, you can often get statements like "I don't understand the explanations...", "I don't like this lesson...", "I'm not interested in learning", "I'm not good at this subject" etc. It is already clear that in order for a modern student to learn well, he must constantly be included in the learning process through communication with students, the teacher, he must speak in class not once or twice, but constantly be in communication. Therefore, an important role is played by the way the teacher communicates with students, which is based on a humanistic attitude towards children. A teacher must be patient, balanced, understand that children come to school to learn, not just to acquire knowledge. It is the use of interactive learning that develops humanistic partnerships between teachers and learners.

This fully corresponds to the main postulate of the modern theory of learning that its leading methodology is the activity approach. It is from the standpoint of this approach that interactive learning is the most important model of modern learning.

We believe that the key to understanding the role of interactive communication in the social development of a child, both a child and a teacher, is the thesis that a child's personality develops in unity, communication with the nearest micro-society, which includes peers and teachers. In addition, the use of interactive methods ensures the implementation of the idea of cooperation in the team, contributes to the improvement of the psychological climate in the classroom, and creates an atmosphere of goodwill during training.

The study of the role of the organization of interactive learning in the development of humanistic qualities of primary school teachers was organized in the following directions: self-analysis of their personal and professional qualities and determination of the importance of interactive learning in the formation of humanistic qualities. For this purpose, we offered the following blocks of educational and professional situations to primary school teachers in Ivano-Frankivsk and Uman, Cherkasy Oblast, and to higher education students of Vasyl Stefanyk Precarpathian National University and Pavel Tychyna Uman State Pedagogical University, section 013 Elementary Education. 14 teachers and 40 students of the 1st year of the second (master's) educational level took part in the survey. The method of solving educational and professional situations is presented in the publications of O. Kilichenko (Kilichenko, 2017, 2018, 2019).

1. Give an example of a pedagogical situation using interactive learning. Model it and show solutions.
2. Simulate the pedagogical situation and determine what traits of the teacher's personality (positive and negative) can be manifested in the process of its implementation.
3. Analyze the genesis of the formation of humanistic qualities of teachers in the process of using interactive learning in primary school.



It should be noted that the answers of teachers and students of education differed somewhat. In particular, primary school teachers paid more attention to interactive learning. Namely, they analyzed the methods of its organization. The students specified and described the theoretical side of the problem.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The development of humanistic qualities of primary school teachers in the process of using interactive learning should be started already in the process of their education in a higher education institution. However, we note that an important role is played by professional readiness, namely the readiness to be a humanist and the readiness to use interactive learning in the organization of the educational process in primary school. We will continue our research in these directions.

REFERENCES

- Amonashvili, Sh. (2010). Humanna pedahohika: aktualni pytannia vykhovannia i rozvytku osobystosti [Humane pedagogy: topical issues of education and personality development]. Kyiv. 288 s.
- Karapuzova, N.D. (2020). Umovy formuvannia maibutnoho vchytelia-humanista pochatkovoї shkoly [Conditions for the formation of a future elementary school humanist teacher]. Humanizatsiia – naikorotshy shliakh do osobystosti: materialy II vseukrainskoi naukovo-praktychnoi maisterni (Kremenchutskiy pedahohichnyi koledzh imeni A. S. Makarenka, 25 veresnia 2020 roku) / [redaktor-uporiadnyk: O. V. Dibrova, S.I.Barda]. Kremenchuk: Metodychnyi kabinet. 296 s.
- Kilichenko, O.I. (2017). Osoblyvosti pidhotovky maibutnikh uchyteliv pochatkovoї shkoly do roboty v hirskomu seredovysshchi shliakhom rozviazuvannia navchalno-profesiinykh sytuatsii. [Peculiarities of training future primary school teachers to work in a mountain environment by solving educational and professional situations]. Hirska shkola: suchasni vykylyky i perspektyvy rozvytku: monohrafiia /Za nauk.red.d.p.n Oliiar M.P. Ivano-Frankivsk: NAIR. 484 s. S. 101-122
- Kilichenko, O.I. (2018). Pryntsypy vprovadzhennia kontekstnoho navchannia v protses pidhotovky maibutnikh uchyteliv pochatkovoї shkoly. [Principles of implementing contextual learning in the process of training future primary school teachers]. Osvitnii prostir Ukrainy, № 12. S. 98-106. DOI: <https://doi.org/10.15330/esu.12.98-106>.
- Kilichenko, O.I. (2019). Pedahohichna vzaiemodiiia v osvithomu protsesi pochatkovoї shkoly: sutnist i funktsii. [Pedagogical interaction in the educational process of primary school: essence and functions]. Naukovyi visnyk Mukachivskoho derzhavnogo universytetu. Seria «Pedahohika ta psykholohiia». № 2 (10). 140-143.
- Klepar, M., Potapchuk, T., Chinchoy, A., & Nych, O. (2022). The development of the humanistic outlook of younger school students of a general education school in extra-school activities. Mountain School of Ukrainian Carpaty, (26), 124-128. <https://doi.org/10.15330/msuc.2022.26.124-128>
- Koval, L., Petryk, K. (2020). Pedahohika partnerstva v koordynatakh modernizatsii profesiinoi pidhotovky maibutnikh uchyteliv pochatkovoї shkoly. [Pedagogy of partnership in the coordinates of modernization of professional training of future primary school teachers]. NewInception, (1), 7–13. <https://doi.org/10.5281/zenodo.3977995>
- Koval, L.V. (2009). Profesiina pidhotovka maibutnikh uchyteliv pochatkovoї shkoly: tekhnolohichna skladova: monohrafiia. [Professional training of future primary school teachers: technological component: monograph]. Donetsk: Yuho-Vostok. 375s.
- Kuzminskiy, A.I., Omelianenko, V.L. (2007). Pedahohika: Pidruchnyk. [Pedagogy: Textbook]. K.: Znannia. 477 s.
- Makarenko, A.S. (1980). Knyha dlia batkiv. [A book for parents]. Kyiv: Radianska shkola. 330 s. <https://findbook.in.ua/books/knigha-dlia-bat-kiv-liektsiyi-pro-vikhovannia-ditiei-vid-1980>
- Mark Boylan, Gill Adams, Emily Perry & Josephine Booth (2023). Re-imagining transformative professional learning for critical teacher professionalism: a conceptual review, Professional Development in Education, 49:4, 651-669, DOI: 10.1080/19415257.2022.2162566
- Nova ukrainska shkola: poradnyk dlia vchytelia [New Ukrainian school: a teacher's guide]. Navchalnometodychnyi posibnyk (2018). / za zah. red. N. M. Bibik. Kyiv, Litera LTD. 160 s.
- Pashchenko, D. I. (2007). Formuvannia hotovnosti maibutnikh uchyteliv pochatkovykh klasiv do humanistychnoho vykhovannia uchniv. [Formation of readiness of future primary school teachers for humanistic education of students]. Dysertatsiia na zdobuttia naukovoho stupenia doktora pedahohichnykh nauk 13. 00. 04 – teoriia i metodyka profesiinoi osvity. Kyiv. 412s.
- Pedahohichna maisternist: pidruchnyk. (2008). [Pedagogical skill: a textbook]. / Za red. I.A.Ziaziuna. K.: SPD Bohdanova. 376 s.
- Petryk, K. (2018). Hotovnist maibutnikh uchyteliv pochatkovoї shkoly do orhanizatsii interaktyvnoi navchalnoi vzaiemodii uchniv . [The readiness of future primary school teachers to organize interactive educational interaction of students]. Molod i rynek. № 5. S. 173-178. Rezhym dostupu: http://nbuv.gov.ua/UJRN/Mir_2018_5_33.
- Prots, M. (2021). Didactic features of pedagogical technologies in the training of primary school teachers. Mountain School of Ukrainian Carpaty, (25), 93-97. Retrieved from <https://scijournals.pnu.edu.ua/index.php/msuc/article/view/5809>
- Savchenko, O. Ya. (2014). Tolerantnist yak tsinnist shkilnoi osvity: metodychnyi aspekt. [Tolerance as a value of school education: methodical aspect]. Naukovyi visnyk Mykolajivskoho derzhavnogo universytetu imeni V. O. Sukhomlynskoho. Seria : Pedahohichni nauky. Vyp. 1.46. S. 124–129
- Shaposhnikova, I.M. (2003). Problema tekhnolohichnosti u systemi fakhovoї pidhotovky maibutnoho vchytelia pochatkovoї shkoly. [The problem of manufacturability in the system of professional training of future primary school teachers]. Shkola pershoho stupenia: teoriia i praktyka: Zbirnyk naukovykh prats Pereiaslav-Khmelnyskoho derzhavnogo pedahohichnoho universytetu imeni Hryhoriiia Skovorody. Pereiaslav-Khmelnyskyi. Vyp.7. S.148-157
- Sukhomlynskyi, V.O. (1976). Yak vykhovaty spravzhniu liudynu. [How to raise a real person]. Vybrani tvory: V 5 t. T. 2. K.: Radianska shkola. 465s. Tekhnolohiia spilkuvannia (komunikatyvna kompetentnist vchytelia: sutnist i shliakhy formuvannia) [Communication technology (teacher's communicative competence: essence and ways of formation)]. / S.D. Maksymenko, M.M. Zabrotskyi. Kyiv: Hlavnik, 2005. 112 s.

Received

03.03.2023

Accepted

17.03.2023

**Ірина Розман,**

доктор педагогічних наук, професор, професор кафедри
англійської мови, літератури з методиками навчання,
Мукачівський державний університет (м. Мукачево, Україна)

Iryna Rozman,

Doctor of Pedagogical Sciences, professor, professor of the Department
of English language, literature with teaching methods,
Mukachevo State University (Mukachevo, Ukraine)
rozmanii@ukr.net
ORCID 0000-0002-4951-0074

Валерія Ачілова,

здобувач I (бакалаврського) рівня вищої освіти,
Мукачівський державний університет (м. Мукачево, Україна)

Valeriya Achilova,

applicant of the I (bachelor) level of higher education,
Mukachevo State University (Mukachevo, Ukraine)
valeriyaachilova20032004@gmail.com
ORCID 0009-0003-5291-9609

УДК: 811.111:316.77(=161.2):37.011.3-051(477)(045)

АНГЛІЙСЬКА МОВА В КОМУНІКАТИВНОМУ ПОЛІ УКРАЇНЦІВ ЯК НЕОБХІДНІСТЬ ПІДГОТОВКИ НОВОЇ ГЕНЕРАЦІЇ ВИКЛАДАЧІВ

Анотація. У статті обґрунтовується необхідність підготовки викладачів нової генерації для результативного впровадження англійської мови в комунікативне поле українців. Доводиться значущість та вагомість англійської мови як мови міжнародного спілкування та її впливовість у контексті мовної політики світу.

Виокремлено низку досліджень, які довели, що ще у вересні 2013 р. Міністерство освіти і науки України та Британська Рада започаткували ініціативу «Шкільний учитель нового покоління» у відповідь на нагальну потребу в українській освіті: реформування як змісту, так і методики традиційного підходу до підготовки учнів, які навчаються за кордоном. Закцентовано на необхідності представлення англійській мові статусу обов'язкової для вивчення для державних працівників, оновлення викладання в загальноосвітніх закладах середньої освіти та закладах вищої освіти.

Висвітлено прогноз наукових розвідок щодо майбутнього викладання англійської мови. Проілюстровано рівень володіння англійською мовою українцями станом на січень 2023 р. Описано основні напрями підготовки вчителів нової генерації для саморозвитку і, водночас, імплементації здобутків у освітній процес. Використовуючи соціологічні дані, простежено чіткий взаємозв'язок між європейською та українською системою освіти.

Доведено, що знання іноземних мов – ключ до успіху в сучасному світі, де міжкультурне спілкування та обробка величезних обсягів інформації набуває все більшого значення.

Наголошено на необхідності впроваджувати розробку планового підвищення кваліфікації та освітніх проектів, які спрямовані на врахування європейських тенденцій у галузі сучасної філологічної науки.

Зазначено на перспективі та потребах реформування сучасної української освіти.

Визначено комунікативні стратегії англійської мови в контексті професійної підготовки майбутнього фахівця. Доведено невідкладність процесу підвищення рівня англомовної компетентності українців. Наголошено, що викладачі XXI ст. виконують роль фасилітаторів, які постійно допомагають людям ефективніше працювати разом, зосереджуються на якості знань здобувачів, розвивають навички креативного мислення, ефективного спілкування та співпраці в команді.

Ключові слова: нова генерація, англійська мова, українська освіта, НУШ, зарубіжні дослідження, професійний розвиток, вища школа.

ENGLISH IN THE COMMUNICATION FIELD OF UKRAINIANS AS A NEED FOR THE TRAINING OF THE NEW GENERATION OF TEACHERS

Abstract. The article substantiates the necessity of training new generation teachers for the effective introduction of the English language into the communicative field of Ukrainians. The significance and importance of the English language as a language of international communication and its influence in the context of the language policy of the world are proved.

A number of studies were singled out, which proved that as early as September 2013, the Ministry of Education and Science of Ukraine and the British Council launched the "New Generation School Teacher" initiative in response to an urgent



need in Ukrainian education: reforming both the content and the methodology of the traditional approach to student training, who study abroad. teachers of language schools of Ukrainian higher educational institutions.

Focused attention on the need to present the English language with the status of mandatory for government employees, updating teaching in comprehensive secondary education institutions and institutions of higher education.

The forecast of scientific intelligence regarding the future teaching of the English language is highlighted. In addition, the level of English proficiency of Ukrainians as of January 2023 is illustrated. The main ways of training new generation teachers for self-development and, at the same time, implementation of achievements in the educational process are described.

Using sociological data, a clear relationship between the European and Ukrainian education systems was traced.

It has been proven that knowledge of foreign languages is the key to success in today's world, where intercultural communication and processing of huge amounts of information is gaining more and more importance

Emphasis is placed on the need to implement the development of planned professional development and educational projects aimed at taking into account European trends in the field of modern philological science.

It is noted on the perspective and needs of reforming modern Ukrainian education. The communicative strategies of the English language in the context of professional training of the future specialist are determined. The authors of the article prove the urgency of the process of increasing the level of English language competence of Ukrainians.

It is emphasized that teachers of the 21st century provide the role of a teacher who constantly helps people to work together more effectively, focus on the quality of knowledge of the acquirers, develop thinking skills of creative, effective communication and cooperation in a team.

It is noted that modern students, as a new generation of teachers, need to take the work of using the portfolio as a system (it can be supplemented throughout life). The method of training English language teachers includes the main principles of the training program, modules and their characteristics, evaluation criteria and sample tasks, sample materials and a glossary. Professional development takes place during the understanding of the peculiarities of practical training, understanding of education by trainee students.

It is emphasized that the most important aspect for foreign language teachers is the communicative method of teaching and learning the language.

Keywords: new generation, English language, Ukrainian education, NUS, foreign studies, professional development, higher school.

INTRODUCTION

The problem formulation. The task of the New Ukrainian School consists, first of all, in teachers' awareness of the main social tasks and aims at finding forms, educational approaches, methods, developing author's programs, and diversifying the techniques of conducting lessons. The goal of the New Ukrainian School is the comprehensive development of the child, his inclinations, abilities, competences and all-round skills in accordance with age characteristics. According to the tasks set, the updated curriculum, all pedagogical methods, experience, and practice should be aimed at the development and improvement of all essential strengths of the student's personality (Morozova, 2018, p. 62).

In the world and domestic methods of teaching foreign languages, education of the individual is provided, the main treasure of which is universal human culture and universal human values. Learning foreign languages today is a necessary condition for the successful realization of a person in life. Knowledge of foreign languages is the key to success in today's world, where intercultural communication and the processing of huge amounts of information are gaining more and more importance. The European way of development of Ukrainian society sets a new goal for the foreign language teacher - to expand the worldview of a citizen capable of innovation (Bochkovska, 2010, p. 6).

Analysis of recent research and publications. The modern context of school foreign language education expresses a new perspective on the relationship between education and culture, the creation of a language environment for schoolchildren. The methods of learning English in secondary school are based on child-centered, competence-based, activity-based approaches in combination with means aimed at obtaining the expected educational results. This is highlighted in the works of O. Bochkovska, H. Galushka, I. Dushnitska, V. Kazachiner, O. Kolesnyk, O. Savchenko, E. Yarova, and others. The modern reform of the education system in Ukraine is defined not only by the introduction of radical changes, but also by the selection of the best examples of the intellectual, spiritual and pedagogical experience of mankind. In modern primary education, the goals, results, content, approaches to the organization and assessment of the quality of the educational process are actively changing. The methodological and normative basis of the reform is the Law of Ukraine "On Education", "Concept of the New Ukrainian School". During 2017-2018, a new State Standard of Primary Education, two typical educational programs for grades 1-2 were developed and approved. The introduction of new content involves the formation of teachers and methodologists' readiness to work in the situation of choosing new programs, educational and methodological support, strengthening psychological preparation for the use of new means of educational interaction with students (Savchenko, 2018, p. 3).

THE AIM AND RESEARCH TASKS

consists in highlighting the importance of the English language in the communicative field of Ukrainians, which is a necessity for teachers of the new generation.

RESEARCH METHODS: the method of researching innovative ways of becoming a young specialist, the descriptive method, the method of explanation and analysis, the method of gathering information.

RESULTS OF THE RESEARCH

Increased cooperation and interaction of Ukraine with European countries and the world as a whole prompts the emergence of the need for Ukrainians to speak English.

The quality of education, travel, communications in the educational space, international relations can become better only through the adoption of standards for teaching English at all levels of the education system. It should be



noted that classical teaching traditions that have focused on grammar and vocabulary knowledge, rote memorization and little or no use of English as a means of active communication or life skills.

Academic traditions of humanitarian institutions of higher education are aimed at a more theoretical study of a foreign language.

In September 2013, the Ministry of Education and Science of Ukraine and the British Council launched the "New Generation School Teacher" initiative in response to an urgent need in Ukrainian education: reforming both the content and the methodology of the traditional approach to training students studying abroad. teachers of language schools of Ukrainian higher educational institutions. The goal of the project was to formulate and distribute a new methodology program among pedagogical institutions of Ukraine that train English language teachers.

The work began with initial research, meetings with the developers of the program, a pilot project, a study visit to the Norwich Institute for Language Education in Norwich, Great Britain (March 23-27, 2014), and on November 26, 2019, a presentation of the results of the project "School teachers of the new generation" was held » Alan McKenzie, independent professional project evaluator (Project: New Generation School Teachers British Council Project: New Generation School Teachers, 2013).

Modern students, as a new generation of teachers, need to take the work of using the portfolio as a system (it can be supplemented throughout life). The method of training English language teachers includes the main principles of the training program, modules and their characteristics, evaluation criteria and sample tasks, sample materials and a glossary. Professional development takes place during the understanding of the peculiarities of practical training, understanding of education by trainee students. An important point is the ability to plan a lesson according to its type by the order number of the lesson. For foreign language teachers, the most important aspect is the communicative method of teaching and learning the language.

Mark Sparwell, head of education at Microsoft, noted that the younger generation of teachers born between 1995 and 2015 are digital, global, social, mobile and visual, they prioritize social-emotional learning, ... they prioritize global issues (Here's What Gen Z Teachers Around the World Want in Their ...Education Week, 2020).

21st century teachers play the role of facilitators, who constantly help people work together more effectively, who focus on students, who develop higher-order thinking skills. They have the ability to communicate effectively and cooperate in a team. Such traits should be characteristic of a teacher of the 21st century. They aim to develop new learning strategies that are fundamentally different from mechanical forms of learning.

As educational standards continue to transform, it is critical for educators to receive the support and training they need to effectively teach their students and meet societal expectations. For this, it is extremely necessary to develop educational programs that include innovative practices and initiatives. Preparing the next generation of teachers for 21st century education provides new research into innovative learning and teaching methods in the modern era. Covering topics such as blended, clinical, collaborative, immersive, learning, course design and practical transformation, innovative learning processes and progressive methods of applying 21st century education, should produce excellent results for the new generation of teachers (Preparing the Next Generation of Teachers for 21st ...IGI Global, 2023).

Recent national reports of teacher shortages should come as no surprise. Educators are an aging workforce, often working in resource-constrained schools, and the COVID pandemic has made their jobs even more difficult.

Add to that the now seemingly endless political battles, often bolstered by funding and resources from opponents of public education, and it's no wonder veteran teachers are leaving the profession and younger ones are choosing other career paths. It's about to get worse: A January survey by the National Education Association found that 55% of teachers are now considering leaving the profession altogether (Derek Larson Where will our next generation of teachers come from? Times Writers Group, 2022).

Observing the challenges of modernity, scientists came to the conclusion that it is better to learn a foreign language from early childhood. According to I. I. Dushnytska, children who intensively study foreign languages are much more focused, attentive, patient and intelligent than their peers who are not interested in learning foreign languages (Dushnytska, 2018, p. 31).

At the initial stage of learning a foreign language, it is necessary to lay the foundations of communicative competence. This takes time, because the students have to familiarize themselves with the language they are learning as a means of communication from the first steps. They must learn to understand a foreign language by ear (listening), express their thoughts using the means of this language (speaking), read, understand a foreign language text, write, that is, learn to use the graphics and spelling of a foreign language when completing written tasks. In order to lay the foundations of each of the mentioned types of speech activity, it is necessary to accumulate linguistic means to ensure the functioning of each of them at an elementary communicative level (Bochkovska, 2010, p. 4). The new Ukrainian school emphasizes that the goal of primary education is the comprehensive development of the child, his talents, abilities, competences and cross-cutting skills in accordance with age and individual psychophysiological characteristics and needs, the formation of values and the development of independence, creativity, curiosity, which ensure his readiness for life in democratic and informational society, continuing education in basic school (Redko, 2018, p. 10-15).

Observing the first persons of the state, we see that they all speak English. Unlike the member states of the European Union, Ukraine does not yet provide the opportunity to communicate freely in a foreign language within the framework of the 33CO, which will help to overcome the language barrier. Only the personal desire of the students, additional classes, participation in international projects develops students' language communication. The ability to communicate in a foreign language, at least at the B2 level, should become the norm for all Ukrainians after finishing secondary school.



President Volodymyr Zelenskyy proposes to the Verkhovna Rada to make proficiency in the English language a mandatory requirement for holding government positions.

The prospect of the dominance of the English language in the communicative field of the EU has already today forced European intellectuals to testify to the need to encourage European citizens to learn a second language that is not the language of international communication. They proposed the concept of personal adaptive language, the essence of which is that each person should learn a foreign language that is easy to learn. This second language should be close to her mother tongue, in fact the concept of a second mother tongue (second mother tongue) is being introduced, the study of which should begin at school and continue at a higher educational institution. The study of this language should be accompanied by the study of the history, culture and literature of the people who speak this language (Commission Working Document. Report on the implementation of the Action Plan „Promoting language learning and linguistic diversity”, 2023).

The training of a new generation of teachers for the education of the 21st century provides new opportunities for the implementation of innovative methods in education and promotes the use of qualitative and communicative ways of learning. A fair evaluation of a teacher's work, his physical and moral reward is the main factor both in the decision to quit teaching and in the desire of university students to go to work at school.

It is no secret that Ukraine needs a new generation of managers, politicians, economists, volunteers and, of course, teachers. The development of creativity and digitalization begins with education, with school. We see how the revolution of the industry thanks to the technological process is moving higher and higher. Sometimes it causes a lot of social pain. People are losing their jobs with the development of technology, they often do not understand what is happening, and this gap between what was technologically possible and the very assistance of people is becoming too large.

Now is such a time that the generation that is born at the same time knows how to work with devices. He is brought up by such a generation that did not need to turn to gadgets. A dialectical contradiction is taking place, which the new young generation of teachers will help to overcome. They have the opportunity to share their knowledge and skills. They have everything for a person to have one opportunity to realize himself, find himself in this turbulent world, become successful and make his country successful.

The majority of Ukrainians, namely 68%, have some knowledge of at least one foreign language, although this knowledge is often not deep: in particular, 51% of Ukrainians indicated that they have some knowledge of the English language, but a more detailed analysis shows that only 23% can read, write and communicate in this language at everyday and even professional levels. In general, almost a third of adult residents of Ukraine - 31.8% - do not speak foreign languages at any level. It should be noted that in this context the Russian language was not taken into account, only English, Polish, Turkish, Hungarian, Spanish, French and German languages (Yashnk, 2023).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Many years of school practice of teaching foreign languages show that the expediency of building a new approach to the educational course based on the communicative and thematic principle is necessary. It provides for the formation of students' abilities and skills in all types of speech activity. Topics for communication should be chosen from life situations in accordance with the age characteristics of the students. Priorities of expediency and effectiveness should come first.

