

Міністерство освіти і науки України
Житомирський державний університет імені Івана Франка

ВІСНИК
ЖИТОМИРСЬКОГО ДЕРЖАВНОГО
УНІВЕРСИТЕТУ
ІМЕНІ ІВАНА ФРАНКА

ПЕДАГОГІЧНІ НАУКИ

Випуск 1 (100)

Науковий журнал,
заснований у серпні 1998 року

Вид-во ЖДУ ім. І. Франка
Житомир
2020

*Видається за рішенням вченої ради Житомирського державного університету імені Івана Франка
(протокол № 4 від 30.04.2020 року).*

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

Наукове періодичне видання

Вісник Житомирського державного університету імені Івана Франка. Педагогічні науки: науковий журнал / [гол. ред. Г.П. Грибан, заст. гол. ред. О.Є. Антонова]. Житомир: Вид-во Житомирського держ. ун-ту імені І. Франка, 2020. Вип. 1 (100). 172 с.

Журнал "Вісник Житомирського державного університету імені Івана Франка. Педагогічні науки" внесено до переліку наукових фахових видань України (Категорія "Б"), в яких можуть публікуватися результати дисертаційних робіт на здобуття наукових ступенів доктора і кандидата педагогічних наук – наказ МОН України № 409 від 17 березня 2020 р.

Журнал індексується в таких наукометричних та реферативних базах:

Index Copernicus, Google Scholar, Ulrich's Periodicals Directory, CiteFactor, WordCat, Bielefeld Academic Search Engine (BASE), CrossRef, Національна бібліотека України імені В.І. Вернадського, база даних "Україніка наукова", реферативний журнал "Джерело".

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

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В усіх статтях збережено орфографію та пунктуацію авторів.

Підписано до друку 29.05.2020 р. Формат 60х90/8. Папір офсетний. Гарнітура Times New Roman.
Друк різнографічний. Ум. друк. арк. 13.5 Обл.-вид. арк 10.8. Тираж 300. Замовлення 32.

Видавництво Житомирського державного університету імені Івана Франка

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

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

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

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

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

ZHYTOMYR
IVAN FRANKO
STATE UNIVERSITY
JOURNAL

PEDAGOGICAL SCIENCES

Volume 1 (100)

Scientific journal,
founded in August 1998

Zhytomyr Ivan Franko State University Press
Zhytomyr
2020

*Approved for publication by the Academic Council of Zhytomyr Ivan Franko State University
(protocol № 4 dated from 30.04.2020).*

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

Scientific Periodical

Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences: scientific journal / [editor-in-chief G. Griban,
co-editor-in-chief O. Antonova]. Zhytomyr: Zhytomyr Ivan Franko State University Press, 2020. Vol. 1 (100). 172 p.

**"Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences" is included in the list of scientific professional
publications of Ukraine (B category), which can publish the research results of the thesis for a Doctoral and Candidate
Degree in Pedagogy – Resolution of Ministry of Education and Science of Ukraine № 409 from March 17, 2020.**

**The journal is indexed in: Index Copernicus, Google Scholar, Ulrich's Periodicals Directory, CiteFactor, WordCat,
Bielefeld Academic Search Engine (BASE), CrossRef, Vernadsky National Library,
Bibliographic Database "Ukrainika scientific", Ukrainian abstract journal "Source".**

Website: <http://pedagogy.visnyk.zu.edu.ua>
Modelling: **Kryvonos O.M.**

Proofreader of English-language Edition: **Antonov O.V.**

Authors' spelling and punctuation are preserved in the articles.

Signed for printing 29.05.2020. Size 60x90/8. Offset Paper. Font Times New Roman.
Risograph printing. Conventional printed sheets 13.5. Printed sheets 10.8. Number of copies 300. Order 32.

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

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

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

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Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

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

METHODOLOGY AND HISTORY OF PEDAGOGY МЕТОДОЛОГІЯ ТА ІСТОРІЯ ПЕДАГОГІКИ

UDC 378.1

DOI 10.35433/pedagogy.1(100).2020.5-14

TO THE QUESTION OF BUILDING THE UNIVERSAL MODEL OF THE DEVELOPMENT OF WORLD PEDAGOGY AND EDUCATION

O. V. Vozniuk*, O. A. Dubaseniuk**

The purpose of the research is to build a universal dialectical model simulating the development of world pedagogy and education. The urgency of this task stems, on the one hand, from the system crisis of human civilization, and, on the other hand, from the need in building new educational meanings and methods enabling to overcome the crises.

The research methods are based on theoretical and methodological procedure of analyzing the problem field of the research by moving from the general to the specific, that is, from theoretical aspects of the problem field to its practical aspects. One more used method is fractal-holographic modeling that helps to unify the processes of pedagogy and education development on local and global historic levels. The extrapolation procedure of system-theoretical reduction and simplification of the analyzed phenomena is also used, since the systems analysis is a means of combating complexity, a means of finding the simple in the complex.

The universal models of pedagogy and education development on local and global levels are built. So, the results of the research, which reveal its scientific novelty, indicate that the unfolding of the studied dynamic phenomena can be represented as a single invariant process, which is simulated by a universal dialectical model, unifying this process due to the mechanism of fractal-holographic nesting of the stages of the development of any educational phenomenon. Thus, the understanding of unfolding the educational and pedagogical phenomena in historical context as certain invariant algorithmic dialectical process has been reached. Prospective directions for the study of these educational and pedagogical phenomena may be the researches focusing on more differentiated analysis of the problem field of the research.

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Key words: historiography, historic and pedagogical process, natural, productive, creative pedagogical civilizations, pedagogical cultures, fractal-hologram modeling, universal dialectical model of world pedagogy and education development, systems analysis, triadic dialectical model of development of any phenomenon.

ДО ПИТАННЯ ПОБУДОВИ УНІВЕРСАЛЬНОЇ МОДЕЛІ РОЗВИТКУ СВІТОВОЇ ПЕДАГОГІКИ ТА ОСВІТИ

О. В. Вознюк, О. А. Дубасенюк

Мета дослідження – побудова універсальної діалектичної моделі, що симулює розвиток світової педагогіки та освіти. Актуальність цього завдання дослідження пов'язана, з одного боку, із системною кризою людської цивілізації, а з іншого, – з необхідністю побудови нових освітніх смислів та методів, що дозволяють подолати цю кризу.

Методи дослідження ґрунтуються на теоретико-методологічній процедурі аналізу проблемного поля дослідження шляхом переходу від загального до конкретного, тобто від теоретичних аспектів проблемного поля до його практичних аспектів. Ще одним застосовуваним методом є фрактально-голограмне моделювання, яке допомагає уніфікувати процеси розвитку педагогіки та освіти на локальному та глобальному історичному рівнях. Використовується також екстраполяційна процедура системно-теоретичної редукції та спрощення аналізованих явищ, оскільки системний аналіз є засобом боротьби зі складністю, засобом знаходження простого в складному.

Побудовані універсальні моделі розвитку педагогіки та освіти на локальному та глобальному рівнях. Результати дослідження, які виявляють його наукову новизну, свідчать про те, що розгортання досліджуваних динамічних явищ можна розуміти як єдиний інваріантний процес, який моделюється універсальною діалектичною моделлю, що уніфікує цей процес завдяки механізму фрактально-голограмного вкладення етапів розвитку будь-якого освітнього явища. Таким чином, досягнуто розуміння розгортання історико-педагогічних явищ як певного інваріантного алгоритмічного діалектичного процесу. Перспективними напрямками вивчення цих історико-педагогічних явищ можуть бути наукові розвідки, сфокусовані на більш диференційованому аналізі проблемного поля дослідження.

Ключові слова: історіографія; історико-педагогічний процес; природні, продуктивні, творчі педагогічні цивілізації; педагогічні культури; фрактально-голограмне моделювання; універсальна діалектична модель розвитку світової педагогіки та освіти; системний аналіз; тріадна діалектична модель розвитку будь-якого явища.

Introduction of the issue.

Ukrainian historiography has entered a new state of its development when the theoretical and methodological foundations of historical research, including the study of Ukrainian history, have been qualitatively enriched (Yu. Alekseev, P. Dobrov, L. Zashkilnyak, I. Martyniuk, Y. Pavlenko, V. Potulnitsky, L. Taran, O. Udud, and others). The number of works of a methodological nature is growing (S. Zhuk, V. Masnenko, T. Gerasimchuk, V. Vashchenko, etc.).

Scientists conclude that it is expedient to carry out the researches of historical phenomena in a complex way by means of an interdisciplinary approach (G. Bondarenko, L. Borodkin, V. Bransky, S. Vodotika, O. Donchenko, V. Morgun, and others).

Under these conditions, there is now a search for fundamental meanings of the development of pedagogical process, to which some researchers devote their papers. In this connection, the works of scientists devoted to the analysis of the paradigmatic and methodological

essence of pedagogical and educational process are extremely important (M. Boguslavsky, O. Voznyuk, N. Gupan, E. Zadoya, O. Sukhomlinskaya, S. Bobryshov, G. Kornetov, K. Korsak, A. Sbruyeva, A. Semenova, A. Timchenko and others [2; 3; 5; 7; 9, 16; 18]).

Current state of the issue.

According to Z. Ravkin and V. Pryanikova, "the history of world pedagogy is not only an integral and necessary part of pedagogy itself, but also is an essential component of general history of culture, science, public opinion, being organically included in the process of their historical development. Such an understanding of the object under analysis reflects an inseparable unity of basic functions of the principle of historicism and presupposes the overcoming a limited, narrow approach to the study of the historical and pedagogical process, which is sometimes understood as belonging only to the past and not to the present and future, thus, being detached from the whole genesis of the spiritual culture of humanity" [15].

Overcoming the mentioned narrow approach is achieved through the integrated application of many scientific approaches, such as: paradigmatic, irrational-mythological, civilizational, evolutionary-synergistic, cultural-anthropological, modernist, socio-cultural.

One of the most heuristic approaches is the fractal-hologram one, which presupposes considering a large number of historical phenomena in the context of universal, invariant principles of crystallization of historical events (O. Donchenko, P. Shchedrovitsky, O. Kravtsov, etc.). This allows us to speak about the development of the historical and pedagogical process in the context of pedagogical civilizations, pedagogical formation and pedagogical cultures, which, according to P. Shchedrovitsky,

co-existed in each of the stages of pedagogy and education development. Under these conditions, the analysis of pedagogical formations enables to reveal the key content of education, its socio-cultural nature and results [21]. In this case, pedagogical formations can be understood as the boundary types of educational results existing simultaneously in parallel way within the whole pedagogical reality [12].

In this context, we can also analyze the pedagogical cultures (O. Kravtsov, O. Bondarevskaya, I. Kolesnikova, G. Kornetov, M. Mead [4; 8; 9; 12]), whose topology helps to understand the specifics of the changing functions of the education system in contemporary dynamic world, where the future comes rapidly and unfolds the reality being fundamentally different from that which was known and understood by previous generations.

In general, as G. Kornetov notes, during the nineteenth century, two traditions of the analysis of historical and pedagogical phenomena (such as pedagogical civilizations and pedagogical cultures) – Hegelian and Marxist – were formed [10], which, in some way, were reflected in the works of E. Mayer (in his book "Perspectives in History" [23]), as well as in the papers of I. Ziazun. G. Kremen, A. Kuznetsova, V. Symonenko and others [13].

According to triadic model of human evolution, we can speak of three pedagogical civilizations: natural, reproductive and creative.

Natural (primitive) pedagogical civilization provided the integration of human being into natural environment, and required such a pedagogue who was integrated into socio-natural landscape both at the level of a keeper of certain social traditions, spiritual values, knowledge and skills, and at the level of a translator of the spirit of sacred unity of man and the world. So, the pedagogue combined the secular (materialistic) and religious (spiritual)

aspects of social reality, thus being a multifaceted human creature.

Reproductive pedagogical civilization expresses the traditional type of upbringing, determined by social division of labor that reveals social inequality and, in this connection, forms different pedagogical strategies to meet certain social order. As a result, the teacher's personality, whose professional and personality qualities have become more specialized in socio-political and professional-personality respect, has been drastically changing.

Creative pedagogical civilization implements the subject-subject way of interaction of members of educational process and its organization; the major objectives of this process is person's mastering both the mechanisms of holistic information-energy exchange in the system "man-space" (revealing environmentally-friendly forms of human-nature interaction) and the ways to resolve various conflicts in the system "person-to-person" [14].

These three civilizations, on the one hand, coexist within one spatio-temporal segment of historical process (synchronic aspect), and on the other hand, are being consistently realized on a long historical path (diachronic aspect) revealing the phenomenon of resonance and fractal-holographic nesting of different historical cycles when unfolding of all these cycles is realized according to certain algorithm. This circumstance initiates a certain change in scientist's understanding of historical essence of educational and pedagogical processes, thus initiating many attempts at finding out a certain algorithm for the development of historical and pedagogical reality.

Aim of research is to elucidate this algorithm and to build a universal model of the development of world pedagogy and education on local and global historical levels.

Research methods, on the one hand, are based on theoretical and methodological procedure of analyzing

the problem field of the research by moving from the general to the specific, that is, from theoretical aspects of the problem field to its practical aspects. On the other hand, the researching process presupposes the extrapolation procedure of system-theoretical reduction and simplification of the analyzed phenomena. Among the research methods there are the fractal-holographic modeling that helps to unify the processes of education development on local and global historic levels.

Results and discussion. It is important to note that fractal-holographic modeling of social and pedagogical reality [7] is realized through an extrapolation procedure of system-theoretical reduction, simplification, which, as a method of the scientific mastering of reality, corresponds to the basic principle of systematic analysis: according to Yu. A. Chernyak, the systems analysis is a means of overcoming complexity, a means of finding the simple in the complex [20: 51]. As W. Ashby believes, systems theory is to be based on the method of simplification and, in essence, be the science of simplification; in the future, systems theorist should become an expert in simplification [22].

In this context, several models of historical time can be distinguished:

1. The ideas of ancient thinkers about the natural circle of time;

2. Developed in antiquity mental models of a simple perfect infinite circle;

3. Philosophical and theological models of linear theological time of the European Middle Ages;

4. Models of the spiral-cylinder vertical time known in Middle Ages within the Indo-Chinese tradition;

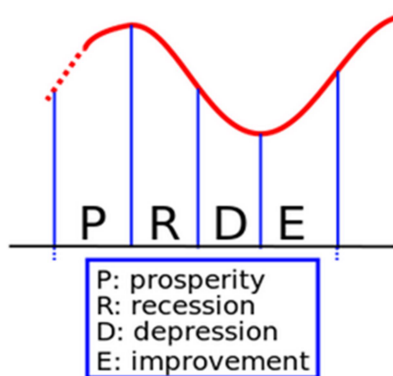
5. Models of the revival of anthropologic time, containing a spiral-cylinder model of history (M. Machiavelli);

6. A model of history in the form of an arrow of progress in the Enlightenment time (R. Descartes, J. Vico);

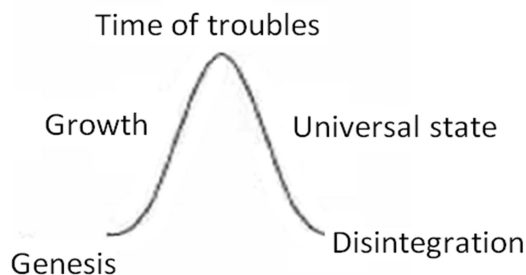
7. Spiral-cylinder multilevel model of time in science and philosophy of the XIX century (combining the ancient circle and phases with an arrow of progress);

8. A contemporary model of evolutionary time of the conical spiral type known in its two varieties (divergent and convergent) [1].

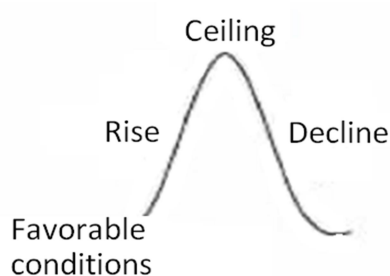
The analysis of these models, that can be unified through a triadic understanding of the time by ancient Greeks as Chronos, Cyclos, Kairos, makes it clear that the development of historical process is a universal entity realized in the form of a cyclic-wave algorithm, which, in its turn, appears to be a fractal-hologram phenomenon, revealing self-similar character, and being reflected in various cycles of development of human civilization in general, and certain aspects of it, in particular (Fig. 1).



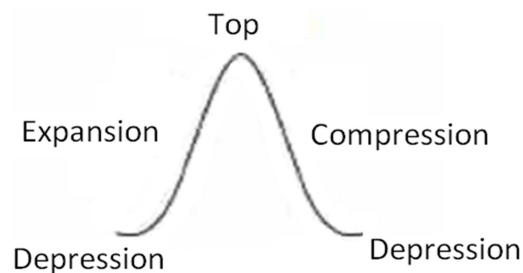
N. Kondratiev's cycles



A. J. Toynbee 's civilization cycle



F. Braudel's demographic cycle



Burns-Mitchell's economic cycles

Fig. 1. Some cycles of social and economic phenomena

The concepts of social development as a wave process, in its turn, allows to simulate the development of pedagogical reality on the basis of a certain algorithm, certain invariant

wave principles. An example of these is the phenomenon of fractal-holographic nesting of different historical cycles (Fig. 2).

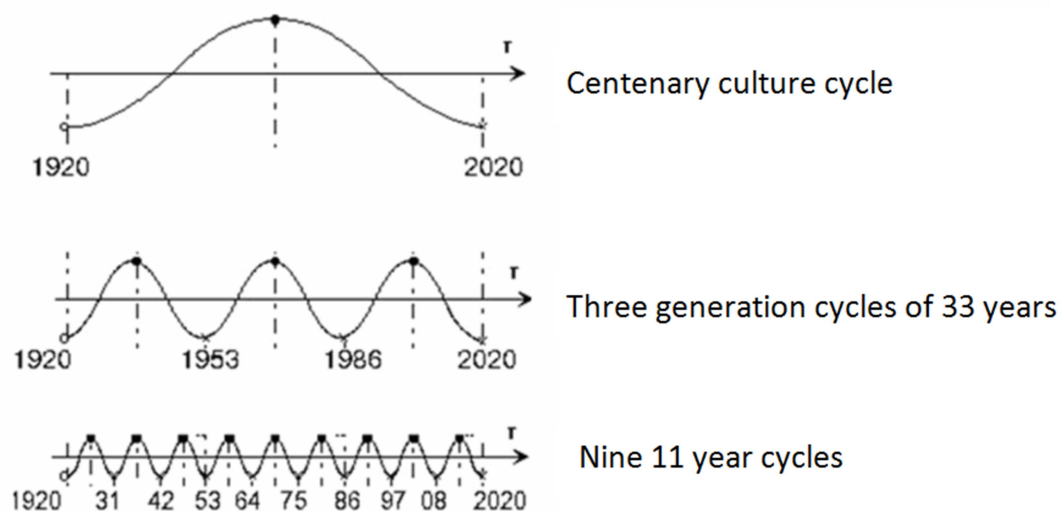


Fig. 2. Illustration of the phenomenon of fractal nesting of different historic processes

These models in invariant form can be represented in the form where three

cycles coexist – local, global and mega-global (Fig. 3).

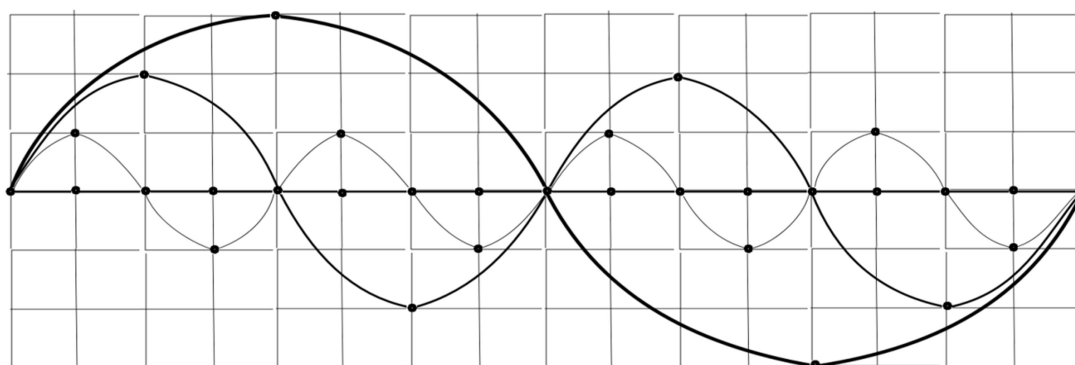


Fig. 3. Fractal nesting of three cycles – local, global and mega-global

Shown fractal-nested cycles, on the one hand, have different number of wave stages of their unfolding, and, on the other hand, the local cycle is characterized by that that some of its stages are enhanced by one or even two stages of larger cycles, and some, on the contrary, are weakened.

The stages of the local cycle can

undergo both an amplification (when the direction of the local stage coincides with the direction of the global stage) and a weakening (when the direction of the local stage does not coincide with the direction of the global stage).

The stages of resonant amplification or weakening in the figure are presented in shaded form (Fig. 4).

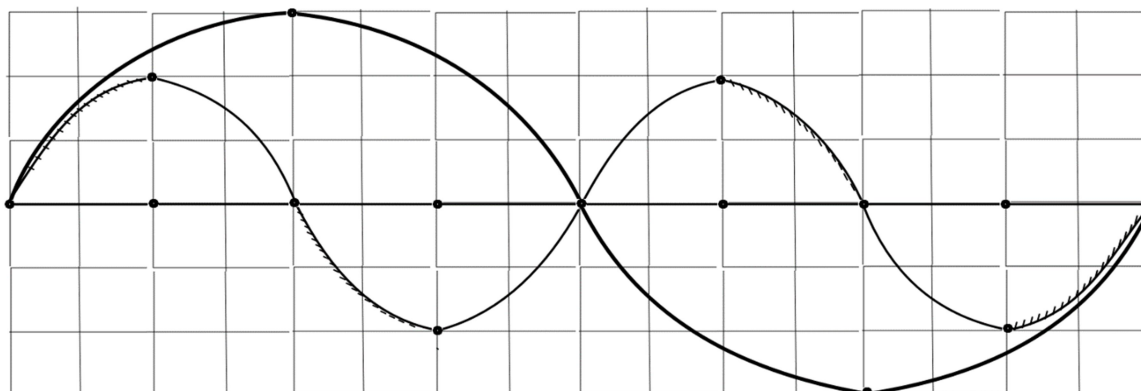


Fig. 4. Illustration of the effect of strengthening or weakening processes at some stages of the local cycle

The function of this process is calculated by the formula:

$F(t, \lambda) = \cos(\eta / 2 + 2t) + \lambda \cos t$. In this case, $0 < \lambda < 1$

The presented universal wave model

of development of any phenomenon of the Universe reveals a dialectical character, which is realized in the form of a triadic dialectical model (thesis – antithesis – synthesis).

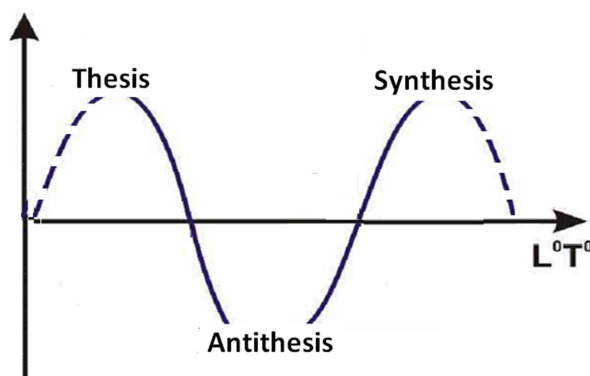


Fig. 5. The triadic dialectical model of development of any phenomenon of the Universe

The constructed universal model is reflected at the level of development of education and pedagogy in the context of global and local processes. Let us consider the development of education and pedagogy on a global level.

Thesis 1: Primitive societies. Subject-subject state of teacher-pupil integration, "direct" transfer of knowledge is realized through spontaneous act of mystical initiation or joint activity.

Antithesis: Societies of Modern Times. The subject-object state of differentiation of teacher and pupil, the transfer of knowledge by the rationalize oriented teacher is mediated by subject-

object relationships of all members of educational process.

Synthesis: The civilization of so-called Knowledge Society (or Information Society). The subject-subject state of integration of teacher and pupil (who are in equal position to the Truth), knowledge transfer is initiated as the process of birth of knowledge.

The same processes are revealed at the local level – in the sphere of development of domestic education for the period of socialist socio-economic formation.

Thesis 2: (20-40 – 60 years of XX century). The domestic school

developed in accordance to subject-subject educational paradigm, presupposing an orientation towards so-called "labour school" as a social institute, being more and more integrated into socio-economic life, and having a certain similarity to the functioning of the school in primitive communities. This process is also observed in the 60s – the Thaw Era.

Antithesis: (60ies – 80ies of XX century). This stage of development of education and pedagogy expresses a state of "stagnation", the dynamics of the educational process is slowing down. There is a dominance of the subject-object educational paradigm.

Synthesis: (80ies of XX century – beginning of 90ies of XXI century) At this stage of national education and pedagogy development there is an attempt to consolidate the subject-subject paradigm, to return to the principle of labour school, but on a new developmental stage.

Each of these stages, in turn, also reveals the triadic scheme of development, realizing the phenomenon of fractal-holographic nesting of the rhythms (stages) in the development of education and pedagogy. If we take the first stage of the development of national education and pedagogy (20-40 years – 60 years of the twentieth century) so it also reveals three dialectical sub-stages. Let us consider them.

Thesis 3: The initial stage of development of socialist socio-economic formation, the establishment of subject-subject paradigm of education as a tool of human development, which implements the principles of A. Makarenko's labour school (unfolding the collectivistic self-government, cooperative methods of studying).

Antithesis: Repression of the paradigm of subject-subjective labor school through strengthening the totalitarian pedagogy, which led to the

inhibition of the development of A. Makarenko's pedagogy.

Synthesis: The Thaw Era, which opened the prospect of renewing the subject-subject labor school (refer to the law "On strengthening the school's connection with life and on the further development of the system of public education in the USSR"). This stage of development of domestic education and pedagogy in general coincides with the stages of their development in the USSR as viewed by A. Sbruyeva and N. Gupan [6; 16].

Conclusions and research perspectives. The results of the study show that the unfolding of the historical and pedagogical process can be represented as an invariant entity, being simulated by a universal dialectical model, which unifies the mentioned process due to the mechanism of fractal-holographic rhythms nesting of the stages of development of any phenomenon.

Prospective directions for the study of educational and pedagogical phenomena may be the researches focusing on more differentiated analysis of the problem field of the research.

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Received: March 04, 2020

Accepted: April 08, 2020



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

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

EARLY CHILDHOOD EDUCATION

ДОШКІЛЬНА ОСВІТА

UDC 373.2.016:81-028.31

DOI 10.35433/pedagogy.1(100).2020.15-23

DEVELOPMENT OF PRESCHOOLERS' SPEECH ACTIVITY

Y. S. Kotelianets*

The content of the concept of speech activity is analyzed in the article. The stages of formation of children's speech are highlighted. Basic requirements for the senior preschooler are formulated in the Ukrainian state standard of preschool education. Different types of competences should be formed: phonetic, lexical, grammatical, dialogic, monologic. Speech development is one of the important factors in child's preparation for school, as an integrated factor of personal growth, since it has a direct impact on intellectual processes and properties. Numerous studies of scientists show that children of preschool age have internal speech, which becomes not only a means of communication, but also performs a cognitive function. Particular importance is given to explanatory language, which requires a certain sequence of presentation, highlighting the main links and relationships in a situation that listeners need to understand. Describing preschoolers' cohesive speech, scientists divide it into situational and contextual. Coherent speech is divided into dialogical and monological. Dialogical speech is considered by scientists as the primary natural form of speech communication, consisting of the exchange of expressions.

Among children's literary genres (fairytales, stories, poems, small folklore genres, non-stories, jokes, etc.) that contribute to the development of speech, a special place is taken by the fairytale. Educational tales, created by adults for the education and children's upbringing, are widely used to solve educational tasks. An effective means of speech development is visual modeling by using fiction. The development of children's active speech, developing the ability to use basic logic and operations is one of the important tasks of children's preparation for school. Starting from the young age, children can be taught to model using color and size. Children quite easily understand principles of selection of conventional substitutes for fairytale's characters and are interested in such activities. In addition to fairytales, emotionally colored children's poems, short stories, works of small folklore genres can be chosen.

The main goal of work with children of middle preschool age is to teach them to tell and reproduce a fairytale or other pieces of literature, as well as to compile a story. The usage of

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schematic models helps children to master consistently the ability to reproduce individual episodes first and then the whole work of fiction.

Key words: *speech development, preschool age, dialogical speech, monological speech, situational speech, contextual speech.*

РОЗВИТОК МОВЛЕННЕВОЇ ДІЯЛЬНОСТІ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ

Ю. С. Котелянець

У статті проаналізовано зміст поняття мовленнєва діяльність. Виділено етапи становлення мовлення дітей. Згідно основних вимог до старшого дошкільника сформульованих в державному стандарті дошкільної освіти в Україні (БҚДО). у дитини мають бути сформовані різні види компетенцій: фонетична, лексична, граматична, діалогічна, монологічна. Розвиток мовленнєвої діяльності це один із важливих чинників підготовки дитини до школи, як інтегрований чинник особистісного зростання, оскільки має безпосередній вплив на інтелектуальні процеси, властивості. Багаточисельні дослідження вчених свідчать про те, що дітям передшкільного віку притаманне внутрішнє мовлення, яке стає не тільки засобом спілкування, а й виконує пізнавальну функцію. Особливе значення надається пояснювальній мові, яка вимагає певної послідовності викладу, виділення головних зв'язків і відношень в ситуації, яку повинні зрозуміти слухачі. Характеризуючи зв'язне мовлення дошкільників, учені поділяють його на ситуативне та контекстове. Зв'язне мовлення поділяється на діалогічне та монологічне. Діалогічне мовлення розглядається вченими як первинна природна форма мовленнєвого спілкування, що складається з обміну висловлювань.

Серед дитячих літературних жанрів (казки, оповідання, вірші, малі фольклорні жанри, небилиці, жарти тощо), які сприяють розвитку мовлення, особливе місце займає казка. Для розв'язання навчальних завдань широко використовують дидактичні казки, створені дорослими для навчання та виховання дітей. Ефективним засобом розвитку мовлення є наочне моделювання засобами художньої літератури. Розвиток у дітей активного мовлення, вироблення вміння користуватися основними логічними прийомами й операціями є одним із важливих завдань підготовки дітей до школи. Починаючи з молодшого віку дітей можна вчити моделювати за кольором і величиною. Діти досить легко розуміють принцип підбору умовних замісників персонажів казки і з інтересом займаються такою діяльністю. Крім казок, для роботи можна обрати емоційно забарвлені дитячі віршики, оповідання, твори малих фольклорних жанрів.

Головною метою в роботі з дітьми середнього дошкільного віку є навчання самостійно розповідати та переказувати казку чи інший літературний твір, складати розповідь. Використання схем-моделей допомагає дітям послідовно оволодівати вмінням переказувати спочатку окремі епізоди, а потім і весь твір в цілому та навичками складання розповідей.

Ключові слова: *мовленнєвий розвиток, дошкільний вік, діалогічне мовлення, монологічне мовлення, ситуативне мовлення, контекстове мовлення.*

Introduction of the issue. Within the basic components of pre-school education, speech development is being allocated in an independent direction. Educational line "Child's Speech" is one of the major ones and includes child's learning of the culture of speech and communication, elementary rules for the usage of speech in different life

situations. The substantive content of the educational line "Child's Speech" focuses teachers' attention not on the solution of individual tasks of children's speech development, but on a holistic approach to the formation of speech competence (in the unity of its components) as one of the key criteria and, at the same time, a significant

condition of establishment and development of preschooler's speech. An important component of the content of preschoolers' speech development is coherent dialogic and monologic speech [1].

Current state of the issue. In modern linguistic research the problem of speech development and speech activity is considered in various aspects: teaching children storytelling (O. Bilan, N. Vodolaga, N. Gavrish, V. Zakharchenko, T. Postoyan, L. Shadrin), creative story (L. Voroshnina, N. Orlanova, O. Ushakova, A. Shybytska), the development of descriptive speech (V. Gerbova, A. Zrozhevskaya, S. Lasunova), the development of coherent speech in the process of acquaintance with nature (N. Vinogradov), development of explanatory speech (N. Kuzina, N. Lutsan), the usage of fiction in the development of monological speech (A. Bogush, N. Malinovskaya, O. Monke, O. Ushakova, L. Fesenko). Particular attention was paid to the development of speech activity by such scholars as S. Rubinstein, Y. Arkin, O. Ushakov, O. Luria, G. Leushin, V. Skalkin, E. Fleorin, M. Zhinkin, O. Leontiev, and M. Popov. They considered in detail the development of the language from birth to child's admission to school.

Aim of research. O. Luria, a Soviet psychologist, one of the supporters of cultural and historical theory, also emphasized the fact that language is an important possession of humanity in the process of its historical development. Its essence lies in the existence of an objective system of signs or codes. According to the specialist's perspective, speech is intended for broadcasting information in verbal form. Nevertheless, he adds that it can exist on the genetic level in the form of communication (in its terminology, communicative activity), or it can acquire the characteristics of

understanding (thinking activity), in other words, becomes an instrument of thought. Therefore, statements that contain encoding processes – decoding, are mediated by an understanding of those values that are laid in their context, thus, they form the main subject of the research.

Results and discussion. The research emphasizes that "speech is central in the process of mental development, and the development of speech is internally linked to the development of thinking and the development of consciousness in a whole; speech is multifunctional by nature: it has a communicative, indicative, intellectual, signifying functions; all of these functions are interconnected; speech is a polymorphic activity that acts as a vocal communicative more than vocal, but it does not have a direct communicative function, as internal speech. These forms can transfer into each other. Psycholinguistics define speech as an activity that is included in the general system of human's activity. Speech activity has a psychophysiological nature. It is the work of the human's body and, above all, the brain, aimed at the usage of the learnt language for the purpose of communication. Speech is a product of this activity. Adequate level of child's speech development provides not only his communication with people, but is also the basis of his full mental development" [4].

Speech is a product of the of the individual's speech activity. Speech activity is a set of psychophysiological actions of the human body, which are directed at the perception and understanding of speech or its generation in oral or written form. It is a complex two-way process (T. Akhutina, M. Zhinkin, O. Leontiev, O. Luria, E. Sobotovich, T Ushakova, L. Tsvetkova, etc.), which is characterized by polysemy, multilevel structure, mobility and communication.

Its structure includes a set of skills, operations, which are gradually formed in the process of development and have a positive effect on the process of language acquisition, contribute to its usage for communication. Speech learning is both a goal and means of practical language acquisition. Speech activity is important for the development of the child's intelligence and self-awareness; it positively influences on the formation of such important personality traits as: communicativeness, kindness, initiative, creativity, competence.

Researchers distinguish different stages of children's language formation, call them differently, as well as set alternative age norms. O. Gvozdev's research traces the sequence of appearance of different parts of the speech, phrases, different types of sentences in the child's speech. O. Leontiev identifies 4 stages of formation of children's speech: preparatory – up to 1 year; pre-school stage of primary language acquisition – up to 3 years; preschool – from 3 to 7 years; school (Leont'ev, A., 2003). In other studies, child's stages of pre-verbal and verbal development are distinguished. Summarizing the research data with different approaches to the periodization of the child's speech development, there are the following periods: I – the sentence period, which has two stages: 1) the stage of a one-word sentence; 2) a sentence with several words; II – the period of mastering the grammatical structure of sentences, which has 3 stages: 1) the stage of formation of the first forms; 2) the stage of using the flexion system of the language to express the syntactic links of words; 3) the stage of mastering official words; III – mastering the morphological system of the mother tongue.

The basic requirements for senior preschoolers are formulated in the Ukrainian State Standard for Preschool Education. This document states that

the child should have different types of competencies. In particular, speech competence includes phonetic, lexical, grammatical, dialogic, monologic composition. Its essence consists in the acquired ability to communicate freely using native language, to use one's own language for different activities and situations, the ability to consciously manage it and different language means to express themselves. At the same time, preschooler's speech includes both verbal utterances and listening, based on skills. Thus, A. Bogush, N. Gavrish, scientists in the field of preschool education, point out that speech activity is the most decisive among many kinds of activities, others develop on its basis (originate from it). Actually, this activity is interpreted by the authors as a form of communication and is based on the abstract thinking and speech, moreover, it is filled with structural elements – actions and operations (in different combinations). Its procedural side is the stages of recognition and orientation in the situation of communication, anticipation and planning (creation of a sequence of actions), practical implementation of the plan and, finally, control. It is formed from the creation (appearance), transmission and perception of judgments, the purpose of which is to develop further communication, control and regulation of behavior during exercises, as well as one's own speech [2: 43].

A. Bogush considers the development of speech activity as one of the important factors of the child's preparation for school; as an integrated factor of personal growth, for it has a direct influence on intellectual processes and properties. The scientist thinks that its main components are clear articulation and pronunciation, mastering of speech expressiveness, learning the ability to create grammatical structures, as well as the accumulation and active use of words,

active word formation, moral norms and rules of communication, mastering the structure of speech, free use of various forms of speech in different patterns of behavior and activities, a common culture of speech [2: 172]. As it can be concluded, the components of this phenomenon of language are quite different and, at the same time, they make a complete model of preschooler's mental activity.

G. Lublinska emphasized that for the active development of the child's speech it is necessary to: isolate certain words from the general flow; carrying out phonemic analysis of a single word; the attribution of a particular word to an object; generalization and designation of homogeneous objects and phenomena; understanding of holistic judgment; mastering of articulation; the ability to pick the right words. So, it lets the preschoolers understand complicated literary plots; they have an increasing interest in the word, as their vocabulary is enriched with different parts of speech. Gradually, the preschoolers develop cohesive speech through the acquisition of knowledge of grammar and language culture. On the basis of these achievements, an internal language is developed, which, by its nature, is built on the basis of spoken grammar, and, at the same time, fulfills the functions of planning and prediction [8].

Numerous researches (L. Bozhovich, N. Gavrish, D. Elkonin, G. Kostyuk, etc.) show that children of preschool age have internal speech, which becomes not only the means of communication, but also performs a cognitive function. Thus, according to psychologists, the transition from external speech to internal occurs at the age from four to five (D. Elkonin, G. Lyublinskaya, G. Leushina). In parallel with the development of communicative and cognitive functions, regulatory, planning and explanatory functions of language form and expand, which are identified as the highest

forms of mastering the language (A. Bogush, A. Gorelov, M. Lisin, etc.). Particular importance is given to explanatory language, which requires a certain sequence of presentation, highlighting the main links and relationships in a situation that listeners need to understand. As noted by M. Poddyakov and F. Sokhin, in the process of special education at the end of preschool age, children master the explanatory language as a basis for consideration, and which is necessary in school education and it reaches a fairly high level. In the process of communication children can participate in the conversation, make appropriate replies and formulate questions. Numerous studies of domestic and foreign scientists (O. Bilan, I. Doman, D. Doman, O. Dyachenko, O. Kononko, S. Lasunova, A. Poghibniy, O. Ushakova, etc.) prove that during the sixth year of life preschoolers can consistently and clearly produce a descriptive story-telling on an offered topic; also, they can express opinions, argue convincingly. Senior preschoolers actively develop speech, which, under the conditions of properly organized training, promotes the development of children's literary abilities, stimulates and enriches other types of children's creativity (N. Gavrish, N. Orlanova).

Characterizing preschoolers' coherent speech, L. Vygotsky, Z. Istomin, and G. Leushin divide it into situational and contextual [6]. The most complete characteristics of situational and contextual speech is presented in G. Leushina's study, which was conducted under the guidance of S. Rubinstein. Genetically, the primary form of coherent speech, according to the research, is situational, which can only be understood in a particular situation; it is a speech that accompanies actions, gestures, facial expressions, and is characterized by incomplete sentences, individual words, movements and, therefore, it can only be understood in a certain situation.

Mastering the contextual form of speech is conditioned by more complicated tasks. It should disclose and display all relevant connections and thoughts; there is no need to take special account speaking and specific situations in which the child is in order to understand the message. Situational and contextual speech are always interconnected, but contextualism does not supersede situational and does not change it; as S. Rubinstein points out, situational and contextual speech coexist in a child and at the same time contextual speech continues to develop [6].

S. Rubinstein formulated the thesis that in the complex process of ontogeny of speech communication is the central direction of development, which integrates all other speech aspects, such as the formation of the ability to produce and understand contextual statements: "The main line of the child's speech development is the most essential and according to S. Rubinstein, it is an only from a purely dominant state of situational speech with the help of which the child moves to mastering contextual speech" [6].

Coherent speech is divided into dialogical and monological; dialogical speech is considered by scientists (A. Gvozdev, G. Leushina, N. Lutsan, E. Palikhata, V. Skalkin, L. Sherba, L. Yakubinsky) as the primary natural form of communication, which consists of the exchange of expressions. Conversational speech is situational, contextual, convoluted, elliptical, arbitrary, reactive, poorly organized. According to the linguistic encyclopedic dictionary, in dialogues such forms as questions, answers, additions, explanations, distributions, objections and constructive connections of remarks are used.

Monological speech is an expanded form of speech, as the speaker should not only name the subject, but also reveal the various relationships (temporal, causal) that characterize it.

A. Leontiev interprets the arbitrariness of monological speech as the ability of a child to make expressions on the basis of non-volitional content on the basis of a willful act [5]. The scientist notes that a monologue is an organized kind of speech, in which you need to plan not only each individual utterance, but also your complete monologue. He emphasizes that all these features (deployment, arbitrariness, planning, purpose) of monological speech prove that it requires specialized speech education" [5: 53].

Among children's literary genres (fairytales, stories, poems, small folklore genres, bed-time stories, jokes, etc.) that contribute to the development of speech, a special place is occupied by the fairytale. According to V. Sukhomlinsky it is the means of development of creative speech, active aesthetic creativity, which captures all spheres of the child's spiritual life – his/her mind, feelings, imagination, will, etc. Without a fairytale it is impossible to imagine children's thinking and language. Educational tales, created by adults for children's education and upbringing, are widely used to solve educational tasks. Whatever the educational task of the teacher is, the children do not see it as learning, but as a fascinating adventure. The main element of a didactic fairytale is a certain task that children solve faster, because it is much easier for them to act in a fairytale than in a real life situation; without much effort, they perform the given task of helping the character(s) of a fairytale or inventing his/her own adventures, thus, it helps to develop coherent speech, correct sound language, enrich the vocabulary.

According to N. Gavrish, an effective means of speech development is visual modeling using the work of fiction. The development of children's active speech presupposes the formation of the ability to use basic logic strategies and operations while performing important

tasks of children's school preparatory course. Starting from the young age, children can be taught to design models using color and size. Simple real-life or fictional objects, such as plane or fairytale characters "Ripka", "Kolobok", "Rukavychka" can be used for modelling, for children quite easily understand the principle of the choice of conditional substitutes for fairytale characters and are interested in such activities. In addition to fairytales, emotionally colored children's poems, stories, works of small folklore genres can be chosen.

The main goal of working with children of middle preschool age is to teach them to produce and retell a fairytale or other literary work, basically, to compile a story of his/her own. The use of schematic models helps children to consistently master storytelling skills and the ability to retell the first story episodes, while step-by-step closing to reproducing the entire work of fiction as a whole. The type of modeling is chosen depending on the aim of the lesson. After special education, children of middle preschool age acquire the following skills: to tell Ukrainian folk tales independently using illustrations, reproductions, schemes, models, symbolic signs; use vivid images in speech; identify fairytale characters according to descriptions, riddles, illustrations; use verbal and non-verbal means of speech while acting out episodes of a fairytale.

In older preschool age, children are taught to make creative stories on a topic suggested by a teacher or according to their own plan. The use of schematic models is aimed at the development of coherent speech, thinking, imagination, memory, creative potential of children, moreover, acquired visual modeling skills become the basis for children's verbal creativity. Elder preschoolers are not only offered to use ready-made plans-schemes, but also to build them independently. Such modeling allows to consolidate

children's knowledge about the structure of the fairytale and helps to remember the sequence of actions. Children learn to independently portray not only the characters or the subject, but also the movement (using the arrow) and draw diagrams for individual episodes with help of which they retell the text.

While studying the stories, preschoolers are taught to convey the emotions and different types of movements depicted in the schemes, for drawing schematic plans of fairytales and other stories helps to memorize better the characters, sequence of actions in it, convey characters' intonation and imitate their gestures, movements, facial expressions.