Therefore, the training of teachers of the new generation is necessary, and the reformation of the content of education is obvious. Significant changes in the status of education affect the child-centered orientation of education and upbringing and the competence approach, which is the core of the modern educational process.

REFERENCES

- Bochkovska, O. (2010). Vychennia inozemnoi movy v rannomu shkilnomu vitsi [Learning a foreign language at an early school age]. Games in elementary school in English lessons / edited by L. Mudryk. Kyiv: Shk. world, 128 p.
- Commission Working Document Report on the implementation of the Action Plan „Promoting language learning and linguistic diversity” (2023). URL: http://ec.europa.eu/education/policies/lang/doc/com554_en.pdf.
- Derek Larson Where will our next generation of teachers come from? Times Writers Group (2022). URL: <http://surl.li/lvqxh>
- Dushnitka, (2018). Vazhlyvist vyvchennia inozemnykh mov u suchasnomu sviti ta rol navchalnoi hry u tsomu protsesi [The importance of learning foreign languages in the modern world and the role of educational games in this process]. English language and literature: scientific method Journal. No. 19-21. P. 30-35.
- Here's What Gen Z Teachers Around the World Want in Their ...Education Week h (2020). URL: <https://www.edweek.org › teaching-learning › 2020/01>.
- Generation School Teachers (2013). URL: <http://surl.li/lvqhn>
- Morozova, O. (2018). NUSH ochyma dytyny [NUSH through the eyes of a child]. Beginning school. No. 6. P. 62.
- Preparing the Next Generation of Teachers for 21st .(2023). IGI Global. URL: <https://www.igi-global.com>.
- Project: New Generation School Teachers British Council Project: New
- Redko, V. (2018). Onovlennia zmistu navchannia inozemnykh mov u suchasni shkilni osviti – prerohatyva Novoi ukrainskoi shkoly [Updating the content of foreign language learning in modern school education is the prerogative of the New Ukrainian School]. Foreign languages in schools of Ukraine. No. 4. P. 10-15c.
- Savchenko, O. (2018). Pochatkova osvita v konteksti idei Novoi ukrainskoi shkoly [Primary education in the context of the ideas of the New Ukrainian School]. Native school. No. 1-2. P. 3-7.
- Yashnk, M. (2023). Volodinnia anhliiskoiu ta inshymy inozemnymy movamy v ... p. [Proficiency in English and other foreign languages in...]. URL: <http://surl.li/lxdrf>

Received
Accepted

13.02.2023
28.02.2023



Chapter IV. PROBLEMS OF EDUCATION AND UPBRINGING OF CHILDREN IN EDUCATIONAL INSTITUTIONS OF MOUNTAIN REGIONS

doi: 10.15330/msuc.2023.28.92-97

Тетяна Загородня,

кандидат технічних наук, асистент кафедри електроенергетики,
Сумський державний університет (м. Суми, Україна)

Tetiana Zahorodnia,

PhD in engineering science, assistant of the Department of Electrical Power Engineering,
Sumy State University (Sumy, Ukraine)
zagorodnya@etech.sumdu.edu.ua
ORCID ID 0000-0001-7910-9348

Микола Чумак,

доктор педагогічних наук, професор, професор кафедри
інформаційних технологій та програмування,
Український державний університет імені Михайла Драгоманова (м. Київ, Україна)

Mykola Chumak,

Doctor of Pedagogical Sciences, Professor, Professor of the Department of Information Technologies and Programming of the Faculty of Mathematics, Informatics and Physics,
Dragomanov Ukrainian State University (Kyiv, Ukraine)
chumak.m.e@gmail.com
ORCID ID 0000-0002-9956-9429

УДК 37.13.43-0.25.18

ПЕДАГОГІЧНА ГАРМОНІЯ І ДИНАМІКА ЗАСТОСУВАННЯ ФОРМ, МЕТОДІВ, ЗАСОБІВ НАВЧАННЯ УЧНІВ

Анотація. У статті розглядається гармонічність як аналітичний принцип дидактики, який уможливорює визначити зв'язок, стрункність, співрозмірність органічного використання форм, методів, засобів навчання для побудови гармонічного навчально-виховного процесу. Базуючись на вказаному вище, використання педагогічної гармонії на сучасних заняттях є беззаперечно обґрунтованим. Авторами проаналізовані актуальні дослідження педагогів та науковців різних країн у галузі педагогічної гармонії, розглянуто питання взаємодії між учителем та учнем, становлення позитивних взаємин у класі, особливих аспектів створення сприятливого навчального середовища. Теоретично обґрунтоване та реалізоване педагогічне забезпечення підготовки майбутнього фахівця, що займається педагогічною діяльністю до гармонійної взаємодії з учнем. Розглянуто питання динаміки видозміни методів, форм, засобів навчання, яка допомагає створити задоволеність навчальним процесом як учневі, так і вчителю. Сформульовані визначення та умови педагогічної гармонії, які полягають у приведенні у відповідність організації освіти, і цільові установки, співставлення змісту, форми, методів навчання, перетворенні їх у виразні засоби педагогічного процесу, які спрямовані на створення задоволення учнів від відчуття гармонії в процесі навчання і пізнання світу, що оточує. Запропоновано оцінювати ступінь гармонічності побудови навчального процесу одним із таких рівнів: високий рівень, середній і низький. Наведена класифікація та вимоги до рівнів гармонічності побудови навчального процесу.

У роботі використовувалися такі методи дослідження: педагогічне спостереження, педагогічний експеримент, метод узагальнення незалежних характеристик.

Розглянуто деякі види мотивів навчання і підгрупи методів, які використовуються для формування цих мотивів. Показано, що знання форм і методів навчання, педагогічна інтуїція та педагогічний такт учителя допомагають створити гармонійну навчальну ситуацію

Запропоновано розв'язання низки проблем, що склалися в теорії та практиці педагогічного процесу під час організації навчального процесу.

Розглянуто типи уроків та простежено динаміку використання тих чи інших форм, методів і засобів навчання, застосування яких у своєму доборі породжує педагогічну гармонію.

Ключові слова: гармонічність, гармонія, педагогічна гармонія, форми, методи, засоби навчання і виховання.



PEDAGOGICAL HARMONY AND DYNAMICS OF APPLICATION OF FORMS, METHODS, AND MEANS OF TEACHING STUDENTS

Abstract. Actual research of teachers and scientists of different countries in the field of pedagogical harmony has been analyzed, the issues of interaction between the teacher and the student, the formation of positive relationships in the classroom, special aspects of creating a favorable learning environment have been considered. Pedagogical support for the preparation of the future specialist engaged in pedagogical activities for harmonious interaction with the student has been theoretically substantiated and implemented. The issue of dynamics of modification of methods, forms, means of training, which help to create satisfaction with the educational process for both the student and the teacher, has been considered. Definitions and conditions of pedagogical harmony have been formulated, which consist in aligning the organization of education and target settings, comparing the content, forms, methods of teaching, transforming them into expressive means of the pedagogical process, which are aimed at creating satisfaction of students from a sense of harmony in the learning process and cognition of the surrounding world. It is proposed to assess the degree of harmony of the educational process one of the following levels: high, medium and low. The classification and requirements for the levels of harmoniousness of the educational process are given.

Some types of learning motives and subgroups of methods used to form these motives are considered. It is shown that knowledge of forms and methods of teaching, pedagogical intuition and pedagogical tact of the teacher help to create a harmonious educational situation.

The solution of the problem of determining the correspondence of the formed level of knowledge of the student, the applied forms, methods, means of teaching and the achieved level of harmony of the pedagogical process is proposed. The types of lessons are considered and the dynamics of the use of certain forms, methods and means of education, the use of which in its selection generates pedagogical harmony, are traced.

Keywords: harmony, pedagogical harmony, forms, methods, means of education and upbringing.

INTRODUCTION

Formulation of the problem. Harmony is the law of pedagogy, which harmonizes the organization of education and target settings, helps to compare the content, forms, methods of teaching, turning them into expressive means of the pedagogical process, aimed at creating satisfaction of students from a sense of harmony in the learning process and cognition of the surrounding world (Paltyshev, 1995).

The conditions for the existence of pedagogical harmony are (Paltyshev, 2001):

1. The purpose of education should be aimed at the formation of a person who must have a deep knowledge of the surrounding world, the history of civilization, know the laws of its harmonious vitality, the rules of humanistic communication between people.

2. The content of education and its organization should correspond to the target setting and create conditions for a harmonious combination in the educational process of both measures to develop the health of students and measures to motivate learning in modern conditions.

3. Organizational forms and methods of teaching and education should take the harmony of the educational process, which includes the activities of the pedagogical team and students, allows them to be proportionally used to create an emotional, effective cognitive educational process that goes to the creative rethinking of the gained knowledge, and the process itself.

4. The means of training, according to the principle of harmonization, should be at the level of modern development of technology, meet the target, content, motivational aspects of training and education, helping to create harmony in training.

5. The created harmony can be considered as the result of educational process: the students cognition; knowledge about the surrounding world.

Harmony is an analytical principle of didactics, which allows to determine the relationship, harmony, proportionality of the organic use of existing forms, methods, means of learning to build a harmonious educational process (Reva, 2010). Therefore, the use of pedagogical harmony in modern classes is undeniably justified.

Analysis of recent research and publications. Teachers and scientists from different countries carried out research in the field of pedagogical harmony, they considered the interaction between the teacher and the student, the formation of positive relationships in the classroom, special aspects of creating a favorable learning environment (Buchkivska, 2000, Paltyshev, 2001). The following areas of research on the above issues may be outlined:

- the processes of pedagogical interaction, ways and means of its correction, features of interpersonal relations, their impact on the child's personality and the effectiveness of educational activities are studied;
- the directions of work for correction of ways of interpersonal interaction in preschoolers and junior schoolchildren are allocated, the gradual formation of interpersonal relations in adolescents with mental retardation is described, features of interpersonal interaction of the teacher with gifted children;
- the psychological distance is investigated as an indicator of the success of pedagogical interaction in the "teacher-teenager" system; the attitude of the individual to the observance of moral norms depending on the psychological distance is revealed.

In particular, the candidate of pedagogical sciences M. Paltyshev was engaged in the research and implementation of the paradigm of pedagogical harmony (Paltyshev, 1995). According to the author's judgments, the essence of this paradigm is the introduction of a new typology of lessons: an introductory lesson in the topic (section of the subject), a



lesson in communicating new knowledge, a lesson in practicing the acquired knowledge and mastering skills, a lesson in consolidating the acquired knowledge, a lesson in controlling knowledge, a lesson in eliminating gaps in knowledge, skills and abilities, (combined lesson), a generalizing lesson. The author emphasizes that, provided the correct selection of the attributes of pedagogy – from understanding the level of students to a particular manner of behavior of the teacher and, ultimately, the competent application of forms, methods, means of teaching, modifications of the typology of lessons and the use of certain didactic principles on them – and pedagogical harmony appears, which leads to students' interest in learning, to satisfaction with the learning results and, ultimately, to specific knowledge, skills and abilities, to a state of harmony in learning.

As evidenced by the recent work of M. Paltyshev the pedagogical process becomes more effective under the condition of harmonization. Conversely, in its disharmonious state, the implementation of quality education leads to a disproportion, imbalance of learning processes, in particular, in learning physics. This situation leads to the task of harmonizing the pedagogical process of value self-determination of subjects of education in a number of primary, basic pedagogical problems.

It is possible to correct the situation that has developed in the theory and practice of the pedagogical process in the organization of the educational process on a multidimensional methodological basis. It is the integration of the possibilities of these methodological approaches, which is carried out on the basis of coordination, complementarity through dialogue.

Therefore, a number of new problems need special consideration: axiological and pedagogical accentology of harmonization of educational systems; harmonization of education at all levels of its organization and scientific support, focused on life self-determination, self-development of subjects of activity and communication.

AIM AND TASKS RESEARCH

The purpose of the study is the theoretical substantiation and implementation of pedagogical support for the preparation of a future specialist who is engaged in pedagogical activities for harmonious interaction with a school student (student, applicant).

RESEARCH METHODS

The following research methods were used in the work – pedagogical observation, pedagogical experiment, method of generalization of independent characteristics.

RESEARCH RESULTS

As an assessment of the measure of harmony, some of its levels can be taken. We propose to assess the degree of harmony of the educational process one of the following levels – high, medium and low.

By a high level of harmony, we understand such a state of the educational process, in which there is a satisfaction of students with the learning process and a high level of knowledge.

The medium level of harmony corresponds to such a state of the educational process that does not fully satisfy all students and at the same time they do not achieve the maximum possible results in learning.

A low level of harmony is a state of the educational process in which there is chaos both in its construction and in the knowledge of students.

When assessing the harmony of the educational process, there is a problem of determining the correspondence of the formed level of knowledge of the student, the forms, methods, means of teaching and the achieved level of harmony of the pedagogical process. For example, the strength of students' knowledge is never achieved only in one lesson. It is gradually being born from lesson to lesson. In addition, each experienced teacher never considers a single lesson as a basis for students to gain solid knowledge. Such a teacher knows the number of lessons that are allocated to the study of the topic, section of the subject, knows how to differentiate between the main and secondary topics. That is, there are basic topics on which knowledge is formed and which will be used in other sections of the subject, and there are topics that begin and end, and the acquired knowledge will no longer be used in other sections.

Therefore, it is necessary to consider the types of lessons, to trace the dynamics of the use of certain forms, methods and means of teaching, the use of which in its selection generates pedagogical harmony.

Achieving harmony during training is a global task of the teacher, but, as the practice of many talented teachers proves, it can be achieved. Harmony in learning is achieved through the justified actions of the teacher. In this case, the following things play significant role: the teacher's approach to the formulation of the goals of learning, education and development during the study of the topic, the entire period of study, and his/her approach to the selection of the lesson material, and the properly planned alternation of lessons, and success in evaluating the activities of students, and, of course, understanding the principles of didactics, the ability to use their tools – forms, methods, means of teaching, education, and, as a result of the latter, the development of students.

Of course, the forms, methods, means of teaching are what every teacher knows, but not all teachers, using the same tools, achieve a good result in the students training.

Before considering this issue, it is necessary to mention the classification of teaching methods. Certainly, this is a global theoretical question that many scientists have been engaged in. However, the most common approach to this issue can be considered the one proposed by Yu. Babanskys (Babansky, 1982).

All teaching methods are divided according to their special functions:

- methods of organization and implementation of educational and cognitive activities;
- methods of stimulation and motivation of educational and cognitive activities;
- methods of control and self-control of educational and cognitive activities.

If we consider the first function of teaching methods, then the following subgroups of methods are distinguished:



a) methods of organization and implementation of sensory perception of educational information (perceptual methods);
b) methods of organization and implementation of mental activity of inductive, deductive and other nature (logical methods);

c) methods of reproductive and exploratory character (gnostic methods);

d) methods of managed and self-managed educational and practical activities (methods of training management).

Perceptual methods: verbal (storytelling, conversation, lecture, presentation, etc.); visual methods (illustrations, demonstrations, etc.); practical methods (exercises, experiments, labor actions, etc.).

Logical methods: inductive – from partial to general; deductive – from general to partial; analytical – analysis of events, phenomena; synthesis – combining and comparing phenomena and events.

Gnostic methods are: reproductive methods that characterize such a way of learning, in which the leading value is the memorization of the information reported by the teacher to students; problem-search (creative) methods that provide creative situations by the teacher, in which students are included in active reflections and thereby independently advance to knowledge: the method of problematic presentation of material; partially-search, or heuristic, method; research method of teaching.

Methods of learning management: organization of teaching activities by the teacher; independent work of students with the textbook, written work, laboratory work, experimental tasks, etc.

Considering the second function of teaching methods (stimulation and motivation of learning), it should be outlined that it is very important. We believe that the importance of this function lies in the fact that teachers do not pay detailed attention to this issue. From this, the learning process becomes not only uninteresting, but also pointless for many students. They only perform the function of a student – they learn as they are allowed. The teacher, deprived of these approaches, performs honestly the function of a teacher – uses the generally accepted methods listed above.

Motivation and stimulation of learning is one of the components of the teacher's activity, skillfully using it, a teacher can achieve good results in learning.

There are two types of learning motives – motives of cognitive interest and motives of duty in learning. According to this, there are two subgroups of methods: methods of forming an interest in learning and methods of developing duty and responsibility in learning.

The first include the following methods: the method of cognitive games; the method of educational discussions; the method of creating a situation of emotional and moral experiences (for example, success in learning), situations of interest, situations of cognitive novelty; the method of reliance on life experience, etc.

The second include: the method of persuading students of the social and personal significance of learning; the method of submitting requirements; the method of exercises and involvement in the implementation of requirements; the method of positive example; the method of encouragement and condemnation; the method of creating favorable communication.

The third function of the methods considers the control and self-control of students' learning. It includes the following well-known methods: methods of oral, written and laboratory-practical control; methods of programmed and unprogrammed control; methods of self-control (oral, written, programmed, etc.).

Of course, very rarely the teacher uses only one of the methods in its pure form. Most often it is a group of methods, it is a set of methods. However, it can be stated that with a particular activity of the teacher, one of the methods may be the main one, but it is applied, of course, in combination with others, depending on the situation. Therefore, knowledge of the forms and methods of teaching, pedagogical intuition, pedagogical tact of the teacher help them to create a state of harmony both in the relationship between the teacher and students, and during the organization of the student team to obtain specific knowledge.

Considering the means of learning, it should be noted that they are one of the important issues of the modern teaching process. We can often observe a teacher who works only with a board and chalk at the lessons. But it is supposed to be not enough. A modern student uses various types of household appliances in their life, such as computers and other gadgets, gets information from the Internet, and when he gets to such a lesson, his interest in learning disappears.

Often this is due to the fact that the teacher does not have certain means of teaching, however, it is possible that the teacher has various means of teaching, but cannot use them creatively, or does not want to do it at all.

Let us consider the issue of dynamics of modification of methods, forms, and means of training, which help to create satisfaction with the educational process for both a student and a teacher.

To obtain thorough knowledge there is no separate lesson, there is a system of lessons. It requires, during a closed cycle, alternation of different types of lessons, consideration of the appropriate actions of the teacher, the thoughtfulness of which generates pedagogical harmony.

First of all, it should be noted that the approach to the awareness of the teacher's activity in the lesson should be based on a holistic approach to its construction. And this means that the teacher must be able to clearly define the goals and objectives of this lesson, the end result, which he wants to achieve in the lesson. Then, in accordance with this, a teacher must select the content of each lesson, choose the forms, methods, means of teaching, education and development of students that will help him/her, moving from lesson to lesson, create a sense of harmony in the cognition of students.

We offer the following classification of types of training sessions by their purpose and contribution to the formation of the harmony of the educational process:

- introductory lesson in a new topic or section of the subject;
- a lesson in the presentation of new knowledge;
- lesson of consolidation of the acquired knowledge;
- a lesson of repetition of the acquired knowledge;



- a lesson of control of knowledge and skills;
- a lesson on correcting shortcomings and errors in students' knowledge.

Introductory lesson in a new topic or section of the subject. The main aim of this lesson is to create the idea about the topic or chapter that is going to be studied.

The following requirements are applied to the selection of the content of the lesson:

1. The teacher must first select the main thing in the entire cycle of these lessons and in the lesson to conduct a "red line" shaping the main idea of this content. (By demonstrating all the experiments that students will see in individual lessons, by drawing up flow charts of the content of the material, logical schemes of the presentation of the material, etc.).

2. If we consider that the main purpose of cognition is the knowledge of the surrounding nature and history of people, then this information should form the basis of this lesson.

3. The content of the lesson should include interesting facts, natural phenomena, information about the application of this knowledge in technology, historical information about the formation of knowledge on this issue.

4. Such a lesson should involve information on philosophy, using not only philosophical treatises, but also poetry, music, art, etc.

Forms, methods, and learning tools should be selected in such a way that students have a visual representation of the material that will be studied. It can be a teacher's lecture, which is accompanied by a variety of information, experiments and demonstrations, presentations, music, poetic lines, etc. It may be a discussion on the material that will be studied. It can be an intellectual dispute about the content of this section of the subject. The main thing is that the lesson should carry a large emotional and intellectual reserve of students' knowledge. It should be understood that this lesson does not form specific knowledge, but only informs about it. Therefore, the purpose of the lesson is not to obtain specific knowledge from this material.

The lesson of presentation of new knowledge. The purpose of this lesson is to form specific knowledge, achieve its understanding and memorization at the reproductive level. Therefore, the selection of content, the choice of forms, methods, means of training are subject to strict requirements – everything should work towards the goal. At the lesson, the teacher teaches the material, explains and repeats it several times, fixes it with students at the reproductive level. The main thing is that each student, leaving the lesson, should clearly know the main issues of this lesson.

Reproductive methods of teaching prevail in the classroom. However, everything depends on certain conditions. If a "strong class" is selected, or a teacher has already been working with the class for a long time, then at the beginning there is a search work on the topic – problematic issues are solved, a logical search for knowledge takes place, and then a statement of specific knowledge created by students can be observed. It is followed by reproductive processing.

Assessments at this level are inappropriate for several reasons. The key one is that they do not reflect the students' knowledge of this material.

Learning tools should not interfere with the main task of the lesson.

Methods: mobilization of the class for this work, motivation of students' educational activities in the classroom, clear setting of lesson tasks for students; teacher's talk. It is desirable to build it in separate interconnected portions, after telling which the material is repeated and fixed. After telling two or three "portions", the teacher repeats them more briefly; short notes by students of the most important material (formulas, graphs, definitions, etc.); processing the material at the reproductive level: reading the recorded, pronouncing aloud the basic concepts, formulas, repeating the explanation of the graphic record, etc. It should be remembered that the repetition of the same material should be at least 7 times in different forms. The teacher should repeat 1–2 times, strong students – 2 times, make notes in the notebook, read the recorded, after that there should be a repeated voiceover by the teacher, choral repetition by the whole class, etc.

The lesson of consolidation of the acquired knowledge. The purpose of the lesson is to consolidate knowledge at the reproductive level. First, the teacher together with the students recall the material of the previous lesson, then repeat the basic knowledge and, finally, the students are offered to start using the acquired knowledge. First again at the level of reproduction, and then at the creative level. The main thing in this lesson is to achieve the skills to use this knowledge.

The following requirements are applied to the selection of the content of the lesson:

1. A teacher should teach students to choose the most important information from the material of the previous lesson. Therefore, the previous work at home should be aimed at this.

2. The tasks should be selected to help each student to learn how to apply the acquired knowledge. At first, a teacher can demonstrate. Then the whole class can perform a typical task according to the submitted sample. Next, the teacher offers a higher-level task and discusses its implementation with the help of advanced students. After this discussion, the whole class frontal begins to perform it, and the teacher provides individual assistance to those who have not yet mastered everything. Then again, on a model, students independently perform tasks with the provision of individual assistance to some students by teacher.

So, from task to task, with the maximum independence of students, with the direct help of a teacher to some students, they are promoted along the path of mastering the ways of using the obtained knowledge.

Sometimes there is a problem, when 5–6 students quickly learned all the tasks. Then the teacher can involve them in the training of weaker students, providing them with all possible assistance. In this way, they achieve an increase in the quality of knowledge not only for weak students, but also for advanced ones, because they reach a higher level – they learn not only to apply knowledge, but also to teach others.

The lesson of repetition of the acquired knowledge. The main purpose of the lesson is to repeat the studied material at the reproductive level and provide students with the opportunity to learn how to use this knowledge at the creative level.



The lesson immediately offers creative tasks to students. This is either the formulation and solution of problem situations, or a general study of a situation by the whole class.

After such a creative beginning, the main core of knowledge can be repeated and a variety of creative tasks can be offered. Of course, it is better when the tasks go as their complexity increases – from simple to complex. Then even the weakest students will understand the course of events. However, sometimes you can offer students another option – to consider first the application of knowledge at a more complex, creative level, and then move on to simpler examples and tasks. This type of lesson is interesting because it is dominated by creative tasks of group and individual types. First, the students work together. After the teacher has seen that everyone understands and is able to apply knowledge at the creative level, individual tasks can be introduced, the level of which is selected already from the abilities of each student.

The tools used at this level are a range of tools available to the teacher, the equipment of the classroom. The degree of independence of students at this level increases dramatically, there is an opportunity for a teacher to give grades to all students.

The lesson of control of knowledge and skills. The lesson can be conducted (considering its structure) as a combined, which repeats and controls the knowledge of students, the ability to use it. The lesson of control of knowledge and skills is advisable to conduct at the end of the topic.