Playing, dramatizing episodes are also kinds of motional modeling. Sometimes children get the following kinds of homework: to draw their own diagram of a fairytale or a story and to describe it to their parents; using schemes while making narrative stories makes it easier for children to master coherent language, as having a visual plan makes such stories clear, consistent and widespread. As a result of the work done, in the end of the year children can independently draw schemes and select symbolic signs, with help of which create own stories, fairytales in a new way, and subsequently – their own works of fiction [3].

Exploring the peculiarities of children's perception of the artistic form of poems, E. Zhitsky noted that the success of a single process of learning and education depends on the skillful disclosure of artistic visualization. The ability to reproduce a familiar image, to draw it in your imagination is a decisive factor in learning a poem, the poetic language. The author emphasizes that children need to be taught to see the beauty not only in the content of poetry, but also in the art. Attention to the figurative words of the poem

encourages preschoolers to use such words in their speech [9: 40].

According to A. Ushakova, factors that combine the perception of poetic works with children's own speech are a well-developed poetic acoustic sensibility, which encompasses the awareness of the means of artistic expression and the sense of poetic speech, that is the ability to perceive an artistic word and use it in one's speech [7].

N. Havrysh draws teachers' attention to the fact that, while introducing fiction to children, the teacher should teach them elementary literary analysis and artistic structure of the text; to learn to understand its basic content, to get acquainted with genre, compositional, speech features of different text types. Preschoolers will be able to use their acquired literary knowledge while making their own stories [3: 15].

While teaching children to perceive fiction, it is advisable to use a system of methods and techniques in their different combination, taking into account the specific properties of the text, including the following: first reading and re-reading, observing the phenomena of nature, conversations before and after reading the text, as well as drawing lessons, modeling on the subjects of the text, learning short poems and fragments, literary games, quizzes, thematic concerts based on works of some poets and writers.

As reading is one of the four types of a person's speech activity, fiction helps the child to master the corresponding competencies, which is the key to understanding the world of nature, things and human relations. Work of fiction gives ready language forms and patterns, verbal characteristics of the image, the definition, with which the child operates. Through the art of declamation in the preschool period, before learning the grammatical rules, the child practically learns the grammatical norms of language in unity

with vocabulary. With the help of stories, children acquire laconicism and the precision of language; poems help with melody and rhythm of the Ukrainian language; fairy tales give accuracy and expressiveness. From fictional works the child learns many new words, figurative expressions; his/her language is enriched with emotional and poetic vocabulary. Literary language also helps children to express their attitude to the text that has been read, using comparisons, metaphors, epithets and other means of artistic expression.

While introducing the book, the connection between linguistic and aesthetic development is clearly traced, the language is assimilated in its nature. The book shapes the future reader, his/her views and beliefs, which are necessary components of the readiness for successful schooling. Therefore, one of the effective ways of children's language training for school education is the widespread usage of various genres of fiction, which will positively influence the development of creative activity, enrichment of lexical baggage and grammatical skills, expressiveness of children's speech and the development of interest to the book.

Conclusions and research perspectives. Speech activity is important for the development of the child's intelligence and self-awareness; it positively impacts the formation of such important personal qualities as communicativeness, kindness, initiative, creativity, competences. The basic requirements for the senior preschooler are formulated in the Ukrainian state standard of preschool education. Among children's literary genres (fairytales, stories, poems, small folklore genres, fantastic stories, jokes, etc.) that contribute to the development of speech, a special place is occupied by a fairytale. An effective means of speech development is visual modeling by means of fiction. In older preschool age, children are taught to make creative

stories on a topic suggested by a teacher or on their own topic.

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Received: March 18, 2020

Accepted: April 16, 2020



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

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

UDC 373.2.011.3-51

DOI 10.35433/pedagogy.1(100).2020.24-32

PEDAGOGICAL CONDITIONS OF MAINTAINING TEACHERS' GOOD PROFESSIONAL HEALTH IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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The article highlights the problem of maintaining teachers' good professional health in preschool educational institutions by means of creating effective pedagogical conditions, as it affects the development of the health-maintaining competence of children in preschools and becomes the basis for the health of the future nation. It outlines the scientific essence of pedagogical conditions, namely organizational-pedagogical, social-pedagogical and psychological-pedagogical ones, which are created purposefully and implemented in the educational environment aiming to maintain teachers' professional health. It describes the content of motivational, cognitive, activity, emotional and reflexive components of pedagogical conditions.

The article gives brief analysis of such relevant conceptual categories as "professional health", "pedagogical conditions", "maintaining good health", "self-preservation", "recreation".

It stresses the importance of recreational activity, as a form of spare-time activities and a certain social phenomenon related to the reproduction and development of physical, neuro-mental, spiritual and intellectual capacities of the individual.

In general context the article describes the essence of self-preservation, which consists in developing a conscious and caring attitude to a person's own health and its self-preservation on the basis of a recreational approach, as the teachers' health is one of the factors of efficiency and an indicator of the quality of professional activity.

It proves the necessity to actualize the problem of maintaining good health because its most important determinant is a healthy lifestyle that combines four of its basic components, namely: physical, mental, spiritual and social health.

It organizes the pedagogical process in preschools according to sectors, as it provides the gradual submission of theoretical and practical material.

The article presents a set of methodological and informational measures aiming at encouraging teachers to maintain good personal health and to develop positive inner motivation.

Key words: professional health; pedagogical conditions; pedagogical staff; pedagogical process; maintaining good health; self-preservation; recreation; specialists; preschool educational institution.

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ПЕДАГОГІЧНІ УМОВИ ЗБЕРЕЖЕННЯ ПРОФЕСІЙНОГО ЗДОРОВ'Я ФАХІВЦІВ ЗАКЛАДІВ ДОШКІЛЬНОЇ ОСВІТИ

Л. Ф. Кучинська

У статті розкрито проблему збереження професійного здоров'я фахівців закладів дошкільної освіти через створення ефективних педагогічних умов, оскільки вони формують здоров'язберезувальну компетенцію дітей дошкільного віку та закладають основи здоров'я майбутньої нації.

Викладено наукову сутність педагогічних умов, а саме організаційно-педагогічних, соціально-педагогічних, психолого-педагогічних, які створюються цілеспрямовано й реалізуються в освітньому середовищі з метою збереження професійного здоров'я педагогів. Висвітлено зміст мотиваційного, когнітивного, діяльнісного, емоційного та рефлексивного компонентів педагогічних умов.

Здійснено аналіз актуалізованих понятійних категорій: "професійне здоров'я", "педагогічні умови", "здоров'язбереження", "самозбереження"; "рекреація".

Деталізовано значимість рекреаційної діяльності, як однієї із форм дозвілля, певного суспільного явища, пов'язаного з відтворенням і розвитком фізичних, нервово-психічних, духовних та інтелектуальних сил особистості.

Розкрито у загальному контексті суть самозбереження, яка полягає у формуванні свідомого і дбайливого ставлення до власного здоров'я, його самозбереженні на засадах рекреаційного підходу, оскільки здоров'я педагогів є одним із факторів працездатності і показником "якості" професійної діяльності.

Доведено необхідність актуалізації проблеми здоров'язбереження, адже найвагомішою його детермінантою є здоровий спосіб життя. при поєднанні чотирьох його основних складових, а саме: фізичного, психічного, духовного й соціального здоров'я.

Систематизовано за блоками організацію педагогічного процесу в закладі дошкільної освіти з педагогами, оскільки це забезпечує поетапну подачу теоретичного та практичного матеріалу.

Викладено комплекс методично-інформаційних заходів у напрямку заохочення педагогів до збереження особистого здоров'я та формування позитивної внутрішньої мотивації.

Ключові слова: професійне здоров'я; педагогічні умови; педагогічні працівники; педагогічний процес; здоров'язбереження; самозбереження здоров'я; рекреація; фахівці; заклад дошкільної освіти.

Introduction of the issue.

Reformation and modernization of the preschool education in Ukraine has led to the fact that preschool educational institutions require now highly skillful and competent staff as a key factor in developing health maintaining competence of children, therefore, affecting the health of the future nation. In modern market conditions, the success of teachers' professional self-realization and their competitive ability depend not only on professional awareness, but also on their physical, mental, spiritual, social health and responsible attitude to it. There is a reason to believe that this approach requires a change in the thinking and

behavior of every teacher as well as a high level of readiness to maintain personal health, an awareness of its importance as a prerequisite for the quality professional activity and the ability to develop self-discipline and self-restraint habits.

Such researchers as V. Bekhteriev, P. Kapterev, Ya. Komenskyi, P. Leshaft, Y. Pestalotsi, M. Pyrohov, Jean-Jacques Rousseau, H. Skovoroda, V. Sukhomlynskyi, K. Ushynskyi, S. Frene, R. Steiner, V. Bobrytska, E. Vainer, T. Volchenska, H. Zaitseva, O. Ionova, H. Sierikov, T. Savustianenko, N. Bashavets, H. Bielienka and others, analyzing the issue in question, have all agreed to

believe that the solution of the problem of maintaining teacher's good health is in organizing educational process in accordance with the goals and principles of humanistic education.

In this regard, it is obvious that the effectiveness in developing teachers' readiness to improve their ability to work and maintain good professional health, to a large extent, depends on clearly formulated and implemented pedagogical conditions.

Current state of the issue. A thorough analysis of the researches and publications on the topic shows that some aspects of the outlined problem have been studied by such researchers as R. Berezovska, E. Zeier, N. Zymyrets, E. Ivanov, O. Krainiuk, H. Meshko, L. Mitina, V. Orzhekhovska, N. Patkova, V. Ponomarenko, V. Sukhomlynskyi and others.

However, it should be noted that the concept of professional health integrates the complex relationship between the individual and the professional environment and measures the coherence of the society's social needs and a person's capabilities in terms of professional activity.

In general context of performing professional activity such notion as "professional health" is distinguished and is considered as:

- an integral component of general health, consisting of all its basic aspects and including the characterization of the functional state of the human body by physical and mental indicators in order to assess a person's ability to effectively perform a certain professional activity during a certain period of time; (V. Bodrov, E. Vainer, E. Zeier, M. Korolchuk, V. Krainiuk, R. Krychevskyi, A. Markova, L. Sushchenko, etc.);
- complex characteristics of human health in specific conditions of professional activity (R. Berezovska, O. Dovhopolova, A. Maklakov, H. Nikiforov, V. Podliashanyk, V. Ponomarenko, B. Smirnov, etc.);

- the teacher's ability to preserve and activate the regulatory mechanisms that ensure the capacity, efficiency and development of the individual (L. Mitina);

- integral multidimensional dynamic state of the human body allowing the teacher to maximize his creative potential in professional and pedagogical activity (B. Dolynskyi).

The outline of unresolved issues brought up in the article. Some scientists, in particular O. Anishchenko, V. Yefimova, L. Mitina, H. Nikiforov, consider professional efficiency as the main indicator of the teacher's professional health and the maximum possible efficiency of the teacher's activity, determined by the functional state of their body.

That is why the important aspects of maintaining teachers' good professional health in preschool educational institutions by means of creating favorable and effective pedagogical conditions in the pedagogical process remain insufficiently studied today.

Aim of research is to scientifically explain and practically solve the problem of maintaining teacher's good professional health in preschool educational institutions by creating favorable pedagogical conditions, as well as to analyze the basic categories of the actualized problem.

Results and discussion. Based on the goal of the research, modern meaning and definition of such concepts as "pedagogical conditions", "professional health", "maintaining good health", "self-preservation" and "recreation" should be analyzed.

In scientific and pedagogical sources the concept of "pedagogical conditions" is considered in various aspects, to be exact in philosophical, didactic and educational ones, and is defined as a significant part of the educational process, which determines its success, efficiency and effectiveness.

Therefore, the term "pedagogical conditions" is very common in the

scientific and pedagogical literature. None of the existing pedagogical dictionaries provides a precise definition of this term, so it is necessary to clarify it.

The common issue of all definitions is that pedagogical conditions are defined as a system of certain forms, methods, material conditions, real situations that are objectively or subjectively created and are necessary to achieve a specific pedagogical goal (A. Aleksyuk, A. Aiurzanain, P. Pidkasystyi, L. Karpenko, O. Petrovskyi, M. Yaroshevskyi, etc.)

Such researchers (mainly Russians) as V. Andreiev, Yu. Babanskyi, V. Belikov, V. Berkov, A. Verbytskyi, O. Halkina, M. Danylov, S. Dynina, A. Diomin, V. Zahviazynsky, M. Zvierieva, I. Ziazun, N. Ippolitova, N. Kuzmina, B. Kupriianov, N. Mikhailova, A. Nain, I. Pidlasyi, O. Piekhota, S. Rubinstein, V. Slastionin, N. Sterkhova, I. Frolov, A. Khutorskyi, N. Yakovlieva and others have dedicated their works to the problem of defining the term "pedagogical conditions".

A thorough analysis of scientific works provides the evidence of the multi-vector nature in defining the concept and essence of pedagogical conditions. Some definitions are the following: a set of objective possibilities, content, forms, methods, pedagogical techniques that are purposefully created and implemented in the educational environment in order to provide successful solutions of the certain pedagogical tasks (R. Sieriozhnikova, N. Parkhomenko, L. Yakovytska) [8]; a set of measures that contribute to improving the efficiency of the educational process, as well as the necessary and sufficient mandatory circumstances that determine the existence and development of the certain educational space (A. Lytvyn) [3].

It's relevant for the current research to study the works of those scientists

who have been analyzing organizational-pedagogical (O. Havryliuk, D. Horobets, I. Sereda, B. Chyzhevskyi), social-pedagogical (I. Karpova, Ya. Kichuk, M. Tchaikovskiy) and psychological-pedagogical conditions (S. Miroshnyk).

Thus, B. Chyzhevskyi believes that organizational and pedagogical conditions are a functional dependence of the system of pedagogical components on the set of phenomena and objects (things, their states, processes, interactions) in their various manifestations. He divides the organizational and pedagogical conditions into such groups as interrelated necessary and sufficient, objective and subjective, as well as external and internal ones [10].

The other researchers define social and pedagogical conditions as a sequence of professional actions aimed at achieving a certain social and pedagogical effect, as well as socializing the participants of the educational process.

Based on the analysis of the researches on the identification of psychological and pedagogical conditions it's necessary to state that the majority of scientists (Ye. Hanin, V. Moshkin, A. Tulehenova) distinguish between three main groups of the conditions mentioned above: informational (content of the education; cognitive basis of the pedagogical process); technological (forms, means, methods, stages, ways of organizing educational activity) and personal ones (behavior, activity, communication, personal qualities of the pedagogical staff, psychological basis of the educational process).

The researcher S. Miroshnyk distinguishes between motivational, cognitive, activity, emotional, reflexive components of pedagogical conditions. The description of some components is presented below.

There are reasons to believe that the development of a motivational

component of the teacher's willingness to maintain personal health and inner motivation consists in creating a favorable educational environment, which is characterized by:

- taking into account teachers' personal potential, interests and preferences in order to ensure the effectiveness of the educational process in preschool educational institutions;
- identifying the personal health-maintaining aspect as a priority for teachers in the prospect of their professional activity and professional longevity, the development of a valuable attitude to health as a necessary factor of human life, which is the basis of health-maintaining competence;
- modernizing the material and technical base for physical education, active recreation of teachers in accordance with the current world trends and maximizing the effective use of the existing tools;
- implementing the methodological and informational activity aiming to encourage pedagogical workers to maintain personal health and develop a positive inner motivation through the use of the certain measures in order to achieve the set tasks, namely: active exchange of new information, presentation of methodological models concerning implementation of the modern health-maintaining techniques in the educational process.

The scientific material in analysis made it possible to determine that the organizational and pedagogical condition of developing the cognitive component of the teacher's willingness to maintain personal health is in the effective planning of the methodical work structure and content through various collective and individual forms by ensuring the unity of theoretical and practical components. The characteristics of this pedagogical condition are the following:

- the teacher's awareness of the importance of theoretical knowledge about human health as a necessary

factor in human life and their use in daily practice;

- the use of the traditional and innovative health-maintaining techniques (high level of teachers' competence, creative atmosphere in preschool educational institutions and the pragmatic approach to maintaining professional health).

The pedagogical condition in developing the reflexive component of the teacher's willingness to maintain personal health is the identification of individual programs with respect to individual needs, abilities, opportunities, anthropological and psychophysiological features of professional activity. This pedagogical condition has the following features:

- self-assessment of a person's own psychological, physical, professional and personal capabilities and potential;
- development of self-diagnosis, self-examination, self-reflection and self-preservation skills.

But the decisive role, according to such scientists as M. Amosov, V. Kulinichenko, M. Honcharenko, Ye. Pomytkin, belongs to the spiritual component of human health, its morality, the consciousness level, the personality level as well as a person's attitude to their own health and the health of others.

In the course of professional activity, teachers can maintain and strengthen their health only through self-improvement as well as developing self-discipline and self-restraint habits.

Moreover, the scientific research shows that maintaining good health, including professional one, can occur at the biological (physiological), psychological, social and spiritual levels.

It is found out that in modern pedagogical science the concept of "maintaining good health" is interpreted by researchers ambiguously, namely as:

- solving educational tasks with respect to the health status of the educational staff in order to maintain health and, if possible, to strengthen it (H. Sierikov) [8];

- implementing the teaching methods and means in accordance with physiological and psychological principles of maintaining health (V. Suvorova) [10];

- the process of maintaining and strengthening health aimed to transform the intellectual and emotional spheres of the individual, improve a person's attitude to their own health and the health of other people based on the awareness of personal responsibility (O. Hlebov) [2];

- the system of pedagogical actions, which allows the teacher not to waste and not to destroy their physical, mental and social well-being and is implemented through educational techniques with respect to the age and psychophysiological characteristics of those who study or work (V. Yefimova) [3: 45].

Based on the aforementioned information, it should be noted that in order to solve the key tasks on this issue, there is the need in fundamentally new approaches to maintaining professional health and protecting pedagogical staff from professional stress, in particular, the development of teachers' readiness for recreational activity as one of the pedagogical conditions that is relevant in today's conditions.

In accordance with the analysis of scientific sources the notion "recreation", as a basic concept of recreation, is considered as a form of spare-time activities, a certain social phenomenon related to the reproduction and development of physical, neuro-mental, spiritual and intellectual abilities of a person and provided by a system of the appropriate measures used by the individual in their free time. The important item of

the recreation is its restorative function [12].

It is worth noting that the social development nowadays is characterized by an increase in the importance of recreation as part of a person's recovery process. Among the objective factors that influence teachers' recovery are:

- fixed free time and the variety of forms and methods of using this time;

- teachers' awareness of the importance of recreational activities in the personal development, maintaining and improving health as well as enhancing their social and professional potential;

- realizing the need to scientifically define the phenomenon of "recreational activity" as a set of many new processes for society and the development of recreational competence with respect to the teachers' recreational needs.

In the process of realizing the teachers' recreational needs it is necessary to develop a proper attitude towards their own health and an active outlook and health position based on the following principles: "know yourself", "create yourself", "help yourself", "be healthy", "health through a healthy lifestyle".

One of the main recreational processes is self-preservation aiming at developing a conscious and caring attitude to a person's own health, protecting the environment, developing healthy lifestyle habits and ensuring personal safety.

It's important to analyze the works of the prominent philosophers and public figures on the concept of self-preservation and health. Thus, N. Freik and Y. Tsymbrykevych believe that human nature has eternal motivating force – self-preservation (the principle of self-preservation unites nature, society and human) [11: 1083-1088]. The famous philosopher Jean-Jacques Rousseau has emphasized that the feeling of self-preservation, concern for a person's own health and satisfaction of a person's own interests were, are

and will be in people's lives because they are inherent in human nature, and will disappear if humanity ceases to exist on the earth [6].

In the process of analyzing the essence of the concept of "self-preservation", it is proved that its most important determinant is a healthy lifestyle when combining with its four basic components, namely: physical, mental, spiritual and social health. From the point of view of the practicing education specialists, the main problem in building a health self-preservation system is the motivation to rationalize healthy lifestyle behavior in both professional and personal life.

Thus, in order to solve the key tasks of maintaining and restoring teachers' professional health, it is necessary to plan and organize not only the system of appropriate measures, but also the space in which they are realized (V. Stafiichuk, I. Hrodzynska, S. Nezdoininov, O. Husieva) [9].

It should be clarified that the actualization of the above-named problem requires a practical system of educational work in the preschool educational institutions, the creation of the favorable pedagogical environment, which includes a variety of effective methods, forms and techniques (start-ups, trainings, workshops, colloquiums, brain-rings etc.), which are realized both during and in between pedagogical activity.

In the general context, all forms, methods and techniques should be aimed at developing teacher's inner strength, expanding his professional self-awareness, reducing mental stress, forming sanogenic thinking, harmonizing the teacher's inner world, reducing the risk to get sick and maintaining good professional health.

In our opinion, using the method of "immersion" in the preschool educational institutions as part of realization of the integration principle in the pedagogical process is extremely effective, since in this way the

professional health-maintaining theoretical and practical material is presented in blocks, namely: block I – self-preservation; block II – psychophysical training; block III – physical training; block IV – emotional wellbeing.

The realization of the block I addresses the effective use of diagnostic techniques for determining the potential capabilities of the teacher's own body, namely: verbal and schematic drawings ("I am a teacher – agent of change", "I am an ideal teacher", "What I am", "What I am in my colleges' eyes", etc.); role-playing games to solve problematic pedagogical situations, psychological and pedagogical games ("Thoughts on character", "Inner ray", "The medley of my life", "The focus on self-preservation and maintaining good health", etc.) pedagogical show "Self-preservation +"; pedagogical message "I know and I can" and others.

The realization of the second block includes the effective use of creative exercises such as "Write a non-sent letter about your negative emotions", "Draw what affects your life the most", "The steps of my professional life", "Magic wand", etc. and relaxation as a step to mental health (self-training, meditation, creative attempts to express oneself, etc.).

The essence of the block III is physical health through recreational activity. In our opinion, the most important and relevant types of recreational activity are those that are realized in between pedagogical activity, in particular, physical activity (gymnastics, breathing exercises, walks outside, sport), social activities (theaters, movies, museums, exhibitions, excursions, amateur art activities), intellectual activity, entertainment (active, passive), travels for pleasure, etc.

The forth block is important for maintaining good emotional health of pedagogical staff and it includes

making check lists by the teachers on the basis of previously read and worked material. The topics are as follows: "Medicine for professional stress", "How not to burn out at work", "How to achieve a balance in everything", "The steps to professional longevity", "A professional career without stress". The other element of this block is the catharsis as a step to spiritual health including music, visual arts, connection with nature, etc.

The implementation of the aforesaid pedagogical conditions and life strategies will help maintain the physical, mental, social and spiritual health of teachers in preschool educational institutions and provide psychological comfort in the pedagogical process.

Conclusions and research perspectives. The analysis of the scientific and pedagogical researches on the problem in question proves the relevance of the issue, since pedagogical activity is quite dynamic in terms of social and economic development of the society.

Therefore, it is safe to say that a practical system of methodical and informative measures to create the above-mentioned pedagogical conditions and fundamentally new approaches of maintaining teachers' good professional health contributes to:

- high self-preservation level among pedagogical staff, that means a conscious and caring attitude towards their own health;
- developing the need for teachers to maintain their health and to build positive inner motivation as well as the ability to reflect, correlate and combine professional work with leisure;
- engaging in recreational activity which is extremely important in the current environment.

Thereby it's important to emphasize that the analysis of the problem of maintaining teachers' good professional health in preschool educational institutions is not fully analyzed by the

researchers and there is the room for further detailed study.

The prospects for further research is in specifying and explaining the certain health-maintaining pedagogical conditions and highlighting the results of this pedagogical experiment.

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Received: March 04, 2020

Accepted: April 03, 2020



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

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

UDC 372.2:37013.42

DOI 10.35433/pedagogy.1(100).2020.33-42

THEORETICAL AND METHODOLOGICAL ASPECTS OF PRESCHOOL TEACHER'S ACTIVITY IN OVERCOMING SOCIAL INSECURITY OF CHILDREN IN INCLUSIVE EDUCATION

N. P. Tarnavska*, D. Argiropoulos**

The article deals with theoretical and methodological aspects of preschool teacher's activity in overcoming social insecurity of preschool children in inclusive education. The modern scientific and methodological researches on creation of an inclusive environment in a preschool education institution in which priority is active interaction, personal growth of children of preschool age, including children with disabilities, which would allow to successfully adapt to society, to solve difficult questions of vital activity, to analyze life, the achievement of individual and public goals.

The article contains the results and analysis of the responses of teachers of pre-school education institutions and elementary schools from different regions of Zhytomyr region (57 people), collected through an anonymous survey in July 2018 during the Summer School in the framework of the Italian-Ukrainian cooperation project "Preschools and Relations between family, society and educational institution for children with special needs from 0 to 6 years in Zhytomyr region – Ukraine" (2015-2017) and work of annual (from 2016 to present) Ukrainian-Ukrainian School (Founder: Professor of the University of Parma Dimitris Argyropoulos) in partnership with the University of Parma, Emilia Romagna, ISCOS Public Organization, Emilia Romagna Regional Office (Italy), Zhytomyr Ivan Franko State University.

Based on the results of the study, an analysis of the needs of teachers and children of preschool age in communication, offers recommendations on how to work to overcome social insecurity in children, including children with disabilities.

Key words: socially insecure children, children with special educational needs, inclusive education, communication, interaction, causes of social insecurity, communication needs.

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ТЕОРЕТИКО-МЕТОДИЧНІ АСПЕКТИ ДІЯЛЬНОСТІ ВИХОВАТЕЛЯ ЗАКЛАДУ ДОШКІЛЬНОЇ ОСВІТИ В ПОДОЛАННІ СОЦІАЛЬНОЇ НЕВПЕВНЕНOSTІ ДІТЕЙ В УМОВАХ ІНКЛЮЗИВНОЇ ОСВІТИ

Н. П. Тарнавська, Д. Аргіропулос

У статті розглядаються теоретико-методичні аспекти діяльності вихователя закладу дошкільної освіти в подоланні соціальної невпевненості дітей дошкільного віку в умовах інклюзивної освіти. Аналізуються сучасні науково-методичні пошуки щодо створення інклюзивного середовища в закладі дошкільної освіти в якому пріоритетними є активна взаємодія, особистісне зростання дітей дошкільного віку, в тому числі, дітей з інвалідністю, що давало б можливість успішно адаптуватися до соціуму, вирішувати складні питання життєдіяльності, життєтворчості, досягнення індивідуальних і суспільних цілей.

Стаття містить результати та аналіз відповідей педагогів закладів дошкільної освіти та початкової школи з різних регіонів Житомирської області (57 чоловік), що зібрані шляхом анонімного опитування в липні 2018 року під час роботи Літньої школи у рамках реалізації італійсько-українського проекту співробітництва "Дошкільні заклади та відносини між родиною, суспільством та навчальним закладом щодо дітей з особливими потребами від 0 до 6 років у Житомирському регіоні – Україна" (2015-2017 роки) та роботи щорічної (з 2016 року по теперішній час) італійсько-української школи (засновник: професор Університету Парми Дімітріс Аргіропулос) за партнерської участі Університету Парми, Громадської організації ISCOS Емілія Романья, Регіонального управління Емілія Романья (Італія), Житомирського державного університету імені Івана Франка.

На основі результатів дослідження здійснено аналіз потреб педагогів і дітей дошкільного віку у спілкуванні, пропонуються рекомендації щодо роботи з подолання соціальної невпевненості в дітей, у тому числі дітей з інвалідністю.

Ключові слова: соціально-невпевнені діти, діти з особливими освітніми потребами, інклюзивна освіта, спілкування, взаємодія, причини соціальної невпевненості, потреби у спілкуванні.

Introduction of the issue. In modern Ukrainian society, the active majority of Ukrainians seek to reject post-Soviet political and ideological values, as well as to get rid of stereotypes of exclusion and change attitudes toward people with disabilities (physically-challenge or handicapped) from pity-based sympathy and semi-assistance to a position of active inclusion in social processes. These aspirations, first of all, are connected with introduction of inclusive education, which actualizes a problem of inclusion of the wide public to the general European values of equality and fair attitude to people with disabilities, including prospect of their successful self-realization, rights for worthy life with relevant self-esteem, confidence in the future, free use of

their own resources and compensatory opportunities in the learning process as well as in the professional life. Thus, above all, we are concerned about the evolutionary transition, when respect for the will of the majority is combined with the right of every single individual to take an active life position, defend his/her interests, as well as to freely express his/her will and intentions, to cooperate with other people to achieve common goals. Due to the active inclusive processes in education and social life, the manifestations of intolerance, hostility, antagonism in relations between people are gradually weakened, because such separation-associated exclusion-related processes are not justified by the changes that occur. People have new opportunities to negotiate with each other, to find

compromises, as well as to be socially-active and influence the government with the intention to build social institutions for a better civil society, which development presupposes consolidation of social forces on the basis of new values and ideology. The introduction and implementation of inclusive education in Ukraine is not a one-time act, but a long-term process that affects various social spheres and social institutions. The driving forces of change, which is related to inclusion and the formation of new values, are the representatives of intellectual elite – reform-minded part of society, which includes teachers, public figures, activists, volunteers, parents who raise children with special educational needs. The implementation of inclusive education begins with the period of preschool childhood, when the future generation develops basic values, the role of the educator in this process is very large and is associated with the inclusion of a child with disabilities in the educational process.

Current state of the issue. Modern scientific and methodological research in the system of preschool education is focused on creating an inclusive environment in which personal growth of preschool children, including children with disabilities, is the priority, which would allow them to successfully adapt to society, solve complex life problems, develop creativity, as well as to achieve individual and social goals. Scientists and practitioners often put these tasks upon the wrong track, which is aimed mainly at the child's acquisition of educational competencies and preparation for school. Parents, in turn, try to speed things up, prioritizing early adulthood ahead of children's learning. S Ladyvir and I. Karabieva compare a life of an individual with a house: floors are years of life, each floor is the basis for another ... You should not try to run upstairs. Everything has its time. You should use the opportunities of this floor [5]. Preschool

age is maximally favorable for the development of mental processes, the formation of personal qualities and universal values. Thus, the inclusion of children with special educational needs in the educational process will form a stable perception that people with disabilities have important resources for the community and are endowed with equal rights with other members of society. Nevertheless, pedagogical mistakes, prejudices, stereotypes about inclusive education cause certain difficulties in establishing communication between children within the inclusive group, as well as between the teacher and the children. Increase in communicative activity in the conditions of inclusion, stimulation of the natural need to think together about game tasks, to make decisions, to analyze and persuade, as well as to discuss the obtained results, are of extreme importance, which is closely related to children's ability to be socially confident.

Aim of research is to review theoretical and methodological aspects of preschool teacher's activity in overcoming social insecurity of children in inclusive education and to scientifically substantiate ways and means of inclusion of socially-insecure children in the educational process with maximum effectiveness.

Results and discussion. Amid such pedagogical actions as harsh assessment, inflated expectations, the division of children into successful and those who have "bad" results, pupils develop internal complexes and fears of not meeting the expectations of the adults, which cause them to doubt their own skills and abilities, as well as losing faith in one's own capabilities. Social insecurity of preschool children is a fairly common phenomenon, which can be identified by specific anxious behavior, fear, embarrassment, inability to perform certain actions independently, communication issues. This process is accompanied by

confusion, a strong desire to "hide" from problems, as well as "to be invisible", moreover, the child loses inner peace, balance and determination. A preschool child learns social roles in the immediate environment under the influence of which he/she is, and imitates the manner and way of communication of adults (role models) – parents, teachers, etc., receives approval and/or rejections while performing particular actions, or experiences lack of support. The result of the child's socialization is determined by the assimilation of social norms and values in the process of interaction with other people, however, such an interaction cannot take place without an affiliation motive. In 1938, Murray described the motive for the need for affiliation: "To establish friendly relations, to feel emotional intimacy, to enjoy other people, to live with them, to cooperate and communicate. To love. To join groups..." [6]. Affiliation (contact, joining, communication) means a certain range of social interactions that have a daily basis and, at the same time, the fundamental meaning, which is to communicate with other people (strangers, acquaintance), the longevity of contacts that bring pleasure, admiration, mutual enrichment.

Affiliation should end with the establishment of friendly relations, including the sympathy of partners in communication. When maintaining contacts, the interlocutors remain positive if they have hope for understanding, good attitude to themselves, satisfaction with the results of emotional exchange; negative attitude to interaction is associated with fear of being rejected or misunderstood. These motivational expectations are formed on the basis of generalization of previous experience of communication with other people. Feeling attachment to another person who has certain features (physiological, psychological or mental) is possible, if

an individual perceives these characteristics as positive, which can be of particular interest. This can happen during the independent communication between children and also be directed by the teacher in a certain direction – producing positive feelings and emotions while participating in the process of communication and joint activities. For a preschool child, the first steps of entering society take place in the family, thus, V. Druzhynin notes: "Socialization of children at all times and in all nations was the only specific function of the family, all others were additional and changed over the centuries" [2: 30]. Motivation of affiliation is associated, first of all, with emotional and psychological closeness (psychological intimacy), which, as a component of the relationship, is characterized by a wide range of experiences in an integrated form. Psychological intimacy is negatively correlated with interaction based on dominance, submission, strict regulation, disrespect for personal needs: the more such manifestations are present in family communication, the less psychological intimacy between family members is possible, thus, the greater the social insecurity and unwillingness to social interaction in children will form and grow. Emotional closeness or remoteness in the model "father-mother-child" determines not only the importance of certain family relationships, but also the ability of a preschool child to successfully move to an expanded range of social contacts. An average (typical) preschooler perceives his/her handicapped peers without prejudice, and seeks verbal and nonverbal interactions, even if a friend has certain communication deficiencies. In this situation, the attitude of the teacher and parents to the child with special educational needs, the ability to strengthen and maintain communication in an

inclusive children's community, plays particular importance.

In the process of implementation of the Italian-Ukrainian project of cooperation "Preschool Institutions and Relations Between Family, Society and Educational Institution for Children with Special Needs from 0 to 6 Years in the Zhytomyr Region – Ukraine" (2015-2017) and annual work (from 2016 to present) Italian-Ukrainian school (founder: professor of the University of Parma, Dimitris Argiropoulos) with the participation of the University of Parma, Public Organization ISCOS – Emilia Romagna, Zhytomyr State University; in July 2018, a questionnaire was designed and 57 teachers (average age – 42 years) from different regions of Zhytomyr region working in classical groups (classes), including preschool and primary education, and have less than two years of experience working with children with special educational needs who are included in children's groups, have written anonymous survey. They were asked two open-ended questions, which provided a detailed answer (up to 5 sentences each): 1) what is your attitude to inclusive education? (justify the answer); 2) what difficulties in pedagogical activity did you have with the appearance of a child (children) with special educational needs in the group? (indicate three reasons that cause difficulties, justify the answer).

Emphasizing the answers to the second question, empirical material was obtained and analyzed. Substantiating the answers, respondents note that presence of handicapped individuals allows children in the group to gain new experience of accepting peers who have other physical characteristics, as well as they were able to develop such qualities as kindness, sensitivity, tolerance (47 %), but the interaction rate with such groupmates remained low. Participants of the survey also point out the difficulties in work associated with the active inclusion of a

child with special educational needs in cooperative forms of work during classes / lessons (34 %). They also mentioned the difficulties of children's communication in various types of independent activities and during the active-play activities (19 %).

Analyzing the results of the survey, it can be stated that teachers of preschool and primary school identified difficulties in interaction, communication, organization of joint activities between children in the initial stages of inclusive education, so the issue of socialization, prevention of social insecurity in children is relevant and needs to be addressed.

The child's socialization scenario is determined by the culture inherent within the family, as well as by innate vital resources of the individual – inclinations, temperament, anatomical and physiological features, social resources, – in which systems of social relations the child's interaction with adults and peers becomes crucial in shaping his/her social role and communicative potential. Moreover, life-based resources are an important structural element of a person's life, which determine the strategic and current opportunities for his/her development [3: 107]. In psychological and pedagogical sciences there were discussions concerning the external (upbringing, social impact, etc.) and internal (hereditary) influences as the determining factor of the behavior of the individual. The scientific position of researchers, who emphasized the interaction of the above-mentioned processes, proved to be much more productive, thus, in the process of professional activity, educators of preschool educational institutions associate the social insecurity of a preschool child, as a rule, with hereditary factors. This does not take into account the fact that each hereditary factor will act differently depending on the conditions created, including the available environment.

Allegations about the heredity of behavior and/or activity from behalf of the educators are incorrect, for the makings (undeveloped talents), which are understood as anatomical and morphological features of the brain and nervous system, do not directly affect behavior – they are related to abilities and serve as the basis of their development. Moreover, abilities themselves are the result of development. In this case, the educator must notice certain manifestations of the child's behavior, indicating problems with social insecurity.

Let's draw attention to some manifestations of social insecurity of preschool children on the basis of the general classification designed by I. Bekh [1: 711]:

- at the verbal level: very quiet, slurred speech with long pauses, repetition of single words or, conversely, loud, highly-toned, fast and confused speech; the individual speaks very little or says nothing at all;

- at the nonverbal level: reduced motor activity with insignificant gestures or without them at all; the child tries not to attract attention, behaving him/herself in a tearful and apathetic way; bad and/or grim mood dominates, as well as processes of arousal or inhibition are prevailing; facial expressions are too sluggish, which indicates conflicting emotions and increased shyness; the child finds it difficult to make contact with the eyes of interlocutor(s), lowers his/her sight to the bottom; monotonous movements of the body, limbs, somewhat automated, together with the presence of uncoordinated movements – twitching hands, feet, body, moving objects, biting nails;

- at the level of social contacts: the child stays away from the group(s) of other children who participate in RPGs (role-playing games) or other types of game-like activities; he/she tends to avoid contact with both acquaintances and strangers (for children with a range

of autism disorders, these manifestations are not associated with social insecurity), does not know how to assert him/herself, defend his/her point of view, make certain demands on others, can not reject offers/demands if necessary; the child is unable to make critical remarks to peers or adults – as a rule, such children give up their position, search for compromise, even if it is not beneficial to them, he/she tends to be influenced by the others;

- at the activity level: the child is passive, indifferent, uninitiated in the game; such children are not included in the joint discussion of the game plan of RPG, as well as he/she does participate in the distribution of game roles, thus getting what is "left"; game actions are usually focused on the interests of other participants – game result is unimportant for such individuals; moreover, lack of hobbies, unclear personal needs and difficulties in navigation throughout the new environment are common in such cases.

The behavioral manifestations of the described above child, if noticed by the teacher, should be indicators of what the educators must pay attention to in order to support the child, assist him/her in problem solving while choosing appropriate pedagogical strategies and approaches. Teachers' prejudices and stereotypes about social insecurity may have a negative impact: "He is born that way, shyness does not allow him to fully communicate with others; such a child cannot be changed; a socially insecure child cannot be a leader or get high results", etc. Without understanding the deep essence of problem mechanisms, the teacher transfers this vision to handicapped children, believing that it is impossible to change certain personal qualities that affect the social activity of the individual.

To prevent social insecurity, it is important to apply a comprehensive approach to the preschool child, including those with special

educational needs, taking into account the individual psychological characteristics of his/her development. In the individual approach we can distinguish (M. Y. Boryshevskyi) two aspects: psychological and pedagogical. Psychological aspect lies in the recognition and establishment of the unique personality of each pupil, his attitude to others and himself, the subjective perception of external influences and response to them [4]. The pedagogical aspect is well traced through the mechanism of social inheritance and is manifested in the active process of finding or constructing the child's meaning of messages, images, schemes, symbols, signs, models and other forms of translation and assimilation of information interpreted by the child through actions of other people. There is a transition from the objective, operational, symbolic perception to the "inner language" of the child, for example, I. G Pestalozzi noted that the family teaches through "living, vital and necessary non-artificial work, teaches by deeds, not words".

In the process of social inheritance, the child, above all, masters the language, moral qualities, peculiarities of character, intellectual activity. The concept of social inheritance was introduced into scientific circulation by the Russian scientist M. P. Dubinin. Thus, social inheritance is considered a driving force that concentrates in the public and social consciousness the results of the development of productive forces and the whole culture of mankind. Social traits of a person are not determined by his/her genes, but by social practice [6: 28].

Implementing inclusive education, the teacher must rely on the uniqueness of each child, his/her strong sides, compensatory capabilities, moreover, this approach is useful for the whole group of children [3]. The uniqueness and peculiarity of each individual are manifested in his/her

psychophysiological features (strength, mobility, balance of nervous processes, speed of response, etc.), which can be seen and identified in spheres of sensations and perception, attention, thinking, memory, volitional and emotional reactions, mental capacity, as well as they include self-awareness (self-esteem, level of demands, self-control), cognitive and personal interests, accentuations, orientation of the motivational sphere. The issue of taking into account the mental states of the individual is quite important, because the process of interaction is based, in fact, on the transmission of mental states from the educator to children and vice versa. The pedagogical aspect is reproduced in the selection of such forms and methods of influencing the child, which would take into account his/her status in the peer group, the peculiarities of relationships, mental state and experience gained in order to achieve the best effect.

Considering the experience of educators who work with socially insecure children, it can be noted that it is easier for them to apply a differentiated approach instead of personal one, which is to create conditions for self-determination and self-development of a child, for without the child's own will any outer influence will have no effect. We should highlight the fact that personal approach does not involve the distribution of children according to their level of development or any other parameters, which ultimately leads to artificial differentiation, consideration of personality only on diagnosed indicators, which may be temporary or intermediate. Working with socially insecure children in an inclusive education involves the search for such pedagogical tools that would unite children, promote their cooperation, self-expression from the standpoint of strong personal qualities, competencies and potential. An important component of pedagogical influence is the gradual

movement towards greater personal freedom of the child, a higher degree of regulation of behavior, as well as less dependence on external standards and requirements. The conclusions of modern psychological and pedagogical research confirm that the implementation of human interaction is successful, if it is based on immanent, internal, essential patterns of the relationship and with sufficient completeness takes into account its psychological nature. If a child suffers from social insecurity, he/she consistently has a number of other problems, especially when repeated attempts to change the situation fail – it causes the feeling of frustration, which can be transmitted to other spheres of life. For this reason, cooperation between teachers, parents and the child is important and based on interaction; adults should motivate and encourage the child in order to help him or her overcome difficulties. On the other hand, there is a widespread opinion among teachers and parents that it is necessary to raise a child, protecting him/her from negative experiences, and, at the same time, if the child is depressed and anxious because of the inability to interact with peers, to establish the necessary contacts, for such experiences can have a positive impact on the individual. They become the situation-changing and obstacles-overcoming driving force. Nevertheless, the situation when the child does not show emotions due to being emotionally insensitive and does not want to overcome difficulties, as well as to look for ways to change the situation, is much worse. It is important for the teacher to cooperate with the parents in order to understand whether the child is able to experience his/her failures, losses and negative experience as he/she does: whether the individual is introverted, seeks help, uses his/her own resources to overcome problems. Preschool children with a developed ability to overcome their own failures, troubles, sufferings, show vivid feelings

of empathy and compassion for others. Overcoming social insecurity, children have a certain act of self-knowledge, thus particular questions arise: "What am I?"; "What should I do with my images?"; "Can I forgive, put up with, apologize"; "Will I insist on my opinion?"; "What will I do to maintain a friendship with people I will never agree with?". Moreover, the sequence of actions of a teacher, if he or she notices signs of social insecurity in a child, remains unclear. First of all, this fact cannot be eliminated, it is necessary to pay attention to children's experiences, to what kind of relationship is important for the child. However, it is impossible to do this from the standpoint of an adult who "teaches" and gives substantial advice. Teachers have a common misconception that they have the right to dominate, to influence a small, inexperienced person; an adult often enters into communication only in order to impact the child instead of building a personal interaction with him/her on the basis of a partnership.

It is the construction of personal interaction based on complicity, empathy, justice, mutual exchange and mutual enrichment has a positive impact on the development of social activity of the child, as noted by J. Korchak, Paulo Freire, Don Lorenzo Milani, O. Luriiia, G. Kostiuik S. Frene, Sh. Amonashvili. Thus, an essential feature of successful interaction is the construction of dialogical education, which provides for the equality of the psychological position of the educator and the pupil, in which the teacher determines the right of the active role of the child in the relationship. On the other hand, the equality of the educator and the child in dialogic communication is the equality of mutual influences and mutual enrichment. J. Korchak argued that the educator, controlling learning, forming children, is already a complete and fully-formed personality him/herself, nevertheless, is influenced by the

environment and students. Willingness to recognize the bilateral, mutual nature of the effect of interaction is a necessary condition for building a process of interaction based on the vital resources of the teacher and the child. The educator of the preschool institution in interaction with the child should take into account that the components of life resources and potential develop according to their own principles and play a significant role in the formation of social contacts. Their implementation requires significant efforts from socially-insecure children. The very concept of social insecurity is often mistakenly associated with disability, which is incorrect, for it can occur in both, children with special educational needs and in children with normative development, thus often associated with isolation, rejection, labeling, due to certain deficits, poverty, atypical behavior, introversion etc. Rationally organized by adults, the process of development of vital resources provides an opportunity to expand the vital potential of the individual and its continuous growth. According to Ortega and Gasset, "life is essentially a drama, because we need to struggle crazily with things, circumstances and even our own temperament in order to become who and what we are in "perspective". Every child, who immerses him/herself in the system of social relations and intercommunication, becomes an active participant in the process of interaction and the master of his/her own destiny. A preschooler tends to be "in a relationship" very early, thus, the process of communication arises, without which mental development is impossible. If a child feels deprived in relationships with adults and peers, his/her system of relationships becomes destructive for both, the child and the others. This leads to deformation of personality, introversion-closure, social passivity, obsession, delving into his/her own experiences. For a preschool child, especially for a child

with a disability, who is in limited social contact for various reasons, this situation leads to the development of social insecurity: the child grows introverted or tries to act aggressively, chooses destructive types of interpersonal relationships. Children with limited social practices, such as communicating with peers with the same or similar type of disability, after reaching adulthood, are more likely to show resentment, accusations, frustrations, moreover, they are unable to enter into relationships with new acquaintances and build interdependent connections. Socially insecure adults, who have failed to overcome social insecurity in childhood, experience fear of communication, but may not notice the real danger associated with a certain apathy, inhibition or excessive arousal and anxiety.

The first emotional relationships that develop in a preschool child with the immediate environment are enriched in the process of their development, undergo significant changes and become the basis for the emergence of increasingly complex social feelings. There is, in a way, the transmission of previously arisen feelings: from the past to the future, from the narrow to the broad sphere, social relations, which are acquired in the process of personal development, bear a deep emotional content. While at preschool stage, handicapped children together with average children build relationships, thus the teacher should use diversity as an important resource for the development of their social activity, tolerance, empathy and sensitivity. Moreover, personal reference group is formed at this stage as well, which will further influence a person's choice: who he/she chooses as friends, the range of relationships, whom to listen to, who to be friends with, who to rely on, whom to trust, and so on. Preschool children are interested in what is happening to them, what are the causes of events, phenomena, their own experiences,

feelings – how it can be changed, altered or improved. In communication with adults and peers, the child seeks understanding in the behavior of another person through intonation, strength of voice, facial expressions, attitude, as well as they try to find and feel the recognition of their uniqueness; the desire to be an individual is always associated with the search for communication, perception of oneself through the eyes of others – it is the teacher who can show the child his/her potential, help strengthen confidence.

Conclusions and research perspectives. Summing up, we should note that the effective interaction of educators with socially insecure children depends largely on the ability to understand the basic needs, motivation of the child in communication, defining specific goals of pedagogical influence: to eliminate circumstances that cause strong fear of communicating with others; create a joint program of action that would help the child from the educator, parents, peers; to avoid situations of failure in communication due to previous playback (modeling) of similar actions; to form in socially insecure children a positive "I concept", self-confidence, increase self-esteem, the level of demands; help to overcome the fear of communication through self-knowledge, release of emotions, feelings, states, movements, game actions; to teach the child to be aware of the causal links between their behavior and the reactions of the communication partner, to develop the ability to reflect.

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Received: March 02, 2020

Accepted: April 14, 2020



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

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

TERTIARY EDUCATION

ПЕДАГОГІКА ВИЩОЇ ШКОЛИ

UDC 378.147:615.8-051

DOI 10.35433/pedagogy.1(100).2020.43-52

THE ESSENCE AND CONTENT OF THE CONCEPT "READINESS OF FUTURE PHYSICAL THERAPY SPECIALISTS TO IMPLEMENTATION OF PHYSICAL AND HEALTH TECHNOLOGIES IN PROFESSIONAL ACTIVITY"

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The leading role in addressing public health belongs to physical therapy specialists, the purpose of professional activity of which is the comprehensive restoration of the functional state of the person by means of physical and health technologies. Mastering such technologies is one of the components of the professional training of these specialists in the process of educational activity. The article is devoted to the theoretical substantiation of the content of the "readiness of future physical therapy specialists for professional activity" concept as a whole and the

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application of fitness and health technologies in their professional activity, in particular, which is to acquire relevant vocational and professional knowledge of psychological, pedagogical and medical-biological direction, as well as the skills needed to perform successfully the functions and solving problems in the process of implementation of physical and health activities working with different age and nosological groups; the essence of physical and health technologies is revealed and their role in the professional activity of the future physical therapy specialist is determined. It has been found out that physical exercises and their complexes, which are used in various forms of physical and health technologies, are the main means of influencing the body's functional capabilities in order to prevent malfunctions, improve health and maximize the recovery of impaired functions of the human body. Formation of professional readiness is an integral part of the comprehensive training of the future specialist. Formation of professional readiness is an integral part of the comprehensive training of the future specialist. In our study the essence of the concept "readiness of future physical therapy specialist to implementation of physical and health technologies in professional activity" is interpreted as a "complex dynamic personal formation that provides ongoing implementation of physical and health professional activity and includes mastery of special education and related physical means, techniques and methods of their use", thus, we assume that the psychological qualities required by a physical therapy specialist are the basis of professional self-improvement. According to the results of the survey, the training of the future physical therapy specialist to implementation of physical and health professional activity should be carried out using the latest technologies, methods, educational innovations, the domestic and foreign experience. Prospects for further research are to substantiate the structure of the formation of future physical therapy specialists to implementation of physical and health technologies in professional activity.

Key words: physical therapy, physical exercise, health saving, physical and health technologies, professional knowledge, professional skills, professional activity, readiness, formation of readiness.

СУТНІСТЬ ТА ЗМІСТ ПОНЯТТЯ ГОТОВНОСТІ МАЙБУТНІХ ФАХІВЦІВ З ФІЗИЧНОЇ ТЕРАПІЇ ДО ЗАСТОСУВАННЯ ФІЗКУЛЬТУРНО-ОЗДОРОВЧИХ ТЕХНОЛОГІЙ У ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ

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Провідне місце у вирішенні проблеми здоров'я населення належить фахівцям з фізичної терапії, метою професійної діяльності яких є всебічне відновлення функціонального стану людини засобами фізичних та оздоровчих технологій. Оволодіння такими технологіями є однією із складових професійної підготовки цих фахівців у процесі навчальної діяльності. Стаття присвячена теоретичному обґрунтуванню змісту поняття готовності майбутніх фахівців фізичної терапії до професійної діяльності в цілому та застосуванню фітнес-оздоровчих технологій у професійній діяльності зокрема, яка полягає у оволодінні відповідними професійно-фаховими знаннями психолого-педагогічного та медико-біологічного спрямування, а також уміннями, необхідними для успішного виконання функцій та вирішення завдань у процесі здійснення фізкультурно-оздоровчої діяльності в роботі із різними віковими та нозологічними групами; розкрито сутність фізкультурно-оздоровчих технологій та їх місце у професійній діяльності майбутнього фахівця з фізичної терапії. Встановлено, що у професійній діяльності фізичного терапевта головним засобом впливу на функціональні можливості організму з метою запобігання, покращення рівня здоров'я та максимального відновлення порушених функцій людини є фізичні вправи та їх комплекси, які використовуються в різних формах фізичних та оздоровчих технологій. Формування професійної готовності є невід'ємною частиною всебічної підготовки майбутнього фахівця. У нашому дослідженні поняття "готовність майбутнього фахівця з фізичної терапії до використання фізичних та рекреаційних технологій у професійній діяльності" розуміється як складна динамічна особистісна формація, яка забезпечує поточну реалізацію фізичної та оздоровчої професійної

діяльності та складається при оволодінні спеціальною освітою та пов'язаними з ними фізичними засобами, прийомами та методами їх використання та передбачає наявність психологічних якостей, необхідних фахівцю з фізичної терапії, є основою професійного самовдосконалення. За результатами опитування підготовка майбутнього спеціаліста з фізичної терапії до здійснення фізичної та оздоровчої професійної діяльності повинна здійснюватися з використанням новітніх технологій, методик, освітніх нововведень, використовуючи набутий вітчизняний та зарубіжний досвід. Перспективами подальших досліджень є обґрунтування структури формування майбутнього майбутніх фахівців фізичної терапії до використання фізичних та оздоровчих технологій у професійній діяльності.

Ключові слова: фізична терапія, фізичні вправи, здоров'язбереження, фізкультурно-оздоровчі технології, фахові знання, професійні уміння, професійна діяльність, готовність, формування готовності.

Introduction of the issue. At the present stage of the state's development, the main focus is on the issues of maintaining and restoring the health of the adult and child population, which requires improving the training system for specialists, whose specialty is healthcare and patients' recovery. The leading role to solve this problem belongs to the physical therapy specialists, the purpose of professional activities of which are: health improvement, comprehensive recovery of the functional state of the person, compensation of functional disorders, prevention of motor dysfunctions with age and nosological peculiarities by means of physical and health technologies. Mastering such technologies is one of the main components of the professional training of such specialists in the educational process. During the theoretical analysis, generalization of educational, methodological and specialized scientific literature, it has been established that the issues of forming readiness of future physical therapy specialists to implementation of physical and health technologies in professional activity remain unaddressed, as evidenced by the existing contradictions between the prevalence in practice of physical therapists of physical and health technologies and the needs of

rehabilitation institutions in specialists, ready to use such physical and health technologies in professional activity.

Current state of the issue. Scientists highlight the issues of readiness of physical therapy specialists to specific types of their practical activity. Thus, the researches of N. O. Belikova are devoted to the formation of readiness for healthcare activities [3]; Yu. O. Liannogo – to scientific and practical activity [11]; O. V. Pogontseva studied the state of readiness for professional and pedagogical activity in health centers [13]; O. V. Bazilchuk – work on restoration of athletes' health [2]; the problems of readiness for diagnostic and valeological activity were studied by A. Fastivets [15] and O. Mikheyenko respectively.

The outline of unresolved issues brought up in the article. As a result, it has been established that the problem of modern physical and health technologies is presented in the works of N. N. Vengerova, M. V. Verhovskaya, A. A. Gorelov, V. L. Kondakov, O. G. Rumba, O. A. Kachan, Yu. O. Usachev and others. There is also a lack of a unified approach to interpreting the essence of the key concept of our study.

Aim of research is theoretical substantiation of readiness of future physical therapy specialist to

implementation of physical and health technologies in professional activity.

Results and discussion. The professional activity of a physical therapist is aimed at the maximal restoration of the lost or weakened functions of the human body after various diseases and injuries. In our study we consider the physical therapist's professional activity as a system of purposeful use of professional and practical skills, based on professionally-oriented knowledge, which guarantees their conscious use in achieving the goal and in solving professional problems.

According to the qualification characteristic of the graduate of the specialty 227 "physical therapy, ergotherapy", among the main functions of a physical therapist, ergotherapist, which determine their professional activity in the direction of application of physical and health technologies, we can distinguish the following: an integrated approach to use physical exercise of different target orientation and environmental factors for the person's recovery; development, justification and practical implementation of the physical rehabilitation program in cooperation with the members of the multidisciplinary team, patients/clients and their families, taking into account the individual characteristics of the patient and his/her work activity; conducting physical and health classes, the main means of which are various physical exercises and their complexes; an explanation of the purpose and objectives of the class, the techniques of performing motion actions recommended for the patient/client, in any rehabilitation period; organization of methodical support of physical, health and health-rehabilitation classes for people engaged in physical exercises independently and so on.

Today, physical therapy is considered to be activity-based on the principles of anatomy, physiology,

biomechanics and neurophysiology, and is aimed at achieving fullest possible recovery of impaired functions of the human body, reducing or eliminating pain, preventing complications and disability with the help of physical exercise.

Practical implementation of physical exercises in professional activity occurs through the organization of various forms of physical and health technologies, taking into account the age and nosological status of clients/patients. In order to identify the views of the scientists on the term "physical and health technologies", we have conducted a thorough terminological analysis of special scientific and methodological literature.

Thus, in the scientific works of Lyakhova I., physical and health technologies are considered as "a rational way of purposeful interaction of the participants of the pedagogical process, which is based on varieties of motor activity, aimed at obtaining the maximum possible health effect, realization of the person's need for movement, health and caring attitude towards him/her through conscious regulation of physical activity" [12].

According to the definition of Verkhovskaya M., physical and health technologies are a synthesis of modern scientifically grounded physical and health means, used in physical education, special knowledge, practical experience in implementing innovative forms of physical exercises and the latest psychological and pedagogical approaches to providing motor activity for the purpose of harmonious physical development, taking into account the gender and age characteristics of those involved, their motivational priorities, using modern sports equipment, up-to-date means of security and control [5: 18].

V. Yu. Davidov notes in his work that technology combines the process of using physical education for the purposes of recovery and scientific

discipline which develops and refines the basics of the method of construction of the physical-health process [7: 25].

Ivanochko V., Hrybovska I., Muzyka F. characterize physical and health technologies as a process of using physical education means and methods for health purposes and scientific discipline, which develops and refines the basics of the methodology of physical and health classes [9].

Despite the various interpretation of the essence of the concept, scientists have identified the main difference between physical and health technologies from other types of technologies (health, rehabilitation, recreational, health-enhancing and others), which is that the main means of influence on the human body, its state of health, physical development, functional state, physical fitness and physical performance while doing physical exercises of different target orientation and complexes [6: 15-16; 12: 52].

Summarizing the experience and positions of the researchers on the terminology apparatus, we have specified the essence of the concept "physical and health technologies" as a way to use various kinds of exercises to restore or enhance health, prevention of diseases or elimination of deficiencies in functional state, physical development, physical fitness and increase of active life expectancy.

When evaluating the classification belonging to physical and health technologies, we have found out that the outlined technologies are a universal and integral component of the content of both narrowly specialized (specialized) and complex (integrated) health-saving technologies. We believe that physical and health technologies are one of the means of preserving and promoting the health of the human body, achievement of optimum physical shape, increase of physical capacity, prevention of diseases and

complications, as well as physical rehabilitation, restoration of the body's functions and systems, damaged as a result of sports, domestic and industrial injuries.

In addition, it has been defined that physical and health technologies are a necessary component of physical rehabilitation (therapy) programs aimed at eliminating, reducing and preventing disorders that occur as a result of underlying and comorbid diseases [1: 38]. They serve as an important means of physical rehabilitation. In particular, in the process of rehabilitation of the patients therapeutic gymnastics (physical therapy exercises) and functional training (training of motor skills) [1: 41] are widely used and that confirmed by the results of the researches of domestic scientists.

To assess the state of professional training of future physical therapy specialists to implementation of physical and health technologies, we have generalized the approaches to defining the essence of the concept of "readiness", the content of the concepts "readiness to the application of physical and health technologies", and "formation of readiness to implementation of physical and health technologies" have been specified.

The terminological analysis of the scientific and methodological literature of different specialties indicates the multidimensionality of the term "readiness" and the ambiguity of its definition.

Thus, despite the widespread use of the concept "readiness" in the scientific space, we have noted the lack of a common approach to its interpretation, which is manifested not only in the formulation, but also in content.

In Great Ukrainian Interpretative Dictionary the term "readiness" is treated as "the state of being ready, that is, the one who is prepared for anything; inclined to something or is willing to do something; completed, thought in advance, prepared, drawn

up; who has gained experience and has attained high skills" [4].

In the psychological context M. Dyachenko and L. Kandibovich consider readiness as a qualitative psychological growth in the personality structure of the future specialist at a certain level of his/her development, manifested as a selective activity at the stages of preparation, inclusion and performance of professional activity [8].

From the point of view of physiology, according to A. Ukhtomsky, readiness is considered as a state of "operative rest" before its transition to "urgent action", whereas we understand readiness as a particular mental state, a holistic manifestation of a personality, occupying an intermediate position between psychological processes and personality traits at the functional level (Levitov N.D., 1969).

Revealing the genesis of the views on the problem of human readiness for certain forms of response, behavior and activity, we distinguish the following stages of formation:

1) identification of readiness with the phenomenon of instruction, which is defined as the mental state of the subject and determines the behavior or activity of a particular character (setting) (D. N. Uznadze);

2) interpreting readiness as a qualitative indicator of human self-regulation (G. Allport);

3) study of readiness in the context of activity, in particular – professional (M. I. Dyachenko and L. O. Kandybovich, K. K. Platonov, V. D. Shadrikov).

The study of professional readiness is based on key methodological approaches: functional, personal and personal activity-based. Readiness from the functional approach, according to A. Anreeva, E. Ilyin, is determined "as a short-term or long-term state that ensures the speed of actualization of the required experience and relevant work activities".

A personal approach takes into account personal prerequisites for success in professional activity that is why readiness is interpreted "as a stable integral characteristic of the personality that determines this success" (Kh. M. Dmiterko-Karabin, L. V. Kondrashova, V. A. Semichenko, P. V. Kharchenko and others).

Applying the personality activity-based approach allows considering readiness "as a complex purposeful manifestation of all aspects of the personality, which are conditioned by the nature of future activity and ensure its effectiveness" (N. V. Guziy, M. I. Dyachenko and L. O. Kandybovich and others).

Despite the wide range of approaches and interpretations, scientists share the opinion that readiness is a decisive factor in the rapid adaptation to the conditions of professional activity, further improvement and further training of future specialists.

The conducted analysis shows that the formation of professional readiness is an integral part of the comprehensive training of the future specialist.

At present, the main normative legal documents that regulate the process of professional training of physical therapy, ergotherapy (physical rehabilitation) specialists are: Law of Ukraine "On Education" (2014), Law of Ukraine "On Higher Education" (2014), "National Development Strategy of Ukraine for the Period up to 2021", "National Strategy for the Improvement of Motor Activity for the Period up to 2025" (2016), "State Targeted Social Program for the Development of Physical Culture and Sports for the Period up to 2020" (2017), Higher education standard of Ukraine: first (bachelor) level, field of knowledge 22 "Healthcare", specialty 227 "Physical therapy, ergotherapy" [10: 37-40].

According to Higher education standard of Ukraine: first (bachelor) level, field of knowledge 22 "Health care", specialty 227 "Physical therapy,

ergotherapy" readiness of a physical therapy specialist consists of general (the ability to work with professional information; the ability to apply effective communication methods; the ability to be responsible for professional outcomes and others), integrated (the ability to solve complex specialized tasks and practical problems, related to organ and system disruption) and professional competences (the ability to conduct safe practice for a patient/client and practitioner; the ability to implement effectively a physical rehabilitation program; the ability to find the ways to improve constantly the quality of rehabilitation services and others) [14].

Therefore, based on an understanding of the physical therapist's professional background, their professional responsibilities and the means of influence as the main tool, and, summarizing in the context of our study, the essence of the concept "readiness of future physical therapy specialist to implementation of physical and health technologies in professional activity" is interpreted as a complex dynamic personal formation that provides the ongoing implementation of physical and health professional activity and includes mastery of special education and related physical means, the techniques and methods of their use, and assumes that the psychological qualities, required by a physical therapy specialist, are the basis of professional self-improvement.

Formation of readiness of future physical therapy specialists to implementation of physical and health technologies in professional activity is a complex dynamic process of influence on the system of values and motives of future physical therapy specialists to implementation of physical education and health technologies in professional activity, on the process of mastering

theoretical and procedural aspects of implementation of physical and health technologies in professional activity and professionally important qualities of the person, which regulate the practical realization of physical and health activity.

In addition, in order to find out the real state of professional training of future physical therapy specialists in the context of our study, we have conducted questionnaires and surveys of 105 students and 27 teachers.

According to the results of the survey on the understanding the role of physical and health technologies in professional activity by the future physical therapy specialists, only 18 % of the students have not defined their attitude yet; 4 % of the students do not consider these technologies to be an essential component of the professionalism of a modern specialist in this field; 78 % of respondents are more inclined to the importance of the role of physical and health technologies in the professional activity of a specialist in the field of physical rehabilitation.

To the question "What kind of professional activity of physical therapy specialist should be considered physical and health?" the vast majority of respondents (92 %) answered that conducting physical classes using modern fitness technologies to develop basic physical qualities, modern sports-oriented technologies of physical education and use of modern gymnastics techniques should be considered such technologies.

Table 1 presents the results of the answers to the questions "What skills and abilities of future physical therapy specialists should be developed for the implementation of physical and health professional activity?".

Table 1

Respondents' answers to the question "What skills and abilities of future physical therapy specialists should be developed for the implementation of physical and health professional activity?"

Knowledge, skills and abilities	Answers
About the principles of health and sports training	38 %
About unconventional exercise systems	72 %
To learn to determine the rational parameters of physical activity in the process of physical and health classes	51 %
To get acquainted with the popular forms of physical activity and methods of conducting them with young people	66 %
Knowledge, skills and abilities	Answers
Familiarize with the forms and methods of organizing recreational activities	45 %
To get acquainted with the theoretical and methodological bases of the construction of classes using the latest technologies of physical education	81 %
To learn how to compose exercises for different population groups, depending on physical condition, age, gender and physical fitness	72 %

Thus, the results of the research indicate a low self-esteem of personal readiness for implementation of physical and fitness technologies in professional activity, in fact, most respondents showed low theoretical training in this direction and a lack of practical skills to build a rehabilitation process, using the latest technologies of motor activity. In addition, a high percentage of future specialists noted that they had difficulties with the organization of physical orientation sessions for patients/clients of different age and nosology groups.

Therefore, according to the results of the survey, readiness of the future physical therapy specialist to perform health and rehabilitation, medical rehabilitation, and other professional activities requires strengthening of theoretical and methodological training of future physical therapy, ergotherapy bachelors in the direction of implementation of physical and health technologies in professional activity, increasing the level of practical skills and abilities for their implementation to restore, prevent and maintain the appropriate functional state of the person. The perspective in this area is

supposed to implement the newest technologies, techniques, innovations in the educational process, using the gained domestic and foreign experience, namely: problem and project learning technologies, interactive technologies.

Conclusions and research perspectives. Thus, it has been found out that in the professional activity of a physical therapist, the main means of influencing the functionality of the body in order to prevent diseases, improve health and maximize the recovery of impaired human functions, physical exercises and their complexes are used, which are implemented in various forms of physical and health technologies. Formation of professional readiness is an integral part of comprehensive training of the future specialist. In our study the essence of the concept "readiness of the future physical therapy specialist to implementation of physical and health technologies in professional activity" is interpreted as a complex of dynamic personal formation that provides ongoing implementation of physical and health professional activity, and includes mastery of specialized education and related physical means,

techniques and methods of their use and assumes that the psychological qualities, required by a physical therapy specialist, are the basis of professional self-improvement.

According to the results of the survey, training of future physical therapy specialists to implementation of physical and health professional activity is carried out using the newest technology, methods, educational innovations, the acquired domestic and foreign experience. Prospects for further research are to substantiate the structure of the formation of future physical therapy specialists to implementation of physical and health technologies in professional activity.

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Received: February 27, 2020

Accepted: April 03, 2020



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

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

UDC 372.8+811.111.7

DOI 10.35433/pedagogy.1(100).2020.53-60

ORGANIZATIONAL ASPECTS OF IMPROVING THE PROCESS OF TEACHING FOREIGN LANGUAGES TO ECONOMICS STUDENTS

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The relevance of the article is substantiated by the development of international relations, globalization trends and active policy of the state aimed at implementing foreign experience in various spheres of public life, which actualizes the study of foreign language and makes it a tool for obtaining professional knowledge that meets market requirements.

Modern challenges of training highly-qualified and competitive specialists are characterized. The main focus is made on the analysis of current educational programs for Economics students of higher educational institutions. The program results of the foreign language study, basic general and professional competences, including mastering a foreign language and the ability to use it in everyday and professional communication, are identified.

A typical structural logical scheme of the educational and professional bachelor's programs for economic specialties, as well as interdisciplinary and conditional interdisciplinary links between educational components, is analyzed. It is recommended to organize the process of teaching foreign language in higher educational institutions based on the combination of the principles of traditional education and contemporary progressive education. Innovative methods of teaching foreign languages are considered, attention is paid to the necessity of implementation of active teaching methods, modern computer and information technologies that facilitate implementation of innovative teaching methods. Electronic platform Moodle is considered to be effective tool for organizing the work of students and teachers. Key objectives of a modern foreign language teacher, basic principles of traditional and contemporary education, core approaches to foreign language teaching in higher educational institutions are highlighted.

Key words: *foreign language communicative competence, educational program, professional competence, program results of learning a foreign language, principles of education, organization of the educational process, methodology of teaching a foreign language.*

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ОРГАНІЗАЦІЙНІ АСПЕКТИ УДОСКОНАЛЕННЯ ПРОЦЕСУ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ ДЛЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ ЕКОНОМІЧНИХ СПЕЦІАЛЬНОСТЕЙ

А. І. Довгань

Актуальність теми зумовлена розвитком міжнародних зв'язків, глобалізаційних тенденцій та активної політики держави щодо впровадження іноземного досвіду в різні сфери суспільного життя, що актуалізує вивчення іноземної мови та робить її інструментом отримання професійних знань, які відповідають вимогам ринку.

Охарактеризовано сучасні виклики щодо підготовки кваліфікованих та конкурентоспроможних фахівців. Основну увагу зосереджено на аналізі діючих освітніх програм здобувачів різних рівнів вищої освіти економічних спеціальностей. Визначено програмні результати вивчення іноземної мови, основні загальні та фахові компетенції, серед яких вагоме місце займає володіння іноземною мовою та здатність до спілкування нею на побутовому та професійному рівнях.

Проаналізовано типову структуро-логічну схему освітньо-професійних програм здобувачів освітнього ступеня "бакалавр" для економічних спеціальностей, міждисциплінарні та умовні міждисциплінарні зв'язки між освітніми компонентами. З метою удосконалення процесу викладання іноземної мови рекомендовано організовувати освітній процес у закладах вищої освіти на основі комбінування традиційних та сучасних прогресивних технологій навчання. Визначено, що інтеграція в освітній процес інноваційних методик, сучасних комп'ютерних та інформаційно-комунікаційних технологій, сприяють підвищенню ефективності навчання іноземній мові та підвищують інтерес студентів. Електронну платформу Moodle визнано дієвим ресурсом для організації ефективної роботи як викладача, так і студента. Виокремлено ключові завдання сучасного викладача іноземної мови, основні принципи традиційної та сучасної освіти.

Ключові слова: іношомовна комунікативна компетентність, освітня програма, фахова компетенція, програмні результати вивчення іноземної мови, принципи освіти, організація навчального процесу, методика викладання іноземної мови.

Introduction of the issue. In current conditions of Ukraine's integration in the European community, higher education is considered to be a driving force for social transformations, and knowledge of a foreign language is defined as a key competence in terms of globalization, a means of international communication that enables to become a member of the European educational, scientific and professional space [4].

In the modern labour market, human resources management in numerous companies is targeted at employing specialists in Economics who have knowledge, skills and capabilities in their professional area, as well as good command of a foreign language and terminology that is being constantly kept up-to-date. It gives the

opportunity to develop partnership with foreign companies and get the latest information on market development trends.

Intensification of the international relations, globalization tendencies and active policy of the state on the implementation of foreign experience into various spheres of public life actualize learning of English as an international language of business. In the context of the term "modern specialist" good command of English is becoming an effective tool for obtaining professional knowledge that meets market requirements.

Current state of the issue. Modern problems of teaching foreign languages and formation of foreign language competence of Bachelor students in Economics have been studied by

numerous scholars, including T. A. Hannichenko, N. M. Havryliuk, L. S. Kasianova, A. M. Kotlovskiy, V. V. Lukianenko, A. A. Matiichak, E. V. Miroshnichenko, O. I. Ovchinnikova, O. O. Samokhval, L. O. Sikorska and others.

The outline of unresolved issues brought up in the article. Despite a considerable interest of scientists in the problem specified, the issues of organizing foreign language learning by the students of economic specialties in higher educational institutions in order to form general and professional competences determined by the standard of higher education, require more attention.

Aim of research is to examine the peculiarities of organizing the process of learning foreign languages in higher educational institutions, to determine its position in a typical structural-logical scheme of the educational program for obtaining Bachelor's degree in Economics and to develop recommendations for improving the process of teaching foreign languages to students of economic specialties in higher educational institutions.

Results and discussion. Globalization and European integration processes are changing the requirements for the professional competencies of specialists who are expected to speak a foreign language at a professional level. According to N. Havryliuk, higher education is greatly influenced by transformations in the modern society and its main task is to train highly-qualified and competitive specialists who can quickly respond to rapid changes in working conditions [2: 63].

The current economic situation in Ukraine is dynamic, diverse and uncertain, and therefore there is an objective need to ensure the performance of business entities. Modern labor market requires highly skilled economists, whose professional competence depends on the adequate

decision-making, terms of implementation of available economic programs, plans and, hence, the efficiency of economic activity [5].

As argued by L. O. Sikorska, "modernization of Ukraine's contemporary higher economic education is aimed at finding the ways of meeting a social demand for training competent economists, specialists that meet European standards and can perform creative work, as well as they are capable of professional self-development, carrying out work in both domestic and international economies". Thus, the author emphasizes that among the general and professional competences of future specialists in Economics, an important position is held by their ability to establish business contacts with foreign partners and skilled professional activity in a foreign language environment [7: 256].

It should be emphasized that the process of learning a foreign language has to cover information relating to both general professional area and specific aspects through the comprehensive development of reading, listening, writing and speaking skills, which creates favorable preconditions for the formation of the communicative competence of economists and future businessmen [6: 56].

Nowadays, domestic higher educational institutions are introducing an educational program, which includes the courses, the task of which is to provide a balanced professional training of future specialists in the field of economic activity and learning foreign languages. According to L. S. Kasianova and O. I. Ovchinnikova, "in the educational standard of many prestigious universities, professional foreign language is treated as a priority in education, as there is no doubt about the expediency of expanding and deepening of foreign language proficiency of economists" [3: 74].

The competency approach in higher education implies that mastering of

academic courses by higher education students of different levels and specialties will form a complex comprising of three main components: integral, general and professional competences. Acquisition of all competences specified in the educational program in all courses by the applicants, enables us to claim that the program results of training are achieved.

The results of analysis of the educational programs of different levels of higher education in economic specialties indicate that in the vast majority of cases general and professional competences include knowledge of a foreign language and ability to use it for everyday and professional communication. The program results of training stipulate

that implementation of the educational program by the applicants will involve application of the skills of business foreign language communication; skills of written and oral professional foreign language communication and proper use of professional foreign language terminology; knowledge of foreign language vocabulary and grammar, which ensure professional communication and enables to obtain necessary professional information from foreign sources.

In the educational and professional programs for training Bachelors in Economics, English is usually taught within the educational components "Foreign Language for Professional Communication" and "Foreign Language of the Specialty" (Fig. 1).

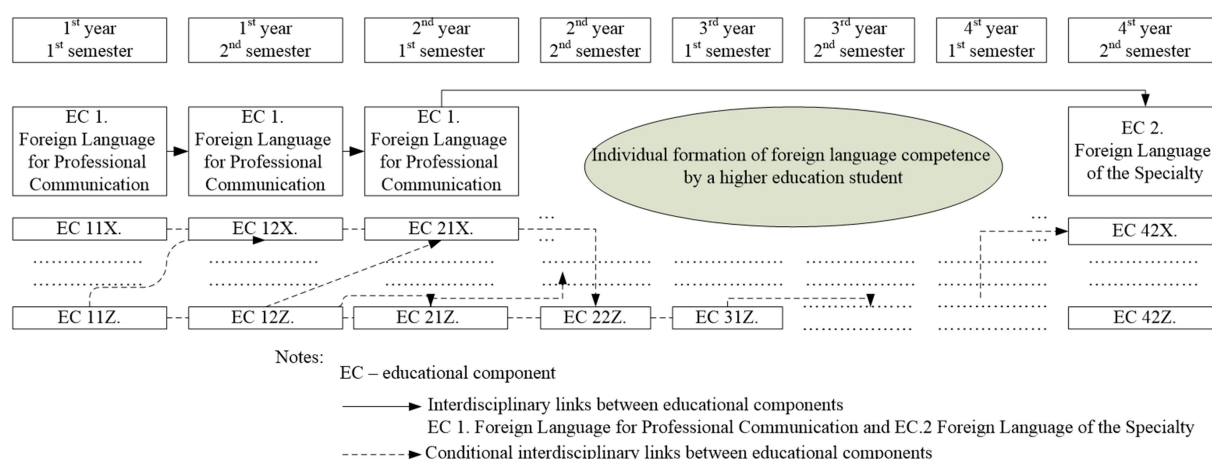


Fig. 1. Typical structural logical scheme of the educational and professional programs for training Bachelors in Economics

Source: developed by the author

In the typical case, "Foreign Language for Professional Communication" is taught during the two semesters of the 1st first academic year and the 1st semester of the 2nd academic year, "Foreign Language of Specialty" is taught in the 2nd semester of the 4th academic year. Thus, during four semesters, the students are actually self-responsible for the formation of individual foreign language

communicative competence, which, from our point of view, is a debatable approach. Not excluding the potential of self-motivation of foreign language learners, we have some doubts about the achievement of program learning results in the context of such approach to the organization of the educational process.

Only a few years ago, foreign language was studied during the first

four semesters, and the recent inclusion in the programs of such component as foreign language of the specialty has become a modern trend, probably, as a response to the compulsory Single Entrance Exam (SEE) when entering the magistracy.

In our opinion, in such circumstances, it is advisable to introduce optional course of "Foreign Language for Professional Communication" and linguistic studies for third and fourth year students, which will allow the students to update the acquired language competencies, will motivate them to apply to individual learning, ensure gaining of new skills, which is of great relevance considering the necessity the take SEE, which requires language proficiency level B2.

The issues of the validity of forming interdisciplinary links between educational components are also of great concern. Linking of the educational components of professional and humanitarian courses with each other is widely spread in the structural logical schemes of the educational and professional programs of Bachelor students in Economics, but interdisciplinary links with a foreign language are rare. According to figure 1, only educational components 1 and 2 are interconnected. The courses of a foreign language profile are usually interrelated and logically extended, but in our opinion, they should not be considered in isolation from other educational components, which occurs both when planning educational programs and subsequently organizing the educational process.

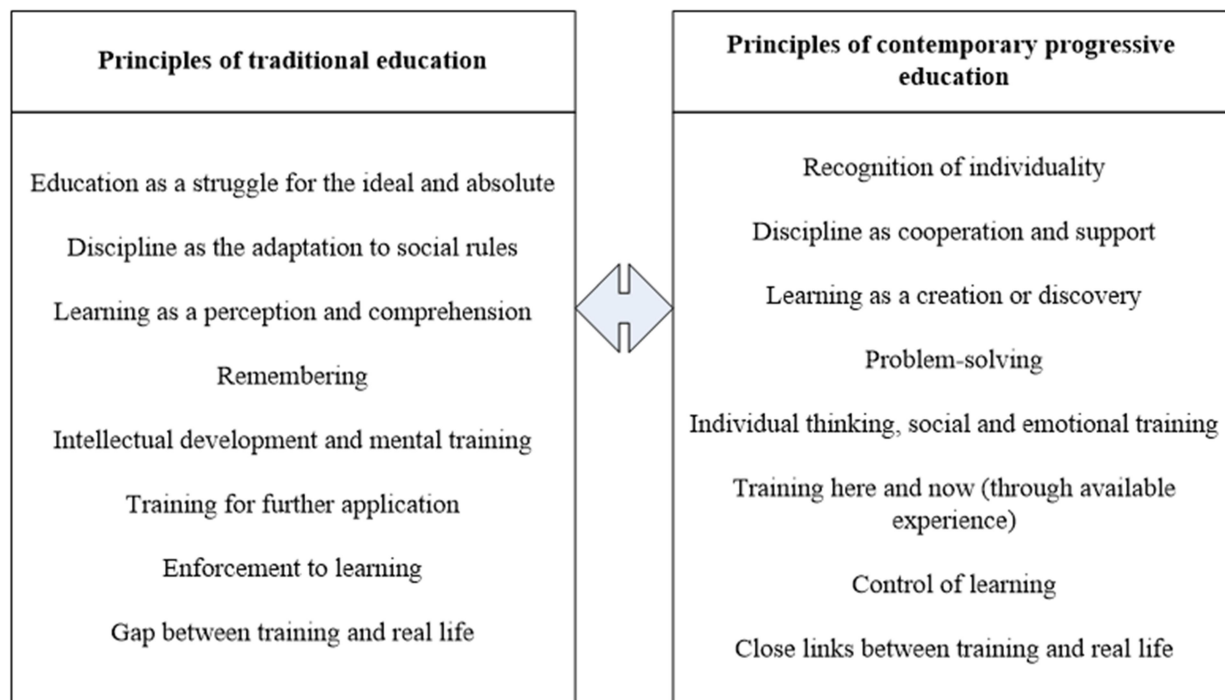
This is due to the fact that the simultaneous combination of the knowledge of English with the knowledge of Economics ensures

bilateral educational process, better implementation of interdisciplinary links and more effective achievement of program results of training. On the one hand, educators have the opportunity to use background knowledge to develop different types of language activities in English, to apply their own experience and erudition. On the other hand, knowledge about the culture gained in English classes can be used to study specific and humanitarian courses.

In our opinion, it is appropriate to introduce the practice of teaching professional courses in a foreign language, which is practiced by some higher educational institutions. However, the effectiveness of this process can be ensured if students are fluent in foreign language vocabulary. Unfortunately, as the practice shows, the level of foreign language proficiency and formation of professional glossary does not allow a wide range of students to perceive lectures effectively, since there are still many universities where only students of the first year study a foreign language, which proves the urgency of profound professional foreign language learning and the need to reorganize the educational process.

Formation of the student's linguistic, sociolinguistic, sociocultural, discussion and strategic competencies requires changes in the approaches to the educational process, since availability of highly qualified foreign language teachers only is not enough to ensure effective academic process [1].

Organization of the educational process and teaching of a foreign language in higher educational institutions may be based on the principles of traditional education, contemporary progressive education, or their combination (Fig. 2).



*Fig. 2. Basic principles of the traditional and contemporary progressive education
Source: formed by the author according to [8]*

In our opinion, a modern foreign language teacher should be guided in his/her professional activity by the principles of contemporary progressive education, should apply modern innovative approaches and possess both traditional and up-to-date teaching practices.

We consider that distance learning technologies should hold an important position among the traditional forms, including full-time and part-time study. Implementation of distance learning, in particular through the use of the Moodle online resource, makes it possible to maximize the advancement of the learning process, increase its efficiency, and what is most valuable, cause a great interest of students. In turn, the teacher has the opportunity to present the syllabus of the academic course, tutorials, tasks for the individual work of students, tests for self-control, presentations, video and audio materials, which is especially relevant when learning a foreign language.

Moodle can become an integral part of the educational process when learning a foreign language. Provided it is properly integrated into the educational process, it will help to optimize traditional teaching methods and their outcomes. In turn, the potential of cyberspace for educational purposes and the considerable interest of students encourage teachers to change and update teaching methods.

The task of the modern foreign language teacher is also to intensify the cognitive activity of students, to provide conditions for the practical activity of each student, to choose the methods that will let them show their creativity. Therefore, the organization of the educational process should be carried out using methods that stimulate high external and internal activity of students, i.e. "active teaching methods", in particular, didactic business games, problem solving, extra-curricular activities (competitions, Olympiads, quizzes, etc.).

Regardless of the commitment to some approaches and methods, higher education teachers are constantly searching for new technologies to improve the effectiveness of both teaching and learning. The problems of pedagogical innovations continue to attract the attention of modern scholars who research, develop and implement innovative practices in the educational process.

Conclusions and research perspectives. In terms of pedagogical transformations initiated by the government that involves updating of the educational programs, improvement of the general and professional competences, the issue of learning a foreign language as a means of gaining professional knowledge in accordance with current challenges is of great urgency.

Reorganization of the educational process should take into account the requirements for the graduate of a higher educational institution. Considering a high level of foreign language proficiency that is expected to be acquired by a bachelor and the need to take SEE, it is advisable to teach foreign languages throughout the whole period of academic study.

It is recommended to organize the process of teaching a foreign language in higher educational institutions based on the combination of the principles of traditional and contemporary progressive education, active implementation of distance learning through the electronic Moodle system. Introduction of modern principles and innovative methods of teaching foreign languages, modern computer, information and communication technologies will enable to optimize the process of forming foreign language competence and achieve program results of training.

Perspectives of further research include gaining of foreign experience in organizing the educational process of teaching English to future economists

at the leading European higher educational institutions and implementing a distance course of foreign language learning in the context of globalization and intercultural communication.

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Received: March 17, 2020

Accepted: April 14, 2020



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

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

UDC 378.011.3-051:373.3]:81'243

DOI 10.35433/pedagogy.1(100).2020.61-71

**ANALYSIS OF THE CURRENT STATE OF FORMING INTENDING PRIMARY
SCHOOL TEACHERS' FOREIGN LANGUAGE COMMUNICATIVE
COMPETENCE IN THE PROCESS OF PROFESSIONAL TRAINING**

I. O. Pinchuk*

Current state of forming intending primary school teachers' foreign language communicative competence in the process of professional training according to the legislative framework of Ukraine is analysed in the article. Changes and new social demands on the identity of primary school teachers, including the need to teach a foreign language together with other subjects, necessitate the improvement and achievement of the effectiveness of the foreign language education process in the primary education faculties in pedagogical institutions of higher education. Pedagogical higher education should aim to stimulate and motivate students to acquire a foreign-language professionally-oriented communication competence. The analysis of the issue under study in the state legal documents regulating the primary education specialists training, indicates that the whole documentary base orientates the primary school teachers' professional education to the development of their communication skills and proves the importance of forming the foreign language communicative competence of intending primary school teachers. Studying the educational programs of a number of higher education pedagogical establishments gives grounds to state that the professional training educational programs of bachelors on the specialty 013 "Primary Education" are aimed at realization of state requirements for defined competence formation. The article is based on the analysis of the bachelor degree programs for specialty 013 "Primary Education" in higher education institutions of Ukraine; a number of courses, the didactic potential of which has objectively laid out opportunities for forming the foreign language communicative competence are distinguished. In the process of studying the courses, integration with foreign language can be used in the context of modern requirements for professional training.

Key words: *foreign language communicative competence, intending primary school teachers, professional training, legislative framework, educational program*

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АНАЛІЗ СУЧАСНОГО СТАНУ ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ

І. О. Пінчук

У статті проаналізовано сучасний стан формування іншомовної комунікативної компетентності майбутніх учителів початкової школи у процесі професійної підготовки відповідно до законодавчої бази України. Зміни й нові суспільні вимоги до особистості вчителя початкової школи, зокрема необхідність разом з іншими предметами навчати іноземної мови, зумовлюють потребу вдосконалення та досягнення ефективності освітнього процесу з іноземної мови на факультетах початкової освіти в педагогічних закладах вищої освіти. Педагогічна вища освіта має бути спрямована на стимулювання та мотивацію до оволодіння іншомовною професійно-зорієнтованою комунікативною компетентністю. Проведений аналіз досліджуваної проблеми в державних документах, що регламентують підготовку фахівців початкової освіти, засвідчує, що вся документальна база орієнтує професійну підготовку фахівця початкової освіти на розвиток його комунікативності й переконує у важливості формування іншомовної комунікативної компетентності майбутніх учителів початкової школи. Вивчення освітніх програм низки педагогічних вишів дає підставу стверджувати, що освітні програми професійної підготовки бакалаврів спеціальності 013 "Початкова освіта" спрямовані на реалізацію державних вимог щодо формування визначеної компетентності. В статті на основі аналізу освітніх програм підготовки бакалаврів за спеціальністю 013 "Початкова освіта" ЗВО України, виокремлено низку дисциплін, дидактичний потенціал яких має об'єктивно закладені можливості для формування іншомовної комунікативної компетентності, в процесі вивчення яких, відповідно до сучасних вимог, можна використати інтеграцію з іноземною мовою в контексті сучасних вимог до фахової підготовки.

Ключові слова: *іншомовна комунікативна компетентність, майбутні вчителі початкової школи, професійна підготовка, законодавча база, освітня програма.*

Introduction of the issue. Forming intending primary school teachers' foreign language communicative competence according to the process of primary school professionals' training is regulated by the government documents, in particular the provisions of the Law of Ukraine "On Education" [7], the Law of Ukraine "On Higher Education" [4], the National Strategy of developing education in Ukraine for the period up to 2021 [12], the State standard of primary general education [13], the Concept of the new Ukrainian school [8]. The conceptual grounds of the new paradigm of national education is also defined in the Law "On Amendments to Certain Legislative Acts of Ukraine on Improving Education Activities in the field of Higher Education" [6], new higher education standards based on the

"Recommendations of the European Parliament and the Council of Europe according to forming core competences of lifelong learning" [16].