The lesson in any case gives the maximum opportunity for students to be independent.

The content, forms, methods, means of teaching at such a lesson should be selected in such a way that students enjoy the control of knowledge. The teacher should understand that the control tasks should be selected so that each student could demonstrate his knowledge both in a specific material and in the ability to use it. It is necessary to understand that the tasks are selected from those that have already been mastered by students during several lessons. But one or two tasks can be the ones that the students have not faced yet. Thus, double control is achieved: the first makes it possible to see how students can use what they have already learned; the second allows you to identify the ability to use knowledge in new conditions – on tasks still unknown to them.

The lesson on correcting shortcomings and errors in the knowledge of students. The purpose of the lesson is clear – to correct the shortcomings and errors of knowledge that were revealed during the control of knowledge. However, the forms, methods, means used by the teacher in such a lesson should lead to a state of students that would help them understand that they had mistakes and shortcomings in the course of their activities. Therefore, a conversation with students during the consideration of the tasks performed by students, some discussion of how and why it happened during the tasks will allow students to see that both sides are interested in good results – a teacher and a student. Involving the class to overcome the shortcomings in knowledge is an important point in the system of all lessons. Therefore, this lesson is also of a teaching nature. It will be interesting to students when the teacher not only lists their mistakes, not only shows how they need to be corrected, but also offers them certain tasks. Initially, these tasks should be at the level that was offered to students in the previous lesson, and only then at a higher level. Students should learn to feel the joy of being given tasks of an ever-higher level. At this level the tasks of previous competitions in the subject, or competitive tasks for higher education institutions are worth considering. The students should be informed about it.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The solution of a number of problems that have developed in the theory and practice of the pedagogical process in the organization of the educational process is proposed. The solution of the problem of determining the correspondence of the formed level of knowledge of the student, the applied forms, methods, means of teaching and the achieved level of harmony of the pedagogical process is proposed.

Modification of methods, forms, means of teaching helps to create satisfaction with the learning process for both the student and the teacher. It has been proposed to assess the degree of harmony of the educational process one of the following levels – high, medium and low. The classification and requirements for the levels of harmoniousness of the educational process are given. The types of lessons are considered and the dynamics of the use of certain forms, methods and means of education, the use of which in certain selection generates pedagogical harmony, have been traced.

REFERENCES

- Paltyshev, M. M. (1995). Pedagogical harmony: a study guide for teachers. Odesa : monograph. [in Ukrainian].
- Paltyshev, M. M. (2001) Pedagogical harmony and typology of lessons. *Zavuch*, 9, pp. 2–3. [in Ukrainian].
- Reva, Yu. V. (2010) Technological approach to the harmonious development of the student's personality in the educational process – the driving force behind the growth of the teacher's creative potential. *Pedagogy of Higher and Secondary Schools*, 29. pp. 128–140. Retrieved from: http://nbuv.gov.ua/UJRN/PVSSh_2010_29_20 [in Ukrainian].
- Buchkivska, V. V. (2000). Relationships in the student group – a condition for a personality-oriented pedagogical process. *Pedagogy and psychology*, 1(26), pp. 72–76 [in Ukrainian].
- Babansky, Yu. K., Potashnik M. M. (1982). Optimization of the pedagogical process (in questions and answers). Kyiv. [in Ukrainian].

Received

11.03.2023

Accepted

09.04.2023

**Тетяна Качак,**

доктор філологічних наук, професор кафедри початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Tetiana Kachak,

Doctor of Philological Sciences, Professor of Department of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
tetiana.kachak@pnu.edu.ua
ORCID 0000-0002-6863-1736

Тетяна Близнюк,

кандидат педагогічних наук, доцент кафедри початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Tetyana Blyznyuk,

Candidate of Pedagogical Sciences (Ph. D.), Associate professor of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
blyztan@gmail.com
ORCID 0000-0002-0558-2201

Мар'яна Гривнак,

студентка,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Mariana Hrivnak,

student,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
maranagrivnak791@gmail.com
ORCID 0009-0006-3222-3956

УДК 373.3.016:811.161.2

РОЗВИТОК МОВЛЕННЯ МОЛОДШИХ ШКОЛЯРІВ ЗАСОБАМИ ДИТЯЧОЇ ЛІТЕРАТУРИ ТА ЦИФРОВИХ ІНСТРУМЕНТІВ

Анотація. У статті теоретично осмислено проблему розвитку мовлення молодших школярів і запропоновано ефективну модель її розв'язання в практиці НУШ засобами дитячої літератури та цифрових інструментів.

Зауважено, що основним завданням розвитку школярів є оволодіння мовленням як засобом комунікації, пізнання, висловлення почуттів. Аналіз і обговорення прочитаного, осмислення текстів дитячої літератури й висловлювання власних міркувань та оцінок – запорука активного усного й писемного монологічного та діалогічного мовлення школярів. У сучасних освітніх реаліях ці аспекти значно підсилюють цифрові інструменти, які використовують як засоби візуалізації, аналізу, систематизації й обговорення прочитаного, організації комунікативної та інтерактивної взаємодії здобувачів освіти.

Запропонована й апробована методична модель розвитку мовлення молодших школярів оснований на систематичному й цілеспрямованому використанні, по-перше, художнього тексту та його аналізу для розвитку монологічного й діалогічного мовлення учнів, по-друге, цифрових ресурсів. Це продемонстровано на прикладі методичної розробки фрагменту уроку з літературного читання для 3 класу на тему «Олександр Дерманський «Білячок»».

Інтерактивні вправи «Гронування», «6 капелюхів», створені в онлайн-сервісі LearningApps завдання та ігри, а також ментальні карти, інтерактивні плакати, зміст яких побудований на аналізі прочитаного твору, не тільки мотивують учнів до активного комунікування, презентації та оцінювання, а й роблять навчальний процес цікавим, захопливим, сучасним, добре візуалізованим. Так, синтез дитячої літератури та цифрових інструментів як засобів розвитку мовлення молодших школярів є дієвою методичною моделлю розв'язання проблеми.

Ключові слова: розвиток мовлення, дитяча література, цифрові інструменти, словниковий запас, інтерактивна взаємодія.



SPEECH DEVELOPMENT OF YOUNGER SCHOOL STUDENTS USING CHILDREN'S LITERATURE AND DIGITAL TOOLS

Abstract. The article theoretically elaborates on the problem of speech development of younger school students and offers an effective model of its solution in the practice of the New Ukrainian School (NUS) by means of children's literature and digital tools.

It is noted that the main task of students' development is to master speaking skills as a means of communication, cognition, and expression of feelings. Analysing and discussing what has been read, comprehending children's literature texts, and expressing their own opinions and assessments are the key to the active oral and written monologic and dialogic speech of schoolchildren. In modern educational realities, these aspects significantly enhance digital tools that are used as means of visualisation, analysis, systematisation, and discussion of what has been read, organisation of communicative and interactive cooperation between students.

The proposed and tested methodological model of speaking skills development of primary school students is based on the systematic and purposeful use of, firstly, a literary text and its analysis for the development of students' monologic and dialogic speech, and, secondly, digital resources. This is demonstrated by the example of the methodological development of a fragment of a literary reading lesson for the 3rd grade on the topic «Oleksandr Dermanskyi «Biliachok»».

Interactive exercises «Cluster», «Six thinking hats», tasks and games created in the LearningApps online service, as well as mind maps, and interactive posters, the content of which is based on the analysis of the read work, not only motivate students to active communication, presentation, and evaluation of information but also make the learning process interesting, exciting, modern, well visualised. Thus, the synthesis of children's literature and digital tools as a means of developing speech of younger school students is an effective methodological model for solving the problem.

Keywords: speech development, children's literature, digital tools, vocabulary, interactive communication.

INTRODUCTION

The problem formulation. The development of primary school students' speech is an important aspect in the overall comprehensive development of the individual, mastering the curriculum and the formation of key and subject competences. Pupils' acquisition of communicative competence occurs primarily in the process of studying the linguistic and literary educational field. Still, it is equally important to work on the development of students' speech in the course of studying subjects in other educational fields. The effectiveness and efficiency of the process are ensured by both the content and methodological aspects of the work and the tools used. Interdisciplinary methodological schemes for solving the problem, in particular the synthesis of linguistic, literary, and digital tools of speech development of younger school students, are becoming increasingly relevant. In view of this, it is time to develop and test such methodological models and tools, as well as evaluate their effectiveness in the practice of a modern school.

Analysis of recent research and publications. The State Standard of Primary Education and the Concept of the New Ukrainian School define fluency in the state language as one of the key competences of primary school children, which includes the ability to express their feelings, desires, and emotions in writing and orally (Derzhavnyi standart pochatkovoi osvity). Analysing the NUS Concept, it is worth noting that the ability to read and understand what is read, and to express one's opinion orally and in writing are cross-cutting, common to all competences. Speech development is the main principle of language teaching in primary school.

Speech development of younger schoolchildren has been researched by O.Vashulenko (Blyznyuk, 2020), O.Savchenko (Savchenko, 1999), H.Zazharska (Zazharska, 2019) and others. They claimed that a teacher must master the pedagogical and psychological patterns of perception of speech activity and have elementary and at the same time thorough knowledge of its structure. In this context, it is necessary to get familiar with and study different types of speech, in particular dialogic and monologic, which are a part of students' speech development.

O.Savchenko understands the term «speech development» as a special educational activity of teachers and students that contributes to the acquisition and improvement of speech. The scholar identified the main conditions for successful speech development of schoolchildren: 1) the presence of speech environment; 2) the need for communication, and expression of thoughts; 3) mastering the culture of speech; 4) the development of philological mechanisms of speech (Savchenko, 1999).

Children's literature, reading and working with texts, and analysing them are effective means of increasing the level of speech development of schoolchildren. This is emphasised by H.Bilavych, N.Bohdanets-Biloskalenko, A.Bohush, T.Kachak, T.Kotyky, Yu.Romanenko, O.Slyzhuk and others, as well as in the works of V.Bader, O.Vashulenko, V.Sukhomlynskyi, O.Savchenko and others. It is difficult to overestimate the role of children's literature, as it immerses students in the world of fairy tales, the world of the native word introduces them to new characters, their emotions, and teaches them to perceive artistic speech. It fulfils all the functions of Ukrainian speech: communicative, cognitive, emotional, aesthetic, and poetic.

The main task of pupils' development is to master speech as a means of communication, cognition, and expression of feelings. Mastering artistic speech is equally important. It is realised in the learning process during the formation of reading competence, namely through the speech component of this competence. Analysing and discussing what has been read, comprehending texts of children's literature, and expressing one's own opinions and assessments are the key to the active oral and written monologic and dialogic speech of students. In modern educational realities, these aspects significantly enhance digital tools that are used as means of visualisation, analysis, systematisation, and



discussion of what has been read, organisation of communicative and interactive communication between students. This is emphasised by T.Blyzniuk, O.Budnyk, V. Vitiuk, T.Kachak, Kh.Kachak, L.Nezhyva, S.Palamar, and others. The use of interactive posters (Kachak, 2021) mind maps (Kachak, T., & Kachak Kh., 2022), infographics (Kachak T., & Kulchak, 2023), Padlet, LearningApps, Kahoot! resources (Blyznyuk, 2021; Blyznyuk, 2020), etc. is effective.

AIM AND TASKS RESEARCH

The purpose of the article is to theoretically comprehend the problem of speech development of younger school students and to offer an effective model of its solution in the practice of the NUS using children's literature and digital tools.

RESEARCH METHODS

Using the tools of theoretical research methods, we analyse the problem of speech development of younger schoolchildren with the help of linguistic and literary means and ICT. By updating the empirical research methods, we systematise and summarise the results of the problem research, and offer methodological models for its solution.

RESULTS OF THE RESEARCH

In primary school, it is extremely important to form and develop the correctness, clarity, and expressiveness of students' speech; teach them how to convey their feelings, share their experiences and impressions, and communicate with others. Speaking activity is characterised by purposefulness and motivation. This activity consists of four stages: 1) orientation in the communication situation; 2) planning; 3) realisation of the plan with the help of expressive means of language; 4) control.

Speech development in schoolchildren is a complex and long-term process of mastering the means of language for better perception and understanding the world around them, a very important aspect of successful and conscious learning. It has been proven that the more a child writes, reads, communicates, and retells, the better he or she acquires new knowledge from all academic disciplines without exception. The teacher's task is to teach children how to express themselves correctly and clearly in written and oral, dialogic and monologic speech, basing on the norms of their native literary language. According to the theoretical works of linguists and the experience of practising teachers, the main directions of students' speech development are:

- 1) improvement of pronunciation and enhancement of language culture;
- 2) enrichment of vocabulary;
- 3) correct use of vocabulary;
- 4) consistency and logic of expression of thoughts;
- 5) mastering the norms of Ukrainian literary speech;
- 6) mastering the ethical rules of communication.

During the reading and discussion of children's literature, oral speech is actively developed. The oral speech is combined with gestures, facial expressions, intonation, etc., that is, with non-verbal means of communication. Students exchange opinions, supporting their words with quotes, and learn to analyse and systematise information when having dialogues and polylogues. This is how children's literature contributes to the development of dialogic speech of schoolchildren.

Dialogic speech is the process of exchanging information between two or more people. The famous Ukrainian scholar, F.Batsevych, defines dialogic speech as one of the forms of speech activity in the form of oral messages from one person to another and vice versa (Batsevych, 2004). Dialogue constitutes a dialogical unity because for every uttered remark there must always be a reaction of the other speaker to it. That is, interconnected remarks are the basis of dialogic speech. There are many types of dialogue, including dialogue-interview, dialogue-conversation, dialogue-debate, dialogue-discussion, dialogue-exchange of opinions, dialogue-inquiry, dialogue-clarification, etc. We are going to list those that are often used in the literary reading lessons in primary school.

An excellent example of dialogic speech is the dialogues of literary characters. Their analysis also contributes to the improvement of pronunciation and understanding of language means. Through the example of the heroes' communication, students learn to use the lexical meaning of the word correctly, the ability to listen to their interlocutor, and to choose rational, accurate arguments and counter-arguments necessary to defend and prove the correctness of their own opinions. Another very important aspect is the ability to ask questions independently and answer the interlocutor's questions correctly and clearly. These are the skills that lead to the improvement of students' speech.

It is equally important to develop students' monologue speech. Monologue originates from the dialogue. According to O.Vashulenko, a monologue is a story or message from one person, which expresses an incentive to certain actions, a call, or simply an expression of one's thoughts and feelings (Vashulenko, 2011). There are many examples of monologue speech: a story, a retelling of a work, a message, a speech, a description, a review of a book, etc.

However, in our opinion, the main thing for primary school students is storytelling. It requires a lot of willpower, knowledge, and preparation. It is not enough to simply tell the listener certain information. You should first create a clear plan for the discussion, select and analyse information on the chosen topic, and come up with a verbal presentation.

In primary school literary reading lessons, the most common types of monologues are reproductive (retelling a work) and productive. The productive one is a clear and well-reasoned oral answer to a question, a story about a poet or writer or the main character of a work of fiction; a review of a book read by a student; a story about the events that took place in the work or about the actions of the characters; self-created poetry or fairy tales, etc.

We believe that working with dialogues and monologues is intended to enrich students' vocabulary, broaden their linguistic horizons and, of course, contribute to the speech development of younger schoolchildren. It is worth noting that



when working on the development of students' speech, it is necessary to form speech qualities such as speech perfection, the consistency of presentation of thoughts, the accuracy of expression, and the ability to apply literary norms correctly.

Children's literature provides great opportunities for introducing students to the most important rules of oral and written speech, communication, and practical learning of courtesy formulas that foster language culture, intelligence, and sophistication of the speaker. The above helps to form the ethical component of students' speech culture. Lessons in working with children's books offer great opportunities for the formation of communicative competence in younger school students. For example, reading with a communicative purpose – with the aim of acquainting the listeners with the content of an unfamiliar text, and thus to interest them – stimulates students to use various expressive means:

a) auditory (strength and pitch of voice, pauses, tone, and pace of speech);

b) visual (gestures and facial expression, look), etc. In this way, an interest in the culture of one's own speech is formed in the personality of a primary school student (Hryvnyak, 2022).

Analysing the pedagogical experience of teachers (for example, V.Kovalova (Kovalova), we are convinced that they pay enough attention to the problem of students' speech development in language lessons and the development of coherent speech, but underestimate the functional possibilities of children's literature and work with fiction texts and digital resources in solving this problem. Teachers try to use various exercises that improve students' speech development during Ukrainian language and reading lessons, but traditional forms, in our opinion, do not fully motivate students. Unfortunately, teachers do not make full use of the productivity of online services such as LearningApps, Coggle, Canva, and Child Development, which would visually attract and set students up for effective speaking and educational activities.

In order to confirm our hypothesis that the development of students' speech will be more effective and productive if children's literature and digital tools are used simultaneously, we have developed and tested a methodological model. It is based on the systematic and purposeful use of, firstly, a literary text and its analysis to develop students' monologic and dialogic speech, and, secondly, digital resources to visualise such learning activities, ensure interactive communication of students, develop their critical and creative thinking, and improve their speech culture.

As a concrete example of the methodological model testing, we offer a diagram of a fragment of a lesson on literary reading in the 3rd grade on the topic: «Oleksandr Dermanskyi «Biliachok»» (see Table 1).

Table 1

The methodology of applying various methods, techniques, means of children's literature, and digital tools in the 3rd grade literary reading lesson

<i>Lesson stage</i>	<i>Methods and techniques used</i>	<i>Content of work with text and digital tools</i>	<i>Importance in students' speech development</i>
Organising students for work	The «Cluster» method, puzzles	Getting to know the writer Sashko Dermanskyi, listening to a video from the «Living Writers» project. Working with the word «unicorn», solving a puzzle created in the LearningApps program	The ability to choose specific words that most accurately describe the reference (main) word and characterise it, is formed; accuracy of speech, thinking, and imagination develops
Updating basic knowledge, abilities, and skills	The «Brainstorming» method, an interactive exercise created in LearningApps to match a word with its lexical meaning	Vocabulary work: explaining the meaning of the words «unicorn», «centaur», and «salamander», making sentences with them The exercise «jigsaw puzzles» with illustrations for the work and the image of fictional animals in the LearningApps program	The speed and accuracy of speech is developed, and the skill of using a word correctly in a sentence in accordance with its lexical meaning is formed
Motivation of students' learning and cognitive activities. Announcing the topic and purpose of the lesson	Crossword puzzle, acrostic poem, cinquain poem, rhyming exercise	Completing a crossword puzzle in LearningApps and working with elements of an interactive poster jointly created in Genial.ly	Students' memory, attention, and critical thinking are activated; the expressiveness of speech, and understanding of language means is formed
Perception and understanding of new educational material	Clean-up exercises, an interactive exercise to determine the sequence of events in a work, the «Six thinking hats» method, analysis of other words unknown to students	Reading the text, discussing the read material, and answering the questions given in the textbook. Conducting the «Six thinking hats» activity using the mind map created in Coggle	Clarity and expressiveness of speech is developed. The exercise to determine the sequence of events encourages students to think critically and pay attention to the main words in the text. The «Six thinking hats» method prompts students to think and discuss the information. Explanations of unknown words expand and clarify vocabulary, and form relevant concepts and ideas.



Creative application of knowledge, skills, and methods of activity	The role-playing retelling of the text, retelling it from the point of view of the main character, coming up with your own version of the beginning, ending or culmination of the work.	The concise, selective, and detailed retelling of the text. Drawing up a retelling plan. Discussion of the main stages of the development of the plot: 1) the birth of an unusual foal; 2) expulsion from the camp; 3) meeting the lion; 4) the land of unicorns. Restoring the sequence of plot development using the exercise in LearningApps	These tasks encourage students to think, thus activating their passive and active vocabulary. Students learn how to build sentences correctly, choose the right intonation, and accompany the text with certain facial expressions and gestures.
Summing up the lesson. Reflection.	The «Finish the sentence» technique, the «Microphone» method	Conducting a conversation on the topic of tolerance and perception of others using the Pops formula and the «Bloom’s Daisy » technique, visualised in an interactive poster. Reflective target and self-analysis questionnaire as a visualisation of the lesson summary using Canva.	Students learn to express their own position and impressions. They make statements about a particular literary character and characterise him or her. Students give their own assessment of events, phenomena and communicate with each other.

The main aspect of the application of this methodology is children’s literature as a means of activating students’ vocabulary, forming literary literacy and speech development. We believe that such tasks are interesting for children and significantly activate their thinking and attention, as well as motivate them remarkably. The implementation of this methodology in the educational process involves compliance with the principles defined in the State Standard of Primary Education, namely the principle of personality development and the principle of the presumption of a child’s talent. In particular, it is important to apply the principles of accessibility, systematicity and consistency, consciousness, and activity of students in studying. The application of innovative and competence-based approaches in education contributed to the strength of the knowledge acquired and to the development of students’ speech.

We believe that the systematic use of interactive and digital technologies can help teachers to visualise information in an interesting and accessible way for children (see Figure 1). We claim that the use of such activities significantly activates students’ speech and thinking and thus improves their speech development.

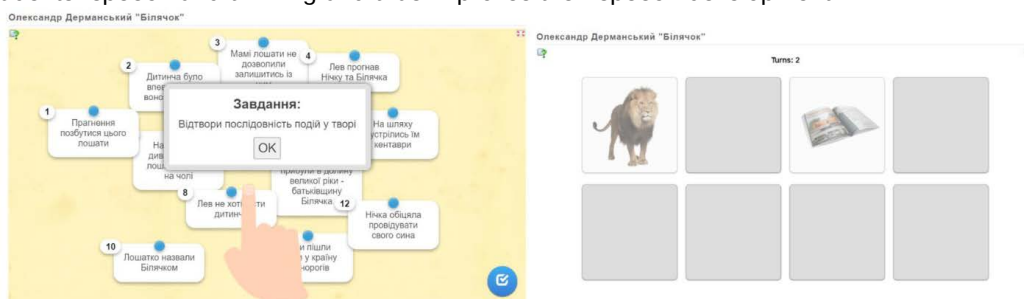


Figure 1. Interactive tasks created in the LearningApps online service

In addition, in order to activate and replenish the vocabulary of younger school students, we offered an interactive poster with a selection of literary works that are accessible and interesting for their age (see Figure 2). In our opinion, this will cause students to love reading and develop expressiveness and clarity of speech, shaping their speech development.



Figure 2. A selection of literary works for children that contribute to the speech development of younger schoolchildren (Hryvnyak, 2023).



CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Speech is the main and irreplaceable component of communication. The speech development of primary school students is a complex and lengthy process of mastering the language and the main types of speech activities. The correct selection of the content of linguistic and literary material, methods, techniques, and teaching aids is the key to the effective formation of students' speech competence and culture. The interdisciplinary approach actualises methodological models of schoolchildren's speech development based on a combination of different means, in particular children's literature and ICT.

Literary texts, their analysis, and discussion contribute to the formation of students' monologic and dialogic speaking, enrichment and clarification of vocabulary, improvement of phonetic speech and linguistic culture, consistency and logic of expressing thoughts, mastering the norms of Ukrainian literary speech, and learning ethical rules of communication.

As the tested methodological model has shown, the development of students' speech is more effective and productive when children's literature and digital tools are used simultaneously. This is demonstrated on the example of the methodological development of a fragment of a lesson on literary reading for the 3rd grade on the topic «Oleksandr Dermanskyi «Biliachok»».

Interactive exercises such as «Cluster», «Six thinking hats», tasks and games created in the LearningApps online service, as well as mind maps, and interactive posters, the content of which is based on the analysis of the read work, not only motivate students to communicate actively, present, and evaluate, but also make the educational process interesting, exciting, modern, and well visualised. Thus, the synthesis of children's literature and digital tools as a means of developing the speech of younger school students is an effective methodological model for solving the problem.

We see the prospect of further research in monitoring the level of speech development of younger schoolchildren in order to analyse in detail the effectiveness of the tested methodology and improve it.