Aim of research is to analyse the state of forming students' foreign language communicative competence in the process of professional training in higher education pedagogical institutions of Ukraine regarding its compliance with the standards of state national documents and educational programs.

Results and discussion. In the National Strategy for the Development of Education in Ukraine for the period up to 2021 [12] the purposes, strategic directions and main tasks of implementing the state policy of the education are defined. First of all, an important step is to update the

legislative framework in the field of education.

The Law "On Amendments to Certain Legislative Acts of Ukraine on Improving Education Activities in the field of Higher Education", signed on January 13, 2020, states that "higher education standards for each specialty are developed by the central executive authority in the field of education and science, taking into account sectoral state bodies proposals that provide for the formation and implementation of state policy in relevant areas, sectoral associations of employers' organizations and approve them in agreement with the National Agency for Quality Assurance of Higher Education" [6].

In the list of subject-specific and general competences of the sphere of education according to the Bologna classification, presented in the methodological recommendations of the educational programs development, edited by V. Kremen [17], the formation of communication skills is obligatory.

The new generation of standards reflects the principles of defining

specialist requirements recommended by the Bologna Process and the European Commission's International Project on the Harmonization of Educational Structures in Europe (TUNING) and is based on a competent approach.

In the methodological guidelines for the development of higher education standards [11] three blocks of competences are referred: integral competence is a general description of the qualification level, which reflects the main competence characteristics of the level in relation to training or professional activity; general ones, which are universal competences that are independent and have no strong bound to any particular sphere, but important for the successful further professional and social activity in various fields of educational activity, as well as personal development of the specialist; special competences that depend on the subject area and are also important for successful professional activity in a particular specialty (Fig. 1.).

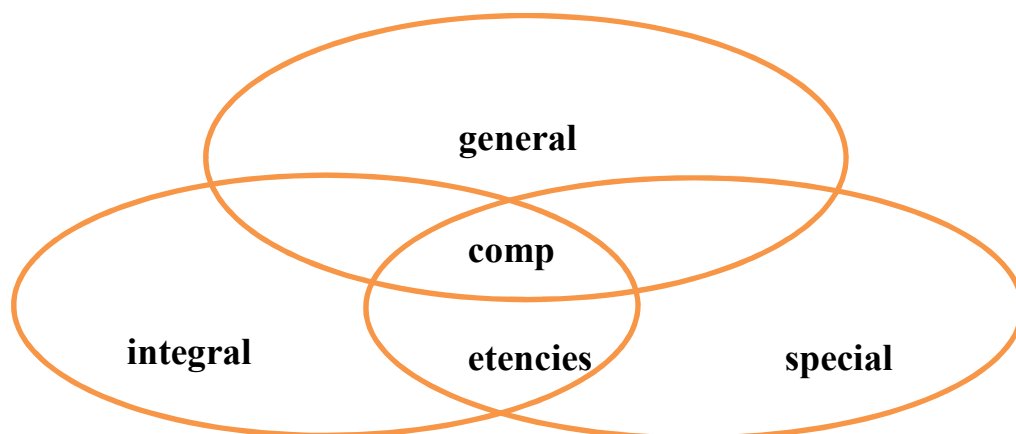


Fig. 1. Three blocks of competencies of intending primary school teachers for "Bachelor" educational level

The description of the National Qualifications Framework (NQF) [14] is used as the basis for determining the integral, general and special competences of educational and

qualification levels. National Qualifications Framework is a systematic and structured by competences description of qualifications. The NQF is structured in

10 levels according to knowledge, skills, communication, autonomy and responsibility. Knowledge in the analysed document is defined as meaningful and learned by the subject scientific information, which is the basis of his / her deliberate purposeful activity. Knowledge is divided into empirical (factual) and theoretical (conceptual, methodological). Skills are explained as the ability to apply knowledge to accomplish tasks and solve problems. Skills are divided into cognitive (intellectual-creative) and practical (based on skill using methods, materials, instructions, means and tools). Communication is interpreted as the interconnection of subjects for the purpose of information transfer, coordination of actions, joint activities. Autonomy and responsibility are semanticized as the ability to perform tasks on their own, to solve problems and to be responsible for the results of their activities [14].

The article 35 of the Law "On Amendments to Certain Legislative Acts of Ukraine on Improving Education Activities in the field of Higher Education" [6] states that "the national qualifications framework is intended to streamline educational and professional qualifications. The number of qualification levels of the National Qualifications Framework corresponds to the number of levels of the European Qualifications Framework (EQF). This document is intended for use by public authorities and local self-government bodies, institutions and organizations, educational establishments, employers, other legal entities and individuals for the purpose of creation, identification, correlation, recognition, planning and development of qualifications. The national qualifications framework is based on European and national standards and principles of quality assurance of education, takes into account the requirements of the labour market for the workers' competences and is introduced with the aim of

harmonization of legislation in the fields of education, social and labour relations, promoting national and international recognition of qualifications obtained in Ukraine, establishing effective interaction between education and labour market" [6].

Higher education standard is a set of requirements for higher education programs that are common to all educational programs within a given higher education level and specialty. This document is developed for each level of higher education within each specialty in accordance with the National Qualifications Framework and is used to determine and evaluate the quality of higher education and the results of educational activities of higher education institutions, learning outcomes in the relevant specialties. Higher Education Standard defines the following requirements for the educational program:

- 1) the amount of ECTS credits required to obtain an appropriate higher education degree;
- 2) requirements for the education level of persons who can start training under this program and the results of their training;
- 3) the list of mandatory competencies of a graduate;
- 4) the normative content of training for higher education applicants, formulated in terms of learning outcomes;
- 5) the forms of certification for higher education applicants;
- 6) requirements for the creation of educational training programs in the field of knowledge, two branches of knowledge or a group of specialties (in the standards of the junior bachelor's level), interdisciplinary educational and scientific programs (in the standards of master's and doctor's degrees);
- 7) the requirements of professional standards (if available) [10].

The analysis of general and special competences made it possible to

emphasize the importance of forming philological (foreign language), communicative, socio-cultural and methodological competences. Within the framework of the normative content of the higher education applicants training, formulated in terms of the learning outcomes, the abilities to design the course of the subject; to model the process of teaching primary school pupils: to develop projects of lessons and their fragments, methods of work on certain types of tasks, create a methodology of preparatory work, acquaintance and formation of ideas and concepts, skills in order to master certain elements of the program content by pupils; to monitor and evaluate pupils' learning outcomes according to the assessment criteria and in accordance with state requirements for the level of pupils' academic achievements identified in the foreign language program are distinguished among professional and foreign language skills [5].

When analysing the draft of higher education standard, it should be noted that communication as a result pervades all competencies, beginning from general education and finishing with subject-related one. All competencies of intending primary school teachers are formed and developed in the process of studying by future specialists of all cycles' educational courses of general and professional training, the courses of educational institution choice, and the courses of students' independent choice. The tasks of teaching, education and development of primary school pupils are solved using communicative means, since any pedagogical or methodical task is solved as communicative [10].

Considering the specifics of the field of knowledge "Primary education" and the analysed state documents, we can conclude that the entire documentation base focuses on the professional training of a specialist in the

development of his / her foreign language communication competence, which, in turn, is a cross-cutting and basis for successful self-realization as a citizen and a specialist.

On the basis of national governmental documents, we made an attempt to define the concept of "foreign language communicative competence of the intending primary school teacher". In our opinion, this competence is a dynamic, integrated personal-professional combination of knowledge, abilities, skills, ways of thinking, attitudes, values, and other personal qualities, which determines the ability of a person to successfully socialize, carry out professional and further educational activities in the situations of foreign language communication and provides an opportunity for effective interaction both in terms of professional need, and for the self-education and self-development of an intending teacher.

In order to create a holistic picture of the forming foreign language communicative competence in recent years, in addition to the analysis of state documents, our study provides an overview of the real state of forming future primary school teachers' foreign language communicative competence, including analysis of educational programs of students' professional training of specialty 013 "Primary education" in Ukraine.

The Law "On Higher Education" states that an educational (professional, educational, scientific or educational-creative) program is the only set of educational components (courses, individual tasks, practices, control measures, etc.) aimed at achieving learning outcomes according to the program that entitle individual to a specific educational or educational and professional qualification(s). An educational program may define a specialization within it or may not include specialization. Specialization is a component of a specialty that can be

determined by a higher education institution and involves one or more specialized higher or postgraduate education programs [4].

Specialty is a harmonized within the International Standard Classification of Education subject area of education and science, which integrates related educational programs that provide common requirements for the competencies and learning outcomes of graduates [6].

According to the Concept of developing pedagogical education [9] higher education institutions can independently determine the subject specialties, specializations and additional specializations and implement them within the educational programs of the appropriate level. The Ministry of Education and Science of Ukraine establishes the rules for combining specialties, subject specialties and specializations in educational programs and defines the subject specialties under which state support is granted.

Higher education programs in the specialty 013 "Primary education" may include training in the second specialty, for example 012 "Preschool education", 016 "Special education", 024 "Choreography", 053 "Psychology" or 231 "Social work" or additional specialization. In the process of receiving the educational programs of the first (bachelor's) and second (master's) levels of higher education on specialty 012 "Pre-school education" and 013 "Primary education" it is expedient to receive simultaneously and to provide the acquisition of the third specialty or additional specialization (considering the European experience it is possible to consider the creation of a single specialty "Preschool and Primary Education"), which will be in line with the concept of mother school at these levels) [9].

Most pedagogical universities at the first (bachelor's) level of higher education in the specialty 013 "Primary

education" in the field of knowledge 01 Education / Pedagogy provide educational qualification "Bachelor of primary education" and professional qualification "Primary school teacher". In addition, many of them provide additional qualification for the specialization, such as "Primary school art teacher", "Assistant teacher of a comprehensive educational institution with inclusive and integrated education", "Early and preschool children teacher", "Psychologist" (Mykhailo Kotsyubynsky Vinnytsia State Pedagogical University); "Foreign language teacher of primary school (English)", "Music teacher of primary school", "Computer science teacher of primary school" (Oleksandr Dovzhenko Hlukhiv National Pedagogical University), "Kindergarten teacher" (Drahomanov National Pedagogical University); "Teacher of Fine Arts" (Ivan Franko Drohobych State Pedagogical University); "Kindergarten teacher" (Borys Grinchenko Kyiv University); "Christian ethics teacher", "Foreign language teacher (English or German) of Primary School" (Bohdan Khmelnytsky Melitopol State Pedagogical University).

The educational program of training future primary school teachers is a state document, which defines the normative and selective content of education, sets the requirements for the content, amount and level of educational and professional training of a specialist in accordance with the Bachelor's Degree in specialty 013 "Primary education"; state and world community requirements are also generalized in it [17].

Higher education institutions independently develop and approve educational programs, taking into account the requirements for the appropriate higher education level established by the legislation and standards of higher education. Educational programs that provide for awarding the professional qualifications

should ensure meeting the requirements of the relevant professional standards (if available), unless otherwise provided by law [6].

In accordance with reforming the primary education sector, the amount of the educational program for obtaining a bachelor's degree is determined by the higher education institution, which trains specialists in the relevant specialty, taking into account the methodological recommendations for the development of educational programs [15]. The main approaches to developing an educational program for teaching and learning are to take into account student-centered, professionally-oriented and communicatively-oriented approaches.

An important factor of the educational program for the future primary school teacher training is the distribution of the content of the educational program and the determination of the maximum education time in the cycles of training. In order to determine the content of professional training of the future primary school teacher, we conducted an examination of educational and professional training programs of a number of higher education pedagogical institutions in Ukraine: Drahomanov National Pedagogical University (2018), Mykhailo Kotsyubynskyi Vinnytsia State Pedagogical University (2018), Ivan Franko Drohobych State Pedagogical University (2017), Borys Hrinchenko Kyiv University (2017), Taras Shevchenko Chernihiv State Pedagogical University (2017), Oleksandr Dovzhenko Hlukhiv National Pedagogical University (2017, 2018). Analysis evidenced the educational programs basically include cycles that provide a certain educational level. The number of hours aimed at studying the cycles of courses varies within the following: general training from 1890 till 2000 hours (35 ECTS credits); professional training – 1836 hours (34

ECTS credits); professional and practical training – 5562 hours (103 ECTS credits), 1890 hours of which (14 ECTS credits) for the selective part of the educational program, 756 hours (14 ECTS credits) for different types of practices.

The analysis of the courses of general and professional cycles of educational program makes it possible to conclude that there is foreign language philological and lingua-didactic training of future specialists during the study at higher education establishment. In most universities the average number of hours spent for learning a foreign language is 5 ECTS credits (150 hours); methods of teaching a foreign language in primary school – 4 ECTS credits (120 hours).

A particular focus of our attention is the professional cycle. It is the most extensive cycle of educational program. For research it is important to note that developing the professional communication skills, which make up the complex of the operations that allow realizing the formative function of professional communicative activity of a teacher in the practice of teaching at Primary Education Faculty, is provided by means of different courses. Thus, communicative training future primary school teachers in the system of professional education in a pedagogical university is carried out in the process of mastering both psycho-pedagogical courses (General Psychology, Children Psychology, the Basics of Pedagogical Mastery, Pedagogy, History of Education, Education Activity Methods) and linguistic, lingua-didactic teaching methods ("Professionally Oriented Ukrainian", "Contemporary Ukrainian Practicum", "Children's Literature", "Methods of Teaching Ukrainian", "Teaching Reading Methods", "Fundamentals of Oral and Written Language Culture").

But it is worth noting that most of them relate to the forming Ukrainian-language competence, and only one

discipline (although called differently in different universities), in the course of which it is possible to form a foreign language communicative competence of intending primary school teachers, the number of credits for the study of which ranges from 5 to 11, namely Foreign language, which is a discipline of the of general training cycle (elective discipline of higher education establishment choice) and is taught on the first course during the first semester (5 ECTS credits, 150 hours) (Oleksandr Dovzhenko Hlukhiv National Pedagogical University), or Foreign Language for Professional Purposes (11 ECTS credits, 550 hours) (Kotsiubynskyi Vinnytsia State Pedagogical University). In addition, in some higher education establishments, among normative disciplines of professional training cycle includes there is "Practice of Oral and Writing Speech (Foreign Language)" (Oleksandr Dovzhenko Hlukhiv National Pedagogical University), which is studied on the 2 or 3 courses (3 or 5 ECTS credits) as the continuation of the course "Foreign Language" or "Foreign Language for Professional Purpose", which in our opinion is appropriate and useful for the forming foreign language communicative competence of intending primary school teachers. In addition, some universities have

courses of higher education establishment choice, such as "Foreign Language and Teaching Methods" (Drahomanov National Pedagogical University) or the course of the student independent choice "Business Foreign Language" (Drahomanov National Pedagogical University).

The analysed cycle is being expanded and supplemented by a number of courses and seminars at the choice of higher education institutions and students. The selection block for the Bachelor's degree is formed taking into account the first (main) specialty or specialization, scientific schools, professional interests of teachers, the complex scientific topic of the department, etc. [17].

The analysis of educational programs of training future primary school teachers and curricula made it possible to distinguish the courses that have objectively laid out opportunities for the forming foreign language communicative competence, in the process of studying of which according to modern requirements, integration with the foreign language can be used (Table 1). The proposed table was created on the basis of the reflection of the curricula of the previously mentioned higher education institutions of Ukraine.

Table 1.

Courses that may have the potential of forming foreign language communicative competence in the professional training of future primary school teachers

Course	NC	SC	Year of study			
			I	II	III	IV
1	2	3	4	5	6	7
<i>General training cycle</i>						
Foreign language		+	+			
Ethics and aesthetics		+			+	
Innovative technologies in education		+			+	
Foreign language for professional purposes	+		+	+		
<i>Professional training cycle</i>						
Practice of oral and writing speech (Foreign language)	+			+		

Children's literature	+		+			
Foreign language teaching methods	+				+	
Fundamentals of oral and written speech culture	+			+		
Fundamentals of speech culture and technique, calligraphy	+			+		
Rhetoric and Rhetoric Course Methodology		+				+
Rhetoric		+				+
Ethics and aesthetics		+			+	
Family pedagogy		+		+		
Theory and methodology of school interaction with families		+		+		
Methodology of primary school pupils' playing organization		+			+	
Organization of primary school pupils' collective forms of activity		+			+	
Foreign language and its teaching methodology		+			+	
Business foreign language		+				+
Culture of professional speaking	+					+
Modern children's literature	+		+			

Acronyms in the table: NC – normative course, SC – selective course

Conclusions and research perspectives. The analysis of national documents convinces their focus on the implementation of social order, in particular, the forming foreign language communicative competence in the process of professional training of future primary school teachers in higher education institutions of Ukraine.

Educational programs of a number of higher education pedagogical universities gives grounds to state that professional training educational programs of bachelors on specialty 013 "Primary education" are aimed at realization of state requirements for forming future primary school teachers' foreign language communicative competence. The didactic potential of a number of the courses that ensure forming the studied quality is aimed at it.

We see the prospects for further research in the process of exploration of the available educational and methodological support of the forming a

foreign language communicative competence in higher education pedagogical institutions.

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Received: March 19, 2020

Accepted: April 15, 2020



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

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

UDC [378.016:811.111]:[316.77:004]
DOI 10.35433/pedagogy.1(100).2020.72-79

SOCIAL MEDIA AS MEANS OF INDIVIDUALIZATION OF ENGLISH LANGUAGE ACQUISITION FOR STUDENTS MAJORING IN PHILOLOGY

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The phenomenon of virtual reality is being separated and defined with reference to the notion of personal educational space in the virtual reality. It can be justified by the fact that social media has revolutionized young people's interests and become an essential part of their everyday lives. Modern education requires engaging students in the learning process. Therefore, social media serves as effective means of learning in general, as well as in the process of English language acquisition, moreover, being significantly productive due to the fact that it is connected with learners' emotions. The process of learning English can be considerably intensified and improved via the use of social media. Taking into account existing social media sites it has been decided to use Twitter.com owing to its popularity and wider options it suggests for English language learners. The research paper will report on the fundamentals of the use of social media to assist in the learning process of ELLs and practices of its use implemented in the Ukrainian educational institution among students majoring in English philology.

Twitter.com is used as extracurricular type of activity in the process of English knowledge acquisition. Having Twitter accounts ELLs have possibilities to share content they are interested in, to leave comments and in such a way to interact with each other. Such options definitely contribute to the formation of language competence which is essential for students majoring in English philology. The topics they cover in their posts correspond to the syllabus. With the help of social tools, they can act independently, express their points of view on different issues and find a solution to them. Meanwhile a lecturer plays a role of an observer so it implies that a learner-centered approach is provided. Thus, the implementation of social media in the process of learning English does not serve just as a source of information dissemination, but effective means of knowledge improvement and individualization of the process of the English knowledge acquisition at all levels.

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Key words: social media, ELL, Twitter.com, humanities, English language acquisition, students majoring in English philology.

НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТІВ-ФІЛОЛОГІВ

А. О. Томіліна, М. В. Малоїван

Явище віртуальної реальності відокремлюється та визначається з посиланням на поняття особистого освітнього простору у віртуальній реальності. Це можна виправдати тим, що соціальні медіа зробили революцію в зацікавленості молоді, їх інтересах та стали важливою частиною їх повсякденного життя. Навчальний процес вимагає залучення студентів до процесу навчання. Соціальні медіа служать ефективним засобом навчання в цілому, а також в аудиторії, яка вивчає англійську як іноземну, зокрема, і, крім того, є значно продуктивними завдяки тому, що пов'язані з емоціями студентів. Процес вивчення англійської мови може бути значно інтенсифікований та вдосконалений за допомогою використання соціальних медіа. Враховуючи наявні сайти соціальних медіа, було прийнято рішення використовувати в навчанні Twitter.com завдяки його популярності та більш широким можливостям, які він пропонує студентам, які опановують англійську мову. У статті висвітлено основи використання соціальних медіа для сприяння процесу вивчення англійської мови та досвід використання їх в українському закладі освіти для підготовки студентів із спеціалізацією "англійська філологія".

Твітер використовується як соціальна мережа для позааудиторної діяльності в процесі засвоєння англійської мови. Маючи твітер-акаунти, студенти, які вивчають англійську мову як іноземну, мають можливість ділитися змістом того, що їх цікавить, залишати коментарі в постах і таким чином взаємодіяти. Такі варіанти, безумовно, сприяють формуванню мовної компетентності, яка є особливо важливою для студентів англійської філології. Теми, які вони висвітлюють у своїх публікаціях, відповідають навчальній програмі з предмета. За допомогою інструментів соціальних мереж студенти можуть діяти самостійно, висловлювати свою думку з різних питань та знаходити шляхи розв'язання проблем. Тим часом викладач відіграє роль спостерігача, це означає, що передбачено насамперед орієнтований на студента підхід у вивченні мови. Отже, впровадження соціальних медіа у процес вивчення англійської мови служить не просто джерелом поширення інформації, а й ефективним засобом удосконалення знань та індивідуалізації процесу засвоєння англійської мови на всіх рівнях.

Ключові слова: соціальні медіа, англійська як іноземна, твітер, гуманітарні науки, оволодіння англійською мовою.

Introduction of the issue.

Tendencies prevailing and conditioning the ways of development of modern education environment imply the shifts in the learning process of students majoring in English philology. The shifts in question suppose the implementation of the use of IT-technologies into practice during classes and extracurricular activities ensuring innovative education of high quality. A lecturer is required to organize and provide future philologists' learning activities. That is why the issue of choosing effective means to implement the task set arises. One of

the means of organization of English philology students' learning process, which lecturer's activities are focused on, is their independent work. The paper in question covers the possibilities of educational process organization within extracurricular activities via the means of IT-technologies in order to provide lifelong education. It is next to impossible not to take into account the fact that social networks have become an essential part of young people's life and shape their interests, therefore, a lecturer is to arrange a learning process, in particular of language acquisition,

being guided by the advantages and possibilities of social networks. Taking into consideration certain advantages and disadvantages of social networks and target-students' audience engaged in the learning process, a lecturer chooses the most appropriate way of intensifying education.

On analyzing popular social networks, which are of particular interest for young people, Twitter.com has been preferred as the most appropriate choice. The services provided by this site have a potential of tools and possibilities to benefit from their use in the process of English language acquisition at different stages.

Current state of the issue. Theoretical aspects and practical possibilities of IT-technologies use in the process of learning English are under consideration in the works of the following scientists and science practitioners: S. Titova [14], P. Sysoev [13], D. Klemm [7], R. Clark [9], D. Gonzalez [5] and others. They all emphasize the necessity and perspectiveness of IT-technologies implementation into the process of English language acquisition. Speaking in terms of the fundamental aspects of English learning via the use of Twitter.com, they are covered in the works of T. Barret [1], G. Grosseek & C. Holotescu [6], D. Silver [12] etc.

Though currently in Ukrainian pedagogic studies there is no detailed study of the possibilities of the implementation of English language acquisition by students majoring in English philology via the platform Twitter.com within classes and extracurricular activities, it has been considered as effective means of intensifying and individualizing the learning process to meet the interests and demands of modern society and innovative education.

The outline of unresolved issues brought up in the paper. Despite a considerable amount of works which deal with the potential of IT-

technologies use in general and social networks respectively in the learning process in order to optimize it the scope of the use of social networks, Twitter.com in particular, during English language acquisition by students majoring in English philology has not been thoroughly covered yet.

Aim of research is to justify the potential of social networks use, namely the service of the website Twitter.com, while arranging the learning process of English language acquisition by students majoring in English philology within extracurricular activities in order to organize effective independent work.

Results and discussion. During the integration into Western European educational environment the system of Ukrainian higher education is experiencing significant changes, the requirements relating to the preparation of future specialists are being reviewed as well. According to modern requirements for education, learning process is built on the basis of implementation of IT-technologies. The possibilities of the IT-technologies are not restricted to a certain group of subjects. Therefore, their use is as well possible during the process of English language acquisition by students majoring in English philology. Defining a phenomenon "humanities" M. Bahtin points out that the objective of humanities is expressive and meaningful being; this being never coincides with itself and hence it is inexhaustible in its understanding and meaning [2]. The expression of attitude to a certain issue is a key component of education in humanities. The essential aspect of humanities is the expression of attitude to the issue. The implementation of the key aspect into humanities is possible due to the use of IT-technologies and social networks.

Students' extracurricular activities should rely on the motivational basis and should be aimed at a student that is a learner-centered approach of education is being realized due to

differentiation and individualization of education, which enable to take into account students' individual peculiarities, their interests and preferences. It implies that a lecturer uses methods, which assist in the effective implementation of individual routes of the learning process of students majoring in philology via the choice of a particular social network.

According to the statistical data released by the website Omnicoreagency as at 09.05.19, 330 million amounts for users who use the platform Twitter.com daily and their social activity amounts 500 millions of tweets a day, 80 % of them use it via their mobile devices [10]. The specified data serve as a confirmation of the popularity of the platform and the possibility of its convenient use exactly via mobile devices thus being always in handy which is a considerable argument in favour of young people's choice. Thus, the implementation of the platform in question into the process of English language acquisition opens up new opportunities for English language learners and lecturer.

The platform Twitter.com represents Web 2.0 information technologies. According to A. Goldin among the key principles of Web 2.0 there is interactivity, syndication and socialization [4].

Interactivity of the blog-platform Web 2.0 implies content management of the website i.e. users add certain content or edit the existing one and have a possibility of instant reaction to certain events. As for syndication, it is understood as a possibility of users partially or fully rely on the information obtained from other internet services and integrate them with each other. And socialization is an opportunity to create communities.

The principles which characterize the platform are significant for the process of English language acquisition by students majoring in philology. Due to the interactivity, English language

learners are able to develop language skills managing their accounts with the appropriate content. Syndication encourages interpreting information obtained from other resources, thereby motivating its analysis and critical thinking. Socialization is an interaction between students while managing the content of their accounts and between users from all over the world as well who are united due to the fact that they share common interests. Communities are created due to such tools of the website Twitter.com as leaving comments on other users' tweets, sending private messages, possibilities of following accounts of other people, who are of particular interest and also due to the option of retweeting content that is sharing information from other accounts on your one. Moreover, the website Twitter.com is constantly updating to provide their users with more opportunities, which can be considered as an advantage as well. Additional principles of Twitter.com are informative and educational ones. Informativeness is obtaining current news information and following certain communicative users' actions: being informed about their matters and business, study their response to different events and sharing their news, thoughts, ideas [6].

Regarding the educational principles, website Twitter.com is considered to be one of the most popular educational platforms, which is based on Web 2.0 internet technologies. Moreover, public availability of messages which appear in a tweet-feed as a specific peculiarity of the website Twitter.com enhances the capacities of the resource in question [11].

The benefits of the platform Twitter.com include the fact that it is a free platform, which does not require any special computer literacy from students and educators, does not need any special technical equipment, does not take too much space on mobile devices, and is not time consuming

while accomplishing assignments in the learning process. A lecturer is only required to give instructions and provide an algorithm of twitter-accounts functioning. But the possibilities of the use of the website Twitter.com in educational activities cannot be limited only to a traditional algorithm of actions, on the contrary, it is flexible enough, thus, it enables its adaptation to the tasks set within the educational process. For instance, traditional question "What's happening?" on Twitter.com can be replaced with any other, which would be relevant to a certain educational task.

The developers of Twitter.com are constantly working on its improvement, updating it, expanding the options of its use in the learning process. There are, as well, certain apps available, which can be synchronized with the website Twitter.com and may serve as additional tools for considerable intensification of the learning process and its adaptation. For instance, tweetdeck is a free application created for the assistance in using different social networks, integrated into the interface of the website Twitter.com.

The algorithm of the possibilities of the educational potential of the platform Twitter.com in the process of English language acquisition by students majoring in philology is the following: the students of the third and fourth years of the department of foreign languages have been requested to use their twitter-accounts during extracurricular activities; they have created a certain community with their classmates and a lecturer in the corresponding social network; in such a way connectivism is being intensified among the participants who are engaged in the process of English language acquisition; the participants of the community are obliged to post on Twitter.com several times a week.

The students majoring in philology get a wide range of assignments, which

are to be accomplished via the use of Twitter tools. For instance, studying the module "Travelling" students have a possibility to write short messages specifying their preferences in trips, while their followers (classmates) are supposed to leave comments on the posts. Thus, the interaction between them keeps going on outside their auditorium during extracurricular activities. It assists in developing communicative competence, which is considered to be an essential part of the future philologists' preparation. Also, students are able to share other users' material or from another resource in their feed, but there is an obligatory condition for them, so called "a must", to leave a comment regardless and express their view, as well as to explain why this content is of particular interest for them. This task is comprehensible and manageable even for students with a basic level of English hence the process of education individualization is being carried out. In order to implement education individualization and differentiation, students from time to time are given tasks, which suppose that they are free to express their thoughts without being assigned any specific topic, the ones, which are a timely subject of the moment or the ones which attract their interest. The students are in a habit of creating memes and distributing them among each other, while exchanging texts on Twitter.com, which favours mastering spoken English as the verbal component of memes is very similar to spoken language, because it demonstrates a tolerant attitude to spelling, grammar mistakes, use of contractions, etc.

The users of Twitter.com attach hashtags to their tweets, which are now a must-use to be able to quickly draw other users' attention to their posts or expressed point of view. The possibilities of the use of hashtags on the platform Twitter.com in the process of English language acquisition involve

the following assignment accomplishment: the students are to create hashtags, which includes relevant lexical material i.e. idiomatic phrases, abbreviations etc.

The idea presented by George Mayson, a lecturer of the Speech Club, relating to the use of Twitter.com to improve skills of improvised monologue, implies that a speaker within 5 minutes has to combine and link extracts of tweets to convert them into a coherent text for his/her further performance on the stage [11]. Implementing George Mayson's idea into the process of English language acquisition lecturers are able to use Twitter.com within English as a foreign language classroom, but not only during extra-curricular activities in order to assist their students in mastering skills of spontaneous speaking effectively. Accordingly, a student receives extracts from tweets relevant for a certain topic, and has to speak on the issue in topic combining them into a logically arranged story. In such a way resources of Twitter.com assist in overcoming barriers, which in the future English language learners might face in the process of situational conversation.

Except for the possibilities of interactive communication within the created community students have access to find educational information on the processes of English language acquisition which is of particular interest for them and to get practical tips provided by educators from all around the world. For instance, students can subscribe to the following educational communities created on the platform Twitter.com: *bbcle*, *myenglishteachers*, *ellalanguage*; or students have an option of searching for information on English language acquisition via key words in hashtags which are relevant to studying the language, for example, *#learnenglish*.

Nowadays among Twitter users it is quite popular to write short film or book reviews. Their characteristic is that they

cannot exceed 140 characters. For instance: "One Hundred Years of Solitude – Magical, multi-layered epic of the Buendia family and their town, Macondo; Twilight – Captures the struggle between defying our instincts and satisfying our desires. Better than the movie!" [3]. Hence the platform Twitter.com can be used for enhancing writing skills of students specialized in philology, for example, while writing stories or film and book reviews. The specified message length is limited up to 140 characters on Twitter.com, nevertheless, it does not serve as an obstacle for mastering writing skills, but on the contrary, encourages students in a possibly brief, laconic way and with a careful consideration to use skills of academic writing and narrative techniques.

Another way of using Twitter.com is a story-writing or composition-writing, which is done by the whole community. To accomplish this task, each participant of the community writes a sentence including linking words, phrases and stylistic devices, and which is a logical follow-up of the sentence, initiated by a previous storyteller. As a result of such group work they get a story, created sentence-by-sentence by all of them. It not only favours connectivism, but the development of writing skills as well. That is all the students are engaged synchronously in accomplishing educational activities in the virtual classroom.

Thus, the implementation of Twitter.com in the process of learning English aimed at students majoring in English philology has significant educational possibilities, which are realized via its tools. The use of the platform in question at different stages of English language acquisition enables to intensify students' motivation considerably, carry out principles of individualization and differentiation of education, students' potential sufficiently and contributes to the

development of language competence. The platform Twitter.com in the process of learning English meets modern requirements of the educational environment faced by a lecturer, making it possible for him/her to move with the shifts, which are currently taking place in education.

Conclusions and research perspectives. The necessity of the IT-technologies and social networks use in the educational process has been stated in the article; their potential and possibilities in the process of English language acquisition by students of English philology have been considered.

On studying statistical data and determining possibilities, which provide social networks in the educational environment, the site Twitter.com has been given a preference as effective platform of developing students' potential and increasing their motivation.

The structure of the platform Twitter.com, its tools and areas for the use have been examined to determine possibilities, which should be taken into consideration, while implementing it in the process of English learning.

Due to the use of the platform Twitter.com in the educational environment, students develop their language competence, on-the-spot situational speaking skills, practice the use of spoken language. Moreover, they get the possibilities to develop and improve their writing skills, ability to express ideas in clear and concise language, use lexical units appropriate for the situation, think critically and perceive certain information.

In order to achieve set goals while using the platform Twitter.com during the process of learning English by students of English philology, a lecturer gives certain instructions to be followed and to be stuck to by students.

On considering the possibilities of the use of the platform Twitter.com while acquiring English knowledge, practical tips of its implementation in

the process of learning by students majoring in English philology have been suggested. Generally, the platform Twitter.com is used within extra-curricular activities but the possibilities of its use during classes have been suggested as well. Perspectives of further research imply more detailed preparation of the methodology of the implementation of English language acquisition by students majoring in English philology via the use of the platform Twitter.com during English as a foreign language classroom.

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Received: March 03, 2020

Accepted: April 14, 2020



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

ISSN (Print): 2663-6387

ISSN (Online): 2664-0155

COMPARATIVE PEDAGOGY

ПОРІВНЯЛЬНА ПЕДАГОГІКА

UDC 371.7:616

DOI 10.35433/pedagogy.1(100).2020.80-88

THE PROBLEM OF REFORMING THE TRAINING OF NURSES IN UKRAINE AND POLAND

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The article presents the results of a comparative analysis of national and Polish experience in reforming the training of nurses. The analysis of the modern professional model of nursing in Poland and Ukraine is carried out, the common and distinctive features are distinguished. The challenges of modern society necessitate the renewal of the nursing professional model. Compliance with the requirements for maintaining and improving the health of each patient requires changes in the organization, structure, and nursing tasks. The functions of the nurse are changing – he or she is not only the performer of tasks assigned to the doctor, but also a partner in the medical process: collects anamnesis, identifies problems of the patient, can independently monitor, treat certain groups of patients (for example, in hospices, homes or nursing units, medical institutions for chronic patients and others). These changes should be reflected in training.

Based on analytical and comparative methods, the main characteristics of the training of such specialists in the medical field were determined. The specifics of the model of professional training of nurses in Poland and Ukraine were clarified, the characteristics of the organization of the educational process were conducted; the legal base, curricula, educational and teaching support of teaching the disciplines are analyzed, common and distinct aspects in the allocation of teaching hours for the study of different disciplines, carrying out educational and industrial practices are determined. In general, foreign experience has shown that in the professional training of the nurse practical training in medical institutions takes much more hours than in

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Ukraine and it passes by the method of "sandwich", that is, during two or three days students are in theoretical and practical classes in the educational institution, after that, they work on improving their skills in a medical establishment under the guidance of a mentor appointed by the administration of this establishment.

The importance of creating a syllabus for teaching subjects in the training of nurses is outlined. Examples of the experience of positively solving certain problems of reforming nursing education are given. Based on the analysis of the positive experience of Poland, the possibility and necessity of introducing a system of measures aimed at improving the national professional training of nurses is substantiated.

Key words: nurse, professional training, educational and training program, syllabus, professional nurse standard.

ПРОБЛЕМА РЕФОРМУВАННЯ ПІДГОТОВКИ МЕДИЧНИХ СЕСТЕР В УКРАЇНІ ТА ПОЛЬЩІ

О. В. Горай, В. А. Ковальчук

У статті представлено результати порівняльного аналізу вітчизняного та польського досвіду реформування підготовки медичних сестер. Проведено аналіз сучасної професійної моделі сестринської справи в Польщі та Україні, виділено спільні та відмінні риси. Виклики сучасного суспільства зумовлюють необхідність оновлення професійної моделі сестринської справи. Дотримання вимог збереження і поліпшення стану здоров'я кожного пацієнта, потребує змін в організації, структурі та завданнях сестринської справи. Змінюються функції медичної сестри – вона не тільки виконавець поставлених лікарем завдань, а й партнер у лікувальному процесі: збирає анамнез, визначає проблеми пацієнта, може самостійно вести спостереження, лікування певних груп хворих (наприклад, у хоспісах, будинках або відділеннях медсестринського догляду, лікувальних установах для хронічних хворих та інших). Ці зміни мають відображатися у професійній підготовці.

На основі аналітичного та порівняльного методів з'ясовано основні характерні особливості підготовки таких фахівців медичної галузі. З'ясовано специфіку моделі професійної підготовки медичних сестер в Польщі та Україні, проведено характеристику організації навчально-виховного процесу; проаналізовано нормативно-правову базу, навчальні плани, навчальні програми та навчально-методичне забезпечення викладання дисциплін, визначено спільні і відмінні аспекти у розподілі навчальних годин на вивчення різних дисциплін, проведення навчальних та виробничих практик. Зарубіжний досвід засвідчив, що у професійній підготовці медичної сестри на практичну підготовку в лікувальних закладах відводиться значно більше годин ніж в Україні і вона проходить за методом "сандвіча", тобто протягом двох-трьох днів студенти на теоретичних та практичних заняттях знаходяться в навчальній установі, після чого день працюють над вдосконаленням вивчених навичок у лікувальному закладі під керівництвом наставника, призначеного адміністрацією цього закладу.

Окреслено значення створення силабусу до викладання навчальних предметів у професійній підготовці медичних сестер. Наведено приклади досвіду позитивного вирішення окремих завдань реформування медичної сестринської освіти. Обґрунтовано на основі аналізу позитивного досвіду Польщі можливість та необхідність впровадження системи заходів, спрямованих на удосконалення вітчизняної професійної підготовки медичних сестер.

Ключові слова: медична сестра, професійна підготовка, навчально-методична програма підготовки, силабус, професійний стандарт медичної сестри.

Introduction of the issue. The development of medical education in Ukraine in the context of its integration into the European educational space is caused by significant changes in the socio-economic life, reform of the entire national education system. There are acute problems of insufficient number of specialists in the labor market, quality of professional training according to world standards, employment of the best specialists abroad. This is especially noticeable in the nursing community. Nursing education is one of the most important branches of medical education that needs to be updated and modernized [1].

Nursing is the largest section of healthcare professionals that brings together about 230,000 nurses. In Ukraine, the reform of nursing education is underway and, in accordance with it, elements of new functions and concepts concerning their role in the healthcare field of Ukraine are being laid in the process of training such specialists. Studying international experience on nursing reform and the implementation of progressive ideas will contribute to a significant improvement in the quality of vocational training, the rational use of nursing staff, the availability and cost-effectiveness of health care delivery, and the effective use of health care resources.

Current state of the issue. Problems of medical education of middle and higher level are reflected in the works of I. Bulakh, A. Vasilyuk, Y. Voronenko, O. Horay, S. Gordiychuk, B. Khristopa, I. Makhnovskaya, L. Romanishina, Y. Tsekhmistra, Z. Sharlovich, V. Shatilo, M. Shegedin. The researches of O. Andriychuk, T. Demianchuk, K. Liushuk, O. Uvarkina, K. Shuliak, O. Yudin, who considered the issue of education of future medical specialists, and gave some recommendations on the organization of the process. These

scientists also covered foreign experience as an important and necessary element of systematic study of the problem. The works of Polish researchers are vital for the comparative analysis of the problem under study. Thus, the publications of B. Brosovskaya, B. Voynarovskaya, A. Oblachinskaya, V. Ostrenga, M. March, V. Kapala, S. Dzvonkovskaya and others deserve attention. The analysis of these works shows that their authors are concerned with the problem of improving the training of nurses, adapting the specifics of the education system of a particular country to the unified requirements, international standards of professional training of specialists in the medical field, etc. Considering the similarity of educational systems, the relevance of the processes of reforming the medical sector in Poland and the successful implementation of major innovations, we share the opinion of scientists about the expediency of using the Polish experience in solving the main problems of the national system of medical professionals training.

Aim of research is to highlight the results of the analysis of the professional training of nurses in Poland in recent years and to identify opportunities for the use of effective innovations in the practice of the domestic medical industry.

Results and discussion. The existing system of nursing care in Ukraine does not have the necessary human resources to solve the medical and social problems. It will become much more efficient and cost-effective if it is based on the example of foreign countries by specially trained highly qualified nurses, capable of competent and professional decision making, which to some extent constitute the authority of a doctor. It is a question of formation of a qualitatively new type of nursing staff with expanded authority.

The modern professional model of nursing is a combination of science and

practice aimed at improving the health of each patient, caring for another, reflecting numerous changes in the organization, concept, structure and tasks of nursing. The nurses in their roles are not simple executors of the doctor's will, as before, but partners: they collect anamnesis, identify problems of the patient and constantly monitor his or her behavior, inform the doctor about all changes in his or her condition, participate in patients' examination. They can independently monitor, treat certain groups of patients (for example, hospices, nursing stations, hospitals for chronic patients, etc.), and call a doctor for consultation or in emergency situation [2; 3].

The purpose of training of specialists with secondary medical education is conditioned by social needs and form social order of the community, which requires a significant improvement of the quality of training of medical professionals of the middle level. The general requirements for the level of training in the field of pedagogy, theory of teaching, and teaching methods are knowledge of the structure, purpose, objectives of secondary medical education as well as requirements for the content and level of training of graduates of secondary medical education, established by state standards. We have analyzed the experience of training nurses in Poland and Ukraine in accordance to these aspects.

Accession of Poland to the European Union has had a positive impact on the Polish education system. European standards have increased the requirements for education in the professions of nursing and midwife, improved the quality and permeability of education, as well as strengthened the rank and social status of these professions. In the early 2000s, a regulatory framework for the national education system's compliance with European standards was developed and adopted in Poland. It also applied to

medical education. A model of nursing training was defined accordingly, which included the following levels: first – three or four years of first degree education – Bachelor of Nursing (I STOPNIA); the second is more often a two-year education, which grants the right to receive a master's degree, meaning a higher education level (II STOPNIA); and the third – a doctorate for nurses, PhD level [4].

An important step in reforming the structure of higher education has been the work on standardization of The European Credit Transfer and Accumulation System (ECTS), aimed at increasing learning mobility across time and space. The consistent implementation of this system makes it easier to resolve the issue of introducing a special "Diploma Supplement". This appendix informs about the subjects studied in the HEI. It is especially important for studying abroad. If we draw a parallel with Ukraine, there is much in common in this aspect of the training of future nurses. The new Law of Ukraine "On Higher Education" in 2017 also regulates the multilevel structure of higher education. In order to provide advanced training of specialists at the undergraduate and postgraduate stages of training according to the standards of the World Federation of Medical Education in Ukraine, the following system of training of junior specialists with higher medical education was introduced: graduate nurse (junior specialist) – training is provided on the basis of grades 9 and 11 (4 and 3 years); nurse-bachelor – preparation is carried out at the level of junior specialist with a term of study of 1-2 years or based on 11 classes (4 years); and nurse-master, the training takes 2 years on the basis of a bachelor's qualification [5]. However, for the training of nurses it is not yet practiced to obtain a PhD for the Nursing specialty, this process is still under development.

According to the content of education in Ukraine, the cycle of humanitarian and socio-economic training is represented by a list of subjects defined by the Ministry of Education and Science of Ukraine, and it is a general purpose, whereas in Poland the disciplines are related to humanitarian and socio-economic training, and they are adapted the specialty for which preparation is carried out. The analysis of the curricula of two higher medical institutions of Ukraine (MHEI "Zhytomyr Medical Institute" of Zhytomyr Regional Council) and Poland (Uniwersytet Rzeszowski, Instytut Pielęgniarstwa i Nauk o Zdrowiu) has led to the following conclusions: more clinical time is spent in preparing a bachelor's degree in Poland on the basis of medical and preventive institutions (42 credits) and reduction in individual work (30 credits), whereas in Ukraine this ratio is 13.5 credits and 76. Accordingly, the total number of hours is not equal: 186 ECTS credits in Poland and 240 credits in Ukraine.