REFERENCES

- Batsevych, F. (2004). *Osnovy komunikatyvnoi linhvistyky: pidruchnyk* [Basics of communicative linguistics: a textbook]. Kyiv: Akademiia, 2004. 342 s.
- Blyznyuk, T. (2021). *Digital tools for online and offline education*. Textbook. Ivano-Frankivsk, 64 p.
- Blyznyuk, T. (2020). Electronic educational resources as a means of forming digital competence of junior schoolchildren. *International Journal of Education and Science*, 3(2), 16. Available at: [https://culturehealth.org/ijes_archive/IJES,Vol.3,No2,2020\(4\).pdf](https://culturehealth.org/ijes_archive/IJES,Vol.3,No2,2020(4).pdf)
- Vashulenko, O. V. (2011). *Movlennieva skladova u strukturi chytatskoi kompetentnosti molodshoho shkoliara* [Speech component in the structure of reading competence of a junior high school student]. *Pochatkova shkola*, 12, 16–22.
- Hryvna, M. A. (2022). *Formuvannia movlennievoi kultury molodshykh shkoliariv zasobamy dytiachoi literatury* [Formation of speech culture of younger schoolchildren by means of children's literature]. *Informatsiyni biuleten kafedry fakhovykh metodyk i tekhnologii pochatkovoi osvity : zbirnyk naukovykh prats / upor. T. B. Kachak*. Ivano-Frankivsk, 13, 44–49.
- Hryvna, M. (2023). *Interaktyvnyi plakat* [Interactive poster]. Available at: <https://view.genial.ly/639b3e10adfa7b0012d1dbbc/interactive-image-interactive-image>
- Zazharska, H. P. (2019). *Osnovni napriamky z rozvytku movlennia molodshykh shkoliariv vidpovidno do zasad Novoi ukrainskoi shkoly* [Basic directions for the development of speech of younger schoolchildren according to the principles of the New Ukrainian School]. *Visnyk LNU imeni Tarasa Shevchenka*. Lviv, 1 (324), ch. II, 235–241.
- Kachak, T. B. (2021). *Digital Instruments of Literary Education of Future Primary School Teachers in the Conditions of Distance Learning*. *Information Technologies and Learning Tools*, 86 (6), 144–169. <https://doi.org/10.33407/itlt.v86i6.4079>
- Kachak, T., & Kachak Kh. (2022). *Mind Maps as a Tool for Visualization and Structuring of Linguistic and Literary Material in the Process of Teaching Students*. *Journal of Vasyl Stefanyk Precarpathian National University*, 9 (1), 92–100. DOI: <https://doi.org/10.15330/jpnu.9.1.92-100>
- Kachak T., Kulchak Kh. (2023). *Infografika yak zasib vizualizatsii ta analizu movno-literaturnoho materialu v pochatkovii shkoli* [Infographics as a means of visualization and analysis linguistic and literary material in primary school]. *Aktualni pytannia humanitarnykh nauk*. Vyp. 61, tom 2, 188 – 195. <https://doi.org/10.24919/2308-4863/61-2-31>
- Kovalova, V. I. *Movlennia – naivazhlyvisha umova uspishnoho navchannia molodshykh shkoliariv* [Speech is the most important condition for successful education of younger schoolchildren]. Available at: <https://cutt.ly/00R9kVt>
- Derzhavnyi standart pochatkovoi osvity* [State standard of primary education]. Available at: <https://zakon.rada.gov.ua/laws/show/688-2019-%D0%BF#Text>
- Savchenko, O. Ya. (1999). *Dydaktyka pochatkovoi shkoly: pidruchn. dia stud-v ped. fak-v* [Primary school didactics: textbook]. Kyiv : Heneza, 368 s.

Received

01.02.2023

Accepted

22.02.2023

**Марія Клепар,**

доктор педагогічних наук, професор, пофесор кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Maria Klepar,

doctor of pedagogical sciences, professor Department of Primary Education Pedagogy,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
mklepar10@gmail.com
ORCID ID 0000-0003-1671-3710

Наталія Матвєєва,

кандидат педагогічних наук, доцент,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Nataliia Matveieva,

Candidate of Pedagogic Sciences, Associate Professor,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
nataliimatveieva.gmail.com
ORCID ID 0000-0002-8495-7074

Оксана Нич,

кандидат педагогічних наук, доцент,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Oksana Nych,

Candidate of Pedagogic Sciences, Associate Professor,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
oksana.nych@pnu.edu.ua
ORCID ID 0000-0002-9544-0273

УДК 376.71.14

РОЗВИТОК ПІЗНАВАЛЬНОЇ АКТИВНОСТІ УЧНІВ МОЛОДШИХ КЛАСІВ У ПРОЦЕСІ НАВЧАЛЬНО-ВИХОВНОЇ ДІЯЛЬНОСТІ

Анотація. Стаття висвітлює проблему розвитку пізнавальної діяльності молодшого школяра, що набуває все більшої актуальності, оскільки зміни життя в сучасному світі потребують і змін мети та призначення сучасної освіти.

У статті розкрито особливості підвищення пізнавальної активності молодших школярів. Акцентовано увагу на потребі гармонійного розвитку особистості молодшого школяра, здійсненні виховного впливу на нього задля розкриття внутрішнього потенціалу, вивчення потреб та запитів, створення на цій основі комфортного освітнього середовища.

Висвітлено підходи до розвитку пізнавальної активності школярів, оскільки пізнавальна активність є основою практично будь-якої діяльності школяра і визначальною базою організації освітнього процесу в школі.

Розкрито сутність понять «пізнавальні інтереси», «пізнавальна активність», «інтерактивні методи», «інтерактивне навчання», «критичне мислення», продемонстровано взаємозв'язок розумових операцій, виховання та практичного впливу на особистість у процесі формування потреби бути активним. Виокремлено передумови підвищення пізнавальних інтересів учнів, розкрито основні вимоги до організації сприятливого освітнього, виховного та розвивального середовища закладу освіти. Продемонстровано основні аспекти використання інтерактивних методів на практиці.

Акцентовано на основних вимогах до практичної діяльності педагога, названо основні інтерактивні прийоми та методи, що доцільно використовувати задля стимулювання пізнавальної активності учнів. Схарактеризовано вплив різних інтерактивних форм та методів роботи з учнями початкових класів.

Проаналізовано наукові підходи до означеної проблеми, встановлено напрями, форми та методи практичного втілення. Наголошено, що пізнавальна діяльність є першорядною умовою формування в учнів потреби в знаннях, оволодіння вміннями інтелектуальної діяльності, самостійності, забезпечення глибини і міцності знань.

Ключові слова: навчання, навчально-пізнавальна діяльність, інтерес до навчання, інтерактивні технології, мозковий штурм, пізнавальний інтерес.



DEVELOPMENT OF COGNITIVE ACTIVITY OF PUPILS OF YOUNGER CLASSES IN THE EDUCATIONAL PROCESS ACTIVITIES

Abstract. The article is devoted to the problem of the development of the cognitive activity of a junior high school student, which is becoming more and more relevant, since changes in life in the modern world require changes in the purpose and purpose of modern education.

The article reveals the peculiarities of increasing the cognitive activity of younger schoolchildren. Attention is focused on the need for the harmonious development of the personality of a junior high school student, the implementation of an educational influence on him in order to reveal his inner potential, the study of needs and requests, and the creation of a comfortable educational environment on this basis.

Approaches to the development of cognitive activity of schoolchildren are highlighted, since cognitive activity is the basis of almost any activity of a schoolchild and the determining basis of the organization of the educational process at school.

The essence of the concepts "cognitive interests", "cognitive activity", "interactive methods", "interactive learning", "critical thinking" is revealed, the relationship between mental operations, education and practical influence on the personality in the process of forming the need to be active is demonstrated. The prerequisites for increasing students' cognitive interests are highlighted, the main requirements for the organization of a favorable educational, educational and developmental environment of an educational institution are revealed. The main aspects of using interactive methods in practice are demonstrated.

Emphasis is placed on the main requirements for the teacher's practical activity, the main interactive techniques and methods that should be used to stimulate students' cognitive activity are revealed. The impact of various interactive forms and methods of working with primary school students is characterized.

Scientific approaches to the given problem were analyzed, directions, forms and methods of practical implementation were established. It is outlined that cognitive activity is a primary condition for the formation of students' need for knowledge, mastering the skills of intellectual activity, independence, ensuring the depth and strength of knowledge.

Keywords: training, educational and cognitive activity, learning interest, interactive technologies, brainstorming, cognitive interest.

INTRODUCTION

Formulation of the problem. The main task of the modern Ukrainian school is to increase the effectiveness of the educational process with the aim of promoting the comprehensive and harmonious development of a person, his intellectual and moral growth, and the education of a creative personality. An important and necessary condition for effective education is the formation of the cognitive interest of younger schoolchildren.

The problem of the formation of younger generation is a priority area both for the education system and for the development of society as a whole. Today, the problem of educating developed creative personality in the socio-pedagogical conditions of its life activity is becoming relevant.

Cognitive interest constantly affects a person's behavior, his spiritual and mental spheres, intellectual, moral-ethical, and communicative qualities, and therefore ensures the education of a creative personality. Interests in knowing reality have a significant impact on a person, as they are closely related to his attention, memory, thinking, emotions, wish and contribute to creative self-realization and spiritual self-improvement. Therefore, educational work has the leading importance in satisfaction the needs and interests of students, and therefore we consider the formation of their cognitive interest to be an important direction.

The development of cognitive interests in younger schoolchildren is the most important condition for the education of such valuable qualities as the development of cognitive abilities; strengthening of abilities and skills to independently learn and comprehend educational material; formation of basic intellectual skills necessary for mastery in primary grades. We consider cognitive interest as a higher degree of development of the cognitive activity of an individual, associated with his efforts to independently solve a problematic issue, where the focus is on the problem, and not on ready-made knowledge. At the same time, a person looks for a reason, tries to understand the essence of the subject, independently establish a regularity, reveal it causal relationships. Thought is stressed, willpower is exerted, emotions arise.

The formation of cognitive interests is naturally associated with the learning process, when the main meaning of a child's life consists in a gradual transition from one level of knowledge to another, from one level of mastery of cognitive and practical skills to another, higher one. In the structure of the educational process, there are many objective reasons for the formation of cognitive interests.

Practice shows that the search for new effective ways to improve the educational process continues in pedagogical science today. Improving the quality of schoolchildren's education is implemented through the development and implementation of new pedagogical technologies and methods, as well as the improvement of existing ones. It is important to teach a person to independently navigate information, to use it successfully, that is, it is necessary to form the ability of an individual to think creatively, outside the box, to independently replenish his knowledge. This is confirmed by the well-established opinion that progress depends on the intellectual potential of society, education, and science.

Analysis of recent research and publications. The goal is to analyze the peculiarities of the development of cognitive activity of the younger schoolchildren in the process of education and upbringing.



The analysis of updated sources confirms that the specified problem is in the field of view of scientists, namely: M. Vovk, I. Zyazyun, Parfilova S, O. Rudnytska, N. Nychkalo, O. Savchenko, M. Fitsula, V. Cherkasov.

RESEARCH METHODS: The goal is to analyze the peculiarities of the development of cognitive activity of younger schoolchildren in the process of education and upbringing.

THE AIM AND RESEARCH TASKS – coverage of theoretical approaches to the development of cognitive activity of junior high school students

RESULTS OF THE RESEARCH

A characteristic feature of educational and cognitive activity is its complexity and specificity, which consists in the fact that its object (student) is at the same time its subject, the goal and the result of the change of the object itself. Educational and cognitive activity is considered in three aspects - motivational, substantive, and operational.

Purpose, motives, types of activity, interest, attention, language, communication style, reflection are the basis of psychological educational and cognitive activity of students.

According to psychologists, the following indicators of the dynamics of mental processes and behavior are distinguished - activity and emotionality. Activity is manifested in the speed and strength of the course of mental processes, and the dynamism of an individual's behavior is determined by temperament, that is, mainly innate character, but does not characterize his beliefs, views, interests. Interest is one of the forms of personality orientation. It consists in the concentration of attention and thoughts on a specific subject. This is a manifestation of not only cognitive, but also other human needs. Interest is one of the most important incentives for acquiring knowledge and increasing cognitive activity.

The main task of the teacher, in our opinion, is the formation of educational and cognitive motivations for learning in students, which are connected with the desire to master knowledge, skills and abilities. At the same time, school practice proves that the student does not have a motivated desire to learn, and the teacher has a motivated desire to teach. In our opinion, the formation of motivation is closely related to the educational process, during which the main attention should be paid to the formation of personal qualities that stimulate the student's cognitive activity.

Modern students are guided by a completely different system of motivation than the one that existed before. Youth, as the bearer of everything new, needs rethinking and refinement of the methodology of forming the motivation of cognitive activity (Skorniyakov, & Medvedeva, 2002). It is quite important not to forget that today's children need something new from today's education. Nowadays, what was necessary yesterday is not relevant today.

The widespread introduction of new elements of pedagogical technologies makes it possible to solve these problems. Interactive teaching methods are one of the main and important methodical innovations. The main goal of interactive learning is to create conditions under which the student should feel successful, intellectual excellence. The essence of interactive learning is that the educational process takes place only through constant, purposeful and active interaction of all students (Gaponenko, 2019). Interactive teaching methods have many advantages, and the most important thing is that students learn to work in pairs, groups and teams, all students in the class are also involved, a large part of new material is mastered in a fairly short time, and a friendly attitude towards the opponent is formed. I believe that one of the biggest advantages of interactive learning methods is that every child has the opportunity to express his opinion (Gaponenko, 2019).

During interactive learning, students learn to be democratic, communicate with other people, think constructively, and make thoughtful decisions.

Interactive learning is primarily learning that involves communication. In our opinion, the main goal of interactive learning is based on providing comfortable conditions under which each student would feel his success, learning productivity, intellectual work, excluding the dominance of one opinion over another.

Interactive forms are very diverse, for example: "Circle", "Debates", "Knots", didactic games, paraphrasing, associative bushes, etc. Such classes are organized both individually and in permanent groups in variable groups. At the same time, one group studies the material, and the second group practices this material.

Practicing teachers use elements of interactive learning that are rational in working with the class team. It is interactive methods that give the ability to create an educational environment. Theory and practice are learned at the same time, and this enables students to form character, develop worldview, logical thinking, coherent speech, and form critical thinking; identify and implement individual perspectives. Students look for a connection between new and already acquired knowledge; make alternative decisions.

Interactive teaching methods in elementary school classes facilitate the process of assimilation of program material and activate the educational activities of students. Younger schoolchildren thereby learn to listen to another person, respect an alternative opinion, strive for dialogue, and acquire skills analysis of educational information (Gaponenko, 2019). Pupils are bolder in taking the initiative and expressing their opinions. The intensity of activity, self-activity, persistence, purposefulness of activity improve, which are the main indicators of the students' cognitive activity.

Therefore, interactive technologies play an important role in modern education. Future society needs people with up-to-date knowledge, flexibility and critical thinking, and creative initiative (Podolska, 2018).

In our opinion, the introduction of new educational technologies of personally oriented learning in lessons is a prerequisite for the active cognitive activity of students: non-standard, interesting, creative work, which in turn raises children's interest in knowledge and contributes to the emotional, spiritual and intellectual development of



schoolchildren. The technology of formation and development of critical thinking is one of the innovative technologies. It helps the student not only learn a certain amount of knowledge, but also contributes to the development of his personal qualities and creative abilities. In particular, critical thinking is the ability to think, analyze and express one's own conclusions and decisions. The ability to think critically is considered the most necessary skill of the future. It helps students to analyze information, it is worth using the acquired knowledge and justifying their opinion. This is a method that encourages participants to show their imagination and creativity. It helps to find many ideas and solutions and children can freely express their thoughts and views (Shkyr, 2019).

The development of critical thinking is quite important not only in school, but also in everyday life. First of all, you need to ask questions correctly, direct their attention in the right direction, learn to draw your own conclusions and find the right solution. Smart management by the teacher is a guarantee that each child can independently develop his creative abilities.

Each child has certain abilities that are manifested throughout the entire education. The main task of the teacher is to find the smallest signs of talent and develop them in each lesson. Of course, the main form of development of cognitive activity of schoolchildren is learning. New knowledge students directly acquire, during the educational process, which expand their worldview, and on the other hand, the student's educational opportunities develop in the process of active cognitive activity, thanks to which he can independently and creatively not only use the baggage of his knowledge, but also search for new ones, satisfying his needs in cognition (Shkyr, 2019).

For example, let's single out several critical thinking strategies that are important to use in elementary grades to develop students' cognitive interests, namely:

1) Brainstorming is a method that encourages participants to express their imagination and creativity. It helps to find many ideas and solutions and children can freely express their thoughts and views.

2) Associative bush – this method is used directly at the stage of actualization and reflection. It encourages students to think freely and openly about a certain subject, image, topic, including feelings, emotions, attitudes. So, this method stimulates a non-linear form of thinking – associative thinking.

3) "Senkan" (five-line) strategy – this method is used at there flection stage. Senkan is a white poem in which in formation is synthesizedin a concise sentence of 5 lines.

4) "Cubing" strategy – this teaching method makes it easier to consider different aspects of the subject of the lesson (Parfilova, 2020).

The use of these methods and techniques in practice ensures the following positive changes in students:

- interest in learning rises, students show activity in lessons;
- there is a desire to understand the received information;
- there are positive changes in the critical attitude towards one's activity;
- a searching orientation of thinking develops;
- the fear of making a mistake disappears;
- the desire to listen carefully to classmates, to jointly search for ways to solve educational problems, increases (Parfilova, 2020).

This confirms that various innovative technologies can beused for the development of critical thinking in primary school classes.

These and other approaches help to develop children's perception of phenomena, objects or events from different points of view, allow to successfully manage the educational activities of students, skillfully take into account the different abilities of school children, and form the traits of a creative personality.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

One of the most complexandurgent problems of elementary school is the formation and development of cognitive activity of younger schoolchildren. As evidenced by the numerous works of scientists and practicing teachers, students' cognitive interest is based on independence and initiative, participation in the discussion of questions and answers, and a persistent desire to independently solve cognitive and experimental tasks. One of the conditions for increasing the effectiveness of the educational process is the use of the method of stimulating educational activity, emotional stimulation, creating a situation of successin education, encouragement.

Therefore, the search for ways to increase the effectiveness of the development of the cognitive activity of schoolchildren should be in the field of vision. The advantages of interactive teaching methods in increasing the activity of younger schoolchildren in relation to educational and cognitive activities have been revealed.

Education is the main form of development of cognitive activity of younger schoolchildren. During the educational process, schoolchildren acquire new knowledge that develops their horizons, and in the process of cognitive activity, the educational opportunities of students are developed. And thanks to them, they can independently and creatively use the stock of knowledge and look for new things that will satisfy their needs for knowledge.

The main ways of increasing the effectiveness of the cognitive activity of younger schoolchildren are summarized, and the predicted results of the use of interactive technologies in themass-educational process are demonstrated.

The strategy of the teacher, who creates an active cognitive atmosphere during learning, consists not only in the use of new technologies, but also in the reorientation of the student's consciousness, since learning from a forced daily duty should become part of the child's knowledge of the surrounding world.

**REFERENCES**

- Skornyakov O. O., Medvedeva O. I. (2002). Piznavalnyi interes yak faktor rozvytku aktyvnosti navchannia [Cognitive interest as a factor in the development of learning activity]. *Trudova ta profesiina pidhotovka molodi: problemy ta shliakhy yikh rozviazannia* : zb. nauk. prats. Kryvyi Rih: IVI, 4, 45–48
- Gaponenko, G. (2019). Peredumovy ta sutnist interaktyvnoho navchannia [Prerequisites and essence of interactive learning. Military education]. *Viiskova osvita*, 38 (2), 60–66.
- Podolska, E. A. (2018). Interaktyvni metody navchannia: sutnist i perevahy [Interactive teaching methods: essence and advantages]. *Vcheni zapysky Kharkivskoho humanitarnoho universytetu "Narodna ukrainska akademiia"*, 24, 78–83.
- Shkyr, O. (2019). Krytychne myslennia molodshykh shkolariv: sutnist i osoblyvosti [Critical thinking of younger schoolchildren: essence and features]. *Molod i rynek*, 4 (171), 19–21.
- Parfilova, S. (2020). Pedahohichni stratehii rozvytku krytychnoho myslennia molodshykh shkolariv v umovakh novoi ukrainskoi shkoly [Pedagogical strategies for the development of critical thinking of younger schoolchildren in the conditions of the new Ukrainian school]. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnologii*, 7(101). 179–191.

Received 14.01.2023
Accepted 20.01.2023

**Марія Копчук-Кашецька,**

кандидатка педагогічних наук, доцентка, доцентка кафедри початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Maria Kopchuk-Kashetska,

candidate of pedagogical sciences, associate professor, Department of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
mariia.kopchuk-kashetska@pnu.edu.ua

Оксана Цюняк,

докторка педагогічних наук, професорка, професорка кафедри початкової освіти,
Прикарпатський національний університет імені Василя Стефаника,
(м. Івано-Франківськ, Україна)

Oksana Tsiuniak,

Doctor of Pedagogical Sciences, Professor, Professor at the Department of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
oksana.tsiuniak@pnu.edu.ua
ORCID ID 0000-0002-4573-1865

Світлана Довбенко,

кандидатка педагогічних наук, доцентка, доцентка кафедри початкової освіти,
Прикарпатського національного університету імені Василя Стефаника (м. Івано-Франківськ, Україна)

Svitlana Dovbenko,

candidate of pedagogical sciences, associate professor, Department of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
svitlana.dovbenko@pnu.edu.ua
ORCID ID 0000-0003-2316-0579

УДК 37.378

ДУХОВНЕ ВИХОВАННЯ УЧНІВ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ У ВОЄННИЙ ЧАС

Анотація. аналізу особливостей духовного виховання учнів за умов війни в контексті розвитку Нової української школи. Оскільки Україна долає виклики воєнного конфлікту та нестабільності, неможливо переоцінити важливість духовного та морального виховання дітей та юнацтва. З урахуванням непередбачуваних викликів та стресових ситуацій, які виявляються у воєнний час, досліджуються методи та підходи, спрямовані на формування духовної стійкості, патріотизму та гуманістичних цінностей з-поміж учнів.

Автори акцентують на важливості співпраці педагогів, батьків та громадськості у формуванні духовних цінностей учнів під час війни, що має велике значення для майбутньої України. Розглядається вплив воєнного конфлікту на психологічний стан учнів та їхній загальний добробут. Наголошується на важливості формування морального, фізичного, духовного, психічного здоров'я дітей та юнацтва, створення позитивного мікроклімату в закладі освіти.

Висвітлюються питання щодо включення сучасних технологій та інтерактивних методів у навчальний процес, що покращує якість освіти за умов воєнного конфлікту.

Зроблено висновки, що духовне виховання учнів за умов воєнного часу є актуальним завданням, яке вимагає уваги освітян, науковців та осмисленого підходу. Продуктивна співпраця між учителями, батьками та громадськістю є ключовим чинником у формуванні духовних цінностей у юного покоління українців.

Автори пропонують комплексний підхід до духовного виховання учнів Нової української школи у воєнний період, урахувавши потреби та особливості сучасного шкільного середовища. Результати дослідження можуть бути корисними для педагогів, адміністрації навчальних закладів та всіх, хто цікавиться питаннями духовної освіти та виховання дітей та юнацтва за умов сучасних викликів, перед якими постала українська освіта, та умов воєнного часу.

Ключові слова: духовність, духовні цінності, виховання, учні, нова українська школа.

**SPIRITUAL EDUCATION OF STUDENTS
OF THE NEW UKRAINIAN SCHOOL IN WARTIME**

Abstract. The article analyzes the peculiarities of spiritual education of students in wartime within the framework of the New Ukrainian School. Taking into account the unpredictable challenges and stressful situations that manifest themselves



in wartime, the methods and approaches aimed at forming spiritual resilience, patriotism and humanistic values among students are explored.

The study emphasizes the importance of cooperation between school teachers, parents, and the public in shaping positive spiritual values of students during the war, which is of great importance for the future of Ukraine. The impact of the military conflict on the psychological state of students and their general well-being is analyzed.

The article highlights the issues of incorporating modern technologies and interactive methods into the educational process, which improves the quality of spiritual education in the context of military conflict.

In summary, the article offers a comprehensive approach to the spiritual education of students of the New Ukrainian School in wartime, taking into account the needs and characteristics of the modern school environment. Its results can be useful for teachers, administrative educational institutions, and all those interested in spiritual education and upbringing of young people in the context of military conflict.

Keywords: spirituality, spiritual values, education, students, New Ukrainian School.

INTRODUCTION

The problem formulation. In today's Ukraine, which is experiencing difficult trials due to the military conflict, the spiritual upbringing of students of the new Ukrainian school is of particular importance in the educational process. In recent years, the country has experienced an increase in explosive tension and social and psychological stress, which has resulted in significant challenges for education systems, particularly in the formation of students' spiritual values.