In Poland, unlike Ukraine, only 16 % of study time is spent on theoretical studies, and 45 % on practical time, which is 20 % more than in Ukraine. In Ukraine a large number of hours is devoted to individual work – 33 % of the total number of hours, which is significantly different from Poland, here this figure is 16 % lower. Clinical practice in Ukraine accounts for only 6 %, whereas in Poland – 195 [6: 42-43]. This difference in hours is due to the fact that in Poland clinical practice is carried out by the method of "sandwich", that is, for two or three days students are on theoretical and practical classes in an educational institution, after that, during 1 day they work to improve obtained skills in a medical institution under the leadership of a mentor appointed by the administration of this institution.

At the state level, reforming the training of nurses is possible through the adoption of an appropriate

regulatory framework (development of industry standards, definition and approval of functional responsibilities of nurses, etc), appropriate financing of specialty, support of medical institutions that cooperate with educational establishments in the professional training system, etc. An analysis of educational standards for nurses and midwives has shown that the learning process can be organized in the form of courses (subjects) that correspond to specific medical disciplines, integrated courses that combine the nursing and clinical parts of the same discipline (e.g., surgical nurse and surgery) and interdisciplinary modules on specific topics (e.g. geriatric care). It is proposed to further extend the modular approach to curriculum development, to introduce multidisciplinary modules dedicated to specific topics. Such a practice of updating educational standards is observed both in Ukraine and in Poland [7: 106-107].

An important component of professional training is the development of educational and methodological support for the discipline. In the experience of Polish teachers, we will highlight the features of this process. The creation of a syllabus of academic discipline has become very popular recently. Syllabus (syllabus or syllabi) is an educational and methodological program of the discipline, including its description, goals and objectives, summary, topics and duration of each training period, individual work, consultation time, teachers' requirements, evaluation criteria and a list of main and additional literature [8]. For each subject being taught the teacher must create a separate syllabus. The volume of the syllabus varies from one to several pages. In practice, the domestic system of higher professional education the analogous to the syllabus is the development of educational and methodological support of the discipline. The difference

between these documents is that the syllabus is created for active communication of the teacher with the student, in contrast to the Ukrainian version of creating volumetric program implementation for reporting the tutor on the level of teaching discipline. The popularity of the syllabus usage in foreign institutions of higher professional education is in the ease of use, conciseness, transparency of the educational process, its interactivity. The main functions besides communicative include motivational, informative-advisory, supportive, and educational. Before the beginning of each semester, syllabuses from each discipline are posted on the department's website, which are freely available to each student. This successfully optimizes the mutual activity of the teacher and students, increases the level of effectiveness of the course development due to the accessibility and transparency of the learning process. The main sections are: cover page, which covers the curriculum data – title, discipline code, specialty, study time, hours and forms of training and control. On separate pages, if necessary, there are additional information on the description of the discipline (purpose, tasks, expected results, system of requirements, rules of conducting lectures, practical classes and individual work), of the curriculum-thematic distribution of hours by types of classes, methodical instructions for students, basic and additional literature, etc. In recent years, the syllabus has gained wide popularity in Europe and the world. It is called a "course book" or "study guide".

In Ukraine, this kind of educational and methodological description of the discipline is just beginning to be implemented. The recommendations of the NATIONAL (National Agency for Quality Assurance in Higher Education) identified the need for teachers to use such a document

that will promote efficiency and productivity in achieving the results of training, improve the quality of their training [9]. The introduction of a syllabus in each discipline will allow the teacher to maximize the individual development of the material for each student, to take into account possible personal characteristics, individual way of learning.

In reforming the professional training of specialists in the research area, it is important to coordinate the activities of different branches of government, the public, and educational institutions. Similar problems exist in the practice of Polish medical education. For example, on March 27, 2017, a discussion on the problems of modern nursing and midwifery in Poland was held at the Educational Center of Warsaw Medical University, it became a kind of 'diagnosis' of the situation [10]. The discussion was organized by the Minister of Health in conjunction with the High Council of Nurses and Midwives, the National Professional Union of Nurses and Midwives, and the Medical University of Warsaw. Among the main issues discussed were the insufficient definition of the role and responsibilities of nurses and midwives in the healthcare system, their working conditions (including those related to the possibility of using new technologies, such as electronic accounting), the quality of pre- and postgraduate education and the introduction of new forms of education (e-learning, telemedicine). It has been determined that improving the quality of nursing and midwifery education is possible through the development and implementation of a model of cooperation between universities and medical institutions for practical education (practical training and internships); practical training in organizations that meet quality criteria in terms of organization, equipment resources, and staff qualifications; harmonization of the results of study of

the first and second degree graduates in order to avoid repetition of the acquired knowledge and skills in the course of postgraduate study; training graduates of nursing and midwifery institutions with a profile of competence relevant to the current needs of the health care system and the requirements of EU regulations [10: 10-11].

Increasing subsidies for public higher education institutions in order to increase the entrants to the faculties of nursing and midwifery is one of the priority areas in solving the main problems. Earlier in 2015, the Minister of Health Care of Poland announced a competition entitled "Implementation of programs for the development of medical universities participating in the training of nurses", which took place in three stages [10: 77-82]. The subject of the competition was the realization of development programs of medical universities, which participate in the process of training nurses and midwives. More than 120 million were allocated for the competition. Within the competition, co-financing agreements were signed with 10 universities that provide nurses and midwives training for a total of over 31 million zloty, under which more than 3,500 nurses and midwives were trained. This form of government support encourages higher education institutions to train medical professionals. Accordingly, public funding in Ukraine is limited. Usually, funds are allocated for professional training, but the cooperation of different agencies – Ministries of Finance, Education and Science, Health Care, public organizations, charitable foundations – is needed in solving the problem.

Not all activities that currently belong to the nursing profession should be performed by nurse. In accordance with current trends in replacement of healthcare services, some care functions could be performed by secondary healthcare employees that would be an important support for

nurses and patients alike. There is no ancillary profession in the Polish and Ukrainian healthcare systems, whose role will be to participate directly in patient care and at the same time to support the work of nurses. Therefore, a perspective direction is the development of a normative and educational-methodological substantiation of the implementation of an additional profession "Assistant Nurse" in the healthcare system [11: 26].

Promoting this responsible and respected profession must be of great importance in society. It is necessary to create appropriate centers, associations, public unions, which in collaboration with medical schools will simultaneously solve the current problems of the industry in accordance with their functions. Thus, the Center for Nursing Development in Ukraine, established in 2019, has high hopes [12; 13; 14]. The main purpose of the newly created center is the modernization of nursing education, development of a system of professionalism improvement of medical personnel of this level, development of standards of professional medical education, updating of the model of work in the conditions of reforming the national medical system as a whole, development of real complex decisions and development of a strategy aimed at determining concrete steps on improving the status of domestic nursing and midwifery nowadays and in the future.

One example of advertising is the annual All-Ukrainian Nursing Competition of professional skills "Esculap-Professional" [15]. Participants are nurses who have to demonstrate the professional knowledge, skills, and competence needed to provide nursing assistance. It also includes testing, which requires to answer a hundred of questions in one hundred minutes concerning the

pediatrics, surgery, therapy, emergency care and infectious diseases; presentation of practical skills in all industries; and also surgical, hygienic treatment and demonstration of all stages of hand antiseptic.

Conclusions and research perspectives. The analysis of the professional training state of nurses in Poland and Ukraine showed the similarity of processes, their conditionality by social, cultural and economic factors. All measures aimed at improving the training system should be planned and implemented systematically, at the same time, at national, regional, and at the level of the specific educational institution.

At the state level, in our opinion, the creation of a multidisciplinary and monoprofile medical infrastructure, namely medical imitation centers intended for the practical training of nurses, may be promising in reforming the process of nurses training. Such centers are widespread in the practice of the Polish health care system. Increasing the financial support of educational institutions by the state, the public and individuals is also vital. The existing standards of nursing education (first and second degree studies) and postgraduate specialization programs need to be updated in order to clearly define professional competences, possible extension and addition, in order to avoid unreasonable repetition of the content of education and its updating.

Expanding the knowledge and professional skills of the health care provider can also be achieved by incorporating the learning outcomes into the core curriculum for the profession, updating the teaching and methodological support, implementing a student-centered approach, etc. Prospects for further study of this problem are in-depth analysis of new approaches to improve the quality of training of future nurses.

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Received: February 27, 2020

Accepted: April 08, 2020



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

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

UDC 378.937

DOI 10.35433/pedagogy.1(100).2020.89-99

ANALYZING THE LEADING WAYS OF IMPLEMENTATION OF THE INTER-CULTURAL EDUCATION IN ITALY

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The article under study is dedicated to elucidation of particular issues pertinent to utilization of selected pedagogical strategies adopted in Italy in regards to implementation of the inter-cultural education of students. We have attempted to demonstrate therein that the inter-cultural education in Italy is largely rooted in the regulatory concepts adopted by its governmental integral social policies, which proclaim the principles of civil equality, cultural diversity, anti-racism and anti-discrimination of any person based on his/her ethnical origin, religious or social differences. At present, the inter-cultural education is prioritized in Italy, as it is based upon humanistic concepts of tolerance, acceptance and respect for cultural or ethnic diversity, as well as striving for peaceful co-existence and interaction within a multi-cultural community. Thus, the inter-cultural education is currently treated as a conceptual basis for the innovative pedagogical practice, which tends to nurture the students' feel of equality and justice, is also believed to encourage them to continue self-cognition of their own ethnical and cultural identity, as well as perpetual development of their own personality as representing a particular social or ethnical group, citizenship of a European country and the world in general.

Among most effective ways ascribed to the inter-cultural education, which, thus far have been approbated in the circle of Italy's leading pedagogical scholars are the following: the narrative method which is based on a "personal narration" on life stories of representatives of various cultures; the comparative method which is normally used for cognition, comparison or referral of various events or facts representing 2 or more alternative cultures; the method of deconstruction of various beliefs, stereotypes, deformed image or ethnocentric linguistic categories; decentralization – as a method of overcoming the standpoints adopted by ego-centrism or ethnocentrism, elimination of aggression, zero tolerance to racism; methods of recognition of the cultural heritage, creativity and initiatives which enable establishment of the inter-cultural tolerance and conflict-free communication by means of nurturing respect and recognition of the achievements of the native culture as well as those of other nationalities or ethnic groups. Thus, the previously-described ways and methods, which have already been tested and acknowledged by the system of organization of the inter-cultural education in Italy, may prove effective for further implementation particularly in our own country, as well.

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Key words: *the inter-cultural approach, the inter-cultural education in Italy, the principles of civil equality, the principle of cultural diversity, the pedagogical support of students-migrants.*

АНАЛІЗ ПРОВІДНИХ СПОСОБІВ РЕАЛІЗАЦІЇ МІЖКУЛЬТУРНОЇ ОСВІТИ В ІТАЛІЇ

Н. Подковирофф

Стаття присвячена висвітленню питань, які стосуються реалізації педагогічних стратегій Італії щодо впровадження міжкультурної освіти учнівської молоді. Продемонстровано, що міжкультурна освіта в Італії ґрунтується на нормативно-правових засадах державної інтеграційної соціальної політики, яка проголошує принципи громадянської рівноправності, культурного різноманіття, протидії расизму й дискримінації осіб за етнічними, релігійними, соціальними ознаками. В наступний час міжкультурна освіта визнається в Італії пріоритетною, оскільки заснована на гуманістичних засадах толерантності, терпимості, прийнятті інших і мирного співіснування у багатокультурному співтоваристві. Міжкультурна освіта розглядається як концептуальна основа інноваційної педагогічної практики, яка формує в учнів відчуття рівності і справедливості, спонукаючи їх до більш глибокого самопізнання своєї культурної й етнічної ідентичності та неперервного розвитку своєї особистості як представника певної соціальної групи, етносу, громадянина держави, Європи і світу. Серед найбільш ефективних засобів міжкультурної освіти, апробованих в передовому педагогічному досвіді італійських освітян, такі: наративний метод, ґрунтований на "особистій розповіді" про життєві історії представників різних культур; порівняльний метод, який використовується в ситуації пізнання, співставлення та порівняння фактів або подій з двох або більше культур; спосіб деконструкції упереджень, стереотипів, деформуючих образів, етноцентричних мовних категорій; децентрація як засіб долаання позиції еґо- та етноцентризму, відмови від агресії, нетерпимості та расизму; методи визнання культурного боргу, творчих дій та ініціатив, які дозволяють досягнути міжкультурної толерантності та безконфліктної комунікації шляхом поваги й цінування досягнень рідної культури та культур інших народів та національностей. Отже, висвітлені засоби, перевірені в досвіді організації міжкультурної освіти в Італії, дають змогу в подальшому реалізувати найбільш доцільні з них в нашій країні.

Ключові слова: міжкультурний підхід, міжкультурна освіта в Італії, принцип громадянської рівноправності, принцип культурного різноманіття, педагогічний супровід учнів-мігрантів.

Introduction of the issue. The intensiveness of development of the contemporary society, as well as certain economic and social-cultural processes pertinent to integration, migration and globalization, which have been taking their shape therein, have proved to impact the development of the inter-cultural communication, increasing the number of professional contacts between representatives of diverse countries and cultures, expansion of the international co-operation and mobility. Henceforth, certain issues pertaining to

the professional interaction and co-operation of specialists in the sphere of inter-cultural education, especially those, whose professional activity is related to teaching and providing pedagogical support of students-migrants and students-refugees, – have come forward.

Current state of the issue. The notion of the inter-cultural approach and the inter-cultural education was incorporated into the scientific-pedagogical discourse of the European countries in the 1980ies, owing to

research works carried out by such scholars as J. Bolten, A. Bonnet, E. Bosset, K. Knapp, M. Oliver. In the future, according to certain documents issued by the European Council, the inter-cultural approach still remains a priority strategy of development of education in those European countries, which proclaim positive perception and recognition of cultural diversity, elimination of the cultural aggression, ethno-centrism and racism, cultivation of conditions for inter-cultural dialogue between ethnically heterogeneous groups on the basis of equality of educational opportunities, as well as equal access to the educational resources. The afore-mentioned scholars have emphasized the need for development of the inter-cultural and multi-lingual communicative competence, the need for acknowledgement of the advantages of the cultural diversity, as well as for the formation of a particular type of personality, who would be free from various prejudices or stereotypes and capable of displaying the examples of both the national culture and alternative cultures, which is believed to contribute to the formation of the general European cultural and educational environment.

The outline of unresolved issues brought up in the article. Thus, despite the numerous declarative statements issued by the European Council as well as other scientific recommendations, – the issues pertaining to the methods and ways of practical realization of the concepts of the inter-cultural education in most well-developed European countries, in particular in Italy, which at the present time is considered as one of the major European countries that both render transit of migrants and provides asylum for the latter, – call for additional thorough research and further adaptation for the contemporary educational conditions in Ukraine.

Aim of research is elucidation of specific features of the pedagogical strategies in Italy, which relate to the introduction and implementation of the inter-cultural education of students.

Research results and discussion. Particularly, Italy, being the biggest Mediterranean country and also member of the G7, EU and NATO ever since they had been found and also considered as Europe's third-largest economy, – has been largely facing recent global challenges as it comprises nearly 5 million migrants, which constitute up to 7,5 % of its entire population and the number of the inbound migrants has only been seen as still increasing. [7]. On reacting on the global challenges in question, Italian scholars, despite the fact that the Italian government and relevant policies adopted as addressed to migrant's agenda, do not yet seem to comprehend the actual gravity of this issue [9: 52], do attempt to put together such a system of the inter-cultural education, which would successfully be addressed to tackling various educational needs not only to the benefit of the dominating ethnical majority of its residents, but also certain ethnical groups which have thus far obtained the status of "minoranza storico-linguistica" or the status of refugees or migrants [7].

Therefore, facing the necessity in searching for new, progressive forms of co-existence of its residents whilst the number of ever-arriving migrants has significantly increased, the Italian government since end of 1980ies has undertaken implementation of certain ways and methods of the inter-cultural education with the aim of elimination of the risks of potential conflicts (ethnical, racial, religious), which might lead to serious national calamities; the reduction of confrontation and negative attitudes to the migrants as well as representatives of alternative cultures; exercising the genuine attitudes of hospitality and well-being, respect,

dialogue, integrity, – which enable comprehension of the inter-cultural phenomenon not as indifference, oppression or crashing of the national culture, but rather as an educational perspective for each and all. All that was included in and stipulated by Circolare # 301 dated 1989 [4], which is deemed by a number of Italian scholars as a first vitally-important step undertaken by their government in the process of enrollment of students-migrants in the educational process. Named as the "inclusion of foreign students into the obligatory education: development and coordination of the incentive of enforcement of the right for education", the said circular has become the regulatory basis for democratization of the Italian education by means of recognition of the socio-cultural and educational needs of the representatives of various ethnical minorities and students-migrants living in Italy. The goal of the document in question has been in promoting the command of the Italian language and culture by foreign students, and also their comprehension of the significance of their own culture for the sake of successful formation of personality [4]. In the year that followed, there appeared another Circolare # 205/1990, named "The Obligatory Education and Foreign Students: The Inter-Cultural Education", which contained addendums and revisions of the previously-issued document. Circular # 73/1992, named "The Inter-Cultural Dialogue and The Democratic Co-Existence: Planning of School Tasks" has introduced first systematic steps for creation of a system of teacher's training focused on the interaction with representatives of the national minorities and migrants' groups [5].

According to certain scientific sources, the realization of consequential methods of the inter-cultural education in Italy on the regional, provincial and municipal

levels in the form of particular innovative educational practices has begun in the 1990's when in such major cities as Turin and Milan a series of Inter-Cultural Centers were established [6]. In 1998 they were united into the National Inter-Cultural Center Network, which presented a series of educational institutions that was in possession of significant resources, and also conducted their educational activities in the sphere of inter-cultural issues, thus, enabling the following: inclusion students with miscellaneous cultural traditions in the dialogue; mediation in various conflicts, actual exchange of expertise; elimination of various phobias, stereotypes, prejudices; elaboration of concepts aimed at the multi-cultural development, as well as respective academic-methodical materials for its practical implementation. Furthermore, the inter-cultural centers in Italy underwent classification into the following types: institutional (schools or local municipal organizations); mixed (managed by state and private social entities); private (established primarily by volunteers) [6]. The activity programs of the said inter-cultural centers, as rightly pointed out by scholars G. Pampanini and R. Cristaldi, was gradually expanding thus encompassing a circle of topical issues such as:

- compilation and analysis of statistical data in regards to the state abs scale of migration in Italy, the basic characteristics of its composition as well as the median age of the migrants studied;

- elaboration of the relevant strategies of teaching and integration of migrants into the Italian society, creation of opportunities for interaction and mutual understanding between them and the native residents by means of their enrollment in various inter-cultural events (courses, exhibitions, conferences, seminars, etc.);

– conducting discussions, analytical seminars, round tables dedicated to discussion of the topical social and related issues;

– organization of courses teaching to acquire traits of a genuine Italian citizen, which promoted better understanding by the local residents and the migrants of the social environment in which they all are living;

– implementation of the strategies of successful interaction between the institutional and non-institutional services, schools and centers at the local, national and international levels [9: 51-52].

The statistical data retrieved in 2018 has vividly shown that in the near future the presence of foreign students, in particular those originating of migrants' and refugees' families, – is going to be an ordinary occurrence for the Italian school educational system [2]. Meanwhile, it is well-worth noting

their ethnical diversity, as presented by Table #1 [10]. It is also important to take into consideration the fact, that in the contemporary Italian society along with its historically established ethnical minorities, there has been a significant increase the number of the "new ethnical minorities", which comprise both the immigrants and the groups representing "the former emigrants" [10]. Therefore, taking into the consideration its obligation of promoting the "enhancement of open-mindedness for the immigrants' culture and traditions on condition that the latter are compatible with the national legislature" [12], the Italian government has elaborated a national concept of inter-cultural education having preserved the spirit and essence of the "four pillars of education for the XXI century": to learn how to study; to learn how to perform; to learn how to live harmoniously together; to learn how to live a successful life [11].

Table 1

The Statistical Data in Regards to the Quantitative Composition of Foreign Pupils Studying in Italian Schools

Romania	25 %	Poland	2,8 %	Senegal	2,2 %
Albania	12 %	Tunisia	2,7 %	Serbia	2 %
Morocco	11 %	Peru	2,57 %	Montenegro	2 %
China	5 %	Ecuador	2,39 %	Kosovo	2 %
Ukraine	5 %	Egypt	2,37 %	Pakistan	1,89 %
Philippines	3,36 %	Macedonia	2,34 %	Nigeria	1,8 %
Moldova	3,26 %	Bangladesh	2,17 %	Bulgaria	1,29 %
India	3,02 %	Sri-Lanka	2,02 %		

Thus, as scholar R. Artilei, the inter-cultural approach in education in Italy is truly grounded on a dialogue, which since the beginning of the XXI century is deemed as an officially adopted model of the educational policy, the latter is believed to oppose itself to the "assimilation" and "multi-culturalism" [1: 137]. In 2007 the National Scientific Research Center for Integration of Foreign Students (*La via italiana per la scuola interculturale e l'integrazione degli alunni stranieri*) was founded. In the framework of this model the school

curriculum has eventually incorporated most progressive inter-cultural practices, which are based on 4 primary principles of universality: each and every pupil must have equal opportunities for obtaining the school education; common school for everyone: the opportunity of studying foreign languages in ordinary classes of each Italian secondary school; the values of the personal identity: the emphasis on the value of a personality and elaboration of educational trajectories which are be based on the biographic

and social uniqueness of each pupil; the inter-culturalism: the aptitude to understand and accept various alternate cultural traditions, striving for the social unity [9]. The implementation of the above-mentioned principles of the inter-cultural education has been planned to be attained by the following ways:

- introduction of a mechanism of the socio-cultural integration of students-migrants: the strategy of their adoption and incorporation into the Italian school framework, teaching Italian language as a second language, the intensification of multilingual environment in local schools, the improvement of relations to foreign families as well as their social orientation in the Italian society. In particular, the integration based activities have been directed exclusively at non-Italian residents and their families as these efforts have primarily been focused upon the provision of the relevant resources in order to safeguard the migrants' right for education, its equality in education and enrollment in miscellaneous extra-curriculum school activities;

- utilization of respective methods of enhancement of the inter-cultural interaction: the establishment of positive relations in a school, the elimination of potential discrimination, prophylactic activities aimed at elimination of any negative stereotypes and prejudices. Thus, the methods of the cultural interaction have incorporated all parties that are deemed active in the educational spheres, as well as all other activities, which have to do the pedagogical and didactic management and also all the changes that may take place both in schools and in the society in general;

- enhancement in managing educational projects and resources: the autonomy and network interaction with the educational institutions, the civil society and geographic areas. The organizational activities involved are

related to the progressive interaction with students-migrants, as well as with their parents, safeguarding the social-pedagogical support and guidance of representatives of various ethnical groups [11: 201].

Subsequently, the Italian network of the inter-cultural sites (Network italiano delle città interculturali), which was founded on 21 September 2010 in Reggio-Emilia, has become a network of Italian towns for the promotion of the inter-cultural dialogue, promotion of acceptance of the cultural diversity and inclusion of migrants in the social life [6]. The activity of the said network, which was created for the purpose of coordination of the national educational policies related to the integration of migrants, has been directed at providing relevant aid to local administrators in their tackling various issues related to co-existence of the local ethnic majority and the immigrants as well as to carrying out the necessary measures of enhancement of the inter-cultural education.

As a positive result of it, the inter-cultural education in Italy is nowadays being implemented, beginning from the elementary school level. Keeping in mind the not such a distant future perspective, Italy appears to place a special emphasis on working with children and youth representing alternate countries as in the near future it shall be them to represent the major human resource of social influence and co-operation. Thus, Italian schools and other educational organizations tend to teach their pupils to respect the cultural identity of each pupil by ensuring the culturally consistent and quality education; extend to each pupil the knowledge about the culture, relations and the skills which are indispensable for living in the society; develop particular inter-cultural skills and habits which help boost comprehension, respect and solidarity between humans, specific

ethnic, social, cultural and religious groups and nations [2].

The most relevant methods, as per pedagogue A. Nanni of the Centro Educazione alla Mondialita, which are actually utilized in Italian schools with the aim of implementation of the inter-cultural education are the following:

- the narrative method, based on "personalized narration" in a situation, when someone else is eager to listen [8]. Thus, not listening to another person, there arises no inter-culturality which implies that in the inter-cultural education a pupil is expected to become an "actor". The inter-culturality is a "mutual movement to one another" and in order to achieve it, – it is insufficient to simply converse with a representative of an alternate culture, but it is also advisable to learn to listen actively in order to understand the thoughts and feelings of other people. Precisely that may be attained through narrating a fairy tale, giving a party, conducting a trip, through a game, workshop, national cuisine degustation, theatrical performance, singing, watching a movie, etc. Particularly this method suggests utilization of real-life stories of students-migrants, studying the biographies of prominent people, keeping diaries, watching fiction movies and documentaries produced by foreign film directors, poetry and drama with the aim of enrolling everyone in an activity related to the collective act of cognition;

- the comparative method, which is utilized for the inter-cultural education in a situation of cognition, comparison and conferral of 2 or more narratives or viewpoints on the same object of discussion. The examples of comparison carried out in a school may be the following: two prominent historical persons – Marco Polo and Ibn Battut; two sacred religious books: The Bible and The Quran (however, to a bigger degree it may be comparison between the structural elements of the Christianity and other religions; the

European and the Arabic versions of the Cinderella fairy tale, comparison and discussion of Vietnamese and Chinese fairy tales; studying the historic crusades as narrated by both European and Arabic historians, studying calendars of various cultures, the life cycle, etc.;

- the deconstructive method as a particular strategy of the inter-cultural education envisages a transition from the ideology of neutrality by means of performing "self-destruction" as each student is expected to reveal what in particular is not willingly accepted or recognized in his/her own culture. In fact, it is insufficient to formally recognize the equality of various cultures as the personal standpoints or opinions of their "carriers" still remain unresolved. Henceforth, as one of the viable solutions there can appear deconstruction of beliefs, stereotypes, cliches, deformational images, ethnocentric linguistic categories, etc., in particular, deconstruction of multiple beliefs related to Islam, the gender inequality and such like, – which still exist in the public mind [11: 197];

- the method of decentralization which, in the process of the inter-cultural comparison requires an ability to abandon one's own point of view, thus accepting that it is not necessarily the only correct one, but rather as one of the many plausible ones. The scientific value of the decentralization, therefore, lies in the transition from the standpoints of ego-centrism and ethno-centrism as it implies elimination of intolerance or racism, which are rooted in the addiction to one's own view as the only "right" one, the only absolute, the only undisputed opinion that there can only be. Vivid examples of such decentralization are as follows; the discovery of America from the view of Indians; the crusades from the view of Arabs; the colonization of Africa as viewed by Africans; the Little Red Riding Hood fairy tales from the view of the Wolf; the Three Pigs fairy tale as

narrated by each of them;

- the method of recognition of the cultural heritage which envisages acknowledgement by students of all the borrowings and facts that his/her own culture has actually inherited a lot from other cultures. In fact, a number of cultural objects (words, tools, food products, plants, animals, symbols or rituals) which are nowadays deemed as part and parcel of one's own native culture, did not historically belong to it. It, therefore, may be quite useful for pupils to discern, for instance, which of the terms used in the Italian language are actually inherited from the Arabic language; which mathematical symbols are Arabic by origin taking into consideration the fact that the "zero" symbol was inherited from Arabs whereas the latte had inherited it from Hindus; which of the food products originate from America; or should the literary masterpiece of Dante's "Divine Comedy" be deemed as a tribute to the "Mohammed's Book"?

- the method of artistic activities and initiatives viewed in the context of the inter-cultural education envisages encouragement of students to actively utilize the non-verbal methods of communication during demonstration of their own active civic standpoint or the positive attitude to representatives of alternative cultures (for example, during certain anti-racism actions; visiting Muslim mosques, synagogues, Buddhist centers; staging an inter-cultural exhibition, a variety show featuring ethnic music; ethnic and multi-cultural festivals featuring presentation of local cuisine, national costumes, etc.);

- the gaming method, which is deemed as a crucial instrument of the inter-cultural education, especially whenever it is combined with miscellaneous types of arts (dance, theatrical performance, etc.), enabling the students' acquisition of the inter-cultural tolerance and conflict-free communication in and outside of

schools thus enforcing general social tolerance of the culture of other ethnic groups and nationalities [2].

As per Italian scholar A. Castaldi's observation, due to implementation of the above-mentioned methods of the inter-cultural methods, – each pupil tends to increasingly develop himself/herself both mentally and spiritually by enriching his/her outlook, learns to respect alternate cultures and religions, therefore a pupil acquires all the opportunities which help expand his/her outlook and vision, thus enhancing the aptitude for adaptation and more successful adjustment in the everyday life. Besides that, as per the Author, the inter-cultural education may help develop interaction and mutual understanding between miscellaneous cultural groups, as well as the capability of accepting and acknowledging not only one's own opinion or view, but also those of others; instills in students the aptitude for compassion, understanding, mutual assistance and support, the capability of learning something new whenever conversing with representatives of alternate ethnic or religious groups, teaches students to effectively acquire knowledge from different spheres of life, thus molding a personality capable of successful co-existence in a society which comprises various ethnic, social and religious groups [2].

Thus, under the conditions of evolution of the inter-cultural education, teachers in Italian schools or other municipal or private educational institutions are noticeably exercising large efforts in order to teach the next generation how to successfully establish the social interaction in the ever-changing, multi-cultural society and carry out the cultural dialogue based on the exchange of various cultural values. Teachers, being the inter-cultural education facilitators, strive to implement the inter-ethnic understanding and form the system of moral values based on ethno-cultural

traditions of the participants of the educational process, also contribute to bringing up students possessing a tolerant attitude towards representatives of alternative cultures. In fact, it is precisely the formation of a tolerant personality that is envisaged in Italy as a paramount aim of the inter-cultural education as the latter tends to acknowledge the right of a representative of an alternative culture to be different, to be a recognized carrier of alternative values and it also facilitates with forming a positive view and attitude to alternate opinions and views. For that purpose, a number of various inter-cultural trainings, business, academic, role-play and situational games as being more powerful techniques of the inter-cultural education and also helping to master the ways of the inter-cultural behavior and develop the skills of adjustment to the inter-cultural environment, the inter-cultural communication and co-operation with representatives of alternative cultures, – are now being implemented [11].

Among the institutions that facilitate the establishment of the inter-cultural education in Italy, it is herewith worth acknowledging the Children's International Summer Villages (CISV) as well as the International Youth Camp which regularly organize summer camps for children and teenagers from all around the globe. The main idea of the above-mentioned camps is shared living on the same premises as well as organization of certain inter-cultural techniques that enable strengthening of friendship and mutual understanding between youth of miscellaneous nationalities. The said Italian organizations actually assist each individual with the cognition and acceptance of alternative cultures, with learning to respect alternative ethno-cultural entities and thus learning to co-exist harmoniously with representatives of alternative nationalities, races, beliefs and also

take an active part in various creative activities established in a dynamic, multi-national social background, etc. Undoubtedly, with the help of conducting the said inter-cultural educational techniques, Italy has proved to achieve significant headway [3].

Meanwhile, as a series of Italian scholars are rightly pointing out, apart from the achievements made in the sphere of implementation of the inter-cultural education in Italy, there also have arisen a number of issues which tend to inhibit from reaching its primary humanistic goals pertinent to the children's social education as required by the society in general. Thus, one of the existing topical issues is deemed to be the elimination of communicative barriers that tend to arise when an insufficient command of the Italian spoken and written Italian language is displayed by representatives of various ethnic minorities or groups studying together with the Italian ethnical majority [9]. Other existing issues pinpointed as arising in the process of implementation of the inter-cultural education concerned with formation of a multi-cultural personality and comprising the systemic data pertinent to various cultures as well as certain inter-cultural communicative and interactive skills, intentions and readiness for establishing an inter-cultural dialogue, – are distinguished as those that are caused by miscellaneous factors such as those of the alternative religion, the geographical origin, the cultural diversity, the relations between the ethnical minorities, etc. Besides, in the process of implementation of the inter-cultural education there has been detected a certain trend: the number of the pinpointed issues tends to significantly decrease whenever the gradual cultural integration of migrants into the society permeated by the ethnical majority, that is whenever

there arises growing inter-dependence between different cultures, – which inevitably entails formation of an integral and harmonious cultural system.

Conclusions and research perspectives. The inter-cultural education is considered to be a primary strategy of the Italian educational policy, as it is rooted in the humanitarian principles of tolerance, acceptance of others and peaceful co-existence of all its citizens with the newly-arrived humans from all around the globe. In the near future, the inter-cultural education which encompasses all groups of the Italian population, is perceived as a paramount factor of the perspective evolution of Italy's multi-cultural society as the profound cognition of the national language, culture, traditions and life-styles as well as those of other nationalities is treated as a required condition for the conflict-free interaction and communication as being an important factor of people's intellectual and spiritual enrichment as well as a reliable way of maintaining of social peace, harmony and unity.

Among most effective methods of the inter-cultural education, which thus far have been approbated in Italian pedagogical circles, are the following: the narrative method, which is based on the "personal narration" about real-life stories as rendered by representatives of various cultures; the comparative method, which is utilized for the purpose of cognition, conferral and comparison of facts or events of two or more different cultures; the method of deconstruction of beliefs, stereotypes, deformational images, ethnocentric linguistic categories; the decentralization as a method of elimination of ego-centrism and ethnocentrism, tackling aggression, intolerance, racism; the method of acceptance and recognition of the cultural heritage, creative activities and initiatives which enable establishment

of the inter-cultural tolerance and conflict-free communication by means of exercising due respect and appreciation of the achievements and contributions of both the national culture as well as of all the alternative existing cultures belonging to other peoples and nationalities.

Therefore, all the elucidated methods, forms and scientific recommendations which have been approbated during the process of establishment of the inter-cultural education in Italy, – have enabled the potential for further implementation of the most progressive of those in our own country as well.

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Received: March 18, 2020

Accepted: April 10, 2020



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

ISSN (Print): 2663-6387

ISSN (Online): 2664-0155

SOCIAL PEDAGOGY. SOCIAL WORK

СОЦІАЛЬНА ПЕДАГОГІКА. СОЦІАЛЬНА РОБОТА

UDC 376:37091.12:36-051

DOI 10.35433/pedagogy.1(100).2020.100-112

THE ROLE OF MEDIATORS-EDUCATORS AS ACTIVATORS OF LANGUAGE SUPPORT FOR PEOPLE WITH DEAFNESS

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It starts from the need for an approach relating to linguistic mediators as a support for people with special educational needs, specifically for people with deafness. To introduce and explain the main concepts of mediation, linked and declined to deafness conditions, considering the difficulties of deaf subjects, their possible accompaniment in a "Life project" logic and perspective and the use of these devices in educational paths and work to support.

We try to understand how the people we interact with and categorize as "different", face life, face it and adapt to situations according to their needs, according to their needs, taking into account their deficit, in the specific case, deafness, and taking into consideration the difficulties, the efforts of a daily, social and institutional institution, can be faced and not become a perpetual complication. The interest of the figure of linguistic mediators, who work with deaf subjects, in order to set up and develop inclusive perspectives that give quality to the paths and that allow to overcome the idea that there are destinies marked by the fact of being born disabled or being reached from disability.

Key words: *disability, deafness, mediation, life plan, education, people with special educational needs.*

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РОЛЬ ВИХОВАТЕЛІВ-МЕДІАТОРІВ В ПІДТРИМЦІ МОВНОЇ АКТИВНОСТІ ЛЮДЕЙ З ГЛУХОТОЮ

Д. Аргіропоулос

Процес підтримки починається з необхідності застосування спеціальних підходів, що стосуються мовних медіаторів, які здійснюють підтримку людей з особливими освітніми потребами, зокрема, людей з глухотою. Стаття має на меті ввести та пояснити основні поняття посередництва, пов'язані з глухотою та характеризують умови глухоти, враховуючи труднощі суб'єктів, їх можливе супроводження логікою та перспективою "життєвого проекту" та використання цих інструментів у навчальних шляхах та роботі вихователя підтримки.

Ми намагаємось зрозуміти, як люди, з якими ми взаємодіємо, і класифікуємо їх як "різних", стикаються з життям, з іншими людьми та адаптуються до ситуацій відповідно щодо власних потреб, враховуючи існуючий дефіцит, у конкретному випадку, глухоту, та беручи до уваги труднощі, зусилля щоденної соціальної та інституційної підтримки, існує можливість взаємодії без постійних ускладнень. Інтерес до постаті лінгвістичних медіаторів, які працюють з глухими людьми, для того, щоб створити та розвинути інклюзивні перспективи, які надають якість шляхам, дозволяє подолати думку про існування приреченості, по факту народження непрацездатним через інвалідність.

Ключові слова: інвалідність, глухота, посередництво, медіація, життєвий план, освіта, люди з особливими освітніми потребами.

Introduction of the issue. By mediation we mean, specifically, the action exercised by a person (or even by an institution, an association, a community, a nation) to favor agreements between others or to make them overcome the differences that divide them [5]. To make this happen, one wonders how to behave. Unfortunately, there are many situations in which, when asked: "What can I do?", it seems that there is nothing to do, but we are, perhaps, conditioned by the idea that what can be done is only in the sign of direct intervention, but the problem is right there: there are situations in which we can count on direct intervention, but the majority of situations we encounter in our human reality do not have the opportunity to put ourselves in a way, to activate with direct intervention, but only to indirect logics. We must not get into the trap of thinking that if "I can't do something directly about that situation, I'm in impotence". We have to do other things, longer, more complex, more systemic paths, that is,

we have to make those choices that allow you to activate or connect to the dynamics that also come to the intervention [2: 14-17].

Current state of the issue. What we mean by brokers: mediator is everything that arises between educator and educating, between teacher and pupil to help the latter to represent reality to himself; it is known that the real mediator between reality and representation of reality is the mediator or teacher himself, but the latter also use means, tools, methods, and precisely mediators called by Olson as active, iconic, analog and symbolic [1: 7].

To represent the figure of mediators we can use the metaphor of those who want to cross a stream that separates two sides and do not want to get wet: therefore, they put their feet on the stones that emerge: maybe throw a stone to build a foothold where it is missing. These supports are the mediators, those who provide support and who connect to each other. A mediator is like a simple stone on

which to place your foot to go to the other shore. The important thing is to build connections and move forward. If a mediator did not invite to the next, it would no longer be such. Here is a concise and schematic list of what are the characteristics of the mediators: a mediator must have the possibility to open and refer to the plurality of mediators, both to replace and to accompany and evolve the mediator used in a certain period of life; a mediator must build a point of convergence of different looks, being an object external to the subject and visible to others with a partly shared and partly non-shared meaning. It must be able to allow diversity and unity to coexist; a mediator can represent the subject without compromising it: he can test an insecure ground, explore a relational environment, without any failures depressing or injuring the subject; a mediator must be malleable, in order to reflect the impression that the subject places on it without it being definitive but always perfectible. It can allow you to exercise the subjective imprint, experimenting with the creative but also destructive aspects, being at the same time an actor and a spectator; a mediator must be able to conduct and guide a subject's self-experimentation, without the subject feeling judged in such a way as to compromise other experiences.

These characteristics are not of importance: they interact with each other at different times and with different intensities. Most of the time, the proper functioning of a mediator can be experienced, and only in retrospect can there be, not always necessary, a reflection that clarifies the characteristics of this scheme, whose usefulness is to be interpreted according to the logic of the instructions for the 'use. Rather, it is a scheme that should be metabolized, and therefore made in an entirely original way [2: 8-9]. In the particular

case of deafness, reference is made to linguistic mediators. Language mediators are those professional figures who can facilitate communication and understanding and facilitate the achievement of the final goal between two subjects who cannot communicate in a language understandable to both, therefore between hearing and hearing impaired [11].

What is deafness. Before tackling the specific concept of deafness it is appropriate to clarify what disability is. Canevaro means disability as the reduction or loss of functional capacity resulting from the impairment. By impairment is meant any loss or abnormality affecting a structure, a psychological, physiological or anatomical function [2: 121]. Disability is defined in the United Nations Convention on the Rights of Persons with Disabilities as the result of the interaction between the characteristics of people and the attitudinal and environmental barriers they encounter [2: 58].

Deafness is the more or less serious reduction of hearing. The term "deaf" is vague, or rather, it is so generic that it does not allow to distinguish the many degrees of deafness, [3: 15] degrees that have a qualitative, and even "existential" importance. There are people who are "hard of ear" (or "deaf") who can partially hear how much it is said, with the help of a hearing aid and a certain amount of goodwill and patience on the part of their interlocutors. Today these subjects use modern prostheses. Then there are the "serious deaf", many of whom are as a consequence of an ear disease or an accident suffered in the first years of life; but for them, as for the hard of the ear, hearing the words of others is still possible, especially with the hearing aids available today or in the development phase, extremely perfected, computerized, "personalized" devices. Finally, there are the "profound deaf people" to whom no future

technological discovery will ever allow to hear the words of others. Deep deaf people cannot converse in the usual way: they must read their lips or use sign language, or do both. Not only does the degree of deafness matter, it also and above all the age or the stage in which it occurs. The causes of deafness can be divided into two main areas: [4: 30-31] – congenital deafness, that is, which arose before birth; – acquired deafness, which arose at the time of birth (neonatal) or later (postnatal) [3: 15-17]. The so-called pre-linguistic or pre-lingual deaf, constitute a qualitatively different category from all the others. For these people, who have never heard in their lives, who have no auditory memories, nor images or auditory associations, there can never be even the illusion of sound. They live in a world of total and uninterrupted absence of sound, a world of silence, their dramatic condition cannot be compared to anyone else. The prelinguistic deaf, in fact, risks being seriously delayed, if not undermined forever, in the acquisition of language, if one does not intervene from the very first years or months of life. And being impaired in language for a human being is one of the most desperate calamities because it is only through language that we come into full possession of our humanity, that we communicate freely with our fellow men, that we acquire and exchange information [4: 34-37].

Aim of research is to review and investigate the available data on the work and communication of mediators – educators with people with deafness, and their role as activators of language support.

Results and discussion. What are the difficulties of those people facing deafness issues? No hearing person can imagine the sensation that can be felt in interacting with an absolutely soundless universe, in which the slightest nuances can emphasize and fully make the reality observed [3: 7]. It

is good to immediately underline the difference that exists between deficit and handicap, which are “two sides of the same reality. The first refers to the physical aspect, the second to the social aspect” (Mottez B., in Montanini M, et al., 1979). The deficit somehow measures the decrease in a benefit, which in our case is hearing, while the handicap represents the set of impediments and limits that the deaf person encounters in participating in social activities, from school to work to at leisure. The severity of the handicap is independent of that of the deficit, in the sense that a person with profound deafness may have fewer limits than a deaf person with mild deafness [3: 19].

The acceptance of the deficit is real when a person is aware that he can find himself in difficult situations because he does not feel, but has the maturity to face the problem in the right way to solve it even by simply saying to his interlocutor: I am deaf, please can to repeat? Denying the differences, thinking that speaking well solves every problem, considering deafness as something to be adjusted, having a development model similar to the hearing one: all this only amplifies the handicap. There will always be a moment in the life of a deaf person, even the one who knows how to speak very well, in which the communicative context creates difficulties for her, brutally brings her back to the deficit, forces her to remember that she doesn't hear. That will be the moment of truth: if the person has built a deaf identity within himself, he will calmly accept those limits [3: 51]. The real test of social integration are friendships and loves. If it is easy for children to play together because the communication context is simple, as one grows, one realizes that hearing friends show annoyance and impatience with respect to repeated requests for explanations, which are sometimes posed even in inappropriate moments. Deafness divides from other people [3: 20]. The

more you try to conform to the hearing model, the more you feel the effort and effort to cancel out a diversity that still remains because the communication barriers can be broken down but the deficit cannot be canceled [3: 39].

Active citizenship encounters obstacles, obscurity in the interpretation of the rules of society, rights affirmed on paper but little realized in everyday life, prejudices not only of individuals but widely present in our history, difficulties in connecting their project, and therefore living a perspective, and the realities that arise daily from the vision that we would like to glimpse even in everyday life. It is not an easy path. It is not for those who have all its functional qualities, and even more for those who have difficulties, the fragility connected to certain limitations, that is, they are people with disabilities [2: 77]. Regarding specifically the field of language education, it can be said that the deaf subject, compared to the hearing, proceeds at a slower pace and remains longer in the error phase, precisely because for him the language is the result of a learning and not a spontaneous acquisition. In the lexical context, in fact, the deaf child presents deferred learning and then, as he or she grows, a less good phonological competence from a qualitative point of view; it may also happen that some errors persist in adulthood, typical of young children, such as in the final vowel of words.

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In the lexical aspect, we often notice a poverty of words combined with a rigidity in understanding the words that take on different meanings according to the context. In pragmatic skills the deaf child has enormous difficulties because these skills are acquired precisely through sound repetitiveness, which he cannot use. Looking in particular at the morphosyntactic aspects, in numerous studies it has been highlighted that deaf people encounter difficulties, more or less serious in these parts of the speech: use of articles, use of clitic pronouns, use of prepositions, use of concordances, use of passive, use of indirect speech, use of some subordinates, such as the related ones. With respect to these errors, the speech therapist and the teacher realize that, while it is relatively simple to make deaf people learn the linguistic mechanisms, which somehow respond to clear and regular coding, the learning of those elements is much more complex. It is not by chance that they are called free morphology, in which it is practically impossible to make explicit a general rule if not through language training [3: 61-62].

Accompany the person with deafness in the life plan. Each disabled person must be guaranteed a personalized training-didactic path in compliance with individual needs. The individualization of the educational path involves the use of a set of methodologies, tools and strategies that allow the achievement of the same educational objectives for all, through paths that develop differently in respect of each person's characteristics. It is important to direct the objectives of the Individualized Educational Plan (IEP) to the "Life Project", thus defining objectives directly linked to the skills required by daily life (life skills). The aim is, in fact, to create a path accessible to all and to develop skills for prosociality, in an atmosphere of well-being characterized by collaboration, encouragement, trust

and mutual respect and, at the same time, an increase and reinforcement of cognitive skills and different skills disciplinary starting from the development of autonomies [12]. When we think about learning we always bring a schematic contrast between the linear paths that create a possibility of eliminating the subjects who in the linearity of the path would never find the possibility of achieving a goal and instead the most favorable situation that is in the network procedure: found an obstacle, to deviate with clearly in mind the direction to reach the goal but taking a different path and still reaching the goal [2: 80]. This organization of learning is conducive to resilience and the growth of active citizenship. The organization of learning will become a good organization of life projects that must help a person with a disability to realize the value of their effort and their adaptation, without having the pretense that it is only others who have to adapt [2: 85-86]. Having a resilience capacity means having a chance to regain altitude; the expression that is used in French "rebondir" means "to bounce", that is, not to fall to the ground and stay there, but to recover altitude. But resilience is also the ability to find strength in itself to be able to get around obstacles; sometimes this is the way to go; sometimes it is resisting to go beyond the obstacle.

We know that in many situations a certain idea of professional ethics condemns excessively strong involvement, but involvement is necessary in accompaniment. The competence of warm involvement is not simple: it must be studied and proposed not as complicity. Otherwise, tensions are created within the group with a severity towards the hot involvement that makes the design and construction of resilience more difficult [2: 86]. People who come to the rescue, organizations, are first of all welcomed as the element that allows you to

resume a dialogue that is no longer possible between us (intra) and needs to be done with others (inter). Those who arrive to cooperate must have that competence which allows them to have the inter moment that reopens the space to be reborn and resume, the intra dimension. This is the helping competence and this is the role of linguistic mediators who work with subjects with deafness. It is therefore not a simple skill because it needs to use a progressive way of restoring mastery of the argument, organization, economy of thought to the person to whom it goes to the rescue. The way to develop an individual life has elements of understanding of what is a community situation, and cooperation takes place taking into account both the symbols and the community aspect. What happened to him can have many similarities with the impossibility, impossibility can mean having tasks so elementary, so modest that he has no "desire", no "stimulation", no incentive to measure himself with something that makes him move forward, that allow him to resume the path of continuous learning. For an adult, and not only, this path consists in demonstrating skills, or in reformulating one's skills in different contexts. This is what can happen when there are situations in which a deficit attracts all the attention of others and prevents one from seeing beyond the deficit, from realizing that there are skills that can be developed alongside the deficit [2: 43-45].

Addressing the problem: how to proceed? Which supports to use? The life of each individual is populated by utensils, so daily that they are almost invisible. For personal or home care, for communication or information, for mobility or leisure, we use products, including those with a high technological content, which facilitate everyday life. These are subsidies or aids in the broad sense. Seen in its use, a product or tool becomes a subsidy to the extent that it is functional to a

specific purpose and responds to a specific need. In education, the various materials (tools and not), the tools and equipment to support and facilitate autonomy, communication and the learning process are teaching aids. According to this meaning, subsidies are not necessarily products intended for people with special needs; if anything, it can be said that some people need modest or substantial modifications to these aids in order to be able to use them in carrying out certain actions, or they need a greater quantity of service technologies for carrying out daily activities. On the other hand, it must be recognized that there is a wide category of aids that are specifically designed for people with disabilities. In general, technical aids and aids have the same function: to facilitate the adaptation of the person to the environment in which he lives, facilitate his activities and improve his quality of life. This conceptualization would be partial if the concept of accessibility was not referred to here, that is, the modification of the environment in the direction of the greatest possible usability by the people who live there. It is important to recognize that the reduction of disability should be sought not only in the adoption of aids that allow a greater range and quality of personal activities, but also through the best possible adaptation of living environments to people's health conditions. The set of aids and technologies for accessibility constitute the "aid technologies". Prostheses and orthoses represent the most used category of aids for physical and sensory disabilities. Aids for the deaf may be, for example, telephones and aids for telephoning and sound transmission systems [1: 238-240]. The desire to help deaf people to hear, amplifying auditory residues, is as old as man; one of the first attempts at hearing aids that we know for sure dates back to the 1800s, when Jean Marc Itard, a doctor at the State

Institute of Deaf Mutes in Paris, created a prosthesis consisting of a double acoustic horn, joined for the largest part. These empirical attempts to help hear materialize about fifty years ago in the construction of the first true prostheses: in recent years technology has significantly improved both aesthetics and functioning. Linear amplification prostheses, which increase the intensity of the sound in a way 6. Addressing the problem: how to proceed? Which supports to use?

constant, were followed by prostheses with non-linear amplification with automatic volume control, and finally by digital ones, which can be adjusted more precisely, can reduce noise, but above all offer greater fidelity in sound reproduction, representing a authentic revolution. In addition, the directional microphone allows you to decrease the nuisances due to too intense sounds, because it increases the spatial selectivity of listening. Still in the area of technologies, so to speak, strictly rehabilitative, there are computer programs that allow you to see some characteristics of your voice, such as intensity, sound, frequency. The user can in fact control the emission of his voice on the screen, training himself to improve it. The most publicized novelty of the last few years is the cochlear implant "... we could say that the cochlear implant takes on the functions that a damaged snail can no longer perform, by directly transmitting the message in the form of electrical impulses to the retrocochlear neuronal structures. In a broader conception we could therefore speak of an artificial snail" (Zagis, A. 1997). What must be clearly emphasized is that the cochlear implant operation is only the starting point, because, unlike what is commonly believed, the intervention does not give the possibility to hear in the same way as hearing hearing and implies necessarily a speech therapy that can last up to two years [3: 54-55].

When communicating with a deaf person using only the vocal language, it is good to follow some behaviors to facilitate the conversation because, even if the person wears prostheses, he does not always manage to perceive speech perfectly.

- To allow the deaf person to have a good lip reading, the optimal distance in conversation should never exceed 1.5 meters.

- The light source must illuminate the face of the speaker and not that of the deaf person: the face must be turned towards the light.

- The speaker must keep his head steady and his face must be at the level of the deaf person's eyes.

- We need to articulate words well, but without exaggerating. There is no need to distort the pronunciation, as the lip reading is based on the correct pronunciation.

- You can speak in a normal tone of voice, without shouting. The speed of the speech must be moderate: neither too quickly, nor too slowly.

- It is preferable to use short and simple but complete sentences. It is not necessary to speak in a childish way, but it is good to highlight the main word of the sentence and use facial expressions in relation to the theme of the speech.

- When pronouncing unusual names, places or terms, lip reading is very difficult. If the deaf person is unable, despite their efforts, to receive the message, instead of getting impatient, you can write the word in block letters or use, if you know it, typing (manual alphabet) [3: 56-57].

- It happens more and more often to see on television, at conferences, at the university, an interpreter who, by moving his hands, translates the words into Sign Language or gives the voice to a deaf signing person [3: 23].

Sign Language is in fact another aid that travels on the visual-gestural channel, intact in deaf people, and allows them equal opportunities to

access communication [6]. For many years now, scientific research, both in Italy and abroad, has identified technologies as a particularly suitable tool for breaking down communication barriers, because it offers the deaf the great advantage of being able to use sight, an intact channel, to access information. Computer games, educational programs, word processing, the Internet, subtitles on videotape and DVD, GSM mobile phones represent various facets of the IT approach that allows you to view words in learning contexts such as school or speech therapy, but also for relaxation and play. thus activating different approaches [3: 65].

Educational and work paths. The educational path is based on a project which foresees the development of various didactic activities in a learning context [7]. There is a logic that supports knowledge called in a broad "practical" sense. This knowledge - albeit lower in terms of truth content than the theoretical sphere - shows in any case its defined structure that can somehow be "formalized". This formalization combines practical knowledge in the strict (ethical-political) sense with the wider practice of poietic knowledge (aesthetics, poetics and rhetoric) [8]. The ethics, aesthetics and politics, which underpin the educational relationship, are therefore taken into consideration for the training of the methods used for the education of the subjects. In Italy and western countries, in relation to the education of the deaf subject in the vocal language, three areas can be broadly distinguished: oral methods; bimodal method; bilingual education.

Oralist methods. Within this term, there are several methods that have the common characteristic of not using sign language, with the belief that the gesture kills the word. The other common element is the strong involvement of the mother in therapy, with the risk of often confusing the

maternal role with the speech therapy one, with negative psychological consequences. Bimodal or mixed method. It has the characteristic of using a double mode: the acoustic-verbal one because it is spoken, and the visual-gestural one because it is marked, but only one language, Italian. That is, the word is accompanied by the sign, maintaining in the sentence the order of the words of the Italian. For example, when the corresponding sign does not exist for proper names, dactylogy or the alphabet of the deaf is used. We always work on three levels: phono-acoustic stimulation, lip reading and cognitive stimulation.

Bilingual education. It is more than a method, because the subject is exposed simultaneously to the vocal and sign language. Spoken and written Italian is learned with speech therapy, while LIS is acquired spontaneously and naturally because it travels on the visual-gestural modality, and therefore on an intact channel [3: 35-37]. The next step, after choosing the method, is entering the school. A teacher who has a deaf pupil in the classroom should review and set up their teaching differently, then discovering that what is useful to this student is also very useful to others, especially when the background is low and when we talk about foreign students. Unfortunately, our school still travels with the frontal lesson, while it would be advisable to try in every way to view the topics with diagrams on the blackboard, support for images, videos with subtitles, computer programs. The Italian teacher, then, should be able to count on a few hours of language laboratory aimed only at the deaf, in order to be able to deepen the use of the linguistic structures on which these students encounter difficulties, but also to work – with the same methodology used in Italian courses for foreigners – on those skills of the oral language that mostly escape the deaf, precisely because, for them, Italian is L2 compared to the

Italian Sign Language which, instead, is L1. The checks should also be in writing, structured so that the delivery of the exercise is simple and clear. In other words, the teacher must have the certainty that, when the deaf pupil is wrong, he does it because he has not studied and not because he has not understood Italian or even worse in the case of an oral question, he has not read well lips [3: 47-50]. The more the school is able to offer diversified answers to the deaf student, so that he or she can choose the most suitable didactic strategies and communication methods, the more it becomes an adequate school to bring out its potential [3: 77-78]. When the school process is completed, the deaf young man has to choose between continuing his studies at university or entering into work. For many years now, scientific research, both in Italy and abroad, has identified technologies as a particularly suitable tool for breaking down communication barriers, because it offers the deaf the great advantage of being able to use sight, an intact channel, to access information. Computer games, educational programs, word processing, the Internet, subtitles on videotape and DVD, GSM mobile phones represent various facets of the IT approach that allows you to view words in learning contexts such as school or speech therapy, but also for relaxation and play. thus activating different approaches.

Educational and work paths. The diploma obtained allows, in most cases, direct access to the world of work because the attendance of professional or technical institutes for surveyors and accountants prevails. While for many hearing impaired the university has become a sort of parking lot waiting for a job that doesn't arrive, the deaf boy who chooses to enroll in a faculty does so because he is truly convinced to continue his studies, aware of the difficulties that await him. The

university therefore becomes the extreme challenge to break down communication barriers, to be able to access the highest degrees of culture [3: 40]. The numbers speak clearly, without the possibility of doubts or uncertainties: deaf people face enormous difficulties in accessing the highest levels of education. In fact, it appeared clearly, thanks also to the profound ability of analysis of some students that alongside objective communication difficulties in relations with teachers and classmates, there are also a series of individual problems connected with a bad assessment of reality and the desire to act as alone, not to underline one's own diversity. A crucial point of the integration is also represented by the cultural preparation with which the student faces the university path, which in the case of the deaf concerns primarily their linguistic competence [3: 99-102]. As for the world of work, on the one hand there is the fear of tomorrow, linked to the uncertainty of self-employment, on the other the communication barriers that objectively reduce the area of professions, not for personal incapacity but for the inherent difficulties in works that bring you into contact with the public. The key points of vocational training remain the same as in the school: communication and specialized teaching. Experience has shown that the difficulties can be completely overcome if the trainer is able to communicate clearly and above all completely, even using signs or an LIS interpreter and knows how to set up his lesson with a method that is as visualized as possible. Beyond the workplace and the possibility of carrying out a rewarding activity, the other important aspect is the approach to the working environment, intended as a relationship with colleagues [3: 106-107]. An environment that should be positive and welcoming, inclusive, in order not to create relational difficulties which then flow into the work itself and

which could damage the integrity of the person with disabilities.

Conclusions and research perspectives. Methods and intervention practices. To introduce what will be called "special methods" it is useful to clarify and compare the special and ordinary terms.

By special we mean what is intended for the exclusive use of certain categories of people, uncommon, of a particular gender, the opposite of ordinary and by ordinary [9] we mean what does not come out of the order, that is, the norm or normality, and therefore usual, usual, common, regular [10]. This short essay is aimed at operators who, for various reasons, work with people who cannot reach verbal and symbolic communication, normal and shared [1: 215]. The condition of the deaf can shed light in many and various areas, especially in that of language. The linguistic challenges they face are extraordinary. Many of deaf people acquire not only the ability to express themselves casually, but also a completely different language. We need to see these subjects as a people with their own language, sensitivity and culture [4: 13-15].

The importance of commas. Surveys conducted in various countries have found that many people with severe and profound deafness show difficulties in acquiring the historical-oral language. From the research carried out, it is clear that, despite the intensity of the rehabilitative and educational interventions, the majority of deaf subjects cannot develop linguistic competence. The existence of deep prelingual deaf people who have developed linguistic competence, however, shows that deafness is not in itself an impediment to the acquisition of the historical-oral language. Logogenia is a method that aims to make deaf people acquire linguistic competence in Italian – or in any other historical-oral language – starting from a specifically selected and elaborated

linguistic input taking into consideration the specific condition determined by deafness [1: 208-209]. The general objective of the method is to allow deaf subjects to reach a linguistic competence in Italian (or in any other historical-oral language) comparable to that of a hearing person, so that they can read and understand independently and completely any written text, freeing the deaf person from the need to continually depend on interpreters or intermediaries of any kind. In the perspective of Logogenia, linguistic competence is understood as the ability to perceive and transmit syntactic meanings, and can only be determined by a complete development of the biological faculty of language, regardless of the ability, developed by many deaf people, to use elements of language to communicate. The Logogenia method intervenes exclusively on the understanding and production of the written language, integrating existing interventions, in order to allow the deaf person to achieve more complete autonomy. The laboratory aims to allow students to acquire the basic knowledge necessary, not to solve, but to identify a specific linguistic problem.

Non-verbal communication. What happens if the neurophysiological and psychological conditions do not allow adequate language development? It is determined that part of the communication rules that the able-bodied adult considers as standard communication rules are not applicable, or are partially applicable. Non-verbal communication represents the first communicative modality that man manifests shortly after his birth: starting from the crying of the child, the first indistinct communicative gesture that only the mother can interpret, the gestures of indicating are structured in succession. the use of concrete and symbolic objects, the acquisition and reproduction of images, to then get to the experience of writing, going through

the doodle. Non-verbal communication has structured some techniques in itself, which are briefly presented as tools for communicating with those who cannot do it like others [1: 215-216]. A non-verbal communication technique is Gestural Communication. There are several gestural communication systems that use gestures to express words or concepts. Some are simple systems, made of "personal" gestures, usually performed spontaneously. Others are codified systems of gestures, that is, languages conventionally structured, with their own grammar and syntax, the main of which is the Italian Sign Language (LIS). Sign Language LIS is a language in all respects, a non-verbal communication system that uses the visual channel: for this reason it is mainly used by deaf people with good visual residues. It allows you to express words, actions, concepts, through precise signs given by the movements of the hands, fingers and facial expression. Furthermore, as regards the contents, it can represent unlimited meanings, emotions, feelings through facial mimicry and the modulation of the signs, in their inflections and nuances. The LIS Sign Language is therefore a real language with its own system of complex rules, grammatical and syntactic structures. Another non-verbal communication technique is Dactylology. This system is composed of a series of movements made by the fingers of the hands: the main feature of this method is the ability to express each letter of the alphabet using only the movements and positions of the fingers of the hand. Typing is normally used in conjunction with other systems (visual or tactile), such as Sign Language [1: 221-222].

Easy communication. Facilitated Communication is a particular type of non-verbal augmentative alternative communication which, through specific contact and the use of the competence of indicating, can favor written communication and, therefore,

interaction, and, even better, integration with reality by a subject with disturbances in executive functions and language. Like all mediators in special education, facilitated communication is not an end to be achieved, but a means to be learned to use through which the disabled person can express himself unequivocally, improving the quality of life. The ultimate goal of the pedagogical project that must be pursued through a very precise and structured path of steps and stages to be achieved, is to make the person facilitated autonomous both at the level of communication and at the level of thought. The diffusion of facilitated communication and the clarification of the essential lines that characterize it and ensure its correct implementation is due to Rosemary Crossley, an Australian pedagogist. Crossley began to structure a communication based on the indication, by the subjects, of objects corresponding to what he nominated, following the request for indication of the corresponding written words. The term "facilitation" means nothing more than a contact, a physical support, which, applied to the part of the body responsible for carrying out a certain action, has the purpose of activating the movement. The empathic relationship between facilitated person and facilitator must be considered a necessary condition for the application of facilitated communication. Contact, in facilitated communication, is not a simple overlapping of parts, but the concrete, visible result of a harmony between facilitator and facilitator, which has its origin in a relationship between the two people characterized by trust and listening, generating a feeling welcomed and understood by the other. Fundamental, therefore, in this sense is the sharing of the project between the facilitated subject, facilitator and living environment, as knowing the objectives to be pursued and the sense of the proposal of some

activities, sometimes trivial, especially at the beginning and every time which decreases the degree of facilitation, empower the person for the work you want to do with them, motivating them to commit themselves, to collaborate with us [1: 226-228].

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Received: March 04, 2020

Accepted: April 15, 2020



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

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

MODERN TEACHING TECHNOLOGIES СУЧАСНІ ПЕДАГОГІЧНІ ТЕХНОЛОГІЇ

UDC 37.091.33-027.22:621.3

DOI 10.35433/pedagogy.1(100).2020.113-125

IMPROVEMENT OF THE METHODOLOGY OF LABORATORY PRACTICES FOR TRAINING ELECTRICAL ENGINEERING EXPERTS

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The curricula of higher education institutions that train specialists in the field of electrical power engineering, envisage mastering a certain list of competences, achieving program results, which allow to solve specialized practical problems, the solution of which is unlikely without the use of theoretical basis and methods of physical, natural, social and economic sciences. The modern engineer must possess the certain set of knowledge and skills that allow him or her to theoretically anticipate, substantiate and determine particular tasks, situations, problems. The topical issue of modern higher education is the preparation of a competitive in the labor market specialist, who is able to combine the theoretical knowledge gained with practical skills, who can design a detailed model of the sequences of required actions and tasks, as well as to justify the choice of a particular equipment and toolsets. However, the excessive amount of data that influences the modern young individual in one way or another does not allow him/her to concentrate his/her work in the necessary direction in order to determine priorities, including choosing and studying a particular course. Recently, a young person is not always aware of the

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need to perform the types of tasks envisaged in the curriculum, thus, treating the overall educational process lightheadedly without real-life industrial conditions proper simulation and analysis. Therefore, one of the main tasks of the teacher is to assist the student in combining theory with practice, in order to give impetus to independent actions, stimulating them to actively perform cognitive and research activities.

The article deals with the problem of close combination of laboratory work with practical investigation in order to increase their joint efficiency. The combination of theory and practice that occurs in the laboratory during the laboratory procedures involves the activation of students' cognitive activity, the provision of specific nature of the learned material at lectures and independent work, facilitating detailed and deeper assimilation of educational information. At the same time, the compliance of laboratories with the requirements of technical aesthetics and ergonomics, methodological substantiation of laboratory and practical classes will contribute to the education of students in the sphere of culture of work, which will also positively affect the quality of students' educational and cognitive activity, as well as their practical training. Our research offers a technique for improving laboratory work by introducing experimental verification of the results obtained during independent work.

Key words: *theoretical training, self-study, students' cognitive activity, practical work, laboratory work, theoretical foundations of electrical power engineering, workbook, experimental assessment.*

УДОСКОНАЛЕННЯ МЕТОДИКИ ПРОВЕДЕННЯ ЛАБОРАТОРНО-ПРАКТИЧНИХ ЗАНЯТЬ ПРИ ПІДГОТОВЦІ ФАХІВЦІВ З ЕЛЕКТРИЧНОЇ ІНЖЕНЕРІЇ

А. П. Войницький, І. В. Нездвецька, Г. С. Логвінов, В. В. Мельничук

Навчальні програми закладів вищої освіти, що ведуть підготовку фахівців у галузі електроенергетики, передбачають опанування певним переліком компетентностей, досягнення програмних результатів, що дають можливість вирішувати спеціалізовані практичні задачі, вирішення яких малоімовірно без застосування теорій і методів фізико-технічних, природничих та суспільно-економіко наук. Сучасний інженер повинен володіти тим переліком знань і умінь, що дозволяють теоретично передбачати, обґрунтовувати та визначати ті чи інші виробничі завдання, ситуації, проблеми. Актуальною проблемою сучасної вищої освіти підготовка фахівця, конкурентоспроможного на ринку праці, який здатний поєднати отримані теоретичні знання з практичними навичками, здатний моделювати процес та обґрунтовувати вибір того чи іншого обладнання. Проте надмірна кількість потоків інформації, які тим чи іншим чином впливають на сучасну молоду людину, не дозволяють їй концентрувати свою роботу в необхідному напрямі з метою визначення для себе пріоритетних завдань, у тому числі під час вивчення того чи іншого курсу. Останнім часом молода людина не завжди усвідомлює необхідність виконання видів завдань, передбачених навчальними програмами, підходить до вивчення поверхнево, не проектує матеріал, що вивчається, на реальні виробничі умови. Тому одним з основних завдань педагога є надання допомоги студенту у поєднанні теорії з практикою, надання поштовху до самостійних дій, які викликають інтерес до досліджень, активізують пізнавальну діяльність.

В даній роботі розглядається проблема тісного поєднання лабораторних робіт з практичними для збільшення їх сумісної ефективності. Поєднання теорії і практики, яке відбувається в лабораторії під час виконання лабораторних робіт, передбачує активізацію пізнавальної діяльності студентів, надання конкретного характеру вивченому матеріалу на лекціях та при самостійній роботі, сприяння детальному і більш глибокому засвоєнню навчальної інформації. При цьому відповідність лабораторій вимогам технічної естетики та ергономіки, методичне обґрунтування лабораторно-практичних занять сприятиме вихованню у студентів культури праці, позитивно впливатиме на якість навчально-пізнавальної діяльності студентів і їх практичну підготовку. В роботі запропоновано методику удосконалення лабораторних занять

шляхом впровадження експериментальної перевірки власних результатів, отриманих під час самостійної роботи.

Ключові слова: *теоретична підготовка, самостійна підготовка, пізнавальна активність студента, практична робота, лабораторне заняття, самостійна підготовка, теоретичні основи електротехніки, робочий зошит, експериментальна перевірка.*

Introduction of the issue. The growth of the total amount of scientific knowledge and integration of science, on the one hand, and increasing specialization of knowledge on the other, demand that fundamental training of students must be of a high level and intensity, but at the same time it must be carried out according to the needs of society to the multilateral development of personality combined with the maximum development of his/her individual abilities and inclinations. The educational programmes of many higher education institutions, which are used in the process of training of electrical engineering specialists, provide graduates with the ability to solve specialized issues and practical problems not only in the specific discipline or field of knowledge, but in electrical engineering and electromechanics in general. The rapid development of industrial production, its scientific substantiation, support and improvement are closely dependent on the development of the education. Successful implementation of modern production processes is associated with the generalized combined qualities of a specialist, as well as with the level of professional suitability and competences acquired through education. This encourages the application of theories and methods of engineering sciences in practice and is characterized by the complexity and uncertainty of the conditions.

As for the realization of the potential of a personality, it can be achieved, if the education system enables every

young individual on a broad general- and narrow specific field-based foundation to receive appropriate multiprofile qualification with the particular specialization, which means mastering a profession at the highest possible level. One of the main tasks in the training of professionals is a fundamental improvement in the quality of education.

The list of competences that a modern engineer should possess, first of all, includes the ability to theoretically predict, substantiate and determine topical production tasks, situations, problems and issues. The combination of theoretical knowledge with practical skills, the ability to model the process and competently justify the choice of appropriate equipment makes a graduate of higher technical education competitive in the modern labor market. Thus, the organization of the educational process according to the model "lecture (theory) – practical work – laboratory work – preliminary or final assessment" is substantiated enough in the study of not only electrical engineering disciplines, but natural sciences as well.

Laboratory classes belong to the category of organizational forms of the educational process, where, first of all, the issues of integration of knowledge, intellectual, as well as practical skills and abilities form such important professional and personal qualities of the student as independence, activity, ability to think freely and analytically, mastering new ways and methods of problem-solving, extrapolating and applying them to new situations, etc.

They are conducted through the students' self-completion of quite specific subject tasks using equipment adapted to the conditions of the educational process, which reflects or models production-based situations. One of the important advantages of laboratory work, in comparison with other types of classroom activities, is the integration of theoretical knowledge with practical skills of the student in a single research-like process [5]. Quality laboratory work requires the students' creative initiative, autonomy in decision-making, deep knowledge and understanding of educational material.

Practical work, as a method of learning, is a way of discovering and enhancing the skills of calculating and justifying choice of corresponding equipment, devices and production-critical procedures; thus, by didactic nature, practical work is close to laboratory work [10: 3]. Laboratory work and practical activities unite and complement each other, moreover, in some cases, the term "laboratory and practical work" (for example, in physics, electrical engineering, electronics, metrology, etc.) is used.

Increase in the efficiency of the laboratory and practical activities, including proper organization of educational and methodological work requires educator's deep knowledge of form and structure of each separate type of lessons, creating appropriate environment for the development and improvement of students' skills and abilities in engineering disciplines. Currently, thorough research and practical activities in the field of development and approbation of different systems of pedagogical monitoring and assessment of laboratory-practical lessons are being conducted [6; 7; 8].

Object of research: laboratory and practical activity of the vocational training educator of higher educational institutions.

Subject of research: laboratory-practical works as the tool of mastering knowledge, skills and abilities by the students.

Aim of research is to identify theoretical and practical aspects of improving the organization of laboratory-practical works as a form of assessment of vocational knowledge of students of tech specialties in higher educational institutions.

Current state of the issue.

Performing the task of improving the quality of education requires the implementation of a range of measures aimed at enhancing different components of training process, moreover, previous experience and analysis of technical disciplines' structure has detected the ineffectiveness of conventional lesson-based material presentation. In order to increase the efficiency of the educational process, it is necessary to determine the ways to improve the system of education, which helps to increase the level of students' knowledge assimilation and skills formation. For this purpose, a system consisting of the following levels is becoming particularly popular: motivational basis (interest) → active mental activity → individual perception of educational material → imagination → ability to create → development of thinking and emotional perception → synthesis of knowledge → conscious learning → abilities and skills → creativity → productive activity. The implementation of this system uses: didactic principles aimed at ensuring the effective acquisition of knowledge; development of analytical abilities and skills. The development of analytical thinking involves a holistic perception of the studied objects and phenomena, the separation of the constituent elements of internal and external interconnections.

A prerequisite for the implementation of such a system is the choice of forms of organization of

students' educational activities. In the international educational and pedagogical practice, such means of an objective assessment of the level of mastery of the integral, general and professional competences of the applicant of engineering specialties becomes more widely used.

However, there is a number of disadvantages in the organization and conduct of laboratory classes in pre-higher and higher education institutions: the equipment used does not always meet current requirements; the sequence of laboratory work on topics for each student does not always correspond to the structural and logical scheme of the discipline – the topics of laboratory work do not always coincide with the material learned during lectures and seminars; the level of independent preparation of students for laboratory work is inadequate; control of readiness of each student at admission to laboratory work is not deep enough; students do not always have sufficient skills in analyzing the phenomena under study and the ability to make conclusions from the results of experiments; students spend most of their time not achieving the main goal of the work, but performing intermediate activities; the individual preparation of the student is not always taken into account; when evaluating the results of laboratory work, the focus is often on the structure and design of the report, without properly assessing obtained practical skills and abilities. As for the forms of organization of laboratory work, they can be divided into frontal, group, individual.

The *frontal form* of conducting laboratory work is the most widespread, and is characterized by forming relatively small groups of students (3-4 individuals) accomplishing the same tasks, while performing similar work simultaneously. Laboratory work of

this type is carried out in accordance to special programmes and instructions. Conducting work in such a way does not require considerable effort on the part of the teacher regarding its organization, however, it requires a sufficient number of corresponding equipments. The frontal form of the organization of the laboratory work gives the opportunity to save the teacher's time for the development of content and selection of distributing material, as well as it helps to evaluate the feedback and perform assessment.

The major disadvantage of frontal laboratory work form is the low cognitive autonomy of students in the process of tasks completing. Besides, performing the laboratory work simultaneously implies coping techniques and methods of execution of certain tasks without understanding the essence of the phenomenon investigated, uncontrollable exchange of experimental data between the group members, which leads to formation of noncreative mechanical patterns of behavior.

The *group form* of organizing the laboratory work implicates the distribution of different tasks and equipment, which are preliminary selected for each group of students within the same topic. It has a number of advantages: first of all, the possibility of taking into account the individual characteristics of students, including: the level of their academic achievements, interests, ability to provide assistance or being assisted by groupmates, assessment, self- and mutual assessment. In addition, this work form allows the students to use the equipment more efficiently. Moreover, each group performs a particularly selected task, which reduces to the minimum the possibility to cheat or share the experimental data between the representatives of different work groups.

The *cyclical form* of laboratory activities involves the division of all laboratory activities, provided by the programme of the course, into several cycles, which correspond to its certain sections. Each laboratory work is performed according to the schedule, which allows to perform simultaneously different types of lab work of a certain cycle.

The major disadvantage of this kind of activity is their discrepancy with the theoretical material presentation and distribution, which results in incomplete or incorrect understanding of the origin and/or essence of the investigated phenomena, thus, reducing cognitive activity of the students.

Individual form provides for each participant to perform a certain laboratory work on a special schedule, while all the students simultaneously work on different topics. It should be noted that such type of activity requires a special organization, individual guidance and control over the work of students from the side of a teacher. However, it allows to take into account the individual characteristics of each student during the course of work

According to our point of view, the use of individual laboratory classes is appropriate at the beginning of the first year of study, when students learn the methodology of experimental work in the laboratory. The use of such courses in senior courses should be based on the specific interests and inclinations of particular students, as well as providing the variability of tasks.

Therefore, it can be noted that the individual form of laboratory work meets the current trends of the education system, in particular, it implements a personality-oriented approach, promotes individualization and differentiation of learning. The essence of individual form of organizing laboratory work lies in

designing individual tasks, choosing and differentiating didactic material, setting goals and objectives of the corresponding kinds of activities, implying variability of the algorithm of its compliance, taking into consideration the tempo of the educational process in accordance to the needs and capabilities of particular students, the level of formation of their skills, abilities and their theoretical readiness.

The *differentiated form* of organization of laboratory work requires more teacher's effort and time, in addition, the process of obtaining the feedback after the accomplishment of individual tasks and their assessment is significantly complicated. Regardless of the specifics of the forms of organization of laboratory work in the process of its implementation, such methods as analysis, synthesis, comparative analysis, diagnosis, conclusions making are predominantly used.

In the process of performing laboratory work, students obtain theoretical and practical knowledge, independently make "discoveries", polish individual executive and self-experimental skills, perform multiple research activities, as well as learn how to plan step-by-step sequences of actions, predicting preliminary and final results, evaluate probabilities, etc.

It is also important for the teacher to ensure that the laboratory work is well-organized and precisely conducted (for example, to clarify the subject, goals and tasks; to instruct students on the performance of the work; to remind the rules of conduct and safety).

The laboratory class should be held with the number of students that does not exceed half of the academic group. In some case (requirements for safety of life, limited number of workplaces, etc.) it is allowed to conduct laboratory

classes with even smaller number of students.

Assessing the forms of organization of laboratory work, we note that each of them has its own peculiarities, in particular, the disadvantage of the frontal form is the low cognitive independence of students during its implementation [2]. Performing laboratory work by all students of the subgroup simultaneously leads to copying techniques and effective means of performance while solving problems without a deep understanding of the essence of the phenomena under study, thus, the efficiency of mastering the respective competences greatly decreases.

The disadvantage of the cyclical form of organization of laboratory work is its dynamic nature that outpaces the study programme material, which leads to incorrect and inaccurate understanding of phenomena or processes, and, as a consequence, reduces the students' cognitive activity [2].

One of the main tasks of improving the educational process is designing new methods of organizing its forms, including laboratory classes. The following ways can be distinguished in this direction: improvement of the material and technical base of laboratories; improvement (complication) of previously performed laboratory works; modernization of the laboratory structure, methods of measurements and calculations, etc.; increase of activity and independence of students; use of computer technology. Thus, according to our point of view, one of the major ways to enhance the organization of the laboratory practicum in higher and pre-higher educational institutions is to strengthen individual work with students, namely in conducting laboratory classes, controlling and assessing them.

The individual form of conducting laboratory work provides for each

student to perform certain sequence of tasks on a special schedule, which is possible only with sufficiently strong material base, and requires a lot of teacher's time, who is responsible for conducting the monitoring and assessment of the corresponding students' activities. However, it allows to find individual approach to each student and to take into account his/her personal abilities and skills.

Therefore, it can be emphasized that the individual form of laboratory work corresponds to the current tendencies of the development of the education system, in particular, it implements a personality-oriented approach, promotes the individualization and differentiation of learning.

Laboratory classes are considered the most conservative according to its organization and methodology. This is strongly connected with the functions they perform, the content of the work and the specificity of the learning process to acquire the relevant practical skills and abilities. Ya. Ya. Boliubash [3] distinguishes the following stages in the structure of modern laboratory classes:

- preliminary control of students' readiness for specific laboratory work;
- performing specific tasks in accordance with the topics offered;
- failing individual report;
- assessment of students' work by the teacher/supervisor.

Thus, students are presented with a list of individual tasks:

- to understand and properly formulate the aim of the experiment;
- to present its course independently and clearly;
- to select the necessary equipment items;
- to carry out the experiment, including the observations stage;
- to record the results of the experiment.

After that, the student, based on his/her own theoretical knowledge or

using auxiliary specialized literature, substantiates the obtained results. The teacher acts as a consultant, providing the student with the necessary and appropriate methodological assistance.

Results and discussion. It is important to create appropriate psychological environment, such conditions for students at the laboratory-practical classes that would stimulate them to work creatively, so the teaching and support staff must be highly-qualified and undergo corresponding pedagogical training [9].

In this situation, classes should be organized in such a way that each student (academically: strong, medium, weak), corresponding to the professional level, felt the need to improve the quality of his/her training. Thus, the teacher, according to the needs and interests of the student, should provide methodical assistance, creating a set of individual tasks, taking into account his/her level of. Individualizing the tasks of laboratory and practical work, it is necessary to preserve the integrity of the system of theoretical and practical training, the connections between them, to consider them as a whole, when each lesson is a topically-completed link of the educational process.

Due to specific psychological and age-based peculiarities, students can much more easily and effectively percept and assimilate the visual and interactive forms of educational material in comparison with abstract textual assets [4]. It is known that according to the theory of associative memorizing, data that is obtained via multiple channels, including text, video, graphics and sound is being deeply stored in memory and can be access for significantly longer period of time, thus, making the interactive forms and means of education increasingly popular.

As laboratory work may be limited to a range of competences, it is appropriate to combine it with such

means of assessment as oral questioning or testing. Moreover, such a combination may sufficiently encompass the examination of knowledge and the ability of the student to minimize the time costs, and also exclude any written sphere difficulties. It should be noted that alongside with capable individuals with good theoretical basis and ability to successfully use it while dealing with real-life activities, there are mediocre students with insufficient level of training, but with a well-developed intuition that increases the probability of obtaining academic achievement, similar to those of the better trained individuals. In our case, interactive forms and means of presenting educational material are of higher effectiveness due to close interconnection of laboratory and practical classes.

As long as laboratory work may limit the range of competences developed, it is appropriate to combine it with such lessons as individual practical work. Thus, the student mandatory receives a list of vital theoretical knowledge and practical skills on a particular topic, making the successful completion of the tasks given without them impossible. After conducting calculations required, the student should check them experimentally by performing laboratory work. The quality of performance of the calculation part, the level of assimilation of theoretical material is assessed during oral questioning or testing, which saves the time and effort of the teacher.

This hypothesis was tested on the example of the discipline "Theoretical Foundations of Electrical Engineering", designed for students, who receive a Bachelor's degree in the specialty 141 "Power engineering, electrical engineering and electromechanics". The aim of laboratory-practical classes of the corresponding discipline is to teach students the methods of

calculating electromagnetic processes and corresponding energy transformations, mastering the basic concepts and laws related to the practical use of electrical and magnetic phenomena, mastering methods of analysis of electric circuits (DC and AC).

The most important condition for the effectiveness of training in carrying out laboratory and practical work is the obligatory independent cognitive work of the student, therefore, students are offered workbooks, which contain guidelines and essential theory on the topic. Workbook contains structural directions for the following tasks:

- independent homework;
- experimental tasks for classwork;
- practical tasks to substantiate laboratory work.

The workbook contains systematized and clearly outlined theoretical and methodical material that covers practical and methodological issues of the discipline "Theoretical Foundations of Electrical Engineering". The structure of all laboratory works, their content and visual illustration of theoretical material by the schemes of measurement of electrical and magnetic quantities are methodologically justified, which makes the instructions of the workbook convenient for independent

study of the material by students of full-time and part-time (distance) forms of study [5].

As an example, let's review a fragment of a workbook from the discipline "Theoretical Foundations of Electrical Engineering". For the branched electric circuit (fig. 1) it is known: electromotive force (EMF) of electric current sources and resistance of the resistor (table 1).

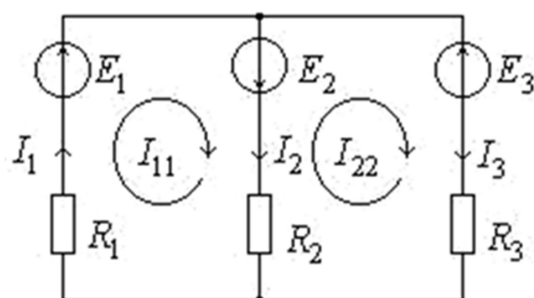


Fig. 1. Schematic diagram of electric principle for laboratory and practical work

The task is to determine the currents in the design (fig. 1) wiring diagram by:

- 1) Kirchhoff's Laws (Kirchhoffsches Gesetz / KL);
- 2) the method of contour currents (MCC);
- 3) the two-node method (TNM).

Next stage is the assessment of experimental data obtained.

Table 1

Source data for the calculation work

Variant	R , Ом			E, V			Методи виконання	
	R1	R2	R3	E1	E2	E3	Full-time	Part-time
1	130	120	110	10	15	12	KL, TNM	TNM, KL
2	82	120	110	11	12	15	MCC, KL	MCC, TNM
3	130	68	110	13	17	10	MCC, TNM	TNM, KL
30	130	68	110	16	13	18	KL, TNM	TNM, MCC

Note:

The internal supports of the sources are equal to $e.s. - 0 \text{ Ohms}$

KL – Kirchhoff's Law

MCC – the method of contour currents

TNM – the two-node method

Figure 3 shows a diagram of typical electrical laboratory installation for

checking the correctness of home practical work in the form of an example of the calculation of currents of a branched electric circuit (fig. 1) (direct current / with two nodes). The calculation method is given in the workbook. The general view of the laboratory installation is shown on figure 2.



Fig. 2. General view of the laboratory installation.

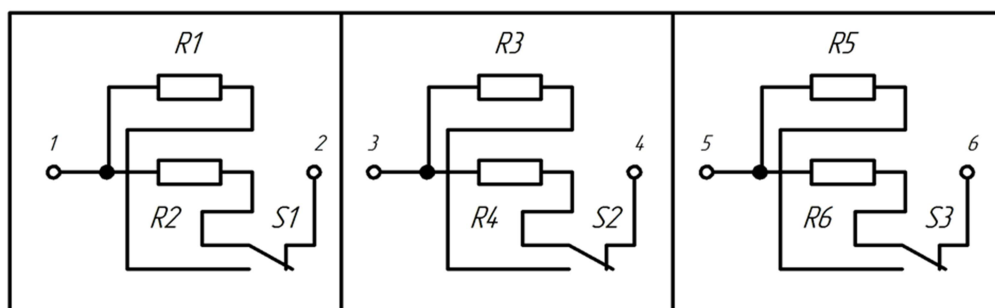
The laboratory installation consists of two parts:

Part one – power supply with three identical adjustable integral stabilizers (5... 25 V) with power load of 1 A each. Integral stabilizers are protected against overload. Fig. 1 indicates that

they correspond to E1... E3. The choice of integral stabilizers due to their proximity to the ideal voltage sources for internal resistance;

Part two – power load resistors (R1...R3), which consist of resistors of variable power load (fig. 3).

a



b

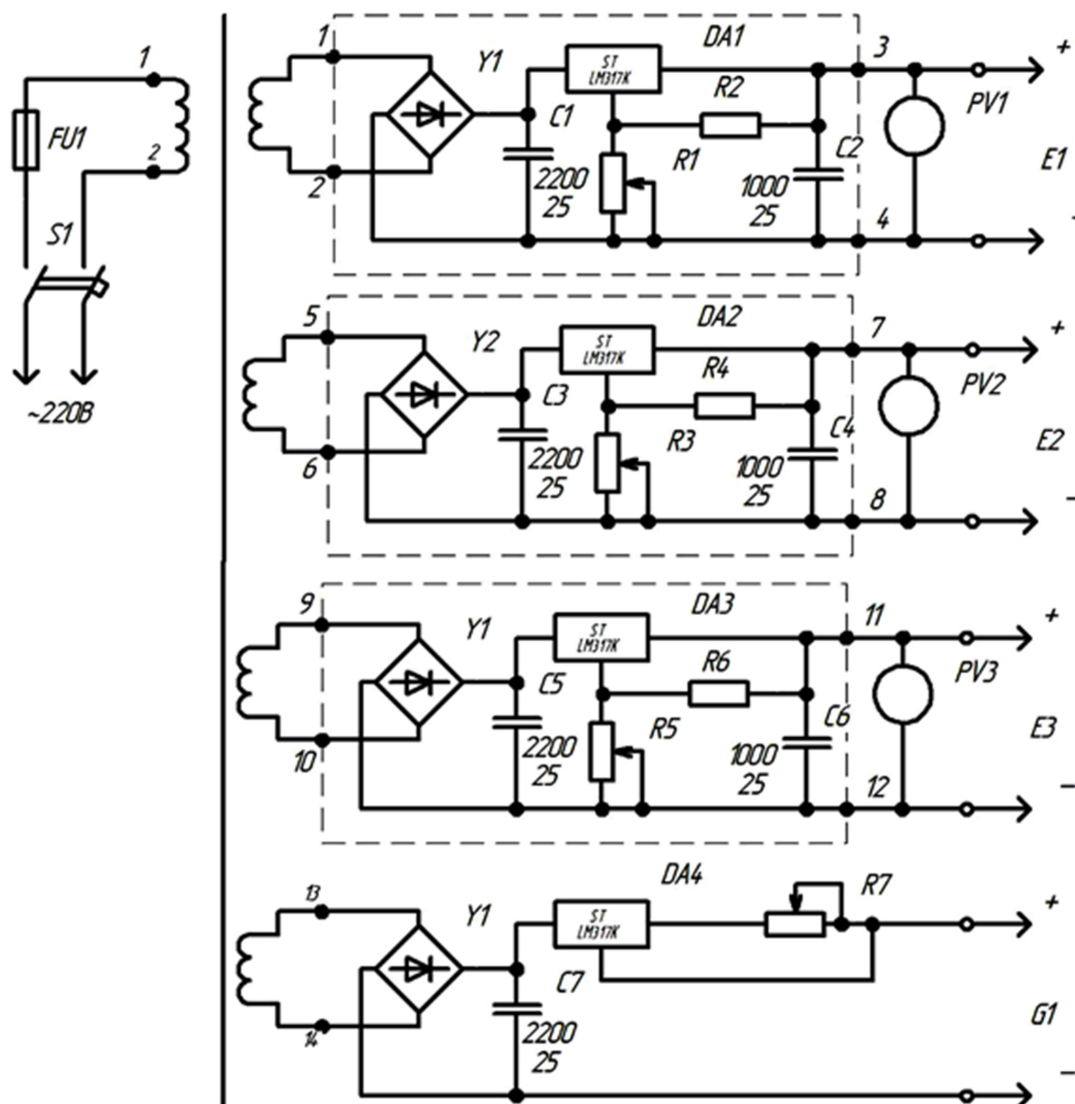


Fig. 3. Schematic of typical electrical installation for laboratory work.
a – power supply unit (PSU); b – resistors matrix

Resistors' power load is given in table 1. The number of resistors in combination is 9. The number of combinations of EMF values is quite large. The magnitude of the currents in the respective circles is determined by Ohm's law:

$$I_i = \frac{U_R}{R_i},$$

where U_R – is voltage drop on resistor.