This challenging situation requires research and analysis to develop effective methods, strategies, and programs to promote the spiritual development of students during a period of military conflict. War has a particular impact on the psychological state of students and their social adaptation, as well as the development of innovative approaches to spiritual education.

In addition, it is important to ensure modern technologies, international strategies, and the role of public and volunteer organizations in shaping students' spiritual values. The problem also requires the adaptation of educational programs and methods to the needs of students with special needs and special requirements during the military conflict.

Thus, in the current conditions of military conflict in Ukraine, the urgency and complexity of the problems of spiritual education of students of the new Ukrainian school requires serious scientific research and the development of effective strategies to ensure the harmonious personal development of each student in the face of complex social realities.

Ukraine is in an extremely difficult geopolitical context, accompanied by military conflict, political and economic turbulence. In this difficult period, the spiritual education of students has a decisive impact on their development and formation as citizens of Ukraine. However, there are some specific problems and challenges associated with providing effective spiritual education in times of war and instability.

Analysis of recent research and publications. The spiritual dimension is an extremely multifaceted and complex area. In pedagogical terms, spirituality is more like "a specific human trait that manifests itself in the richness of a person's spiritual world, his or her erudition, developed intellectual and emotional needs, and morality" (Pedagogical dictionary, 2001).

Thus, spirituality is the highest human development that shows those characteristics of a personality that represent him or her as a subject who thinks and is aware of himself or herself and his or her actions, as well as as a unique individual with a special vision of the world around him or her, his or her own place and role in it, and a special way of life.

A significant number of studies by well-known scholars (I. Bekh, O. Dokukina, K. Zhurba, I. Ziaziun, V. Kremen, V. Kyrychok, H. Nazarenko, I. Shkilna) are currently devoted to the problem of spiritual education of students of the new Ukrainian school.

Particularly valuable in this context is the opinion of V. Kremen, who notes: "For every educated person, it should be an absolute truth that there can be no society without spirituality. There is no alternative to spiritual development in any society, including the Ukrainian one."

According to academician I. d. Bech, spirituality has become an urgent problem for modern man. Given that spiritual values always have their weight, we need to look for answers to this question in our time, including effective strategies for the conscious and free development of the individual in the direction of higher spiritual values. (Bekh, 2021).

RESULTS OF THE RESEARCH

In the current realities of the Russian-Ukrainian war, our perception of the problem of spirituality has undergone significant transformations: we now view it from a completely different perspective. Today, for us, spirituality is a special state of our soul, our behavior in extreme living conditions, our thoughts, words, actions, and inner needs. It is also our inexorable desire to live despite trials, the sound of anxiety, the sound of sirens, and the coldness in our hearts. In these trials, spirituality takes on a special significance, remaining not only a source of inner strength but also a guide to our actions in difficult situations. It unites us in a common desire to live in dignity and loyalty to the country's property. Spirituality is becoming a component of our self-determination and inner development at this important time.

In this difficult period, we should all do our best together not to lose faith and despair. Today, every Ukrainian needs special support, especially young people who have grown up in an extremely short time while defending their homeland. The important spiritual guidance of our spiritual leaders remains a great source of inspiration and support for us.

Let us deepen our understanding of these words:

There are no accidents or simple random events in life. Every trial and every condition has an important meaning that is laid down by God.



To defeat the enemy, we need to be strong. We must wage an internal struggle for our victory and freedom.

We must feel our mission - it is important not only for our great history but also for our future state. If you feel a spiritual decline, support yourself with prayer and fasting. This is the best way to support the soul. The Lord gave us this opportunity to renew and gain strength.

And most importantly, under no circumstances should we lose faith and allow ourselves to give up. If we succumb to spiritual fatigue, we risk despair, hopelessness, depression, anxiety, apathy, and hardening of the heart. This is exactly what our enemy wants to do - to conquer us. Today is not the time for discord or division, it is the time for unity and mutual support - this is the strength of our people.

The spiritual insights and guidance that we have received and that have permeated us during these months of war are many. But each of us, whether young or old, will ultimately draw our own lessons from this difficult period that will help us better understand this important time. Regardless of the conditions, we must remember that "only love can bring victory: love for God, love for family, love for the native land, love for everything we associate with the word «Ukraine».

It is generally accepted that values-based education is a key way to form a personality and its spiritual world. In modern conditions, there is a question not only about value-based education, but also about value-based learning. This means that the purpose of education is not only to acquire knowledge, but also to form an axiological worldview based on value categories. The expansion and diversity of human needs, especially in critical situations, as well as the emergence of new means of meeting them, give rise to a tension between the need to maintain values and the temptation to violate or ignore them. One of the main criteria for the importance of the formation, preservation and development of values is all the practical experience of the life of an individual, nation, state and the world in the historical, socio-economic and political dimensions.

Modernizing the content of education has become a major step in transforming the education system in Ukraine. This reflects an innovative view of education development, which is reflected in the Strategy for Education Reform in Ukraine and important research for the New Ukrainian School aimed at introducing values into the educational activities of educational institutions.

The concept of the New Ukrainian School emphasizes that education should contribute to the education of students as patriots, personalities and innovators; in the context of "a person who has his or her own active position, acts in accordance with moral and ethical principles, is able to make responsible decisions, respect the dignity and rights of others" (New Ukrainian School 2016).

The Concept of the New Ukrainian School addresses modern approaches to the organization of the educational process and introduces innovative methods of teaching and upbringing of children. The main purpose is to form a stable system of deep spiritual values in students, to educate appropriate citizens capable of making conscious social choices and contributing to the cultural potential of the Ukrainian people.

One of the key tasks of a teacher is the ability to create and use a situation in school life where knowledge and action remain inseparable, helping to record the dynamics of a child's spiritual and moral development. The main point is to help a child develop his or her abilities to practice, teaching them to solve problems independently, sometimes with the help of a teacher. According to I. Shkilna (2013), the teacher should help the child grow from basic behavioral skills to a higher level, where independence in decision-making and spiritual choices is important. To achieve this goal, the focus of the educational process, forms and methods of its organization are beneficial. With younger students, active methods are a priority, and then they contribute to the development of critical thinking, initiative and creativity, as well as stimulate an independent search for truth.

The New Ukrainian School is an important education reform being implemented by the Ministry of Education and Science of Ukraine. The main goal of this reform is to create educational institutions where students will enjoy learning and where education will provide them not only with knowledge but also with skills to apply it in everyday life. In addition, the school aims to develop the competencies necessary for successful functioning in the twenty-first century. (New Ukrainian School, 2018) The development of each child's life and activities in the specific conditions of education and society generates new consciousness and approaches to learning.

The process of forming spiritual values is constant and lasts throughout life. It is important to note that the most favorable time for the formation and education of spirituality is primary school age. One of the key goals of school education is to develop students' understanding of spiritual values. This task is based on the need to help children discover the world around them without losing their uniqueness and individual vision of the world.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The new Ukrainian school opens up wide opportunities for rethinking and improving the process of education and upbringing. It is important that during this period a child develops his or her understanding of spiritual values, and giving them the opportunity to discover the world around them in favorable conditions is important for their further development.

The means and methods used by teachers are of great importance in this process. The inclusion of modern technologies and interactive methods can increase the effectiveness of spiritual education, reduce stress and promote a positive mental state of students.

Thus, the spiritual education of students in wartime is an urgent task that requires attention and a definitive approach. Positive cooperation between teachers, parents, and the public is a key factor in the formation of spiritual values among the younger generation.

**REFERENCES**

- Bekh, I. D. (2018). Component technology of the ascent of a growing personality to spiritual values. Primary School, No1, P. 5–10.
- Bekh, I. D. (2021). Personality in the light of spirituality: a monograph. Kyiv - Chernivtsi: Bukrek, 244 p.
- Dychkivska, I. M. (2012). Innovative pedagogical technologies: textbook. Kyiv: Akademvydav, 352 p.
- Hlubish, O. Spirituality creates a new person. URL: <https://www.tze.org.ua/gazeta-qbozhy-sijachq>.
- Kopchuk-Kashetska, M. S. (2017). Formation of moral and ethical values of junior schoolchildren by means of Ukrainian ethnography: monograph. Ivano-Frankivsk: YARYNA.
- New Ukrainian School. (2016). URL: <https://www.calameo.com/books/002158349095e29db0807>
- New Ukrainian school guideline for the teacher. Edited by N. M. Bibik. (2018). Kyiv: Litera LTD, 160 p.
- Pedagogical dictionary. (2001) / edited by M. D. Yarmachenko. Kyiv: Ped. thought, 516 p.
- Serediuk, N. (2015). 5 theses "on spirituality during the war" from a military chaplain from Lviv. Old Lev Publishing House. URL: <https://starylev.com.ua/news/5-tez-pro-duhovnist-na-chas-viyny-vid-viyskovogo-kapelana-zi-lvova>
- Ziaziun, I. A. (2000). Pedagogy of goodness: ideals and realities: Scientific method. Manual. Kyiv: МАУП, 312 p.

Received 23.03.2023
Accepted 07.04.2023

**Тетяна Котик,**

доктор педагогічних наук, професор кафедри початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Tetiana Kotyk,

Doctor of Pedagogical Sciences, Professor, Department of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
tetiana.kotyk@pnu.edu.ua
ORCID 0000-0001-8213-8318

Леся Шкледа,

старший викладач кафедри іноземних мов,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Lesia Shkleda,

Senior Lecturer, Department of Foreign Languages,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
lesia.shkleda@pnu.edu.ua
ORCID 0000-0002-2870-2448

УДК 373.3.015.3(072)

РОЗВИТОК ЕМОЦІЙНОГО ІНТЕЛЕКТУ МОЛОДШИХ ШКОЛЯРІВ ЯК МІЖДИСЦИПЛІНАРНА ПРОБЛЕМА НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

Анотація. Розвиток такої особистісної якості учнів, як емоційний інтелект, набула особливої актуальності в сучасному світі, у тому числі в Новій українській школі. У статті висвітлено результати аналізу програмового забезпечення розвитку емоційного інтелекту молодших школярів, поданого в чинних типових освітніх програмах та Державному стандарті загальної початкової освіти України відповідно до всіх освітніх галузей початкової школи. Зроблено висновок, що зміст початкової освіти включає такі елементи життєвого досвіду, необхідні для реалізації важливих соціальних функцій, як досвід пізнавальної діяльності, представлений у вигляді результатів знань; досвід способів діяльності, який фіксується як необхідні вміння учнів діяти за моделлю; досвід творчої діяльності як уміння нестандартно діяти в нестандартних ситуаціях; досвід формування емоційно-ціннісного ставлення як ціннісного ставлення до набутих знань, умінь, навичок та довкілля. Автори наголошують, що розвиток емоційного інтелекту молодших школярів є наскрізною змістовою лінією, тобто обов'язковим освітнім результатом, що формується засобами всіх освітніх галузей і слугує показником якісних змін у системі початкової освіти. Типові освітні програми для початкової школи у змісті освіти враховують такі важливі положення сучасної психолого-педагогічної науки, як заборона будь-яких проявів дискримінації; про провідну роль діяльності, зокрема ігрової, у навчально-виховному процесі початкової школи; про забезпечення радості пізнання через залучення дітей до дослідницької, проектної, творчої діяльності, без обмеження рухової активності; про розвиток самооцінки та впевненості учнів за допомогою та підтримки вчителя, виховання самостійності та критичного мислення; про створення умов для психоемоційного розвитку та атмосфери довіри та взаємоповаги, яка унеможливує насильство та булінг.

Ключові слова: Нова українська школа, емоційний інтелект, молодші школярі, сучасні підходи до навчання та їх емоційно-ціннісне спрямування.

DEVELOPMENT OF EMOTIONAL INTELLIGENCE OF YOUNGER SCHOOL STUDENTS AS AN INTERDISCIPLINARY PROBLEM OF THE NEW UKRAINIAN SCHOOL

Abstract. The development of such a personal quality of students as emotional intelligence has become especially relevant in the modern world, including in the New Ukrainian School. The article highlights the results of the analysis of software for the development of emotional intelligence of younger schoolchildren, presented in current standard educational programs and the State Standard of General Primary Education of Ukraine in accordance with all educational branches of primary school. They came to the conclusion that the development of the emotional intelligence of younger schoolchildren is a cross-cutting content line, that is, a mandatory educational result that is formed by the means of all educational branches and serves as an indicator of qualitative changes in the primary education system.

Keywords: New Ukrainian school, emotional intelligence, younger schoolchildren, modern approaches to learning and their emotional and value orientation.



INTRODUCTION

The problem formulation. In accordance with the New Ukrainian School Concept, the State Standard and typical curricula for primary school a new paradigm has arisen for educational priorities and tasks corresponding to global trends of a democratic civil society development and they need new methodical and technological approaches for their implementation in the school environment.

One of the peculiarities of such innovations is competency-based training and the requirement to pay special attention to the development of emotional intelligence as an important component of life or key educational competencies.

Analysis of recent research and publications. In the new version of the Law of Ukraine "On Education" the following definition is provided for such an important concept as "competence" for a modern school: "Competence is a dynamic combination of knowledge, ways of thinking, views, values, skills, abilities and other personal qualities that determines a person's ability to conduct successfully the professional and/or further educational activities" (Zakon Ukrainy, 2017).

M. Shpak noted that emotional intelligence should be considered in the context of the "activity" category, since it develops and manifests itself in activity: in the communication process, interaction with other people. Therefore, emotional intelligence, or EQ, is an indicator of the ability to communicate, the skill to be aware of one's own emotions and to understand the other people's feelings; it is the interaction of emotional, cognitive, behavioral and motivational features of an individual, aimed at understanding one's own emotions and the other people's emotional experiences, the submission of emotions to the mind, which contributes to self-knowledge and self-realization through the enrichment of emotional and social experience (Shpak, 2011).

D. Goleman presented his vision of holistic concept components of "emotional intelligence", expanding and deepening the understanding of this phenomenon with such concepts as empathy, compassion, self-knowledge, self-motivation, self-regulation, which are powerful factors in establishing effective relationships in various fields of human activity (Goulman, 2019).

RESEARCH AIM AND TASKS

New conceptual approaches, introduced for effective primary school reform, have found their implementation in primary education software.

Let us find out what place in the primary education content is given to the development of the students' emotional intelligence.

RESEARCH METHODS

Research methods: a set of general scientific research methods was used to organize the study. Theoretical: contributed to the generalization and analysis of psychological and pedagogical literature, regulatory framework, which helped to identify key aspects of the problem; empirical: methods of collecting research material (questionnaire of students, surveys of teachers, study of the regulatory framework), interviews with teachers of higher education institutions concerning their readiness to implement ideas, forms and models of blended learning technologies in the educational process.

RESULTS OF THE RESEARCH

All the competences defined by the concept of NUSH constitute the backbone or the basis of the primary education content, which priorities are the formation of students' life experience on the basis of acquired knowledge, skills and abilities. It means that students will not just acquire knowledge but learn to apply it in practice.

The content of primary education includes the following elements of life experience necessary for the implementation of important social functions:

- cognitive activity experience presented in the form of knowledge results;
- activity ways experience which is recorded as the necessary students' skills to act according to the model;
- creative activity experience as the ability to act non-standard way in non-standard situations;
- the experience of forming an emotional and valuable attitude as a valuable attitude towards the acquired knowledge, abilities, skills and the surrounding environment.

The experience provided in the education content and learned by students creates a basis for the formation of students' ability to master educational and key competencies. Key competences are supra-subject, universal, because they are realized not within the limits of separate educational subjects, but in different life situations, they are also called "vital". Key competence is an integrative characteristic of the students' learning quality, connected with the ability of purposeful, meaningful application of a knowledge complex, abilities, skills, ways of activity in relation to an interdisciplinary range of problems.

Scientists usually attribute multifunctionality to the main features of key competences that makes it possible to carry out various tasks important to an individual and solve problems; interdisciplinarity, as it serves not only the educational process, it is used in relationships outside school and in the family; multicomponent; as well as the fact that these competencies promote the development of critical thinking, reflection and focus on the integration of personal and social life.

Therefore, the development of emotional intelligence as a component of life competencies is not the prerogative of only one or several educational subjects. Its formation in junior school students is an interdisciplinary problem that covers classroom and extracurricular, school and out-of-school work and is implemented in cross-cutting skills that are common to all educational subjects and are correlated with certain key competencies.



In particular, the cross-cutting skills such as to manage emotions constructively, assess risks, make decisions, solve problems, cooperate with other people, justify one's own position, express an individual opinion, think critically can be formed only on the basis of developed emotional intelligence.

The formation of comprehensive skills as the indicators of vital competences of younger schoolchildren is the goal of primary education and an important prerequisite for the personal realization of students in their present and future lives, the basis for becoming a citizen and specialist.

The State Standard of General Primary Education states that in order to realize the goal of the New Ukrainian School, a component of which is the development of students' emotional intelligence, it is necessary to recognize the uniqueness of each child, which makes any form of human discrimination impossible. Taking into account the age characteristics of primary school students, the need for mandatory use of research, play and creative activities in the educational process, which directly affect the development of cognitive, moral and aesthetic emotions, is emphasized. To reduce the level of anxiety and develop self-confidence, limiting the amount of homework and increasing the time for motor activity is provided. The need to ensure the emotional well-being of the child at school and in the family is emphasized, that involves creating an atmosphere of trust and mutual respect, preventing violence and bullying, providing the necessary assistance, ensuring the right to a healthy life, freedom of choice and freedom of speech, etc.

The requirements of the State Standard regarding the content of the primary school educational process are covered in more detail in typical educational programs edited by R. Shiyan and O. Savchenko and are concluded in the following educational fields: linguistic and literary, mathematical, natural, technological, informative, social and health-preserving, civic and historical, artistic, physical culture.

There is no special section on the formation of emotional intelligence in the programs, but the content of each educational field provides for the development of various aspects of emotional intelligence, that in common gives an opportunity for the formation and development of its necessary parameters already in elementary school.

Typical educational programs for primary school in the content of education take into account such important provisions of modern psychology and pedagogical science as the prohibition of any manifestations of discrimination; about the leading role of activity, in particular play, in the primary school educational process; about ensuring the joy of cognition through the involvement of children in research, project, creative activities, without restriction of motor activity; about the development of students' self-esteem and confidence with the teacher's help and support, fostering independence and critical thinking; about creating conditions for psycho-emotional development and an atmosphere of trust and mutual respect that makes violence and bullying impossible.

Let us find out what place is given to the development of the emotional component of the schoolchildren's personal development in the educational branches content in primary school.

As it turned out, the most aimed at the emotional intelligence formation is the content of linguistic, literary, social, healthcare and informatics educational fields, although the enrichment of emotional and sensory experience, the development of cognitive interest, the formation of internal motivation for learning, the development of the emotional and volitional sphere, critical thinking, reflection, self-control, the creation of a comfortable emotional environment, the provision of conditions for interpersonal interaction of younger schoolchildren, etc. are also at the basis of the work on the implementation of all other educational fields content.

So, for example, the mathematical educational branch, although aimed mainly at the development of logical thinking of younger schoolchildren, involves the formation of competencies necessary for life and ensuring the ability to learn successfully. Therefore, in the auxiliary tasks of the educational field, the need to develop a conscious value attitude to mathematical knowledge is indicated, that is possible only on the basis of the formed internal motivation, which arises due to cognitive interest on a positive background. So, during mathematics lessons students should acquire knowledge not out of compulsion but out of curiosity, carrying out research projects, solving plot problems with the help of plot-role play situations, puppet shows, etc. The development of memory, creative imagination, mental development are always superimposed on the emotional development, therefore, every math lesson should be equally intellectual and emotional due to the joint search for truth that takes place in the students' interactive activity, the co-creation of the teacher and students, the use of vitagen learning based on the actualization of the individual's life experience, his intellectual and psychological potential for educational purposes.

Significant opportunities for the formation of the younger schoolchildren's emotional intelligence are provided in the linguistic and literary educational field, the goal of which presupposes that mastering the native language and enriching the emotional and sensory students' experience is the main prerequisite for success in personal and social life. The standardized language and literature education, according to the State Standard 2018, provides for the following areas of students' activity for learning their native language, which are called content lines in the programs:

- interaction with other people orally, perception and use of information;
- perception, analysis, interpretation, critical evaluation of information in texts of various types, media texts and using it to enrich one's experience to achieve life goals in various communicative situations which contribute to the student's linguistic personality formation;
- expression of thoughts, feelings and attitudes, interaction with other persons in writing and in real-time mode, compliance with the norms of the literary language;
- research of individual speaking, use of language for one's own linguistic creativity, observation of linguistic phenomena, their analysis (Derzhavnyi standart, 2018);



The specified content lines in educational programs acquire a slightly different wording than in the State Standard, but their essence remains unchanged (Typova... . O. Ya. Savchenko, 2022.; Typova ... R. B. Shyiana, 2022).

At the lessons of the linguistic and literary field of education, it is necessary to form communicative and reading competence as well as to lay the foundation for the formation of a linguistic personality, which is the final result of language learning.

It is necessary to teach language in close connection with the formation of younger schoolchildren's emotional intelligence which is declared in the leading tasks and content lines of the educational field.

The content line "Interact orally" emphasizes the need to create real situations of students' direct communication in groups, microgroups, pairs during conversations, discussions, consideration of educational tasks and problem situations during their training. Simultaneously it goes about the formation of the ability to analyze and evaluate oral information which is presented with the help of verbal and non-verbal means, to describe one's own emotions and the collocutor's feelings, to use the acquired skills in one's own speech in various communicative situations. The formation of the ability to achieve certain life goals in communication with other people is provided.

To gain experience of indirect influence on the interlocutor in the content lines "Interacting in writing", "Reading", "Exploring media" it is provided for the formation of the ability to analyze, critically evaluate text information, explore expressive means of speech, interpret and edit the text in accordance with the needs of communication, express one's thoughts and feelings in writing. In addition, it is necessary to teach students to express their attitude to matters they read, which is possible only on the basis of their own emotions awareness from the perception of text information. The comprehension and awareness of the literary work content evokes the children's appropriate feelings, emotions, experiences, affects their behavior. Younger schoolchildren adopt the hero's position of the work easily and actively express their attitude towards him that is outwardly expressed in facial expressions, gestures, responds and statements. The child virtually fights with his enemies, adversaries, imitating the character's individual actions with gestures. Therefore, studying highly artistic literary works, children learn to evaluate the other people's actions and behavior correctly and objectively, they acquire an emotional-sensual social experience and develop moral and aesthetic feelings.

Researching linguistic phenomena, which is provided in the content line "Exploring language/speech", younger schoolchildren master the means of expression of their native language that helps them to form their own individual style of speech, to enrich it with expressive emotional lexical, grammatical, phonetic means. Considering the fact that the Ukrainian language is becoming more pragmatic and practical, losing emotionality instead, it is important to fill students' speech with idioms that can be used in everyday life.

The content line "Theatralizing" involves familiarization with the theater as a place where, thanks to the actors' talented play, a person experiences bright emotions and feelings, which form the audience's emotional and valuable experience, the sympathy and empathy experience. Thanks to their own stage creativity, schoolchildren gain experience in managing various communication situations and the ability to mobilize others, choose appropriate communicative strategies and the most appropriate options for speech behavior. During theatrical improvisations and didactic dramatization, children explore and analyze the impact of verbal and non-verbal means of communication on interlocutors, gain experience in their use for fruitful cooperation with other people.

So, the language and literature field of education content is aimed both at the formation of a linguistic personality and at the active systematic application of interrelated pedagogical actions for the formation of various components of the younger schoolchildren's emotional intelligence.

In modern society the main condition for the every person's well-being is the knowledge acquired with the help of information and communication technologies and the ability to apply it, process and distribute it.

This is a new historical stage in the development of civilization which is called "information society", "a new type of society", which is formed as a result of the global social revolution and the explosive development of information and communication technologies. The use of material and spiritual benefits of information civilization ensures a dignified life, economic prosperity and the necessary conditions for the personality's free development. The creation of a global infospace gives rise to the people's informational interaction which in a virtual society should take place on the basis of democratic and social values, formed social and communicative competences.

That is why the goal of the informatics educational field is the formation of the ability for safe and responsible activity in the informative society with the help of digital devices and information and communication technologies. To achieve the defined goal the formation of skills to distinguish information of various types, including true and false in all its manifestations, to establish virtual communicative cooperation for learning, play, creative activities, to present oneself and the results of one's own and joint work on the ethical, benevolent basis of social interaction in a real and virtual environment is provided.

Therefore, at informatics lessons it is necessary to teach schoolchildren to interact in a team effectively and cooperate offline and online in order to find solutions to problems jointly and achieve success, and it creates conditions for gaining experience in managing one's own emotions and listening to the others' feelings, conducting effective negotiations, understanding and taking into account common interests, finding compromises with different people, distributing responsibilities correctly, preventing conflicts, bargaining. Learning without the development of the emotional intelligence component will make effective interaction in an informative society impossible, as well as the realization of life and professional needs.

The modern educational environment of the New Ukrainian School is oriented to the students' needs in the educational process that is why it is extremely important to ensure the conditions for preserving the child's physical, mental, social



and spiritual health, that is directly depends on the state of his emotional well-being and the development of emotional intelligence.

The social and health-preserving educational branch is focused on the formation of a students' healthy lifestyle, the content of which involves the formation of a valuable, caring and responsible attitude to life, health and their own safety and the people around them. The implementation of such tasks in the education field as the development of the need for self-knowledge and self-improvement, the ability to make decisions in everyday situations with the benefit for safety and health, as well as the formation of sustainable motivation for a healthy lifestyle, a conscious desire to adhere to safe, healthy and ethical behavior to improve well-being, the ability to learn without harming health focus on the formation of such aspects of emotional intelligence as the ability to identify one's own emotions and control one's own feelings and desires, activate thinking, understand and manage one's own and other people's emotions.

Despite the fact that in two different typical programs (Typova... . O. Ya. Savchenko, 2022; Typova ... R. B. Shyiana, 2022) the social and health-care educational field is integrated with other fields in different ways, its content is oriented maximally towards familiarizing younger schoolchildren with the realm of human emotions and the impact they have on well-being and achieving life success.

In the content of the artistic educational field, the need is indicated teach younger students to analyze, interpret and evaluate works of art, gaining experience of emotional feelings; to get to know oneself, own feelings through artistic and creative activity and interaction with art; gain experience in interpersonal interaction through participation in collective creative work; to regulate one's own emotional state with the help of art means.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the development of younger schoolchildren's emotional intelligence is a cross-cutting content line, that is, a mandatory educational result, which is formed by the means of all educational branches and is an indicator of qualitative changes in the primary education system.

REFERENCES

- Goulman, D. (2019). Emocijnyj intelekt [Emotional intelligence]. Xarkiv, Vivat. Retrieved from <http://booksonline.com.ua/view.php?book=51983>
- Derzhavnyi standart pochatkovoi zahalnoi osvity [State standard of primary general education]. 2018. <https://zakon.rada.gov.ua/laws/show/87-2018-p>
- Zakon Ukrainy «Pro osvitu» [Law of Ukraine "On Education"]. (2017). <https://zakon.rada.gov.ua/laws/show/2145-19#>
- Typova osvithnia prohrama rozroblena pid kerivnytstvom O. Ya. Savchenko. [A typical educational program was developed under the leadership of O. Ya. Savchenko]. 2022. <http://osvita.ua/school/program/program-1-4/60407/>
- Typova osvithnia prohrama pid kerivnytstvom R. B. Shyiana. [A typical educational program under the leadership of R. B. Shyian]. 2022. <http://osvita.ua/school/program/program-1-4/60408/>
- Shpak, M. (2011). Emocijnyj intelekt u konteksti suchasnyx psykologichnyx doslidzhen [Emotional intelligence in the context of modern psychological research]. *Psixologiya osobystosti*, 1, 282–288. http://nbuv.gov.ua/UJRN/Po_2011_1_36

Received 17.01.2023
Accepted 26.01.2023

**Ірина Скоморовська,**

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Iryna Skomorovska,

Candidate of Pedagogic Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

iryna.skomorovska@pnu.edu.ua

ORCID 0000-0001-7617-9877

Богдана Іванійчук,

студентка,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Bohdana Ivaniychuk,

student,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

bohdana.ivaniychuk@pnu.edu.ua

УДК 37.04

ВПЛИВ ІГРОВОЇ ДІЯЛЬНОСТІ НА ФОРМУВАННЯ МІЖСОБИСТІСНИХ ВЗАЄМИН ДОШКІЛЬНИКІВ

Анотація. У статті розкривається проблема формування міжособистісної взаємодії дошкільників під час ігрової діяльності. Представлено декілька визначень терміна «міжособистісна взаємодія», зокрема, вказано, що це суб'єктивні зв'язки і взаємини між людьми, які виникають за умов спільного проживання або виконання сумісної діяльності.

Зазначено, що спілкування дошкільна з дорослим відрізняється від спілкування між однолітками дошкільного віку. Спілкування дорослого і дитини мають ознаки пізнавального, виховного, навчального впливу. У таких взаєминах дорослий зазвичай посідає позицію, яка домінує. Спілкування дошкільника з однолітками є більш вільне, емоційне, творче, не обмежене настановами дорослого. Саме в такій взаємодії дитина вчиться вибудовувати стосунки з тими, хто її оточує.

Доведено, що включення дітей у спілкування з однолітками є необхідною умовою розвитку дитини. Дошкільник оволодіває моральними нормами; вчиться розуміти думку інших, якщо вона відмінна від його власної; розвивається творчо, шукає нестандартні способи налагодження взаємодії; вчиться організовувати спільну діяльність.

Вказано, що спільна ігрова діяльність сприяє налагодженню міжособистісної взаємодії між однолітками та сприяє їх соціалізації. У грі дошкільник може реалізовувати різні соціальні ролі, відображаючи здобутий раніше досвід суспільної поведінки. Під час ігрової діяльності створюються сприятливі умови для вироблення уміння спільної взаємодії та комунікації, зокрема, коли йдеться про вибір теми гри, сюжету, розподіл ролей, вибір іграшок або предметів-замінників тощо. Дошкільники несвідомо реалізують різні моделі поведінки, які вони спостерігали раніше, і відтак мають змогу відобразити в спільній ігровій діяльності вчинки та дії дорослих.

Схарактеризовано стосунки, які виникають між дошкільниками у сюжетно-рольовій грі. Зокрема, ті, які демонструють реальні стосунки між дітьми та спрямовані на розв'язання організаційних питань, які виникають до або під час ігрової діяльності.

Ключові слова: ігрова діяльність, діти дошкільного віку, міжособистісні взаємини, спілкування, ЗДО.

INFLUENCE OF GAME ACTIVITIES ON THE FORMATION OF INTERPERSONAL RELATIONSHIPS OF PRESCHOOL CHILDREN

Abstract. The article reveals the problem of the formation of interpersonal interaction of preschoolers during game activities. Several definitions of the term «interpersonal interaction» are presented, in particular, it is indicated that these are subjective connections and relationships between people that arise under the conditions of living together or performing joint activities.

It is noted that communication between preschoolers and adults differs from communication between peers of preschool age. Communication between an adult and a child has signs of cognitive, educational, educational influence. In such relationships, an adult usually takes a dominant position. A preschooler's communication with peers is more free, emotional, creative, not limited by the instructions of an adult. It is in such interaction that the child learns to build relationships with others.



It has been proven that the inclusion of children in communication with peers is a necessary condition for a child's development. A preschooler masters moral norms; learns to understand the opinion of others, if it is different from his own; develops creatively, looks for non-standard ways of establishing interaction; learns to organize joint activities.

It is indicated that joint game activity contributes to the establishment of interpersonal interaction between peers and contributes to their socialization. In the game, a preschooler can realize various social roles, reflecting the previously acquired experience of social behavior. During game activities, favorable conditions are created for the development of joint interaction and communication skills, in particular, when it comes to choosing the theme of the game, the plot, the distribution of roles, the choice of toys or substitute objects, etc. Preschoolers unconsciously implement various models of behavior that they have observed before and thus are able to reflect the actions and actions of adults in joint game activities.

The relations that arise between preschoolers in a story role-playing game are characterized. In particular, real relationships that demonstrate real relationships between children and are aimed at solving organizational issues that arise before or during play activities. Role-playing is aimed at the realization by the preschooler of the role of one or another character in the game.

Keywords: game activity, children of preschool age, interpersonal relations, communication, kindergarten.

INTRODUCTION

The problem formulation. Modern Ukrainian society is going through complex transformational changes, which cause the individual to rethink key values, actualize the need to acquire new skills of interaction with others, develop the ability to quickly master new knowledge and types of activities. The ability of an individual to interact with others is of particular importance, because this ability has a significant impact on the emotional and volitional sphere and the general well-being of a person.

It is the preschool age that is sensitive for the formation of interpersonal interaction skills, since it is a period that involves the mastery of speech, communication skills, game activities, during which direct communication of preschoolers takes place, as well as the ability to defend their interests among peers. Also, in the Basic component of preschool education (2021), it is indicated the need to develop communicative competence in preschoolers, which involves the child's ability to communicate with others, the ability to maintain partnerships, coordinate their interests with others, negotiate and argue their own vision of the situation (Basic component of preschool education, 2021).

Analysis of recent research and publications. In the scientific literature, the problem of the development of interpersonal relationships of preschoolers was studied in the following aspects: the role of communication in the personal development of a preschooler (O. Kononko, V. Kuzmenko, T. Pirozhenko); Peculiarities of formation of value attitude towards peers in preschool age (V. Pavlenchuk, T. Ponimanska, Yu. Prykhodko, T. Repina); interaction in the children's team (L. Artemova, I. Beh, A. Bogush, O. Boginich, N. Havrish, K. Krutiy) the influence of the game on the formation of the personality of preschoolers (N. Havrish, K. Karasyova, K. Krutiy, N. Lysenko, T. Pirozhenko, T. Ponimanska).

AIM AND TASKS RESEARCH

The purpose of the article is to characterize the peculiarities of the formation of relationships in the children's team and to reveal the influence of the game on the interpersonal interaction of preschoolers.

RESEARCH METHODS: study of scientific sources and modern approaches to solving the problem of organizing interpersonal interaction of preschool children during play; analysis, synthesis, generalization and systematization to highlight various characteristics and requirements for this process.

RESULTS OF THE RESEARCH

A child's social development begins in the family when communicating with the closest significant adults and continues later when interacting with peers in the children's group. In this way, preschoolers unconsciously learn to build interpersonal relationships, defend their interests, negotiate with other children, find friends and resolve conflict situations. That is, it is at preschool age that children master variable behavior patterns, depending on the situations in which they find themselves, and gain experience in interacting with others. In this interaction, interpersonal relationships of preschool children begin to form, which significantly affect various areas of their lives.

- The concept of «interpersonal relations» is interpreted as follows:
- interpersonal relationships are relationships that are subjectively experienced, objectively manifested in the nature and methods of mutual influence of people in the process of joint activities and communication (Kurchatova, 2020);
- interpersonal relationships are relationships between individual people (groups of people), which are objectively manifested in the nature and methods of mutual influence of people on each other in the process of various types of joint activities, in particular communication, and are subjectively experienced and evaluated by them (Kurchatova, 2020);
- interpersonal relationships are subjective connections and relationships between people that arise under the conditions of cohabitation or performance of joint activities. In the process of their formation and development, a system of interpersonal attitudes, orientations, and social expectations is formed, which depend on the level of development of the social group, the cohesion of its members, and the content of their activities (Stepanov, 2006).

Thus, interpersonal relationships arise and are formed in the process of the child's interaction with others, adults and children, and are characterized by mutual influence that occurs during various types of activities.

It is worth noting that a child's communication with adults differs from communication with peers. In particular, when interacting with children of their own age, there is a mutual influence between them, and when communicating



with preschoolers, an adult tries to subordinate them (K. Voksler) (Dutkevich, 2012). Therefore, it is important to include preschoolers in interpersonal interaction with peers and to involve them in various joint activities, because it is under such conditions that the child feels at ease, learns to communicate, negotiate, and freely expresses his own emotions.

Researchers L. Yakymenko and V. Lutsenko emphasized the important features inherent in children's communication. In particular, interpersonal interaction of preschoolers is characterized by excessive emotionality and conflict. Children react sharply to the fact that their ideas about joint activities with their peers do not match, they can quarrel and cry. At the same time, they easily go to reconciliation and agree to continue interaction if a compromise has been reached regarding the conflict situation (Yakymenko&Lutsenko, 2012). Also, preschoolers usually do not hold back their emotions during interpersonal interaction. They react quite loudly, lively, sometimes unpredictably to various situations that arise in communication and joint activities (Yakymenko&Lutsenko, 2012).

Another significant characteristic, according to scientists, is that preschoolers more often violate moral and ethical norms when interacting with peers than when communicating with adults (Yakymenko&Lutsenko, 2012). This is due to the fact that preschoolers are surrounded by the same children as themselves and, accordingly, there are few factors that would limit or influence their behavior. On the other hand, a child's violation of moral and ethical norms in relation to a peer prompts the child to realize the consequences of his actions, teaches mutual understanding.

T. Dutkevich analyzed the impact of communication and joint activities on various spheres of a preschooler's life, namely: ethical, cognitive, self-awareness, creative abilities, ability to cooperate. The researcher came to the following conclusions (Dutkevich, 2012):

1. When peers are included in communication, they develop moral ideas, a humane attitude towards others, and mutual understanding.
2. As for the cognitive sphere, it develops as a result of the fact that the child encounters different views, statements that do not coincide with his ideas and gradually masters the logical operations of justification, conviction, denial, etc.
3. Communication and joint activities with peers are the basis for the formation of a child's self-esteem.
4. The development of creativity occurs as a result of the fact that children initiate game activity, determining its topic, content, course of events.
5. The ability to cooperate is realized during communication, when children coordinate their actions with each other, try to hear the point of view of a peer in order to implement a joint game or creative idea (Dutkevich, 2012).

Thus, the involvement of preschoolers in interpersonal interaction with their peers is a necessary condition for their development and is most easily achieved precisely in game activities, which are a natural need for children of this age group. The role of play in the formation of a child's personality is difficult to overestimate, because it is during play that the child models the behavior of adults or fairy-tale characters in various situations and in this way assimilates social experience, realizes various social roles, and masters forms of interaction.

According to D. Pavelkiv, the game is a means of reflecting the surrounding reality, a way of mastering the activities and relationships of adults in a form accessible to the child. In the game, a preschooler can reproduce the point of view of different people, enter into different relationships with children, which are a reflection of the real interaction of adults. The content of game actions is determined by practical tasks that adults solve to achieve a certain goal. Therefore, instead of toys and other objects, they use objects that adults use in their practical actions (Pavelkiv&Tsygypalo, 2015).

Playing together is important for children in matters of emotional satisfaction and socialization in general. They are convinced by experience that it is possible to do things faster and better together; that joint games, in the content of which the initiative of many of its participants is introduced, are more interesting than games alone. In the process of communication, there are both positive contacts between children that cause good feelings, and various clashes that can give rise to negative actions (Maksimiv, 2022).

One of the central components of a story role-playing game is a role. During the game, children perform different roles, which usually reflect the socially accepted way of behaving in a particular situation. Playing a role in the game, the preschooler learns to subordinate his actions to the requirements of the role, based on his own life experience. Acting in different roles, the child learns to see situations from different perspectives, which allows him to better understand his peers during interpersonal interactions.

According to T. Dutkevich, story-role acting is a powerful means of developing children's interpersonal relationships, which are realized in two directions - real and role-playing (Dutkevich, 2012). Role-playing involves modeling behavior by a game participant in accordance with the role or character he represents. The distribution of roles in the game is one of the key stages in the organization of gaming activities. Disputes arising from such distribution can lead to the fact that the preschooler refuses to participate in the game under such conditions (Dutkevich, 2012). That is, if one or more children do not agree with the roles assigned to them, they cannot agree among themselves, they leave the game and the game will continue without their participation or will fall apart. Provided that preschoolers are satisfied with the distribution of roles and the proposed plot of the game, children begin to interact (emotionally, verbally, non-verbally, behaviorally) in accordance with the role that she occupies in the game. Usually, the theme of role-playing games is closely related to the life experience of children and is understandable and close to them. It is in the story role-playing game that the child reflects the behavior patterns of adults that he observed in everyday life and builds relationships based on previously acquired experience.

The more mature a child becomes, the more priority for him are relationships with peers and participation in joint play activities. In such cases, children may agree to perform uninteresting roles in the game, if only they would not be removed



from the game activity. Also, when choosing participants in the game, preschoolers are guided by personal sympathies, friendships and relationships with one or another child.

Real relationships during play are those relationships that occur between children outside of the roles they play; real relationships reflect the attitude that the child feels towards his peers, regardless of whether they are included in the game (Dutkevich, 2012). Real relations between children are implemented at the stage of game organization, i.e. definition of the plot of the game, distribution of roles, preparation of toys or substitute items. Also, real relations are manifested if one participant of the game has comments or instructions to the actions of another participant during the implementation of the plot of the game. At such moments, the role relations of preschoolers change to real ones.

A child's stay in a children's collective is a necessary condition for his social development and socialization. In interaction with peers, a preschooler builds a variety of relationships, acquires primary skills of interaction in a team, learns to voice his intentions and take into account the intentions of others. The game plays a great role in the process of gaining social experience, because it is in the game activity that the child can reproduce different plots, try himself in different roles, which allows to understand the points of view of all the participants of the game. The game requires preschoolers to be able to negotiate, interact with others, show creativity and artistry, be active and involved in activities. Therefore, it is the game that is a favorable type of activity during which children acquire and improve the skills of interpersonal interaction, which are extremely necessary for modern society.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In the process of research, we came to the conclusion that the development of interpersonal relationships of preschoolers is part of the process of forming a child's personality, an important condition for his socialization, mastering the ability to express his own opinion and establish interaction with others. Communication with adults and communication with children have different effects on the formation of a preschooler. So, if communication with an adult usually has a cognitive and educational nature for a child, then communication with peers is quite emotional, free, and sometimes conflictual. It is through play that the child unconsciously learns to build interpersonal relationships. During this type of activity, a significant number of situations arise in which the child gains experience in social behavior and interaction with peers.

REFERENCES

- Bazovyy komponent doshkil'noyi osvity (Derzhavnyy standart doshkil'noyi osvity nova redaktsiya) (2021) [Basic component of preschool education (State standard of preschool education, new edition)] // https://mon.gov.ua/storage/app/media/rizne/2021/12.01/Pro_novu_redaktsiyu%20Bazovoho%20komponenta%20doshkil'noyi%20osvity.pdf
- Dutkevich T. (2012). *Dytyacha psykholohiya* [Child psychology. Education manual]. Kyiv: Center for Educational Literature. 424.
- Kurchatova A. (2020). Vplyv mizhosobystisnykh stosunkiv ditey starshoho doshkil'noho viku na personal'nu povedinku [The influence of interpersonal relationships of older preschool children on personal behavior] *Aktual'ni pytannya humanitarnykh nauk*, 28 (p.2), 214-218.
- Maksimiv N. P. (2022) Pedahohichni umovy formuvannya humannykh vzayemyn v ihroviy diyal'nosti ditey doshkil'noho viku [Pedagogical conditions for the formation of human relationships in play activities of preschool children]. *Molodyy vchenyy*, 5 (105), 118-121.
- Pavelkiv R.V., Tsygypalo O. (2015). *Psykholohiya dytyacha: navch. posibn.* [Children's psychology: a study guide]. Kyiv: Akademydav. 400.
- Psykholohichna entsyklopediya [Psychological encyclopedia]. Author-compiler O.M. Stepanov (2006). Kyiv: Akademydav. 424.
- Yakymenko L.Y., Lutsenko V.O. (2012) Osoblyvosti mizhosobystisnykh vidnosyn v dytyachomu kolektyvi [Peculiarities of interpersonal relations in a children's team] // <https://lib.iitta.gov.ua/3584/1/46.pdf>

Received

12.01.2023

Accepted

02.02.2023



Запрошуємо до співпраці!

Вельмишановні вчителі і вихователі, організатори і керівники освіти, вчені-педагоги і дослідники з України та інших країн, що вивчають людину, її життя і розвиток.

Гори, в якій країні вони б не були, справляють приблизно однаковий вплив на їх мешканців. Гірські ландшафти і особливі кліматичні умови визначають специфіку життєдіяльності і життєзабезпечення, традиції і звичаї, спосіб господарювання і виховання дітей.

Впливи природного середовища (гір, лісу, степу, клімату того чи іншого регіону тощо) майже не враховуються в організації навчально-виховного процесу. Дуже часто ті, хто цей процес здійснює, і самі не знають особливостей формуючого впливу сил природи на становлення і розвиток людської особистості.

Групою вчених Прикарпатського національного університету імені Василя Стефаника (Україна) розробляється регіональний проект «Гірська школа. Стан. Проблеми. Перспективи розвитку».

Метою проекту є:

- вивчення впливу гірського середовища на розвиток, навчання і виховання учнів;
- дослідження змісту, форм і методів використання вчителями і вихователями особливостей гірського довкілля з метою підвищення ефективності навчально-виховного процесу;
- узагальнення результатів вивчення впливу гірського середовища на розвиток учнів, отримання наукових знань, встановлення закономірностей формування особистості в специфічних умовах гір;
- підготовка пропозицій та рекомендацій щодо врахування особливостей гірського середовища для вчителів, вихователів, організаторів і управлінців освітою різних рівнів.

Просимо ознайомитися з нашим «Проектом», «Орієнтовною тематикою наукових досліджень», які вміщені в попередніх виданнях, врахувати соціально-економічні та культурно-історичні умови і особливості своєї країни і спільно досліджувати цю маловивчену проблему.

Порівняльний аналіз різних напрямів наукового вивчення означених питань дасть змогу не лише поділитись досвідом урахування впливів сил природи на виховання і розвиток дітей, але й встановити певні закономірності навчально-виховної роботи в умовах гірського регіону.

Результатами напрацювань учених України та інших країн можна буде обмінятися не лише шляхом наукових публікацій, але й у процесі їх обговорення на міжнародних семінарах, симпозиумах, конференціях.

Природознавці гірських країн Європи вже об'єдналися в дослідженнях проблеми збереження і сталого розвитку гір (Альпійська, Карпатська конвенції тощо). В 78 країнах світу створено Національні Комітети Гір.

Учені – педагоги, психологи, медики, соціологи, народознавці – мають також об'єднатись у вивченні проблем взаємодії природи і людини, впливу природи на розвиток особистості як найвищої цінності держави і суспільства.

Запрошуємо до наукової співпраці.

Розробники проекту

Welcome to cooperation!

Dear teachers and tutors, organizers and heads of educational institutions, scientists-teachers and researchers in Ukraine and other countries, studying the person, her life and development. Mountains, no matter in what country they are, make approximately identical influence on their inhabitants. Mountain landscapes and special climatic conditions determine specificity of ability to live and life-support, traditions and customs, ways of managing and children's education.

Influence of the environment (mountains, woods, steppes of a region) almost is not taken into consideration at the organization of educational process. Very often those who carries out this process, do not know themselves all features of forming influence of the natural conditions on the making and development of the human person.

The regional project «Mountain school. Condition. Problems. Prospects of development» is developed by the group of scientists of the Precarpathian National University named after Vasyl Stefanyk (Ukraine).

The purposes of the project are as follows:

- Studying influence of the mountain environment on development, training and education of pupils;
- Research of the contents, forms and methods of use by teachers and tutors of features of the mountain environment aimed at increasing of the efficiency of educational process;
- Summarizing of the results of studying influence of the mountain environment on development of pupils, acquiring scientific knowledge, determining the laws of the person's formation in specific conditions of the mountains;
- Preparation of offers and recommendations about taking into account features of the mountain environment for teachers, tutors, organizers and heads of educational institutions of different levels.

Will you acquaint yourself with our «Project», «Approximate subjects of scientific researches», which contains this edition, consider social – economic and cultural-historical conditions and features of your country and make common exploration of this insufficiently studied problem?

The comparative analysis of different directions of scientific studying of the defined problems will enable not only to share experience of taking into account influences of the natural conditions on education and development of children, but also will define certain laws of teaching and educational work in conditions of the mountain region.

It will be possible to exchange the results of the researches of scientists in Ukraine and other countries not only by means of scientific publications, but also during their discussion at the international seminars, symposiums and conferences.

Naturalists of the European highland countries have already united in researches of the problem of preservation and constant development of mountains (the Alpine and Carpathian conventions, etc.). The National Committees of Mountains are founded in 78 countries of the world.

Scientists – teachers, psychologists, physicians, sociologists, and ethnologists should also unite for studying problems of interaction of the nature and the person, influence of the nature on development of the person as the most value of the state and society.

We invite you to scientific cooperation.