The voltage drop is determined by a digital combination device located on the power supply unit. This (indirect) measurement method allows to expand the possibility of obtaining information on the application of two laws - the second Kirchhoff's law and Ohm's law. Resistors R_1 , R_3 , R_5 modulate corresponding voltage of power supply units $E_1...E_3$. To complicate the practical task, a current generator (current source) G_1 is provided. This laboratory equipment acts as a "lie

detector" in checking the quality of previously performed calculations. The preliminary calculation of currents is performed within the framework of practical or independent work of students.

Conclusions and research perspectives. Described method of organization of laboratory-practical work encourages the student to perform corresponding types of activity independently, thus, requiring only obligatory preliminary comprehension of theoretical material, which is needed to master programme(s) of a particular discipline.

The experience of using the combined form of practical-laboratory classes convincingly indicates that the developed system gives the opportunity to form the ability of students to analyze the sets of experimental tasks, as well as to conduct experimental activities freely and independently, while being engaged in decision-making and taking responsibility for relevance of obtained results of the experiment. Further research perspectives imply developing a reliable methodological ways and means of student's self-assessment, experimental data generalizations and assimilation, while maintaining their considerable freedom and independence.

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Received: February 20, 2020

Accepted: April 15, 2020



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

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

UDC 371.32+81'24

DOI 10.35433/pedagogy.1(100).2020.126-132

CLIL IMPLEMENTATION PROBLEMS AT UNIVERSITIES OF UKRAINE

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The article deals with the role of content and language integrated learning (CLIL) for students of non-linguistic specialties in higher educational institutions. The content and specifics of CLIL implementation technology in Ukraine, as well as the necessary conditions for organization of the educational process using this methodology are considered. The article shows that the construction of methodological work within CLIL while learning a foreign language has two goals: the study of a special subject and the simultaneous study of a foreign language, in the process of which the special subject content is its educational material.

The main focus is on the study of the essence, content and technology of implementation of CLIL in Ukrainian universities, as well as on determining the necessary conditions for the organization of the educational process in the framework of using this technique. It is stressed in the article that in the modern world, the role of English, which is considered the lingua franca of business communication in the world, is growing significantly, therefore, the article emphasizes that the key to successful professional activity of any specialist is the study of the discipline "English for special purposes" (ESP) which is included into the university curriculum in Ukraine.

The article identifies the contradiction between the social need for foreign language proficiency of university graduates and the traditional methodological technologies by which this is realized. In order to eliminate this contradiction, the CLIL methodology has recently been successfully used. Two basic principles of organizing CLIL work – co-creation of new knowledge and depth, significance and relevance of the information to be remembered – are highlighted in the article. As an example, the article presents a system of tasks in the process of implementing integrated teaching with a description of the interconnected components of the educational process.

Key words: content and language integrated learning (CLIL), educational process, a special subject, a foreign language, English for special purposes (ESP), the teaching process.

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ПРОБЛЕМИ ІМПЛЕМЕНТАЦІЇ CLIL В УНІВЕРСИТЕТАХ УКРАЇНИ

В. В. Баркасі, Т. І. Філіпп'єва

У статті розглядається роль предметно-мовного інтегрованого навчання (CLIL) для студентів нелінгвістичних спеціальностей у закладах вищої освіти. Розглянуто зміст та специфіку технології впровадження CLIL в Україні, а також необхідні умови організації навчального процесу за цією методикою. У статті показано, що побудова методичної роботи в рамках CLIL під час навчання іноземної мови реалізує дві мети: вивчення спеціального предмета і одночасне вивчення іноземної мови, в процесі якого контент спеціального предмета є його робочим матеріалом.

Основна увага приділяється вивченню сутності, змісту та технології впровадження CLIL в українських університетах, а також визначенню необхідних умов для організації навчального процесу в рамках використання цієї методології. В статті наголошується, що в сучасному світі роль англійської мови, яка вважається *lingua franca* ділового спілкування у світі, значно зростає, тому в статті підкреслюється, що запорукою успішної професійної діяльності будь-якого фахівця є вивчення дисципліни "Англійська мова для спеціальних цілей" (ESP), яка включена до університетського навчального плану в Україні.

У статті визначено суперечність між суспільною потребою у володінні іноземними мовами випускників університету та традиційними методологічними технологіями, за допомогою яких це реалізується. Для усунення цього протиріччя останнім часом успішно використовується методологія CLIL. У статті висвітлено два основні принципи організації роботи CLIL – співпраця студента та викладача у отриманні нових знань та глибина, значущість та складність інформації, яку слід запам'ятати. У статті представлена система завдань у процесі впровадження інтегрованого навчання з описом взаємопов'язаних компонентів навчального процесу.

Ключові слова: предметно-мове інтегроване навчання (CLIL), навчальний процес, спеціальний предмет, іноземна мова, англійська мова для спеціальних цілей (ESP), навчальний процес.

Introduction of the issue. In the modern world, which is characterized by the development of international relations in the political, socio-economic and cultural spheres of society, the role of English, which is considered to be a *lingua franca* in the business world, is growing significantly. The key to successful professional activity of any specialist is not only knowledge of General English (GE), but also acquisition of competence in professional knowledge of a foreign language (FL), that is why the "English for Special Purposes" (ESP) is studied by students of institutions of higher education in Ukraine. ESP plays an important role in this context, as it promotes students' ability to speak English in the professional, business, scientific spheres, and develops professional thinking [12: 22-27].

Current state of the issue. Issues of a foreign language teaching methodology in the professionally-oriented area, and in CLIL methodology in particular, are investigated in the monographs, scientific articles and projects of the following researchers: S. Bodnar, N. Borysko, N. Gritsuk, Y. Levchyk, R. Martynova, O. Tarnopolsky, S. Vavilina, T. Yevtushenko and others [11; 3; 12; 7; 9; 10; 4; 5].

The aim of this research is to consider the essence, content and technologies of CLIL implementation in Ukrainian universities, as well as to determine the necessary conditions for the organization of the educational process within the limits of CLIL.

Results and discussion. Today, the role of knowledge and professional use of foreign languages in the process of

professional communication is increasing due to the development of close international relations in the political, socio-economic and cultural spheres of society.

Modern requirements for a full-fledged professional training consist not only of professional knowledge and skills and their use in professional work, but also of communicative professional activity in a wide range. Along with such specific competencies as ability to self-education, possession of innovative technologies, understanding of prospects and opportunities and their use, ability to make decisions independently, adaptability to new social and professional conditions, teamwork skills, ability to cope with stress, the list includes also fluency in one or more foreign languages at a high professional level [8: 44-47]. English is the most widespread form of communication in the world, so professional competence in both spoken and professional English is the key to any successful professional career. The formation of such competence is facilitated by the teaching such discipline as "English for Specific Purposes (ESP)" to university students of non-linguistic specialties.

The study of foreign and Ukrainian methodologists' research works shows there is a contradiction between the social order for professional foreign language proficiency and traditional methods a foreign language is taught at university.

In the university curricula at non-language faculties, ESP is taught during the first two years of study while specialty disciplines are studied by undergraduates, therefore, the knowledge of English acquired at the first years of study is lost and productive and effective professional communication in English cannot be provided.

In order to eliminate this contradiction, the CLIL technique – the subject-language integrated learning, is

successfully implied at Ukrainian universities. An integrated approach allows students to engage in purposeful, relevant learning. They focus on skill development around a particular topic and get wider knowledge content. The three stages of the integrated process are 1) linguistic and terminological; 2) informative and communicative; 3) foreign-language and operative [11: 55-57].

The basic theoretical principles of this technology have been analyzed and discussed in our articles devoted to this problem [1; 2]. The next stage of our research is to prepare the experimental teaching material for practical implementation of CLIL into the educational process.

According to S. Bodnar, "at the second stage – informative and communicative – the equalisation of two kinds of activity takes place. Here a professionally-oriented text in a foreign language is introduced and an elaborated complex of tasks for work with this text is carried out. The work is aimed at learning the professional content of the text and at the same time at improving foreign language skills" [11: 57]. The experimental approbation of the proposed content and its analysis will give the opportunity to develop the CLIL technique curricula and training manuals for humanitarian students.

In this article we share the experimental teaching material for our practical approbation of the integration of two disciplines – Middle Age History and English for Special Purposes, in particular, a system of tasks in the process of implementing integrated teaching with a description of the interconnected components of the educational process.

We started with an introduction to the topic of the lesson, presented as a text that contains controversial information about the socio-historical sources of English "*English was not imported by the Anglo-Saxons!*".

English was not imported by the Anglo-Saxons!

This is how the events of the 5th century AD and the origin of the English language are declared in every history book, in every schoolbook, worldwide: The Anglo-Saxons imported the English language in the 5th century into Britain. The Anglo-Saxons were initially invited as mercenaries. When their wages could not be paid, they rebelled and took over the east of Britain. The Britons reacted by fighting bravely, but their efforts were hampered by treachery and unlawful collaboration with the enemy by some of their highest ranking members. Eventually the Anglo-Saxons managed to subdue the eastern population. They imposed their culture and language. A major part of the population fled west, where the British resistance proved to be successful for a while.

So much for the official story, but official history has several major inconsistencies: 1) Strangely enough, no contemporary source mentions a language change; 2) English should have far more words of Welsh origin; why can we not explain many place-names east of the Pennines in Welsh (e.g. London) nor in Latin? Why was there no similar language change on the continent after the collapse of the Roman Empire? 3) How could a very limited number of Anglo-Saxons conquer most of England? Is it true that the British were cowards as Gildas wrote in the 6th century? 4) Did the Anglo-Saxons wipe out the eastern population in Britain? Or was the entire population chased to Wales? How were the Anglo-Saxons able to replace 2.5 million eastern Britons? 5) Did east-England change its language twice within approximately 1000 years? Why was the alleged language transition so record-breakingly swift?

Professor Simon James (University of Leicester) reminds us that the theory of the introduction of English was established in the 17th century under

James I to suit the political needs of the time. The union of the crowns of Scotland and England was explained as re-union of (Celtic) Britain. State paid historians stated that Britain was 'Celtic' before the Roman age. This implied the existence of a Celtic language all over Britain. The theory was used to quieten the critics who were against unification. The latter argued that the Scots always had been the eternal enemies of the English. The English language was explained as an 'unfortunate and imported accident'.

Let there be no doubt: there is no historical proof whatsoever that the Anglo-Saxons imported English. We will also challenge the very existence of Celts as a distinct people with a distinct language, but not the existence of a Celtic culture. We discovered a seriously faulty circular reasoning that is used by modern historians who are specialized in Celtic language, history and culture.

Stating that (proto) English was there all the time not only explains much better what happened during the 5th century, plus later events, and the modern situation, it also can predict a number of facts. Assuming 2 languages in Britain, the 5th century puzzle can be solved and the modern situation makes far more sense (authorial version maintained).

The very title of the text aroused proves to be of great interest and revitalization, and evoked powerful emotions, because it challenged the theory of the origin of English. It should be noted that the students were informed about the fact that the text deals with one of the working versions that is being explored by modern scientists. The content of the text and its structure (for example, doubt-questions in the text to get a better understanding of the concept) mobilized students' attention and made them reflect on what they read.

While reading the text, the students were to compare the subject knowledge

they possessed with the information given in the English text. Further, in order to find out to what extent the facts presented in the text, were the basis for the assertion of the new theory, the students were given some tasks to analyze the material assimilating simultaneously the lexical and grammatical content in English.

The study of the lexical and grammatical content, the elucidation of the phenomena and structures of the English language used in the text made it possible to understand the details of events and facts described. On the other hand, each task was intended to revise, broaden and deepen students' knowledge of English.

Thus, the aim of the first task – *Arrange the words to form a sentence.* – is to study the subject vocabulary and to revise the structures of a simple English sentence. (Ex. 1. *the Anglo-Saxons, into Britain, the English language, imported, in the 5th century. 2. Rebelled, took, the east, they, and, over, of Britain. 3. By fighting bravely, reacted, the Britons. etc.*).

The aim of the second task – *Answer these questions in short simple sentences. Your answers must follow each other so that all your sentences will form a complete paragraph. Your paragraph will be a précis of the piece.* – is to understand the content of the text with the help of the scaffoldings presented in the form of questions and to write a short interpretation or summary of the text. (Ex. 1. *Does any contemporary source mention a language change? 2. Can we explain many place-names east of the Pennines in Welsh or in Latin? 3. What did Gildas write about the British in the 6th century? etc.*).

The third task – *Explain the meaning of the words and phrases given below as they are used in the text* – and the fourth one – *Join the following sentences using the connecting words in brackets.* – aim at the revision of lexico-grammatical material, presented in the

text, the syntax of a complex sentence, in particular, in order to get ready to write an essay. (Ex. 1. *The Anglo-Saxons imported the English language in the 5th century into Britain. The Anglo-Saxons were initially invited as mercenaries. (as). 2. Their wages could not be paid. The Anglo-Saxons rebelled and took over the east of Britain. (when). 3. The Britons reacted by fighting bravely. their efforts were hampered. (but).*

The fifth task – *Read the first part of the text and say what the official story of the origin of English is* – is a kind used in the text.

The following tasks require more time and more concentrated attention so they are determined to be done at home. They include such productive methods of the CLIL technique as the so-called, 'provocative' questions, the answers to which may be ambiguous and involve deep mental activity aimed at the search of objective facts. For example:

Search for information on the Internet to answer the five provocative questions in the text, if any;

Try to answer the questions:

1. *What do you know of Professor Simon James?*

2. *How did he explain the introduction of English into Britain?*

3. *What was the political situation in Britain at that time?*

4. *By whom and why was the English language explained as an 'unfortunate and imported accident'? etc.*

The task *Make up a plan of the story* realizes several aims at the same time. A well-composed plan reveals and summarizes the content. Planning requires us to carefully read the text, understand it, find out the meaning of incomprehensible words, to highlight the topic of the text and its main idea in order to learn the content of the article or story. It helps learn the syntactical structures of paperwork in English and necessary stamp elements that are inherent in this type of writing.

The task *Speak on the theme of the story using the words given below* (*mercenary, n. – найманець; rebel, v. – піднімати повстання; take over, v. – захопити владу; hamper, v. – ускладнювати; treachery, n. – зрада; subdue, v. – підкоряти; inconsistency, n. – несумісність; chase, v. – гнатись, etc.*) is aimed at getting ready to use English for professional activity.

Studying and improving the knowledge of English while reading professionally oriented texts solve problems that go beyond the data of academic disciplines, since socio-cultural content has always been one of the distinguishing features of the information-saturated texts. The educational value of CLIL technique found its manifestation in students' presentations on the theme of "Medieval artifacts" – *Celtic rattleback, The Domesday Book, Isle of Man Sword of State* – which widely pushed the boundaries of the usual process of educational work. Generally, the use of Information and Communication Technologies within the framework of CLIL technique opens up enormous prospects for the modernizing of University education in Ukraine.

Conclusions and research perspectives. Therefore, we can conclude that CLIL methodology as one of the most perspective methods of professional training deserves further development and improvement. The working elements of the experiment were an English professionally-oriented text and detailed set of tasks for work with this text. The aim of the work was to learn to obtain information of professional orientation and to master simultaneously English language skills. The experimental work described resulted in improving students' motivation and changing their attitude to English as a useful and important subject.

The data obtained will give the opportunity to prolong the experimental work in order to confirm the benefits of

CLIL methodology and on the basis of uniform conclusions elaborate a study guide providing professional and English activities for students majoring in humanitarian specialties.

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Received: March 25, 2020

Accepted: April 14, 2020



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

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

UDC 378.04:63]:378.035:316.454.52
DOI 10.35433/pedagogy.1(100).2020.133-140

TECHNOLOGY OF FORMATION OF BUSINESS COMMUNICATION CULTURE OF AGRARIAN MASTER STUDENTS WHILE STUDYING THE HUMANITIES

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The article deals with the results of the theoretical and methodological research of the issue of the formation of business communication culture of master students while studying the humanities in agrarian universities. Because of humanization of higher education nowadays, there is an urgent need to improve the professional training of agrarian master students, especially its cultural and communicative components. Therefore, the problem of the development of the appropriate pedagogical technology becomes important in the system of professional training of agrarian master students. The aim of the article is to work out and describe the technology of the formation of business communication culture of agrarian master students while studying the humanities in Ukrainian universities.

On the basis of the analysis of the current scientific sources the authors have identified the concept of the technology of the formation of business communication culture of agrarian master students while studying the humanities. This term refers to an organization of the purposeful, structural, integral and learner-centered process of the formation of motivation, values, knowledge and skills that provide students with an advanced level of business communication culture. This technology consists of such blocks as planning (purpose, tasks, principles and approaches); content (development of motivation and values; a complex of basic skills and knowledge); organization and methods (stages); reflection and result.

The course "Business Communication Culture for Agrarian Master Students" is a significant stage in the process of the formation of business communication culture of agrarian master students, since it improves the humanitarian training of agrarian specialists and extends students' knowledge of communication psychology and business etiquette.

Key words: master's students, business communication culture, technology, the humanities.

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ТЕХНОЛОГІЯ ФОРМУВАННЯ КУЛЬТУРИ ДІЛОВОГО СПІЛКУВАННЯ МАЙБУТНІХ МАГІСТРІВ АГРАРНОГО ПРОФІЛЮ У ПРОЦЕСІ ВИВЧЕННЯ ГУМАНІТАРНИХ ДИСЦИПЛІН

О. В. Сільчук, Ю. О. Ніколаєнко

У статті представлено результати теоретико-методологічного дослідження щодо формування культури ділового спілкування майбутніх магістрів засобами гуманітарних дисциплін в аграрних ЗВО. В умовах гуманітаризації та гуманізації сучасної вищої освіти виникає потреба в удосконаленні професійної підготовки майбутніх магістрів аграрного профілю щодо формування культурно-мовленнєвої складової їхнього професіоналізму. Тому питання розроблення відповідної педагогічної технології набуває особливої важливості в системі професійної підготовки майбутніх магістрів аграрного профілю.

Мета статті – розробити та охарактеризувати технологію формування культури ділового спілкування майбутніх магістрів аграрного профілю у процесі вивчення гуманітарних дисциплін у ЗВО України.

На основі аналізу сучасної наукової літератури авторами визначено поняття технології формування культури ділового спілкування майбутніх магістрів аграрного профілю у процесі вивчення дисциплін гуманітарного циклу. Досліджуваний феномен трактується як організація цілеспрямованого, структурованого, інтегрованого, особистісно орієнтованого процесу формування мотиваційно-ціннісної сфери та системи знань, умінь та навичок, які забезпечують сформованість в особистості високого рівня культури ділового спілкування. Основними блоками зазначеної педагогічної технології є проектно-конструктивний (мета та завдання, принципи та підходи формування), змістовий (зміст; розвиток мотиваційно-ціннісної сфери та сукупність основних знань, умінь та навичок), організаційно-методичний (етапи формування) і рефлексивно-результативний (результат формування).

Розроблений спекурс "Культура ділового спілкування сучасного фахівця аграрного профілю" є важливим етапом процесу формування культури ділового спілкування майбутніх магістрів аграрного профілю, що дозволяє компенсувати недостатню гуманітарну підготовку фахівців, значно поповнити запас знань у галузі психології спілкування та ділового етикету.

Ключові слова: *майбутні магістри аграрного профілю, культура ділового спілкування, технологія, гуманітарні науки.*

Introduction of the issue. The development of international business relations in agrarian sector calls for an intensive introduction of the communicative component into the educational process of Ukrainian agrarian universities. This component is considered to be an essential part of the curriculum since it contributes to an efficient training of highly qualified specialists, who are able to communicate and cooperate in world business environment. Taking into account that the formation of business communication culture of master students while studying the humanities is a rather complicated process that requires both theoretical description

and methodological support, there is a need to work out a pedagogical technology to provide a high level of business communication culture.

Current state of the issue. We would like to start our research focusing on the meaning of the concept of "pedagogical technology". The term "technology" (from Greek *techne* – art, skills and *logos* – study, concept) means efficient learning. Each technology includes a complex of methods which represent its structural components. The order of the methods used in every technological process is a pattern to achieve the planned result. In order to achieve the same result, technologies may vary due to adding

some new methods or improving the available ones [2].

The term "pedagogical technology" appeared in Ukrainian and Russian pedagogics in the 1920s (I. Pavlov, V. Bekhterev, A. Makarenko, A. Ukhtomskiy, S. Shastkiy). It should be stated that since then the meaning of this term has been changing and developing – from a complex of methods and tools directed to an effective organization of studying to a pedagogical system, in which the use of training tools improves the efficiency of educational process [5].

The analysis of modern pedagogical scientific works shows that nowadays there is no commonly accepted meaning of the term "pedagogical technology". The authors of the book "Educational technologies" [5] estimate more than 300 definitions of this term. In order to describe the pedagogical technology of formation of business communication culture of agrarian master's students while studying the humanities, we would like to consider some approaches to defining this term.

Pedagogical technology refers to:

- systematical step-by-step implementation of the planned educational process into practice; the project of a certain pedagogical system put into practice [1];

- a complex of tools and methods of theory-based educational processes, which make it possible to achieve educational goals [3];

- a complex that consists of some ideas concerning planned educational results, diagnostic tools, training patterns and criteria for the selection of the best possible model [4];

- a part of pedagogical science, which defines the purpose, content and methods of training and projects pedagogical processes; a description and an implementation of pedagogical process, functioning of all personal, instrumental and pedagogical tools [6].

We agree with the opinion of those researchers, who believe that a

pedagogical technology is a tool to achieve an educational purpose, since it "determines well-organized professional actions of agents of a pedagogical process, which, with optimal resources and efforts of all participants of pedagogical interaction, contribute to the accomplishment of the defined educational goal" [7].

The review of scientific sources shows that there are also such terms as "educational technology", which refers to general strategy of education development, and "instructional technology", which deals with methods of learning and teaching of a certain course content.

We support the point of view of H. Selevko [6] that the term "educational technology" involves various branches of education (economic, political, social, medical etc.) and a pedagogical technology is a part of an educational technology, which provides the achievement of learning and teaching goals. Therefore, we think that it is necessary to use the term "pedagogical technology" in the context of the formation of business communication culture of agrarian master's students while studying the humanities.

With respect to all abovementioned statements, we consider the technology of the formation of business communication culture of agrarian master's students while studying the humanities as an organization of the purposeful, structural, integral and learner-centered process of the formation of motivation, values, knowledge and skills that provide students with an advanced level of business communication culture.

Aim of research is to work out and describe the technology of the formation of business communication culture of agrarian master students while studying the humanities in Ukrainian universities.

Results and discussions. We suggest describing the technology of the formation of business communication

culture of agrarian master students while studying the humanities by means of a certain structural and logical pattern. It consists of a complex of interrelated and interdependent blocks such as: 1) planning (purpose, tasks, principles and approaches); 2) content; 3) organization and methods (stages); 4) reflection and result.

The planning block of our technology deals with defining the purpose and tasks which must be accomplished in order to provide the efficient formation of business communication culture of agrarian master students while studying the humanities. This block gives a general view of the final result of the whole pedagogical process of the formation of business communication culture and determines the key points of the other blocks of our technology.

The main purpose of the planning block is to form intermediate and advanced levels of business communication culture of agrarian master students while studying the humanities.

According to the purpose, we set the following tasks:

- to stimulate positive motivation of students to develop business communication culture and understanding of its importance in professional activities;
- to form a system of scientific knowledge of business communication culture;
- to develop communicative skills in professional environment;
- to develop skills of self-assessment, self-regulation, self-correction, self-understanding and self-development.

The content block reflects the development of motivation and values of agrarian master students, as well as a complex of the basic knowledge and skills, which are essential for their successful professional activities, so it includes: interest in business communication culture; communicative skills; understanding of the importance of business communication culture in

future career; the system of scientific and theoretical knowledge about the essence and specific features of business communication culture; knowledge of sociological and cultural peculiarities of business communication (including communication in a foreign language); knowledge of the theory of interpersonal communication in professional environment; knowledge about the functions of business communication in professional activities; knowledge of language patterns of greeting, agreeing, disagreeing, expressing apologies etc.; skills of business communication; skills of typical behavior in certain professional situations (conferences, discussions, negotiations); speaking etiquette of business communication; fulfilment of speaking functions; readiness to cooperation and ambitions to succeed in future career.

The third component – the organization and methods block – is one of the main blocks, since it reflects the organization of the process (stages order) of the formation of business communication culture of agrarian master students while studying the humanities. It deals with the selection of the most appropriate methods, tools and modes of study. The efficiency of this block depends on the active teacher and students' cooperation based on subject-subject trustful relationship.

The purpose of the preparatory stage is to form students' communicative needs and positive motivation to develop business communication culture. This stage deals with updating students' knowledge of the problem in the context of intersubject relations; informing students about theoretical background, structural components and levels of business communication culture; stimulating interest in business communication culture and orientation to humanistic communication in business environment; understanding of the importance of business communication culture for a successful career; focusing

students' attention on individual work according the curriculum.

The preparatory stage is implemented while teaching the humanities (Pedagogics, Engineering Psychology, Business English) with due regard for the appropriate content, which must include information about the role of business communication culture in professional activities in agrarian branch, about the importance of business communication in a foreign language, etc.

In our opinion, in comparison with other courses Business English has the greatest potential for the development of business communication culture of agrarian master students. We are sure that it is possible to pay attention to communication skills and culture components while learning each topic of the course Business English.

The main tasks of the formation of business communication culture in Business English class are the following: to develop students' lexical competence and speaking skills in business environment; to teach students to understand authentic oral and written texts dealing with agribusiness; to represent the peculiarities of national business etiquette in English-speaking countries; to inform about certain cultural differences of business communication; to form such skills as to write business letters, to participate in negotiations and discussions etc.

We recommend using interactive methods, such as group and project work, as well as business games, which contribute to the formation of the culture of business communication in a foreign language. We would like to give a few examples of the methods that can be used in Business English class:

1) Project work "Company Structure". The purpose is to develop business communication skills in professional activities.

2) Communicative situation "Job Interview". The purpose is to develop students' skills to communicate in

business activities and stimulate their interest in future career.

3) Business game "Hotel negotiations". The purpose is to develop skills to take part in business discussions, which help negotiate and find agreement. This method is also aimed to stimulate students' professional interest and to satisfy their needs to practise speaking skills.

4) Communicative situation "International Agrarian Fairs and Exhibitions". The purpose is to develop students' speaking skills.

The second stage is called basic. It deals with the formation of new knowledge about business communication culture, generalization and systematization of knowledge and skills with the aim of their integration, organization of students' communicative activities, correction of values in business communication, establishment of an individual program of self-development of business communication culture and intensification of students' individual work to form necessary skills.

On this stage we should focus on the implementation of a special course "Business Communication Culture for Agrarian Master's Students" into the educational process of agrarian universities.

The curriculum of the course involves the main problems of business communication, describes some conceptions and approaches to this term and deals with the skills that are to be used by modern specialists in their professional activities. The course is based on up-to-date theoretical and methodological sources by Ukrainian and foreign authors. We believe that the use of foreign experience of preparation of students to business communication helps improve the quality of professional training of Ukrainian specialists and organize the educational process in Ukrainian universities with respect to world standards.

The special feature of the course is its integrated character. It is impossible

to make the whole picture of business communication without correlating it to the modern system of scientific knowledge.

The systematization of knowledge concerning the meaning of business communication culture includes several ways. The first one deals with various approaches to defining the term "business communication culture" in philosophy, psychology and pedagogics on the basis of intersubject relations. The second one deals with peculiarities of professional activities of agrarian specialists and structural components of business communication culture of agrarian master students. We also select the components of the course content, taking into account whether the learning material is interesting, up-to-date, challenging and close to students' future career.

The content of the course consists of four parts. They are: 1) Theoretical background of the formation of agrarian specialists' business communication culture; 2) Internal factors of the formation of agrarian specialists' business communication culture; 3) External factors of the formation of agrarian specialists' business communication culture; 4) Special aspects of organization of agrarian specialists' business communication. The course consists of a number of lectures (four academic hours) and practical classes (thirty-two academic hours).

The purpose of the course "Business Communication Culture for Agrarian Master Students" is to develop business communication culture in professional activities of prospective agrarian specialists.

The main tasks of the course "Business Communication Culture for Agrarian Master Students" are: to extend students' knowledge about business communication culture; to develop skills of cooperation in agrarian professional activities; to develop positive motivation, values and attitude

to business communication and participants of this process; to form business communication culture in a foreign language.

The first part "Theoretical background of the formation of agrarian specialists' business communication culture" includes topics which help extend students' knowledge about business communication culture, which are required for successful professional cooperation. Moreover, while working with these topics, master students learn the importance of business communication culture for their future career.

The second part "Internal factors of the formation of agrarian specialists' business communication culture" deals with the development of students' motivation, values and positive attitude to business communication and participants of this process.

The third part "External factors of the formation of agrarian specialists' business communication culture" includes topics aimed at extending students' knowledge about national peculiarities of business communication in different cultural environment and their significance for a successful career of Ukrainian agrarian specialists on the world market. This part also deals with the improvement of self-development skills and skills needed to create one's own business image and communicate in a foreign language.

The fourth part "Special aspects of organization of agrarian specialists' business communication" includes topics which help develop basic skills to communicate and cooperate in professional activities of agrarian specialists, such as to take part in business talks, discussions, to make reports and presentations.

Each topic of the course includes such components as the purpose, a list of basic concepts, theoretical issues, tasks for practical and individual work, self-control questions and a list of references. Moreover, we offer a list of

topics for students' reports. We believe that all these components will help students cope with the curriculum and summarize the most significant parts of course content.

It is necessary to mention that our course is an important stage in the process of the formation of business communication culture of agrarian master's students. The course makes it possible to balance with insufficient humanitarian training in agrarian universities and extend students' knowledge in the field of communication psychology and business etiquette. The key point is that students have an opportunity to understand the necessity and significance of business communication culture for their successful career and develop integrated skills of business communication culture.

The purposes of the basic stage of the organization and methods block are achieved by such means as a role-play of typical situations of professional cooperation, business games, group discussions and talks, doing practical tasks and exercises, analysis of certain situations of business communication. On this stage we offer to use audio- and video-content as well as information communication technologies.

Thus, the methodological organization of the basic stage of the formation of business communication culture is aimed not only to develop certain communicative skills of agrarian master students, but also to improve all the components of business communication culture (motivation and values, cognitive, professional and communicative). This is the focus of the organization of group and individual students and teachers' work.

The purpose of the final stage is to improve business communication culture of agrarian master students, to use their communicative experience in industrial work placement, to organize students' research and to develop self-assessment skills.

We consider industrial work placement to have huge potential in the formation of business communication culture. It provides students with a possibility to be engaged in real business communication solve certain professional problems and be involved in professional activities, which helps develop professional values and competences.

According to the stated purposes, master students do a number of tasks in their industrial work placement. These tasks include the following ones: to create positive impression in order to stimulate efficient cooperation; to talk to a representative of an organization in order to receive some information taking into account the norms of business etiquette; to have a telephone conversation; to write an official e-mail.

On the final stage we offer to organize roundtable discussion, which is considered to be one of the most efficient methods of the formation of business communication culture of agrarian master students.

We would like to suggest a list of the most urgent problems to discuss:

1) New professional requirements for agrarian specialists.

2) Business communication culture as an essential part of professional competence of agrarian specialists.

3) Benefits for agrarian specialists with the advanced level of business communication culture on the world market.

4) Business communication culture as a means for self-development of agrarian specialists nowadays.

5) Highly qualified specialists with the advanced level of business communication culture as a new type of agrarian specialists.

On the third stage we offer to use such forms of organization of the educational process as students' individual and research work as well as tutorials. Different forms of group work are also efficient.

The last block of our technology is called reflection and result. It describes

the expected result, which is the formation of motivation and values, cognitive, professional and communicative components of business communication culture of agrarian master students and their ability of self-development and self-improvement.

Conclusions and research perspectives. Thus, taking into account the increased role of humanization nowadays and the needs of students for the realization of their personal and cultural potential in the academic and professional environment, we have developed the technology of the formation of business communication culture of agrarian master students while studying the humanities. Our technology consists of the planning, content, organization and methods as well as reflection and result blocks. The planning block includes the purpose and tasks which stimulate the efficient formation of business communication culture of agrarian master's students while studying the humanities. The content block deals with the development of motivation, knowledge and skills necessary for a successful communication in professional environment. The organization and methods block is the main one, since it deals with the organization of the process of the formation of business communication culture of agrarian master students while studying the humanities. The reflection and result block describes the expected result, which is the formation of motivation and values, cognitive, professional and communicative components of business communication culture of agrarian master students and their ability of self-development and self-improvement. We consider the prospects for the further research to be connected with the introduction of the course "Business Communication Culture for Agrarian Master's Students" into the educational process of Ukrainian universities.

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Received: March 27, 2020

Accepted: April 21, 2020



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

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

UDC 378.016:821.161.2]:008:614.253.4
DOI 10.35433/pedagogy.1(100).2020.141-150

INTERACTIVE METHODS OF STUDYING OF UKRAINIAN LANGUAGE BY FOREIGN MEDICAL STUDENTS

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Within the article, the content of concepts "method of studying" and "interactive studying" has been found out. Scientific investigations of occurrence of separate interactive methods of studying have been analyzed in both foreign and domestic didactics, as well as role of each method has been described in formation and establishment of lingual personality, including a foreign medical student. It has been mentioned, that method of studying of Ukrainian as a foreign language – is the way of realization of educational, developing and disciplinary aim of studying, that is directed into organization of efficient educational process, which main task is achievement of the desired result. Main interactive methods of studying of Ukrainian as a foreign language have been characterized at medical institution of higher education, namely: method of business-like game, method of brain-storm, method of educational discussions, method of training exercises, method of blended studying, case-method, thesaurus-method. It has been noticed that none of the mentioned methods are universal ones, that's why only the complex of distinguished methods will promote achievement of the aim and tasks of educational process, in particular, mastering of Ukrainian language by foreign medical students. It has been emphasized, that selection of methods of studying of Ukrainian as a foreign language by medical students depends on chosen approaches and principles of studying of the discipline, specificity of theoretical and practical material, that must be assimilated by a foreign student during studying at institution of higher education, as well as on pedagogical mastery and experience of a teacher's work, conditions of implementation of educational process, available informative-communicative means of studying, etc. The focus is on that presented methods of studying from the investigation are efficient only under condition of their integrated implementation into educational process, as each definite method is directed into formation of certain practical skills and abilities of a subject of studying, which are key components of professionally-communicative competency of a foreign student as a future highly-qualified and competitive specialist of medical branch.

Key words: *Ukrainian as a foreign language, interactive method of studying, foreign medical student, professionally-communicative competency.*

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ІНТЕРАКТИВНІ МЕТОДИ НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ ІНОЗЕМНИХ СТУДЕНТІВ-МЕДИКІВ

М. В. Цуркан

У статті з'ясовано зміст понять "метод навчання", "інтерактивне навчання". Проаналізовано наукові дослідження щодо виникнення окремих інтерактивних методів навчання як у зарубіжній, так і вітчизняній дидактиці, а також описано роль кожного методу у формуванні та становленні мовленнєвої особистості, у тому числі іноземного студента-медика. Зазначено, що метод навчання української мови як іноземної – це спосіб реалізації освітньої, розвивальної та виховної мети навчання, спрямований на організацію ефективного освітнього процесу, основним завданням якого є досягнення бажаного результату. Охарактеризовано основні інтерактивні методи навчання української мови як іноземної в медичному закладі вищої освіти, а саме: метод ділової гри, метод розумового штурму, метод навчальної дискусії, метод тренінгових вправ, метод змішаного навчання, кейс-метод, тезаурусний метод. Зауважено, що жоден із зазначених методів не є універсальним, тому лише сукупність виокремлених методів сприятиме досягненню мети та завдань навчального процесу, зокрема оволодінню іноземними студентами-медиками українською мовою. Підкреслено, що добір методів навчання української мови як іноземної студентів-медиків залежить від обраних підходів і принципів вивчення дисципліни, специфіки теоретичного і практичного матеріалу, який має засвоїти іноземний студент упродовж навчання в закладі вищої освіти, а також від педагогічної майстерності й досвіду роботи викладача, умов здійснення навчального процесу, наявних інформаційно-комунікаційних засобів навчання тощо. Закцентовано увагу на тому, що представлені в дослідженні методи навчання є ефективними лише за умови їх інтегрованого впровадження в освітній процес, оскільки кожен означений метод спрямований на формування певних практичних умінь і навичок суб'єкта навчання, які є ключовими складниками професійно-комунікативної компетентності іноземного студента як майбутнього висококваліфікованого та конкурентоспроможного фахівця медичної галузі.

Ключові слова: українська мова як іноземна, інтерактивний метод навчання, іноземний студент-медик, професійно-комунікативна компетентність.

Introduction of the issue. Methodology of teaching of Ukrainian as a foreign language is a priority direction of modern linguo-didactics. Ukrainian institutions of higher education accept thousands of foreign citizens for studying, whose high-quality preparation is a main topic of domestic higher institutions. In spite of that foreigners choose English language as a language of studying, communication of foreign speakers in Ukrainian language is an important instrument of adaptation for them in foreign society, and for foreign medical students – it is main means for passing of clinical practice at medical institutions, as a patient who contacts with foreign speaker usually speaks Ukrainian language. As we can see,

future foreign doctor must freely communicate with Ukrainian patients and their relatives, quickly overcome language-psychological barrier in order to achieve desired result during conduction of professional dialogue.

Results and efficiency of studying of Ukrainian language by foreign medical students who obtain higher education at Ukrainian IHE (Institution of Higher Education) mostly depends on methods of studying, their correct combining and application with the aim of realization of previously outlined goals and tasks.

Current state of the issue. Such pedagogues have described method as didactics category in their investigations as (A. Aleksiuk, O. Biliayev, A. Verbytskyi, Z. Kurland,

M. Fitsula, P. Shcherban and other), linguistics (Z. Bakum, A. Bohush, N. Holub, O. Horoshkina, M. Hreb, V. Zahorodna, S. Karaman, O. Karaman, O. Kopus, O. Kucheruk, I. Nehrybelna, A. Nikitina, M. Pentyliuk, A. Popovych, O. Semenoh and other).

The outline of unresolved issues brought up in the article. Studying of various scientific investigations has proved that there is no single classification of methods of studying in linguistics nowadays, as according to V. Tekuchov, method is greatly complex phenomenon, that has different features, each method can be classified into different types by each of separate features [14: 67].

Aim of search of this article – is to find out the content of concepts "method of studying" and "interactive studying"; to characterize main interactive methods of studying of Ukrainian as a foreign language at medical institutions of higher education.

Results and discussion. Investigation of methods of Ukrainian as a foreign language was the subject of scientific studies of Zh. Rahrina (interactive methods: business-like games, training exercises, brain-storm, interviews, educational discussions), S. Kostyuk (consciously-comparable method, consciously-practical method, audio-linguistic method, method of role game), O. Fedorova (informative-receptive method, communicative method, integral method, method of immersion of listeners into active additive activity, method of role game, audio-linguistic method and other), S. Palchykova (direct method, audio-linguistic method, method of reading, consciously-comparable method), L. Subota (communicative method, gaming interactive method, suggestive method, consciously-practical method), N. Avramenko (method of inverse studying), method of game-quest, method of storytelling, "press" method, brain storm, "choose a position"

technology, method of business-like and role games, method of creation of discussions, method of projects, "lacy cutter" method, mind-mapping method), A. Shcherbakova (method of discussion, method of brain-storm, method of "round table", method of business-like game, case-method) and other. Analysis of aforementioned scientific and scientifically-methodological works enables to make a conclusion, that method of studying of Ukrainian as a foreign language is based on the system of methods, which have been applied in the process of studying of a foreign language.

The concept of "method" is considered in linguistics as: 1) "the system of methodological ways, which formation is defined by goals of studying, generally-didactics principles, character of educational process and peculiarities of sources of educational information" [4]; way of achievement of educational aim, that provides unity of educational activity of a teacher / lecturer and activity of studying of pupils / students [5: 87]. Method has been interpreted in methodology of teaching of a foreign language as "the system of models of methodological ways, which predetermine activity of a teacher and students, that is directed into implementation of educational and disciplinary tasks of a subject" [3: 19]; "generalized model of realization of basic components of the process of studying of a foreign language, the basis of which is specific idea of solving of main methodological task, scientifically grounded system of principles, that reflects certain linguistic and psychological concept" [6: 71].

We interpret *method of studying of Ukrainian as a foreign language* as way of realization of educational, developing and disciplinary aim of studying, that is directed into organization of efficient educational process, which main task is achievement of desired result.

Interactive methods of studying are directed into provision of such pedagogical conditions, which will promote efficient preparation of students for professionally-oriented communication. The concept of "interaction" firstly has been applied in sociology and social psychology. Consideration of development and livelihoods of a personality, creation of own "I" by human being in communicative situations and interaction with other people has been in the basis of the theory of symbolic interactionism, which founder is American Philosopher J. Mid.

S. Sysoyeva notes, that "the concept of "interactive studying" is mostly considered as studying, that is formed on interaction of a pupil / student with educational surrounding, educational environment at the modern stage of development of pedagogical theory; studying that's is based on psychology of human relations and interactions; studying, which essence is based on organization of common process of cognition, when knowledge is obtained in common activity through dialogue, polylogue of pupils / students between each other and a teacher" [10: 37]. Also, the researcher emphasizes that such psychological phenomenon acts at interactive studying, as contamination (not imitation, but exactly contamination) and any thought that is expressed by a neighbor is able to involuntary cause own, similar or close to expressed one or conversely completely opposite one, that stimulates and activates all participants in return, as it generates spirit of competition, contest, desire to find the truth [10: 38].

Within the presented investigation, we interpret interactive studying of foreign medical students as a way of organization and implementation of educational, cognitive and exploratory activity, which aim is formation of communicative skills and abilities of conduction of professional activity by

future foreign medics by modeling of situation, immersion into real atmosphere of business-like communication, that is directed into solving of professional problems.

Application of interactive methods of studying provides intensification of the process of understanding, assimilation and creative application of knowledge during solving of practical tasks, maximal activity of students in educational process, optimal time of studying and its effectiveness.

We consider effective interactive methods of studying of Ukrainian as a foreign language at medical institution of higher education, such as: *method of business-like game, method of brainstorm, method of training discussion, method of training exercises, method of mixed education, case-method, thesaurus-method*. None of the mentioned methods is universal, that's why only the complex of distinguished methods will promote achievement of the aim and tasks of educational process, in particular, mastering of Ukrainian language by foreign medical students.