ВІДОМОСТІ ПРО АВТОРІВ

Ачілова Валерія – здобувач I (бакалаврського) рівня вищої освіти, Мукачівський державний університет (м. Мукачево, Україна)

Білавич Галина – доктор педагогічних наук, професор, професор кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Блавт Оксана – докторка педагогічних наук, професорка, професорка кафедри фізичного виховання, Національний університет «Львівська політехніка» (Львів, Україна)

Близнюк Олександр – студент ОР «Магістр» спеціальності «Соціальна робота», Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Близнюк Тетяна – кандидат педагогічних наук, доцент кафедри початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Борин Галина – доктор педагогічних наук, доцент, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Василик Марина – кандидат педагогічних наук, доцент, доцент кафедри іноземних мов, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Гирила Ольга – старший викладач кафедри іноземних мов, Західноукраїнський національний університет (м. Тернопіль, Україна)

Гривнак Мар'яна – студентка, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Довбенко Світлана – кандидатка педагогічних наук, доцентка, доцентка кафедри початкової освіти, Прикарпатського національного університету імені Василя Стефаника (м. Івано-Франківськ, Україна)

Загородня Тетяна – кандидат технічних наук, асистент кафедри електроенергетики, Сумський державний університет (м. Суми, Україна)

Іванійчук Богдана – студентка, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Ілійчук Любомира – кандидат педагогічних наук, доцент, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Качак Тетяна – доктор філологічних наук, професор кафедри початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Кіліченко Оксана – кандидат педагогічних наук, доцент, доцент кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Клепар Марія – доктор педагогічних наук, професор, професор кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Ковба Микола – заступник начальника кафедри водіння бойових машин та автомобілів факультету бойового застосування військ, Національна академія сухопутних військ імені гетьмана Петра Сагайдачного, аспірант кафедри загальної педагогіки та дошкільної освіти, Дрогобицький державний педагогічний університет імені Івана Франка (м. Дрогобич, Україна)

Комар Ольга – доктор педагогічних наук, професор, завідувач кафедри фахових методик та інноваційних технологій у початковій школі, Уманський державний педагогічний університет імені Павла Тичини (м. Умань, Україна)

Копчук-Кашецька Марія – кандидатка педагогічних наук, доцентка, доцентка кафедри початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Котик Тетяна – доктор педагогічних наук, професор кафедри початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Кошіль Наталія – кандидат філологічних наук, доцент кафедри іноземних мов, Західноукраїнський національний університет (м. Тернопіль, Україна)

Крайняк Людмила – кандидат філологічних наук, доцент, завідувач кафедри іноземних мов, Західноукраїнський національний університет (м. Тернопіль, Україна)

Лемко Галина – кандидат педагогічних наук, доцент кафедри соціальної педагогіки та соціальної роботи, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Максимчук Жанна – викладач кафедри іноземних мов та інформаційно-комунікаційних технологій, Західноукраїнський національний університет (м. Тернопіль, Україна)

Марчій-Дмитраш Тамара – кандидат педагогічних наук, доцент, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Матвеева Наталія – кандидат педагогічних наук, доцент, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Нейко Ніла – кандидат медичних наук, професор кафедри терапевтичної стоматології, Івано-Франківський національний медичний університет (м. Івано-Франківськ, Україна)

Нич Оксана – кандидат педагогічних наук, доцент, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Паничок Тетяна – кандидат педагогічних наук, доцент, доцент кафедри іноземних мов та інформаційно-комунікаційних технологій, Західноукраїнський національний університет (м. Тернопіль, Україна)

Прокопів Любов – кандидат педагогічних наук, доцент, завідувач кафедри педагогіки та освітнього менеджменту імені Богдана Ступарика, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Рибіна Наталія – кандидат філологічних наук, доцент кафедри іноземних мов, Західноукраїнський національний університет (м. Тернопіль, Україна)

Розман Ірина – доктор педагогічних наук, професор, професор кафедри англійської мови, літератури з методиками навчання, Мукачівський державний університет (м. Мукачево, Україна)

Романюк Світлана – доктор педагогічних наук, професор, завідувач кафедри педагогіки та методики початкової освіти, Чернівецький національний університет імені Юрія Федьковича (м. Чернівці, Україна)

Скоморовська Ірина – кандидат педагогічних наук, доцент, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Стинська Вікторія – докторка педагогічних наук, професорка, професорка кафедри педагогіки та освітнього менеджменту імені Богдана Ступарика, Прикарпатський національний університет імені Василя Стефаника (Івано-Франківськ, Україна)

Стражнікова Інна – доктор педагогічних наук, професор кафедри педагогіки та освітнього менеджменту імені Богдана Ступарика, Прикарпатський національний університету імені Василя Стефаника (м. Івано-Франківськ, Україна)



Фомін Сергій – студент ОР «Магістр» спеціальності «Соціальна робота», Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Царик Ольга – доктор педагогічних наук, професор, професор кафедри іноземних мов та інформаційно-комунікаційних технологій, Західноукраїнський національний університет (м. Тернопіль, Україна)

Цюняк Оксана – докторка педагогічних наук, професорка, професорка кафедри початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Червінська Інна – доктор педагогічних наук, професор, професор кафедри початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Червінський Андрій – кандидат історичних наук, доцент, доцент кафедри географії та природознавства, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Чумак Микола – доктор педагогічних наук, професор, професор кафедри інформаційних технологій та програмування, Український державний університет імені Михайла Драгоманова (м. Київ, Україна)

Шкледа Леся – старший викладач кафедри іноземних мов, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Янкович Олександра – доктор педагогічних наук, професор, завідувач кафедри педагогіки і методики початкової та дошкільної освіти, Тернопільський національний педагогічний університет імені Володимира Гнатюка (м. Тернопіль, Україна); завідувач кафедри ранньої освіти, спеціальної педагогіки та ресоціалізації, Куявсько-Поморська вища школа (м. Бидгощ, Польща)



INFORMATION ABOUT THE AUTHORS

Achilova Valeriya – applicant of the I (bachelor) level of higher education, Mukachevo State University (Mukachevo, Ukraine)

Bilavych Halyna – Doctor of Pedagogical Sciences, Professor of Department of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Blavt Oksana – Sc.D. (Education), Professor, Professor of the Department of Physical Education, Lviv Polytechnic National University (Lviv Ukraine)

Blyznyuk Oleksandr – student of «Master's Degree» in Specialty «Social work», Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Blyznyuk Tetyana – PhD in Education, Associate Professor, Department of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Boryn Galyna – Doctor of Pedagogic Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Chervinska Inna – Doctor of Pedagogical Sciences, Professor, professor of the department of primary education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Chervinskyi Andrii – Candidate of Historical Sciences, Associate Professor, Faculty of Natural Sciences, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Chumak Mykola – Doctor of Pedagogical Sciences, Professor, Professor of the Department of Information Technologies and Programming of the Faculty of Mathematics, Informatics and Physics, Dragomanov Ukrainian State University (Kyiv, Ukraine)

Dovbenko Svitlana – candidate of pedagogical sciences, associate professor, Department of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Fomin Sergiy – student of «Master's Degree» in Specialty «Social work», Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Hryvnak Mariana – student, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Hyryla Olha – Senior lecturer, Foreign languages department, West Ukrainian National University (Ternopil, Ukraine)

Iliichuk Liubomyra – Candidate of Pedagogic Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Ivaniychuk Bohdana – student, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Kachak Tetiana – Doctor of Philological Sciences, Professor of Department of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Kilichenko Oksana – Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Klepar Maria – doctor of pedagogical sciences, professor Department of Primary Education Pedagogy, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Komar Olha – Doctor of Pedagogical Sciences, Professor, Professional Methodologies and Innovative Technologies in Primary School Department, Pavlo Tychyna Uman State Pedagogical University (Uman, Ukraine)

Kopchuk-Kashetska Maria – candidate of pedagogical sciences, associate professor, Department of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Koshil Nataliia – Candidate of Philological Sciences, associate professor, Foreign languages department, West Ukrainian National University (Ternopil, Ukraine)

Kotyk Tetiana – Doctor of Pedagogical Sciences, Professor, Department of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Kovba Mykola – deputy Head of the Department of Driving Combat Vehicles and Vehicles, Faculty of Combat Use of Troops, Hetman Petro Sahaidachnyi National Army Academy, PhD student at the Department of General Pedagogy and Preschool Education, Ivan Franko Drohobych State Pedagogical University (Drohobych, Ukraine)

Kraynyak Lyudmyla – Candidate of Philological Sciences, associate professor, head of the Foreign languages department, West Ukrainian National University (Ternopil, Ukraine)

Lemko Halyna – PhD in Education, Associate Professor, Department of Social Pedagogy and Social Work, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Maksymchuk Zhanna – Lecturer at the Department of Foreign Languages and Information and Communication Technologies, Western Ukrainian National University (Ternopil, Ukraine)

Marchii-Dmytrash Tamara – Candidate of Pedagogic Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Matveieva Nataliia – Candidate of Pedagogic Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Neyko Nila – candidate of medical sciences (Ph.D.), Professor of the Department of Internal Medicine and Nursing, Ivano-Frankivsk National Medical University (Ivano-Frankivsk, Ukraine)

Nych Oksana – Candidate of Pedagogic Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Panychok Tetiana – Ph.D. in Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Foreign Languages and Information and Communication Technologies, Western Ukrainian National University (Ternopil, Ukraine)

Prokopiv Liubov – PhD in Education, Associate Professor Department, Head of the Department of Pedagogy and Educational Management named after Bohdan Stuparyk, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Romanik Svitlana – Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Methods of Primary Education, Chernivtsi National University named after Yuriy Fedkovych (Chernivtsi, Ukraine)

Rozman Iryna – Doctor of Pedagogical Sciences, professor, professor of the Department of English language, literature with teaching methods, Mukachevo State University (Mukachevo, Ukraine)

Rybina Nataliia – Candidate of Philological Sciences, associate professor, Foreign languages department, West Ukrainian National University (Ternopil, Ukraine)

Shkleda Lesia – Senior Lecturer, Department of Foreign Languages, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Skomorovska Iryna – Candidate of Pedagogic Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Strazhnikova Inna – Doctor of Pedagogical Sciences, Professor, Professor of the Department of Pedagogy and Educational Management after Bohdan Stuparyk, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Stynska Viktoriia – Doctor of Pedagogical Sciences, Professor, Professor at the Department of Pedagogy and Educational Management named after Bohdan Stuparyk – Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)



Tsaryk Olga – Doctor of Pedagogical Sciences, Professor, Professor of the Department of Foreign Languages and Information and Communication Technologies, Western Ukrainian National University (Ternopil, Ukraine)

Tsiuniak Oksana – Doctor of Pedagogical Sciences, Professor, Professor at the Department of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Vasylyk Maryna – Ph. D (Pedagogy), Associate Professor of the Department of Foreign Languages, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Yankovych Oleksandra – Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Methods of Primary and Preschool Education, Ternopil Volodymyr Hnatiuk National Pedagogical University (Ternopil, Ukraine); Head of the Department of Early Education, Special Pedagogy and Resocialization, Kujawy and Pomorze University (Bydgoszcz, Poland)

Zahorodnia Tetiana – PhD in engineering science, assistant of the Department of Electrical Power Engineering, Sumy State University (Sumy, Ukraine)



РЕДАКЦІЙНА КОЛЕГІЯ НАУКОВОГО ФАХОВОГО ВИДАННЯ З ПЕДАГОГІЧНИХ НАУК «ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ»

ГОЛОВНИЙ РЕДАКТОР

Білавич Галина Василівна – доктор педагогічних наук, професор кафедри педагогіки початкової освіти Прикарпатського національного університету імені Василя Стефаника (м. Івано-Франківськ, Україна)

ЗАСТУПНИК ГОЛОВНОГО РЕДАКТОРА

Москаленко Юрій Михайлович – кандидат філософських наук, професор, директор Івано-Франківського фахового коледжу Прикарпатського національного університету імені Василя Стефаника (м. Івано-Франківськ, Україна)

ВІДПОВІДАЛЬНИЙ СЕКРЕТАР

Червінська Інна Богданівна – доктор педагогічних наук, професор, професор кафедри педагогіки початкової освіти Прикарпатського національного університету імені Василя Стефаника (м. Івано-Франківськ, Україна)

Цепенда Ігор Євгенович – доктор політичних наук, професор, ректор, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Біда Олена Анатоліївна – доктор педагогічних наук, професор, завідувач кафедри педагогіки і психології, Закарпатський угорський інститут імені Ференца Ракоці II (м. Берегово, Україна)

Блават Оксана Зіновіївна – доктор педагогічних наук, доцент кафедри фізичного виховання, Національний університет «Львівська Політехніка» (м. Львів, Україна)

Благуна Наталія Михайлівна – доктор педагогічних наук, професор, професор кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Богданець-Білокаленко Наталія Іванівна – доктор педагогічних наук, головний науковий співробітник відділу навчання мов національних меншин та зарубіжної літератури, Інститут педагогіки НАПН України (м. Київ, Україна)

Валяк Войцех – доктор педагогічних наук, проректор у справах студентських та навчання, завідувач відділення загальної дидактики та освітніх систем, Жешувський університет (м. Жешув, Республіка Польща)

Горпінчак Тетяна Ігорівна – кандидат педагогічних наук, доцент кафедри іноземних мов, ДВНЗ «Тернопільський державний медичний університет ім. І.Я. Гобачевського» (м. Тернопіль, Україна)

Завгородня Тетяна Костянтинівна – доктор педагогічних наук, професор, завідувач кафедри педагогіки імені Богдана Ступарика, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Зварич Ірина Миколаївна – доктор педагогічних наук, старший науковий співробітник, професор кафедри іноземної філології та перекладу, Київський національний торговельно-економічний університет (м. Київ, Україна)

Кондур Оксана Созонтівна – доктор педагогічних наук, професор, декан педагогічного факультету Прикарпатського національного університету імені Василя Стефаника (м. Івано-Франківськ, Україна)

Кононенко Віталій Іванович – доктор філологічних наук, професор, академік НАПН України, завідувач кафедри загального та германського мовознавства, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Котик Тетяна Миколаївна – доктор педагогічних наук, професор кафедри фахових методик і технологій початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Кучай Олександр Володимирович – доктор педагогічних наук, доцент кафедри педагогіки, Національний університет біоресурсів і природокористування України (м. Київ, Україна)

Лисенко Неллі Василівна – доктор педагогічних наук, професор, завідувач кафедри теорії та методики дошкільної і спеціальної освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Мазур Пьотр – доктор педагогічних наук, професор, завідувач кафедри педагогіки, Державна вища професійна школа в м. Холм (м. Холм, Республіка Польща)

Максимчук Борис Анатолійович – доктор педагогічних наук, професор кафедри соціальної роботи, соціальної педагогіки та фізичної культури, Ізмаїльський державний гуманітарний університет (м. Ізмаїл, Україна)

Марусинець Мар'яна Михайлівна – доктор педагогічних наук, професор, професор кафедри педагогіки і психології, Національний педагогічний університет імені М.П. Драгоманова (м. Київ, Україна)

Момбек Алія Ануарбеківна – кандидат педагогічних наук, асоційований професор, член-кореспондент МАН ПО, Казахський національний педагогічний університет імені Абая (м. Алмати, Республіка Казахстан)

Мукан Наталія Василівна – доктор педагогічних наук, професор, професор кафедри педагогіки та інноваційної освіти, Національний університет «Львівська політехніка» (м. Львів, Україна)

Оліяр Марія Петрівна – доктор педагогічних наук, професор, завідувач кафедри педагогіки початкової освіти Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Пальшкова Ірина Олександрівна – доктор педагогічних наук, професор кафедри педагогічних технологій початкової освіти, декан факультету початкового навчання, Південноукраїнського національного педагогічного університету імені К. Д. Ушинського (м. Одеса, Україна)

Пенчковські Ришард – доктор педагогічних наук, декан педагогічного інституту, Жешувський університет (м. Жешув, Республіка Польща)

Романюк Світлана Захарівна – доктор педагогічних наук, професор, завідувач кафедри педагогіки та методики початкової освіти, Чернівецький національний університет імені Юрія Федьковича (м. Чернівці, Україна)

Федірчик Тетяна Дмитрівна – доктор педагогічних наук, професор кафедри педагогіки та методики початкової освіти, Чернівецький національний університет імені Юрія Федьковича (м. Чернівці, Україна)

Федчишин Надія Орестівна – доктор педагогічних наук, професор, завідувач кафедри іноземних мов, ДВНЗ «Тернопільський державний медичний університет ім. І.Я. Горбачевського» (м. Тернопіль, Україна)

Чепіль Марія Миронівна – доктор педагогічних наук, професор, завідувач кафедри загальної педагогіки та дошкільної освіти, Дрогобицький державний педагогічний університет імені Івана Франка (м. Дрогобич, Україна)

Яблонський Андрій Іванович – доктор психологічних наук, доцент, завідувач кафедри педагогіки та інклюзивної освіти, Миколаївський національний університет імені В. О. Сухомлинського (м. Миколаїв, Україна)



EDITORIAL BOARD

SCIENTIFIC EDITION ON PEDAGOGICAL SCIENCES

«MOUNTAIN SCHOOL OF UKRAINIAN CARPATY»

EDITOR IN CHIEF

Bilavych Halyna – Doctor of Pedagogy, Professor, Department of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

DEPUTY CHIEF EDITOR

Moskalenko Yuriy – Candidate of Philosophy Sciences, Professor, Director of Ivano-Frankivsk Professional College of Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

EXECUTIVE SECRETARY

Chervinska Inna – Doctor of Pedagogic, Professor of the Department of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Tsependa Igor – Doctor of Political Sciences, Professor, Rector of Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Bida Olena – Doctor of Pedagogic, Professor, Head of the department of Pedagogic and Psychology, Ferenc Rakoczi Transcarpathian Hungarian College of Higher Education (Beregovo, Ukraine)

Blavt Oksana – Doctor of Pedagogical Sciences, Associate Professor of the Department of Physical Education, Lviv Polytechnic National University (Lviv, Ukraine)

Blagun Nataliya – Doctor of Pedagogical Sciences, Professor, Department of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Bohdanets-Biloskalenko Natalia – Doctor of Pedagogical Sciences, a senior researcher of the scientific subsection of Languages of Other Ethnic Minorities and Foreign Literature Teaching Department of the Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine (Kiev, Ukraine)

Walat Wojciech – Doctor of Pedagogy, Vice Rector for Student academic affairs and education, Head of the Department of General didactics and education systems, Rzeszow University (Zheshuv, Poland)

Gorpinich Tetiana – Candidate of Pedagogic, Associate Professor, Department of Foreign Languages, State Pedagogical University «Ternopil State Medical University named after. I. I. Gobachevsky» (Ternopil, Ukraine)

Zavhorodnya Tetiana – Doctor of Pedagogic, Professor, Head of B. Stuparyk Department of Pedagogy, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Zvarych Iryna – Doctor of Sciences (Pedagogics), Senior Staff Scientist, the Department Professor Foreign Philology and Translation, Kyiv National University of Trade and Economics (Kyiv, Ukraine)

Kondur Oksana – Doctor of Pedagogical Sciences, Professor, Dean of the Faculty of Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Kononenko Vitaliy – Doctor of Philology, Professor, Academician of the NAPS of Ukraine, Head of department of the General and Germanic Linguistics, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Kotyk Tetiana – Doctor of Pedagogical Sciences, Professor, Professor of the department of professional methods and technologies of primary education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Kuchay Olexander – Doctor of Pedagogical Sciences, Associate Professor, Department of Pedagogy, National University of BioSource and Environmental Sciences of Ukraine (Kyiv, Ukraine)

Lysenko Nelly – Doctor of Pedagogical Sciences, Professor, Head of the department of theory and methodology of preschool and special education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Borys Maxymchuk – PhD in Education, Professor of Social Work, Social Education and Physical Education, Izmail State Humanitarian University (Izmail, Ukraine)

Marusinets Marianna – Doctor of Pedagogical Sciences, Professor, Professor of the department of Pedagogical and Psychology, National Pedagogical University named after M.P. Drahomanov (Kyiv, Ukraine)

Mazur Petr – Doctor of Pedagogic, Professor, Head of the department of Pedagogic at State School of Higher Education (Chelm, Poland)

Mombek Aliya – Candidate of Pedagogic, Associate Professor, Corresponding Member of MAN PO, Kazakh National Pedagogical University named after Abay (Republic of Kazakhstan)

Mukan Nataliya – Sc.D. (Education), Full Professor, Professor of the Department of Pedagogy and Innovative Education, Lviv Polytechnic National University (Lviv, Ukraine)

Oliyar Maria – Doctor of Pedagogical Sciences, Professor, Head of the department of pedagogy of primary education at public higher education institution «Vasyl Stefanyk Precarpathian National University» (Ivano-Frankivsk, Ukraine)

Palshkova Irina – Doctor of Pedagogic, Professor of the Department of Pedagogical Technologies of Primary Education, Dean of the Faculty of Primary Education, Kostiantyn Ushynskiy South Ukrainian National Pedagogical University (Odessa, Ukraine)

Pęczkowski Ryszard – Doctor of Pedagogic, Dean of the Institute of Pedagogy, Zheshuv University (Zheshuv, Poland)

Romaniuk Svitlana – Doctor of Pedagogic, Professor, Head of Department of Pedagogy and Methodology of Primary Education, Yuriy Fedkovich Chernivtsi National University (Chernivtsi, Ukraine)

Tetiana Fedirchuk – PhD in Education, Professor of the Department of Pedagogy and Methods of Primary Education, Yuriy Fedkovich Chernivtsi National University (Chernivtsi, Ukraine)

Fedchyshyn Nadiya – Doctor of Pedagogic, Professor, Head of the Department of Foreign Languages, «Ternopil State Medical University named after. I. Y. Gobachevsky» (Ternopil, Ukraine)

Chepil Mariia – Doctor of Pedagogic, Professor, Head of the department of General Education and Preschool Education at Ivan Franko Drohobych State Pedagogical University (Drohobych, Ukraine)

Andrii Yablonskyi – PhD in Psychology, Associate Professor, Head of the Department of Pedagogy and Inclusive Education, Vasyl Sukhomlynskyi National University (Mykolayiv, Ukraine)



ЗМІСТ

РОЗДІЛ I. ТЕОРЕТИКО-ПЕДАГОГІЧНІ ПРОБЛЕМИ СУЧАСНОЇ ОСВІТИ

<i>БЛАВТ ОКСАНА. ФОРМУВАННЯ ІНКЛЮЗИВНОЇ МОДЕЛІ ФІЗИЧНОГО ВИХОВАННЯ ДЛЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ З ІНВАЛІДНІСТЮ – ВЕТЕРАНІВ ВІЙНИ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ</i>	5
<i>БЛИЗНЮК ТЕТЯНА, ЛЕМКО ГАЛИНА, БЛИЗНЮК ОЛЕКСАНДР, ФОМІН СЕРГІЙ. ТРАДИЦІЙНІ Й ІННОВАЦІЙНІ ЗАСОБИ ЕФЕКТИВНОГО ФОРМУВАННЯ ІКТ-КОМПЕТЕНТНОСТІ СОЦІАЛЬНИХ ПРАЦІВНИКІВ</i>	11
<i>ІЛІЙЧУК ЛЮБОМИРА. УКРАЇНСЬКА ОСВІТА ЗА УМОВ ВІЙНИ: НОВІ ВИКЛИКИ, ЗАГРОЗИ ТА ВЕКТОРИ ЗМІН У КОНТЕКСТІ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ОСВІТИ</i>	16
<i>КРАЙНЯК ЛЮДМИЛА. МЕТОДИКА НАВЧАННЯ СТУДЕНТІВ ПОДОЛАННЯ БАР'ЄРІВ У БІЗНЕС-КОМУНІКАЦІЇ</i>	22
<i>РИБІНА НАТАЛІЯ, КОШІЛЬ НАТАЛІЯ, ГИРИЛА ОЛЬГА. ПРИНЦИП НАСТУПНОСТІ В НАВЧАННІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ АНГЛІЙСЬКОЇ МОВИ.</i>	27
<i>РОМАНЮК СВІТЛАНА. ЕТНОКУЛЬТУРНИЙ КОМПОНЕНТ У СУЧАСНІЙ ПОЧАТКОВІЙ ОСВІТІ.</i>	31
<i>ЦАРИК ОЛЬГА, ПАНИЧОК ТЕТЯНА, МАКСИМЧУК ЖАННА. ОСОБЛИВОСТІ КУЛЬТУРИ МОВЛЕННЯ В ПРОЦЕСІ БІЗНЕС-КОМУНІКАЦІЇ</i>	36
<i>ЧЕРВІНСЬКА ІННА, ВАСИЛИК МАРИНА, НЕЙКО НІЛА, ЧЕРВІНСЬКИЙ АНДРІЙ. ІННОВАЦІЙНІ ПІДХОДИ ДО ЗАСТОСУВАННЯ ТЕХНІК ЗВОРОТНОГО ЗВ'ЯЗКУ В ОСВІТНЬОМУ ПРОЦЕСІ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ</i>	41
<i>ЯНКОВИЧ ОЛЕКСАНДРА. ЛІСОВІ ДИТЯЧІ САДКИ В ПОЛЬЩІ: ВИКОРИСТАННЯ ДОСВІДУ В УКРАЇНІ</i>	47

РОЗДІЛ II. ІСТОРИКО-ФІЛОСОФСЬКІ АСПЕКТИ ПЕДАГОГІЧНИХ ДОСЛІДЖЕНЬ

<i>БІЛАВИЧ ГАЛИНА. ОРГАНІЗАЦІЙНІ ФОРМИ ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ ВЧИТЕЛІВ ПОЧАТКОВИХ ШКІЛ У ЗАХІДНИХ ОБЛАСТЯХ УКРАЇНИ (70–80-ТІ РР. ХХ СТ.)</i>	52
<i>КОВБА МИКОЛА. ЕВОЛЮЦІЯ ПІДХОДІВ ДО ЗМІСТУ ВІЙСЬКОВО-ПАТРІОТИЧНОГО ВИХОВАННЯ СТАРШОКЛАСНИКІВ (2015 – 2022 рр.)</i>	57
<i>ПРОКОПІВ ЛЮБОВ. ПОРІВНЯЛЬНИЙ АНАЛІЗ ОСВІТНИХ ТЕХНОЛОГІЙ У МАЛИХ ШКОЛАХ ПОЛЬЩІ ТА УКРАЇНИ (ПОЧАТОК ХХІ СТ.)</i>	63
<i>СТИНСЬКА ВІКТОРІЯ. МЕТОДОЛОГІЯ ДОСЛІДЖЕННЯ ПРОБЛЕМИ СОЦІАЛЬНО-ПЕДАГОГІЧНОЇ ПІДТРИМКИ МАТЕРИНСТВА Й ДИТИНСТВА В УКРАЇНІ (ХХ – ПОЧАТОК ХХІ СТ.)</i>	68
<i>СТРАЖНИКОВА ІННА. РОЗВИТОК ЗМІСТУ ПІСЛЯДИПЛОМНОЇ ПЕДАГОГІЧНОЇ ОСВІТИ В ЗАХІДНИХ ОБЛАСТЯХ УКРАЇНИ ДРУГОЇ ПОЛОВИНИ ХХ – ПОЧАТКУ ХХІ СТОЛІТТЯ</i>	73

РОЗДІЛ III. ТЕОРЕТИКО-МЕТОДИЧНІ ЗАСАДИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІВ

<i>БОРИН ГАЛИНА, МАРЧІЙ-ДМИТРАШ ТАМАРА. МЕТОДОЛОГІЧНІ ПІДХОДИ В ПІДГОТОВЦІ МАЙБУТНІХ ПЕДАГОГІВ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ</i>	77
<i>КОМАР ОЛЬГА, КІЛІЧЕНКО ОКСАНА. РОЗВИТОК ГУМАНІСТИЧНИХ ПРОФЕСІЙНИХ ЯКОСТЕЙ УЧИТЕЛЯ В ПРОЦЕСІ ІНТЕРАКТИВНОГО НАВЧАННЯ МОЛОДШИХ ШКОЛЯРІВ</i>	82
<i>РОЗМАН ІРИНА, АЧІЛОВА ВАЛЕРІЯ. АНГЛІЙСЬКА МОВА В КОМУНІКАТИВНОМУ ПОЛІ УКРАЇНЦІВ ЯК НЕОБХІДНІСТЬ ПІДГОТОВКИ НОВОЇ ГЕНЕРАЦІЇ ВИКЛАДАЧІВ.</i>	88

РОЗДІЛ IV. ПРОБЛЕМИ НАВЧАННЯ І ВИХОВАННЯ ДІТЕЙ У ЗАКЛАДАХ ОСВІТИ ГІРСЬКИХ РЕГІОНІВ

<i>ЗАГОРОДНЯ ТЕТЯНА, ЧУМАК МИКОЛА. ПЕДАГОГІЧНА ГАРМОНІЯ І ДИНАМІКА ЗАСТОСУВАННЯ ФОРМ, МЕТОДІВ, ЗАСОБІВ НАВЧАННЯ УЧНІВ</i>	92
<i>КАЧАК ТЕТЯНА, БЛИЗНЮК ТЕТЯНА, ГРИВНАК МАР'ЯНА. РОЗВИТОК МОВЛЕННЯ МОЛОДШИХ ШКОЛЯРІВ ЗАСОБАМИ ДИТЯЧОЇ ЛІТЕРАТУРИ ТА ЦИФРОВИХ ІНСТРУМЕНТІВ</i>	98
<i>КЛЕПАР МАРІЯ, МАТВЕЄВА НАТАЛІЯ, НИЧ ОКСАНА. РОЗВИТОК ПІЗНАВАЛЬНОЇ АКТИВНОСТІ УЧНІВ МОЛОДШИХ КЛАСІВ У ПРОЦЕСІ НАВЧАЛЬНО-ВИХОВНОЇ ДІЯЛЬНОСТІ</i>	104



<i>КОПЧУК-КАШЕЦЬКА МАРІЯ, ЦЮНЯК ОКСАНА, ДОВБЕНКО СВІТЛАНА. ДУХОВНЕ ВИХОВАННЯ УЧНІВ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ У ВОЄННИЙ ЧАС</i>	<i>109</i>
<i>КОТИК ТЕТЯНА, ШКЛЕДА ЛЕСЯ. РОЗВИТОК ЕМОЦІЙНОГО ІНТЕЛЕКТУ МОЛОДШИХ ШКОЛЯРІВ ЯК МІЖДИСЦИПЛІНАРНА ПРОБЛЕМА НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ</i>	<i>113</i>
<i>СКОМОРОВСЬКА ІРИНА, ІВАНІЙЧУК БОГДАНА. ВПЛИВ ІГРОВОЇ ДІЯЛЬНОСТІ НА ФОРМУВАННЯ МІЖСОБИСТІСНИХ ВЗАЄМИН ДОШКІЛЬНИКІВ</i>	<i>118</i>



CONTENTS

CHAPTER I. THEORETICAL AND PEDAGOGICAL PROBLEMS OF MODERN EDUCATION

<i>BLAVT OKSANA</i> . FORMATION OF AN INCLUSIVE MODEL OF PHYSICAL EDUCATION FOR STUDENTS WITH DISABILITIES WHO ARE WAR VETERANS IN HIGHER EDUCATION INSTITUTIONS	5
<i>BLYZNYUK TETYANA, LEMKO HALYNA, BLYZNYUK OLEKSANDR, FOMIN SERGIY</i> . TRADITIONAL AND INNOVATIVE MEANS OF EFFECTIVE FORMATION OF ICT COMPETENCE OF SOCIAL WORKERS	11
<i>ILIICHUK LIUBOMYRA</i> . UKRAINIAN EDUCATION IN THE CONDITIONS OF WAR: NEW CHALLENGES, THREATS AND VECTORS OF CHANGES IN THE CONTEXT OF ENSURING THE QUALITY OF EDUCATION. . .	16
<i>KRAYNYAK LYUDMYLA</i> . METHODOLOGY OF TEACHING STUDENTS TO OVERCOME BARRIERS IN BUSINESS COMMUNICATION.	22
<i>RYBINA NATALIYA, KOSHIL NATALIYA, HYRYLA OLHA</i> . THE PRINCIPLE OF SUCCESSION IN TEACHING ENGLISH LANGUAGE TO STUDENTS OF HIGHER SCHOOLS	27
<i>ROMANIUK SVITLANA</i> . ETHNO-CULTURAL COMPONENT IN MODERN PRIMARY EDUCATION	31
<i>TSARYK OLGA, PANYCHOK TETIANA, MAKSYMCHUK ZHANNA</i> . PECULIARITIES OF SPEECH CULTURE IN BUSINESS COMMUNICATION	36
<i>CHERVINSKA INNA, VASYLYK MARYNA, NEYKO NILA, CHERVINSKYI ANDRII</i> . INNOVATIVE APPROACHES TO THE USE OF FEEDBACK TECHNIQUES IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATION INSTITUTIONS	41
<i>YANKOVYCH OLEKSANDRA</i> . FOREST KINDERGARTENS IN POLAND: THE USE OF THE EXPERIENCE IN UKRAINE	47

CHAPTER II. HISTORICAL AND PHILOSOPHICAL ASPECTS OF PEDAGOGICAL RESEARCH

<i>BILAVYCH HALYNA</i> . ORGANIZATIONAL FORMS OF QUALIFICATION IMPROVEMENT FOR PRIMARY SCHOOL TEACHERS IN WESTERN REGIONS OF UKRAINE (1970S-1980S).	52
<i>KOVBA MYKOLA</i> . THE EVOLUTION OF METHODS TO THE CONTENT OF MILITARY-PATRIOTIC EDUCATION AMONG HIGH SCHOOL PUPILS (2015 – 2022 YEARS)	57
<i>PROKOPIV LIUBOV</i> . COMPARATIVE ANALYSIS OF MODERN TECHNOLOGIES IN SMALL-SCALE EDUCATIONAL INSTITUTIONS IN POLAND AND UKRAINE (EARLY XXI CENTURY).	63
<i>STYNSKA VIKTORIIA</i> . METHODOLOGY OF RESEARCHING THE PROBLEM OF SOCIAL AND PEDAGOGICAL SUPPORT OF MOTHERHOOD AND CHILDREN IN UKRAINE (XX - BEGINNING OF XXI CENTURY).	68
<i>STRAZHNIKOVA INNA</i> . DEVELOPMENT OF THE CONTENT OF POST-GRADUATE PEDAGOGICAL EDUCATION IN THE WESTERN REGIONS OF UKRAINE IN THE SECOND HALF OF THE 20TH – BEGINNING OF THE 21 ST CENTURY	73

CHAPTER III. THEORETICAL-METHODICAL FUNDAMENTALS OF PROFESSIONAL TRAINING OF FUTURE TEACHERS

<i>BORYN GALYNA, MARCHII-DMYTRASH TAMARA</i> . METHODOLOGICAL APPROACHES IN THE PREPARATION OF FUTURE TEACHERS FOR PROFESSIONAL ACTIVITIES.	77
<i>KOMAR OLHA, KILICHENKO OKSANA</i> . DEVELOPMENT OF HUMANISTIC PROFESSIONAL QUALITIES OF THE TEACHER IN THE PROCESS OF INTERACTIVE EDUCATION OF YOUNGER SCHOOL STUDENTS . .	82
<i>ROZMAN IRYNA, ACHILOVA VALERIYA</i> . ENGLISH IN THE COMMUNICATION FIELD OF UKRAINIANS AS A NEED FOR THE TRAINING OF THE NEW GENERATION OF TEACHERS.	88

CHAPTER IV. PROBLEMS OF EDUCATION AND UPBRINGING OF CHILDREN IN EDUCATIONAL INSTITUTIONS OF MOUNTAIN REGIONS

<i>ZAHORODNIA TETIANA, CHUMAK MYKOLA</i> . PEDAGOGICAL HARMONY AND DYNAMICS OF APPLICATION OF FORMS, METHODS, AND MEANS OF TEACHING STUDENTS	92
<i>KACHAK TETIANA, BLYZNYUK TETYANA, HRYVNAK MARIANA</i> . SPEECH DEVELOPMENT OF YOUNGER SCHOOL STUDENTS USING CHILDREN'S LITERATURE AND DIGITAL TOOLS	98
<i>KLEPAR MARIA, MATVEIEVA NATALIYA, NYCH OKSANA</i> . DEVELOPMENT OF COGNITIVE ACTIVITY OF PUPILS OF YOUNGER CLASSES IN THE EDUCATIONAL PROCESS ACTIVITIES.	104



<i>KOPCHUK-KASHETSKA MARIA, TSIUNIAK OKSANA, DOVBENKO SVITLANA. SPIRITUAL EDUCATION OF STUDENTS OF THE NEW UKRAINIAN SCHOOL IN WARTIME</i>	<i>109</i>
<i>KOTYK TETIANA, SHKLEDA LESIA. DEVELOPMENT OF EMOTIONAL INTELLIGENCE OF YOUNGER SCHOOL STUDENTS AS AN INTERDISCIPLINARY PROBLEM OF THE NEW UKRAINIAN SCHOOL</i>	<i>113</i>
<i>SKOMOROVSKA IRYNA, IVANIYCHUK BOHDANA. INFLUENCE OF GAME ACTIVITIES ON THE FORMATION OF INTERPERSONAL RELATIONSHIPS OF PRESCHOOL CHILDREN</i>	<i>118</i>



ПОЛІТИКА ВІДКРИТОГО ДОСТУПУ

Наукове фахове видання з педагогічних наук «Гірська школа Українських Карпат» практикує політику відкритого доступу до опублікованого змісту, підтримуючи принципи вільного поширення наукової інформації та глобального обміну знаннями задля загального суспільного прогресу. Часопис видається Прикарпатським національним університетом імені Василя Стефаника з 2006 року.

Періодичність видання – виходить 2 рази у рік.

Наукове фахове видання з педагогічних наук «Гірська школа Українських Карпат» містить статті теоретичного й експериментально-прикладного спрямування з актуальних проблем теорії та історії педагогіки, філософії освіти, освітнього менеджменту, методик і технологій організації навчання, виховання та профорієнтації учнів у закладах освіти і позашкільних установах, освітніх інновацій, психолого-педагогічних проблем розвитку особистості школярів, фахової підготовки та професійного становлення майбутніх педагогів, неперервної педагогічної освіти, педагогічної практики, порівняльної педагогіки, соціальної педагогіки тощо. Велику увагу часопис приділяє проблематиці гірських шкіл.

Видання з педагогічних наук «Гірська школа Українських Карпат» адресоване науковцям, педагогам, докторантам, аспірантам, педагогічним працівникам гірських шкіл України та зарубіжжя, батьківській громадськості, усім тим, хто цікавиться сучасним станом розвитку педагогічної науки.

За достовірність фактів, назв, дат, покликань та літературних джерел, політики антиплагіату тощо відповідальність несуть автори. Редакційна колегія не завжди поділяє їхні погляди. Статті рецензують члени редакційної колегії.

Науковому фаховому виданню з педагогічних наук «Гірська школа Українських Карпат» присвоєно Міжнародний стандартний серійний номер ISSN 1994-4845 (Print), ISSN 2415-7147 (Online).

Журнал «Гірська школа Українських Карпат» зареєстрований, реферується та індексується у таких наукометричних базах даних, пошукових системах та репозитаріях:

- **Національна бібліотека імені В.І.Вернадського (Україна)** <http://www.nbuv.gov.ua/>
- **Українські наукові журнали (Україна)** usj.org.ua
- **Index Copernicus International (Республіка Польща)**
<https://journals.IndexCopernicus.com/search/details?id=4580> (ICV 2018 = 82.36)
- **Google Scholar** <https://cutt.ly/CeCKM0u>
- **Scilit (Швейцарія)** <https://www.scilit.net/journal/1908455>
- **ERIH PLUS** <https://dbh.nsd.uib.no/publiseringsskanaler/erihplus/periodical/info.action?id=498179>

OPEN ACCESS POLICY

The journal practices a policy of open access to published content, supporting the principles of the free flow of scientific information and global knowledge sharing for the general social progress.

Scientific professional publication in pedagogical sciences «Mountain School of Ukrainian Carpaty» has been published by Vasyl Stefanyk Precarpathian National University since 2006.

Publication frequency – twice a year.

The journal contains theoretical and experimental articles highlighting current problems of the theory and history of education, philosophy of education, educational management methods and technologies of training, education and vocational guidance of students in educational institutions and extracurricular institutions, educational innovations, psycho-pedagogical problems of student personality development, professional training and professional development of future teachers, continuous pedagogical education, pedagogical practice, comparative pedagogy, social pedagogy and more. Much attention is paid to the problems of mountain schools. Scientific specialized edition of pedagogical sciences is intended at researchers, teachers, doctoral students, graduate students, academic staff, the parent community, and all those interested in the current status of pedagogical education development.

Authors are responsible for the reliability of facts, names, dates, references and literature, plagiarism etc. The editorial board does not always share their views.

The International Standard Serial Number has been assigned to the scientific specialized edition of pedagogical sciences «Mountain School of Ukrainian Carpaty» - ISSN 1994-4845 (Print), ISSN 2415-7147 (Online)

The journal «Mountain School of Ukrainian Carpaty» is registered, referenced and indexed in the following research computer databases, search engines and repositories::

- **Vernadsky National Library (Ukraine)** <http://www.nbuv.gov.ua/>
- **Ukrainian scientific journals (Ukraine)** usj.org.ua
- **Index Copernicus International (Republic of Poland)**
<https://journals.IndexCopernicus.com/search/details?id=4580> (ICV 2018 = 82.36)
- **Google Scholar** <https://cutt.ly/CeCKM0u>
- **Scilit (Switzerland)** <https://www.scilit.net/journal/1908455>
- **ERIH PLUS** <https://dbh.nsd.uib.no/publiseringsskanaler/erihplus/periodical/info.action?id=498179>



ВИМОГИ

ДО СТАТЕЙ У НАУКОВОМУ ФАХОВОМУ ВИДАННІ «ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ»

Статті, подані до збірника, повинні мати необхідні елементи:

1. Ім'я, прізвище, інформація про автора (вчене звання, науковий ступінь, назва організації, в якій працює автор).
2. ПІБ автора, інформація про автора **українською чи англійською мовою (відмінною від мови статті)** (вчене звання, науковий ступінь, назва та адреса організації, у якій працює автор).
3. Електронна пошта автора статті.
4. Номер **ORCID** (<http://orcid.org/>) і / або номер **ResearcherID** (<http://www.researcherid.com/>).
5. Номер **УДК**.
6. Назва статті, вирівнювання по середині, текст напівжирним шрифтом, усі великі літери.
7. Резюме і ключові слова (курсив) мовою статті з такими обов'язковими елементами: актуальність проблеми, мета, методи та результати дослідження (від 200 до 300 слів та 5-10 ключових слів).
8. Назва статті **українською чи англійською мовою (відмінною від мови статті)**, вирівнювання по середині, текст напівжирним шрифтом, усі великі літери.
9. Авторське резюме **українською чи англійською мовою (відмінною від мови статті)**: (актуальність, мета, методи, результати дослідження та висновки) обсягом 300 слів (не менше 1800 знаків) і ключові слова.
10. Текст статті, де містяться такі необхідні елементи:

1. ВСТУП / INTRODUCTION

Постановка проблеми.

Analysis of recent research and publications.

2. МЕТА ДОСЛІДЖЕННЯ / THE PURPOSE OF THE RESEARCH

Визначаються, виходячи з невирішених чи проблемних аспектів порушеної теми. Завдання мають бути спрямовані на узагальнення даних, формулювання концепції, певної моделі, методики, розробку та виділення методів, умов проведення дослідження тощо.

3. МЕТОДИ ДОСЛІДЖЕННЯ / RESEARCH METHODS

Методи дослідження передбачають опис їх основного змісту, характеристик і показників, які вони фіксують, та одиниць вимірювання.

4. РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ / RESEARCH RESULTS

Виклад основного матеріалу дослідження з повним обґрунтуванням отриманих наукових результатів повинен містити стисле узагальнення отриманих автором даних із виділенням напрямів, тенденцій, підходів до розв'язання проблеми. Опис емпіричних результатів має містити конкретні дані, що підтверджують статистичну достовірність отриманих результатів, у вигляді таблиць, графіків, діаграм з подальшою інтерпретацією. Теоретичний аналіз не повинен обмежуватися посиланнями на авторів, які вивчали порушене питання. У статті бажано подавати посилання на іншомовні джерела.

5. ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ / CONCUSSION AND PROSPECTS FOR FURTHER RESEARCH

Висновки з дослідження, які стисло висвітлюють сутність отриманих результатів згідно з поставленими в роботі завданнями.

6. СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ подається в міжнародному стилі оформлення наукових публікацій APA

7. REFERENCES

Подається англomовний переклад списку використаних джерел.

Переклад засобами онлайн-сервісів Інтернет не допускається.

Окремими файлами подається:

- довідка про автора (співавторів).

Редакційна колегія залишає за собою право відхиляти доповіді та статті, які не відповідають вищезгаданим вимогам і тематиці видання.

Статті надсилати на електронну пошту відповідального секретаря наукового фахового видання з педагогічних наук «Гірська школа Українських Карпат»: E-mail chervinska.inna@gmail.com



REQUIREMENTS

FOR THE PAPERS OF SCIENTIFIC PROFESSIONAL PUBLICATION «MOUNTAIN SCHOOL OF UKRAINIAN CARPATY»

Articles submitted to the scientific edition must contain the following information:

1. First and last name, information about the author (academic title, academic degree, name of the organization for which the author works).
 2. Author's first name, information about the author in Ukrainian or English (different from the language of the article) (academic title, scientific degree, name and address of the organization for which the author works).
 3. The author's email .
 4. ORCID number (<http://orcid.org/>) and / or Researcher ID number (<http://www.researcherid.com/>).
 5. Number UDC.
 6. Article title, aligned to the middle of the text, bold all capital letters.
 7. Summary and keywords (italics) in the language of the article with the following mandatory elements: relevance of the problem, purpose, methods and results of the study (200 to 300 words and 5-10 keywords).
 8. Title of the article in Ukrainian or English (different from the language of the article), center alignment, bold text, all capital letters.
 9. Author's summary in Ukrainian or English (different from the language of the article): (actuality, purpose, methods, results of research and conclusions) within 300 words (not less than 1800 symbols) and keywords.
 10. The text of the article containing the following necessary elements:
 1. INTRODUCTION The problem formulation.
Analysis of recent research and publications.
 2. AIM AND TASKS OF THE RESEARCH
Determined on the basis of unresolved or problematic aspects of the topic raised. The tasks should be aimed at generalizing data, formulating a concept, a specific model, methodology, developing and highlighting methods, research conditions, and more.
 3. RESEARCH METHODS
Research methods provide a description of their main content, characteristics and indicators that they capture, and units of measurement.
 4. RESEARCH RESULTS
A summary of the main research material with a full justification of the scientific results should contain a concise summary of the data obtained by the author with the identification of directions, trends, approaches to solving the problem. The description of the empirical results should include specific data that confirm the statistical reliability of the results obtained, in the form of tables, graphs, and diagrams with further interpretation. Theoretical analysis should not be limited to references to authors who have studied the problem raised. In the article, it is advisable to provide references to foreign language sources.
 5. CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH
The conclusions of the study, which briefly highlight the nature of the results obtained in accordance with the tasks set in the work.
 6. LIST OF REFERENCES submitted internationally according to APA
 7. REFERENCES
Transliteration of the list of all sources used (References) (<http://translit.kh.ua/?passport>), after transliteration in parentheses the English translation of the title of the publication is submitted.
Translation by means of online services is not allowed.
Separate files with the following information must be submitted:
 - certificate of the author (co-authors).The Editorial Board reserves the right to reject reports and articles that do not meet the above requirements and subject matter of the publication.
- Articles to be sent by e-mail to the Executive secretary of the scientific professional publication on pedagogical sciences "Mountain School of Ukrainian Carpaty"
E-mail address: chervinska.inna@gmail.com

Наукове видання

Гірська школа Українських Карпат

Наукове фахове видання з педагогічних наук

№ 28

2023

Видається з 2006 року

<i>Головний редактор</i>	Галина Білавич
<i>Заступник головного редактора</i>	Юрій Москаленко
<i>Відповідальний секретар</i>	Інна Червінська
<i>Літературні редактори</i>	Ірина Гуменюк Лілія Копчак
<i>Технічні редактори</i>	Ярослав Никорак Олеся Власій

Світлини на обкладинці: Ярослав Никорак

«Гірська школа Українських Карпат»
Прикарпатський національний університет імені Василя Стефаника
вул. Шевченка, 57
м. Івано-Франківськ, 76000

Телефони редакції – (0342) 53-15-74 fax (0342) 53-15-74.
E-mail: mountainschool@pnu.edu.ua <http://scijournals.pnu.edu.ua/index.php/msuc>

Підп. до друку 26.04.2023.
Формат 60x84/8. Папір офсетний. Гарнітура Ukrainian Pragmatica.
Друк на ризографі. Ум. друк. арк. 15,8. Тираж 300 пр.

Видавець і виготовлювач
Прикарпатський національний університет імені Василя Стефаника