Method of business-like game – is one of the most important interactive methods of studying of Ukrainian as a foreign language by foreign students, as it provides modeling of different professionally-communicative situations, that enables "comprehensive studying of a problem, prognostication of ways of its solving; strengthens reflection of students; reduces amount of common mistakes in real vital situations; increases cognitive interest of future medics to profile educational disciplines" [8: 99].

O. Kucheruk has distinguished such stages of introduction of the method of business-like game as "1) organization stage, that provides familiarization of pupils / students with content of business-like game, situation, scenario, functions of participants of a game, criteria of estimation; distribution of roles; realization of gaming task and

instruction to it; 2) gaming stage – playing of plan-scenario (time limit is discussed), herewith, pupils / students can make out different types of business papers according to gaming situation, to work with terminological dictionaries, specialized handbooks; 3) analysis, discussion of results of educationally-gaming activity of each participant and all together; 4) reflection" [5: 359]. We consider application of this method in authorial model of methodological system of education to be expedient in terms of consideration of typical, the most frequent situations, which are characteristic for conduction of future professional activity of foreign medical students. We attribute "primary examination of a patient", "hospitalization", "setting of diagnosis", "prescription of treatment / giving of recommendations", "implementation of the process of treatment", "discharge of a patient" and so on to such situations.

It is necessary to note, that modeled communicative situations of household content have preceded modeling of professionally-oriented business-like games, which aim first of all was sociocultural adaptation of foreign citizens in Ukrainian speaking environment. So, students have already taken part in created games-situations, which provided reproduction of the process of acquaintance, communication in the shop, pharmacy, library, transport, etc. Considering all the mentioned above, business-like games of professional direction, that is previously planned by a teacher must be developed by strictly designed plan-scenario within one specific situation, that will promote not only formation, but constant improvement of professionally-communicative skills and abilities of foreign students.

"Brain-storm" method provides studying in groups and is directed into development of oral speaking of students, in particular ability to express own opinion and argue it.

Each training group created at the beginning of a lesson requires: 1) to distribute roles between its members, for example, a doctor, a patient, a relative of a patient, medical sister, laboratory assistant and other, and also necessarily choose leader of a group, who will stimulate mind activity of members of a group by setting of established questions: "Who has any proposals?", "Who thinks differently?", "Which are additional arguments?", "Which are evidences of expressed idea?"; 2) to familiarize a group with a problem task; 3) to determine time for its implementation under guidance of a teacher; 4) to conduct group discussion of the proposed task (one member of a group notes every performance); 5) to present results of discussion in oral form and visualize a report depending on a situation.

This method is necessary to apply at the lesson of Ukrainian as a foreign language, when medical students study how to implement anamnesis of a disease (information, that is given by patients or their relatives about life conditions, which proceeded a disease and about history of development of the disease [11: 42]), which provides ability of any doctor to properly and correctly formulate a question with the aim of structuring of main complaints of a patient, symptoms of a disease and setting of the diagnosis. In accordance, another members of a group must propose probable answers of patients, their relatives and to reproduce a dialogue in such a way – inquiring, justifying replicas of a doctor, a patient, other members of a dialogue and following regulations of deliberation of own ideas and their expression.

Information that is obtained during the described dialogue will be the ground for filling of medical history of a patient, that is the next obligatory stage in practical activity of a doctor.

Introduction of the mentioned method induces students to active professional communication, increases

the interest of foreigners to the future profession. *Method of training discussion* – 1) wide public discussion of a certain controversial question; 2) in figurative meaning – dispute, controversy of separate persons, interlocutors [15: 91] – directed into creation of a situation of competition in the process of communication of students with the aim of finding out of the truth.

Yu. Polikarpova notes, that discussion "provides communicative direction of studying (including foreign languages), promotes realization of personality-oriented approach in studying. It is valuable, that students obtain practical experience of application of means of a foreign language for achievement of communicative goals due to discussion. Developed critical thinking of students, social mobility, skills of cooperation are the result of training discussions" [7: 285].

During training discussion, students publicly analyze, discuss and argue own and other students' thoughts; critically evaluate proposed statements, referring to researched scientific sources and expressing own point of view; improve language skills; compare achievements in any branch (in our case, in medical one) of different countries of the world with the aim of solving urgent problems of society; appeal to different cultures and subcultures for generalization of information concerning solving of required task.

O. Kucheruk has described such types of discussion in the investigation as: group discussion, evaluation discussion, loop discussion, written discussion, discussion in talk-show style [5: 361], and in the work of Yu. Polikarpova, there are podium discussion, panel discussion, discussion in mini-groups, discussion with distribution of roles [7: 287], which common component is discussion of problematic question.

In the process of studying of Ukrainian as a foreign language by medical students, we consider it appropriate to apply method of training discussion during learning of professional topics, which are connected with diseases of organs of different systems of human body, in particular for determination of diagnosis by analysis of patients' complaints, discussion of symptoms of a disease, results of obtained analysis, etc. (a teacher formulates thematic problem question and students study available materials and indicators, select facts of its solving, make conclusions). Also in progress of training discussion, students propose the most efficient ways of treatment and prevention of individual disease on their opinion, having discussed obtained information in group, necessarily arguing recommendations presented by a group.

Method of training exercises is directed into conscious mastering of theoretical material, development of lingual and speech abilities of students, working and fixing of previously formed communicative skills, avoidance of mistakes during communication.

V. Yahupov determined general conditions which promote successful application of exercises, such as: 1) high-quality preparation of teachers, their ability to take into account individually-psychic peculiarities of pupils / students; 2) understanding of the aim of exercise by pupils / students, as well as content and sequence of its implementation; 3) maintenance of constant interest to exercise of pupils / students, conscious attitude to multiple repetitions of monotonous actions; 4) compliance of accessible rhythm, methodically correct alternation of actions, which require intensified mind and physical tension from pupils / students; 5) sequence and regularity in performing of exercises, gradual increasing of self-determination of pupils / students

during their implementation; 6) gradual complication and change of conditions of implementation of exercises; 7) systematic control of the course of exercises and appropriate constant help for pupils / students in overcoming of difficulties and mistakes; 8) formation of skills of self-control and self-estimation of accomplished actions in pupils / students, etc. [16].

Application of the method of training exercises in the process of studying of Ukrainian as a foreign language by foreign medical students is necessary and appropriate, as learning of any language provides complete or partial reproduction of perceived material by personality and automatic operating of it according to defined topic, aim and conditions of communication.

The definite method is efficient during mastering of phonetical, lexical and grammatical phenomenon by foreign students, as namely the method of training exercises is directed into "formation of lingual pronounceable, grammatical and lexical automatisms with further their involuntary development in the process of language practice into holistic pronounceable, grammatical and lexical skills, which are included as constituent components of language skills of speaking, listening, reading and writing" [13: 254].

We consider that the method described above is an important component of each lesson of Ukrainian as a foreign language at medical institution of higher education, as systematic implementation of exercises provides formation of practical skills of foreign speakers to apply obtained linguistic knowledge in real vital situations, including professionally directed.

Method of blended studying or blended learning or hybrid learning provides combination of traditional forms of classroom studying with elements of distance (online) learning and is occurred by application of

special informative-communicative technologies.

K. Bohaichuk interprets blended studying as "purposeful process of obtaining of knowledge, skills and abilities, that is implemented by educational institutions of different type within formal education, part of which is realized in remote regime with the help of informative-communicative technologies and technical means of studying, which are applied for saving and delivery of educational material, realization of control measures, organization of interaction between subjects of educational process (consultation, discussion) and with self-control of pupils (students) by time, place, routes and rate of studying" [2: 5].

Introduction of the method of *blended learning* into the process of studying of Ukrainian as a foreign language promotes effectiveness of learning of mentioned educational discipline and creates possibilities for involvement of subjects of studying to conscious mastering of language. Example of application of the mentioned method in educational process of Bukovyna State Medical University in particular with the aim of learning of Ukrainian language by foreign students is learning of this educational discipline during classroom lesson and through implementation of online studying by using of service of videoconferences Google Hangouts Meet.

Conduction of free videoconference with the help of the proposed service is possible only in terms of using of personal account (mail address) of a teacher, created in domain bsmu.edu.ua. It is also necessary to note, that unique conference (web-reference) is created for training lesson with each group. A teacher can conduct a discussion, to ask students (interns), to use text messages (chat), as well as demonstrate media content, for example, Power Point presentations,

graphical and video files in the process of conduction of a lesson.

Case-method or *method of specific situations* firstly was applied at the beginning of the XX century at Harvard Business School and lately introduced in educational activity of the majority of countries of EU.

The basis of case method – is a situation, real or modeled, where peculiarities of a certain professional activity are considered and specific practical problem is presented, that is necessary to solve through application of theoretical material; discussion and outlining of possible variants and ways of its solving. Aim of this method – is immersion of students into professionally-oriented problematic situation, that requires adoption of correct decision and students must express own opinion concerning analyzed case, to propose own algorithm of achievement of desired result. Yu. Surmin notes, that application of he mentioned method in the system of higher education provides significant pedagogical effect, "as it develops qualifying characteristics of a personality, such as ability to analyze and diagnosis of a problem, ability to clearly formulate and express own position, communicate, discuss, accept and evaluate the information, that is received in verbal and non-verbal forms" [12: 20].

Introduction of case-method into studying of Ukrainian as a foreign language by medical students is obligatory during studying of communicative topics such as "Communication of a doctor and a patient with features of diseases of organs of digestive system / respiratory system and ENT organs / cardiovascular system / endocrine/immune system", as well as "Communication of traumatologist-orthopaedist/ surgeon and a patient with features of diseases of muscular-skeletal system/traumas (conversation with a patient before surgery/ a patient after surgery).

Complaints of a patients", "Communication of psychiatrist and neurologist with patients. Communication with doctors-specialists with medical staff. Objective examination. Objective state of a patient", "Communication of infectiologist with a patient. Complaints of a patient. Objective examination. Objective state of a patient. Previous diagnosis" and other. Assimilation of educational material with aforementioned topics provides selection of cases-situations, cases-occasions, cases-exercises and appropriate literature, foreign students will be able not only freely communicate with patients, but to give them high-quality assistance on the basis of their analysis.

Thesaurus method (from Greek thesaurus – reserve, treasure) – an important method of studying of Ukrainian as a foreign language by medical students, that provides formation of professionally-oriented lexical stock of words of foreign speakers.

We consider, that application of this method is expedient at the beginning of studying of each lexical topic, as assimilation of lexical minimum promotes formation of practical language skills and abilities of students by finding out of meaning of the proposed tokens, discussion of peculiarities of their application at certain communicative situation, introduction to appropriate context and commenting of stylistic shades.

The appointed method is especially actual during studying of medical terminology, special vocabulary, as these language units form professional thesaurus of future specialist, namely general vocabulary of people, that is actively used by them at certain branch of their professional activity. In general, branch thesaurus is a dictionary, where words are grouped by thematic principle, in hierarchical submission form general to individual [1: 17]. So,

words are grouped by thematic topics in branch thesaurus, despite of dictionaries, encyclopedias, glossaries, where words are situated by alphabet.

L. Rusalkina notes, that "division of terminology into groups is a peculiarity of medical terminology: I – group – anatomical terms – names of parts of human body and their component organs; II – clinical terms – words or word combinations, that point into names of diseases and methods of examination, diagnostics, treatment, etc.; III group – pharmaceutical terms – names of chemical substances, medical drugs, their functions and action on human body, etc." [9: 45]. That's why, there is the task of a teacher of Ukrainian as a foreign language at medical institution of higher education – to form professional thesaurus of a future specialist by gradual introduction of new terms units, which complement each other, however they differ by not only stylistic shades, but by narrower connotation. It is necessary to implement studying and assimilation of defined token according to groups described above, as such combination and structuring of tokens will enable clear awareness and mastering of professional terminology by foreign speakers.

Conclusions and research perspectives. So, we consider interactive methods of studying proposed above (which selection is implemented according to previously outlined aim, tasks, approaches, principles of studying of Ukrainian as a foreign language) are efficient only in terms of their integrated introduction into educational process, as each defined method is directed into formation of certain skills and abilities of subject of studying, which are components of professionally-communicative competency of a foreign medical student.

Prospects of further investigations are directed into development of the system of exercises and tasks, which

selection and introduction will provide formation of practical skills and abilities by foreign medical students of conduction of professionally oriented dialogue.

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Received: March 11, 2020

Accepted: April 14, 2020



*Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)*

*Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)*

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

UDC 81'246.2(045)

DOI 10.35433/pedagogy.1(100).2020.151-158

BILINGUALISM TYPES AND THEIR DIDACTIC POTENTIAL

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Current article is dedicated to such types of bilingualism as the coordinating and subordinated, pure and mixed, their substantial didactic potential, as well as the necessary conditions for bilingual capacity realization through creating a functional environment. Authors of the research have studied theories and concepts of bilingualism, organizational experience of bilingual and multilingual education, along with linguistic directions, determining bilingualism basically as the ability to communicate with two languages. Due to the methodological background of our research, which is composed of the outcomes of the analytic-synthetic examination of scientific-methodological works, logic methods of notions analyzing, methodological modelling, surveys results and experts' evaluations, we succeeded in identifying general concepts of the question and developing the methodological system for delivering new foreign language knowledge to bilingual students.

Basic principles of bilingual education have been released, they included: didactic cultural rationality, problem-searching and problematic forms of education, priority of teaching cooperation through education and self-education, integration and interactivity of modelling multicultural bilingual education, didactic cooperation of traditional pedagogics and individuality-focused education, consideration of the educational rights of a person while modelling cultural training environment. Specifications of functional usage of native and new languages have been scrutinized. The cases of the interference, rising in the process of studying a second foreign language in the conditions of multilingualism, have been analyzed. Most frequent and possible mistakes of the respondents-leaners have been classified. Consequently, it has been concluded that the whole bilingual learning process ought to be composed in order to transfer communicative skills of the native and the first foreign language to the second one.

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Key words: *bilingual education, lingual interference and transferring, educational environment, cultural competence, communication skills, language functions.*

ТИПИ БІЛІНГВІЗМУ ТА ЇХ ДИДАКТИЧНИЙ ПОТЕНЦІАЛ

Н. В. Войнаровська, А. Д. Ангус

Стаття присвячена таким видам білінгвізму, як координаційний та другорядний, чистий та змішаний, їх потужному педагогічному потенціалу та умовам, необхідним для реалізації білінгвальних можливостей шляхом створення функціонального середовища. Авторі дослідження дослідили теорії та поняття білінгвізму, досвід організації білінгвальної і полілінгвальної освіти, а також лінгвістичні напрями білінгвізму, які загалом визначають білінгвізм як здатність спілкуватися двома мовами. Завдяки методологічним основам нашого дослідження, які поєднали у собі результати аналітико-синтезованого вивчення науково-методологічних розробок, логічного методу поняттєвого аналізу, методологічного моделювання та критичного оцінювання результатів досліджень експертів, нам вдалось визначити провідні концепції проблеми та розробити методологічну систему передачі знань нової іноземної мови білінгвальним студентам.

Розкрито основні принципи білінгвальної освіти, які охоплюють: дидактичну культурну доцільність, виявлення проблем та проблемних форм навчання, першочерговість навчання співпраці шляхом виховання та самовиховання, інтеграцію та інтерактивну взаємодію в умовах моделювання полікультурної білінгвальної освіти, врахування освітніх прав особистості під час створення навчального культурного середовища. Розглянуто особливості функціонального використання рідної та нових мов. Проаналізовано випадки інтерференції, які постають в процесі вивчення другої іноземної мови в умовах полілінгвізму. Класифіковано найбільш поширені помилки респондентів дослідження. Отже, доведено, що увесь білінгвальний навчальний процес варто організовувати відповідним чином для вдалого перенесення комунікативних умінь рідної мови на першу та другу іноземні.

Ключові слова: *білінгвізм, білінгвальна освіта, мовна інтерференція та перенесення, освітній простір, культурна компетентність, мовні уміння, функції мови.*

Introduction of the issue. Currently, the Ukrainian system of higher education is dynamically involved in the process of integrating into the world educational environment. This process is closely connected with considerable transformations within theory and practice of pedagogics: it encompasses educational paradigm renovation, which expects new teaching content, new approaches and attitudes, as well as new pedagogical mentality. At the same time, global trends of the development of education, concerning life internationalization, advance specific requirements to lingual and intercultural competences of a personality. The modern lingual background is composed mostly of bilingual and multilingual

representatives, resulting in establishing comprehension of two foreign languages as a common norm for the majority.

The pragmatism of bilingual and multilingual education in Ukraine is caused by its focus on the integration into the world community for solving human global issues, implementation of public-spirited projects in the various fields of international cooperation. This process influenced language status as a teaching subject, which allows enjoying the advantages of the open society. Besides, within the conditions of intercultural development of modern society, it is crucial to apply educational possibilities of the bilingual environment in the process of mastering the third language.

Bilingualism possesses massive didactic potential. It is crucial to find out what types of bilingualism exist in order to use this phenomenon in the educational process efficiently. According to the mutual correlation criteria of the mechanisms of the native and foreign languages, there are such types of bilingualism as coordinating and subordinated, pure and mixed. Subordinated bilingualism is divided into receptive, reproductive and productive. Subordinated bilingualism is more frequently generated while studying a second language, which is characteristic of not fluent language knowledge, unlike coordinating bilingualism with a higher and more professional level.

Necessary condition for bilingual capacity realization is the creation of a functional environment, which admits inserting a person into the bilingual surrounding where both languages become its integral parts. This factor is to be considered within the pedagogical process, in order to use the potential of the bilingualism for developing careful and polite attitude towards all studied languages [1].

Current state of the issue. Theories and concepts of bilingualism have been reflected in the researches of various aspects. Therefore, from the psychological-pedagogic point of view, P. Homel, M. Palij and D. Aaronson considered bilingualism as the social-cultural phenomenon, which is expressed through enhancing social-cultural components of education [2]. V. Benz, T.K. Bhatia and W.C. Ritchie, J. Brutt-Griffler and M. Varghese studied the demand for bilingual education as a certain component of professional training. Investigations of S.B. Chumbow [3] concern the development of the global informational surface and the role of bilingualism in the field of innovative information-communicational technologies. J.C. Bertin analyzed bilingual aspects

of the progress of distance learning and training.

Remarkable number of the pedagogical studies are devoted to the organizational experience of bilingual and multilingual education, including issues of creating a joint educational environment, stimulating people's desire to reach general high European level of knowing foreign languages (Z. Bekerman, C. McGlynn) [4], growth of students' and teachers' academic mobility (L. Sciriha) [5], taking into consideration ethnic-psychological specifications of the learners.

Scientists of linguistic directions determine bilingualism basically as the ability to communicate with two languages (H.B. Beardsmore, B.L. Boswell, R.J. Harris, F. Grosjean, J. Lyon). Therefore, A. Pavlenko represented an approach to the second language learning, as a process including conceptual development and restructuring, and not simply the mapping of new forms onto pre-existing meanings [6]. Annette M.B. de Groot proved that "control in unimodal bilinguals does not result from their knowing two languages but from the requirement to unrelentingly and inevitably select one language: Unimodal but not bimodal bilinguals responded faster than monolinguals on both" [7]. A. Ardila and E. Ramos paid their attention to the fact that "a person can decide to learn a second language becoming bilingual. Some specific schools, activities, and jobs may require the person to learn a second and even a third language" [8].

Aim of research is to define types of bilingualism from linguistic and pedagogic points of view, identify the didactic potential of natural bilingualism in the process of multilingualism formation. Our research is dedicated to the detailed analysis of the specifications of the second foreign language learning by the bilingual students. We aimed at working out such a consequence of

presenting efficient teaching content, which would enable maximum decrease of another language interference and transfer all lingual skills, obtained within native and the first foreign language, to the new foreign one. The practical value of current research is predetermined by the encounter of the didactic potential of bilingualism for the foreign language training.

Research methods. Our investigation encompassed students specialized in Philology of Germanic languages and Translation theory and practice. All of them are the representatives of bilingualism – certainly, delegates of their native language, fluent users of the English language, as their first foreign language, and learners of German - as their second foreign language.

Methodological background of our research was based on the analytic-synthetic examination of scientific-methodological works, logic methods of notions analyzing, methodological modelling, surveys outcomes and experts' evaluations. Processing of empirical data has been performed through statistical methods: percentage scattering and ranging.

The initial stage of the research was dedicated to the basic theoretical and methodological approaches towards the problem statement, level of the investigated issue being studied within scientific resources, as well as to identifying general concepts of the question. Next step covered the development of the methodological system for delivering new foreign language knowledge to bilingual students.

Results and discussion. In accordance with the criteria, concerning the connection between spoken language and thinking process, such types as unaffected bilingualism (unconscious-intuitive comprehending of both, prior and lateral, lingual codes) and mediate bilingualism (where the

second language operates as the new code system) are recognized.

Criteria of lingual environment presence or absence in the process of language mastering identify natural and artificial kinds of bilingualism. Natural bilingualism occurs in the process of individual communication in the native language at home, but outside home – in the second language. Artificial bilingualism is gained as a result of learning the second language consequently after the native one.

Corresponding to the approach of careful and polite attitude towards all studied languages, basic principles of bilingual education include:

- a) didactic cultural rationality;
- b) problem-searching and problematic forms of education;
- c) priority of teaching cooperation through education and self-education;
- d) integration and interactivity of modelling multicultural bilingual education;
- e) didactic cooperation of traditional pedagogics and individuality-focused education;
- f) consideration of the educational rights of a person while modelling cultural training environment.

Bilingualism is functioning as a powerful factor of lingual development for intercultural communication, realizing possibilities for people to master the next (third) language and, consequently, to realize their location in the process of cooperation with the representatives of other cultures. Such educational surrounding contributes to the successful integration of the participants of the educational process into the international educational environment. It is obvious that comprehending the third language cannot be objectively fulfilled on a similar level as the previous two ones, composing the bilingualism character, but, nevertheless, a learner is capable to become an equal member of the intercultural dialogue [9]. It is underlined that a bilingual person

already owns the image of the world, created on the basis of his social life experience, but, at the same moment, a newly learned language introduces its impact to this general world outlook by the means of fresh notional forms, new ways of expressing ideas and goals, supplementing to the process of logic reflection of the world with individual verbal descriptions.

Questionnaires' outcomes proved that nearly half of the scrutinized group of bilingual students belong to the category of coordinating bilingualism representatives, admitting the knowledge of the first foreign language on a remarkably high fluent level, being able to use it in their everyday life. For the rest of the students the subordinated bilingualism is characteristic, as far as their first foreign language level is not so fluent and cannot be used easily for their common communication. Similar proportion can be applied for estimating active bilingualism (regular referring to the first and native languages) and passive bilingualism (predominance of native language). Naturally, all the learners expressed their contact type of bilingualism, with constant and frequent keeping in touch with the native language speakers. We were pleased to identify that natural bilingualism was typical for the majority of the students (availability of the bilingual environment in the process of mastering their first foreign language for a considerable long period), that subsequently predetermined all the following types.

It is worth underlining the fact that the interaction of two language systems within the consciousness of the definite part of the bilingual people, by no means, the native language system occupies the dominant position. Whereas, the first foreign language (namely English) is being ambiguously considered. Accidents of using first foreign language by the individuals within the international surrounding

and, nevertheless, remaining the representative of their national culture, are still more frequent. For that reason, it is rational to differentiate "native language" and "functional active language". The native language is the language of national affiliation, ethnic and spiritual culture. The notion of the "functional active language" refers to the level of the language's being used. As for the international community, English language (the first foreign language) can be rather defined as the "functional active language", which is successfully applied as the tool of realizing intercultural communication.

After having identified the type of bilingualism of the investigated group of the respondents, let us study the cases of the interference, rising in the process of studying a second foreign language (German) in the conditions of multilingualism. It is commonly known that the closer two languages are, more the bilingual learner relies on the similarities and equivalents since it is easier to learn related languages. Therefore, one of the methods of teaching lingual material appears to be comparative-contrast approach, which is important for pointing out common and specific features of every studied language. This method is expected to reflect bilingual students' ethnic characteristics, apply their linguistic experience within their native and first foreign languages.

Our investigation deals with two languages, belonging to the same West Germanic branch of the Germanic family of languages, in particular, German and English, predetermining definite similarities in their morphological level. Therefore, together with native language interference, the written speech of the bilingual students is effected by the models of the first foreign language, which proves the dominance of English within the system of their linguistic way of thinking. Considering the scientific outcomes of the researches, we analyzed the

mistakes of the respondents-learners. The first group of the respondents include mistakes in the structures concerning similarities of English and German structures and their differences with students' native language structures. The second group displays the errors caused by the differences of the phonological systems of the dominant foreign language of the bilingual students and their second one.

Speaking about the first group of the inaccuracies, we would like to underline the fact that the participants of the research with the coordinating type of the bilingualism easily comprehend the formation order of the cases in the second foreign language, referring to their knowledge of the first foreign language and discovering in it appropriate equivalents for the structures of the newly learned German grammar. Current grammar issue seemed to be complicated for the respondents with the subordinated type of bilingualism due to the absence of the branched local case system in English language. Widely diverged case system of the native language appeared to be very beneficial for mastering theoretic backgrounds of German cases.

Another advantageous interference of the first foreign language proved to be the compulsory usage of the indefinite pronouns in the subjective functions in the impersonal sentences, which is known to be absolutely uncertain in the native language of this group of learners. The next issue is the usage of possessive endings in the second foreign language supported by the specifications of using genitive case in the native one, but contradicted by scarce flexions of the possessive case in the first foreign language of the bilingual students. Failures of using genitive and possessive cases are easily omitted by the respondents with the coordinative type of bilingualism.

While describing correspondences and differences between the first and the second foreign languages and the native one, it is reasonable to mention the auxiliary verbs. The matter is, the native language of the respondent group does not expect using auxiliary verbs for building interrogative and negative sentences, which lead to the pretty frequent automatic omission of these verbs by the students in the process of communicating in English, especially within their elementary stage. However, structures of the second foreign language, although complicated by the rigid rules of the word order, proved to be more comfortable.

Further errors deal with the misuse of the past tense forms of the first foreign language. Especially often it occurs in the situations describing actions in the past but somehow corresponding with the present, expressed by the perfect tense forms. Here, both representatives' groups, coordinated and subordinated bilingualism, tend to apply verbs in present or past simple tenses, literary due to the specifications of their native language tense system. Additional discrepancies of the three languages are converted by the formation of the plural form of the nouns, as far as each of the analyzed language appears to have its own unique rules of plural formation, even irrespective of belonging to the same language family of both foreign languages.

Consequently, it is evident that learning a foreign language by the bilingual students is characterized by the number of peculiarities. Process of comprehending the third foreign language is accompanied by the interaction of three lingual systems. In spite of the fact, that German language is genealogically relative to English, students frequently attempt to perceive it through their native language background, probably identically to their previous early experience of

learning the first foreign language at school.

Conclusions and research perspectives. Modern Ukrainian system of higher education pays considerable attention to developing conditions for the students' individual creative potential increasing and widening their possibilities of gaining qualified education, including multilingual communicational education, where bilingual approach using is getting gradually more significant. Obligatory criteria of the mobility of modern people is the knowledge of foreign languages. Therefore, bilingualism forms the background for the development of further multilingualism.

Bilingualism is commonly known as the co-existence of two languages inside one lingual collective surrounding, using these languages in the definite communicative fields, depending upon the social situation and various forms of the communicative act. Here, bilingual individuals experience double world overviews, one of which reflects the peculiarities of their native culture and the other one – foreign values and philosophy. Therefore, we accept bilingual training as the focused process of integrating into the world culture by the means of bilingualism.

Comprehending foreign languages by the bilingual students is very specific due to the inevitable interaction between several foreign lingual systems and their structures, that is why the comparative-contrast teaching methods appeared to be the most efficient one, which encourages discovering common and diverse features in every language. The choice of integrating native and first foreign language is reasoned by the following conditions: a) learning a genetically relative language simplifies the process of its mastering; b) learning foreign language within a comparative-contrast context is favourable for creating and developing new foreign language thinking skills while widening

general literacy. The whole learning process is composed in order to transfer communicative skills of the native and the first foreign language to the second one. Our analysis allowed us to conduct the required corrections and develop the necessary complex of the exercises favourably for more efficient mastering German language by the bilingual students. The suggested material is recommended to be implemented in both: integrated courses and mutual scientific-research projects. From our point of view, it is able to benefit students' learning and professional motivation and, consequently, enhance productivity and quality of their education.

Still, some aspects of the studied topic remain unsolved and may require further developments, such as: the phenomenon of codeswitching and its perspectives for the bilingual education, the demand for specialized teachers' training before educating bilingual students, as well as sociolinguistic issues of the multilingual learning environment.

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Received: March 24, 2020

Accepted: April 20, 2020



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

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

EVENTS OF SCIENTIFIC LIFE; REVIEWS

ПОДІЇ НАУКОВОГО ЖИТТЯ; РЕЦЕНЗІЇ

ВІТАЄМО ОЛЕКСАНДРУ АНТОНІВНУ ДУБАСЕНЮК З 75-РІЧЧЯМ!



27 травня виповнюється 75 років Олександрі Антонівні Дубасенюк – доктору педагогічних наук, професору, Заслужену працівнику освіти України, Почесному академіку НАПН України, Президенту Академії міжнародного співробітництва з креативної педагогіки "Полісся", дійсному члену Міжнародної академії акмеологічних наук, дійсному члену Української академії акмеологічних наук, голові спеціалізованої вченої ради із захисту докторських та кандидатських дисертацій Д 14.053.01 з педагогіки, заступнику голови навчально-науково-виробничого комплексу "Полісся", професору кафедри педагогіки, професійної освіти та управління освітніми закладами Житомирського державного університету імені Івана Франка.

У дороги в науці немає кінця, але завжди є початок. Олександра Антонівна Дубасенюк уперше ступила на ниву педагогічної діяльності у 1969 р. вчителем математики і фізики у середній школі № 1 м. Комунарська Луганської області після закінчення Луганського державного педагогічного інституту імені Т.Г. Шевченка. У 1971 р. Олександра Антонівна повертається до рідного інституту, де розпочинає викладацьку діяльність на кафедрі педагогіки. Цей крок спрямовує енергетичний потік її життя у науково-педагогічне русло і вже у 1978 р. відбувається успішний захист дисертації на здобуття наукового ступеня кандидата педагогічних наук.

У 1980 р. О. А. Дубасенюк обирається на посаду старшого викладача кафедри педагогіки і психології Житомирського державного педагогічного інституту імені Івана Франка (з 1999 р. – державного педагогічного університету, з 2005 р. – державного університету). Виразні організаторські здібності, виявлені ще в шкільному та студентському житті, у поєднанні з ґрунтовною системою гуманістичних і суспільних цінностей, чітко окреслюють стиль життя і творчості

молодого вченого. Цілеспрямованість, наполегливість, принциповість і компетентність стають її рушійною силою і дороговказом, пояснюючи впевнений поступ наукових і життєвих успіхів і здобутків. З 1984 р. Олександра Антонівна — доцент, а з 1988 р. завідувач кафедри педагогіки. У 1996 р. успішно захищає дисертацію на здобуття наукового ступеня доктора педагогічних наук "Теоретичні та методичні основи професійної виховної діяльності педагога" в Інституті педагогіки і психології професійної освіти АПН України. У 2001 р. вченому присвоєно звання професора, з 2001 по 2008 рр. Олександра Антонівна — проректор з наукової роботи, міжнародних та регіональних зв'язків, а з 2008 р. — професор кафедри педагогіки.

О. А. Дубасенюк — відомий науковець, висококваліфікований педагог, талановитий керівник та організатор науково-дослідної роботи. Понад сорок років вона працює у Житомирському державному університеті імені Івана Франка. За цей період викладала лекційні курси з багатьох педагогічних дисциплін, зокрема, з педагогіки, методики викладання педагогіки, основ педагогічної майстерності, технології навчально-виховного процесу, педагогіки вищої школи, основ педагогічної творчості, андрагогіки з основами акмеології, методології та методів науково-педагогічного дослідження, соціальної педагогіки, соціальної роботи. Для аспірантів — лекції з таких дисциплін як актуальні проблеми у галузі професійної освіти, методологічні підходи до вивчення проблем професійної освіти. Активно працює над розробкою та впровадженням інноваційних технологій навчання в освітній процес.

Наукові інтереси проф. О. А. Дубасенюк: проблеми комплексного вивчення людини, методологія і теорія професійно-педагогічної освіти, теорія і практика виховної діяльності педагога, соціально-педагогічна діяльність, особистісний та професійний розвиток майбутнього педагога, духовно-моральне виховання особистості, акмеологія освіти, креативна освіта, інноваційні освітні технології, освіта дорослих.

Науковцем здійснено вагомий внесок у розробку актуальних напрямів педагогічної науки.

1. Обґрунтовано методологічні, теоретичні засади розвитку педагогічної освіти, виявлено і проаналізовано сучасні тенденції процесу модернізації у системі вищої освіти. Цілісно представлено комплекси методологічних наукових підходів які відображають діалектику загального, особливого й одиничного та логіку професійної підготовки вчителя: загальнометодологічні, професійно орієнтовані, ціннісно-сміслові та інноваційні. Досліджено категоріально-поняттєвий апарат: "професійна педагогічна діяльність", "професійна педагогічна освіта", "неперервна професійна освіта", "професіоналізм особистості", "професіоналізм діяльності", "педагогічна майстерність", "компетентність", "професійна компетентність" та ін. У контексті акмеологічного підходу до професійної підготовки вчителя у процесі тривалої експериментальної роботи досліджено фактори, закономірності самореалізації природних потенціалів суб'єктів освіти і перетворення їх у творчі, що забезпечує саморух до акмевершин продуктивності і професіоналізму майбутньої діяльності.

Ураховуючи особливу гостроту проблеми виховання учнівської та студентської молоді, О. А. Дубасенюк досліджено сутність та особливості професійної виховної діяльності педагога. Здійснено категоріальний аналіз базових понять дослідження: "виховання", "виховна діяльність", "виховна задача", що збагатило понятійний апарат теорії вдосконалення професійної педагогічної діяльності. Під час експерименту обґрунтовано закономірності професійної виховної діяльності, що пов'язані: по-перше, з психолого-педагогічними передумовами успішності

індивідуальної виховної діяльності; по-друге, з динамікою самостійної виховної діяльності; по-третє, з її операційною стороною.

2. Важливий напрям діяльності професора О. А. Дубасенюк пов'язаний з її професійною діяльністю викладача педагогічних дисциплін. Створено авторську дидактичну систему педагогічної підготовки майбутніх учителів-вихователів, яка була реалізована у навчальному процесі і передбачала об'єктивні зміни в особистісній і діяльнісній сферах майбутніх учителів і відповідно – зміни у цілях, завданнях, змісті, засобах навчально-виховної діяльності, статусі суб'єктів освіти. Розроблена концепція професійної виховної діяльності сприяла виявленню моделей вищих рівнів виховної діяльності, як еталону, акмевершини, до яких мають прагнути майбутні вчителі. Проаналізовано основні напрями професійно-педагогічної підготовки майбутніх учителів. Доведено, що педагогічна освіта містить антропологічний та аксіологічний потенціал, який постає підґрунтям для розкриття здібностей і формування ціннісних орієнтацій особистості у процесі її професійного становлення. Досліджено і такий системоутворювальний, інтегральний показник як професійна компетентність педагога, що являє єдність теоретичної і практичної готовності до здійснення професійної діяльності. Під керівництвом О. А. Дубасенюк теоретичні напрацювання реалізовано у процесі виконання науково-дослідної теми "Формування професійної компетентності майбутнього вчителя в умовах європейської інтеграції".

Актуалізовано проблему теорії і практики креативної освіти як перспективний науковий напрям. Простежено розвиток креативності майбутніх учителів, що передбачає врахування сукупності педагогічних умов, необхідних для формування педагогічної креативності як чинника розвитку професійних цінностей педагогічної професії. Розроблено й упроваджено в навчальний процес інноваційні креативні технології. Під керівництвом О. А. Дубасенюк створено низку навчально-методичних посібників з грифом МОН України, серед них "Практикум з педагогіки" (К., 2004, Житомир, 2017); "Історія педагогіки" (Житомир, 1999), "Технологія професійно-педагогічної підготовки майбутніх учителів" (Житомир, 2003). Одноосібно і спільно з колегами опубліковано навчальні посібники, зокрема: "Методика викладання педагогіки" (Житомир, 2010, 2014, 2017), "Професійно-педагогічні задачі: типологія та технологія розв'язання" (Житомир, 2010), "Методологія і методи науково-педагогічного дослідження" (Житомир, 2016, 2019), "Актуальні проблеми професійної освіти" (Житомир, 2018) тощо.

3. *Результати діяльності з наукового напрямку "Освіта дорослих".* За участю О. А. Дубасенюк у ЖДУ імені Івана Франка відповідно до вимог Болонської декларації створено концепцію "Освіта впродовж життя", згідно якої університет постає як центр наукової, освітньої та культурно-просвітницької діяльності в регіоні. Концепція неперервної освіти дає можливість здійснювати підготовку фахівців у двох площинах: у сфері фундаментальних та педагогічних наук. За ініціативи проф. О. А. Дубасенюк організована науково-методична лабораторія "Поліська школа андрагогіки", у цьому напрямку проводиться значна робота. Проф. О. А. Дубасенюк уперше почала викладати спецкурс "Андрагогіка" для майбутніх магістрів, нею розроблено необхідне навчально-методичне забезпечення.

Професор О. А. Дубасенюк – учасник розробки програми освіти дорослих в Україні (2015 р.) та проекту "Професіоналізація освіти дорослих в Україні". Брала участь у семінарі "Компетентності спеціалістів по освіті дорослих" (2016 р.), які організовано Представництвом DVV International в Україні та Українською Асоціацією освіти дорослих, ISAR "Єднання". О. А. Дубасенюк – головний редактор електронного часопису "Андрагогічний вісник". Також брала участь у тижнях

освіти дорослих в Україні, міжнародних форумах та конференціях з цієї проблематики.

4. *Наукова організаторська діяльність.* О. А. Дубасенюк – талановитий організатор і керівник потужної, відомої в Україні і за рубежом наукової школи "Професійно-педагогічна підготовка майбутніх учителів", яка понад 30 років діє у ЖДУ імені Івана Франка. У діяльності школи реалізовано методологічний, теоретичний, ціннісно-світоглядний та технологічний концепти, розроблено концептуальні засади професійної підготовки вчителя. За цей період професором підготовлено чисельні науково-педагогічні кадри, зокрема у науковій школі працюють 12 професорів, докторів наук і понад 100 кандидатів наук.

Проф. О. А. Дубасенюк здійснює керівництво комплексною науковою темою: "Формування професійної компетентності майбутнього вчителя в умовах європейської інтеграції". Упродовж 15 років у науковій школі діє 8 дослідницьких осередків: науково-методична лабораторія "Педагогічна підготовка студентів магістратури", науково-методичний центр роботи з обдарованою студентською молоддю, Поліський інноваційний центр освіти та розвитку, науково-дослідна лабораторія "Акмеологія освіти", науково-методична лабораторія "Освітньо-виховна система Полісся", науково-дослідна лабораторія "Поліська школа андрагогіки". Продуктивно функціонують дві міжвідомчі лабораторії на базі Інституту педагогічної освіти і освіти дорослих НАПН України та ЖДУ імені Івана Франка. Результати діяльності представлено у 17 колективних монографіях, присвячених теоретико-методологічним та методичним проблемам професійної підготовки майбутніх учителів/фахівців. Науковцями опубліковано понад двох тисяч наукових праць, з них 25 одноосібних монографій, 30 навчально-методичних підручників та посібників, 50 науково-методичних збірників.

Дослідниками розробляються насущні наукові проблеми, такі як: обґрунтування сучасних концептуальних підходів до підготовки науково-педагогічних кадрів вищої кваліфікації; підвищення якості професійно-педагогічної підготовки майбутніх учителів у контексті Болонських інновацій; розвиток педагогічної обдарованості дітей та молоді; інноваційні технології навчання і виховання; теоретичні і методичні засади професійної компетентності вчителя.

Результати діяльності наукової школи спільно з іншими науковими осередками було неодноразово представлено університетом на міжнародних форумах у Варшаві, Кракові (Республіка Польща) та міжнародних виставках навчальних закладів "Сучасна освіта в Україні" та "Сучасні заклади освіти", "Сучасні навчальні заклади". Отримано золоті, срібні медалі та нагорода "Лідер року".

Значна робота щодо інтеграції досягнень науки і практики проводиться О. А. Дубасенюк як заступника голови навчально-науково-виробничого комплексу "Полісся", створеного на базі ЖДУ імені Івана Франка, який об'єднує 24 навчальні заклади Житомирщини. Результати творчої співпраці опубліковано у ряді науково-методичних збірників, серед яких: "Освітні інноваційні технології у процесі викладання навчальних дисциплін" (2004); "Науково-методична співпраця в системі університет – середній та вищий навчальний заклад" (2004); "Інновації в освіті: інтеграція науки і практики" (2014). "Теоретичні і методичні засади розвитку і самовдосконалення особистості педагога-новатора в контексті модернізації нової української школи" (2017). Професор О. А. Дубасенюк здійснювала наукове консультування дослідно-експериментальної роботи з проблеми: "Реалізація розвитку інноваційного потенціалу вчителів у загальноосвітньому навчальному закладі" на базі Новоград-Волинського колегіуму Житомирської області (члена ННВК "Полісся"), яка була затверджена наказом МОН України.

Професором О. А. Дубасенюк опубліковано понад 600 наукових та науково-методичних праць, у тому числі 9 одноосібних та 24 колективні монографії (редактор, автор), 27 навчальних посібників, 24 методичних рекомендацій і навчальних програм, 31 збірник наукових праць (редактор, автор), 400 статей у науково-методичних збірниках і наукових часописах.

5. *Міжнародна діяльність.* Науковець брала участь у здійсненні міжнародного проекту Тасіс "Соціальний захист в Україні" (1997-1998 рр.), отримала сертифікат викладача соціальної роботи в Остершунському університеті (Швеція). За її участю розроблено "Навчальний план перепідготовки соціальних працівників базового рівня" на модульній основі за сприянням Міністерства праці та соціальної політики України, який реалізовано у Житомирській області. Професор брала безпосередню участь у роботі Національного центру розвитку навчання соціальній роботі в Україні (1998-1999 рр.), проводила заняття з курсу "Соціальна робота" у Києві з відповідальними державними працівниками та викладачами ЗВПО України.

Має досвід викладання за рубежем. З 2005 по 2010 рік О. А. Дубасенюк викладала педагогічні дисципліни у Вищій школі менеджерів у м. Лігниці (Республіка Польща). Крім того брала активну участь у проведенні багатьох україно-польських / польсько-українських форумах з актуальних проблем педагогіки (Республіка Польща: міста Варшава, Краків, Бидгощ), на міжнародних конференціях у Словаччині, в україно-білоруському форумі та ін.

Під керівництвом професора проведена робота з молодими дослідниками у межах міжнародного польсько-українського проекту Науковий дебют 2012-2015 – "Сталий розвиток", що організовано Бюро професора, доктора хабілітованого Єжі Бузика, посла Європарламенту у м. Раціборі спільно з НАПН України, Вищою школою менеджерською у Варшаві та Вищою професійною школою м. Рацібор. Результати дослідження представлено у збірниках наукових праць молодих дослідників та на міжнародних конференціях (Варшава, Брюссель).

О. А. Дубасенюк член редколегії наукового журналу "Вісник Житомирського державного університету імені Івана Франка. Педагогічні науки", член редколегії наукових збірників "Проблеми освіти", "Нові технології навчання", "Українська полоністика", "American Journal of Fundamental, Applied", головний редактор електронного журналу "Андрагогічний вісник", заступник головного редактора журналу "Креативна педагогіка".

Під керівництвом О. А. Дубасенюк опубліковано біля 100 наукових праць студентів і понад 700 наукових робіт докторантів та аспірантів.

Олександра Антонівна невтомний генератор ідей, наукових проектів і творчих задумів, знавець педагогічної практики, глибокий дослідник, талановитий вчений та педагог-новатор, який відкрив дорогу у наукове життя цілій плеяді обдарованих молодих учених. Під її керівництвом захищено 11 докторських та 21 кандидатська дисертації.

Професор О. А. Дубасенюк – голова спеціалізованої вченої ради із захисту докторських дисертацій з педагогіки Д 14.053.01 у Житомирському державному університеті, що дало можливість значно посилити науково-педагогічний потенціал університету і низки регіонів України. Вона є членом спеціалізованої вченої ради із захисту докторських дисертацій з педагогіки Д 26.451.01 в Інституті педагогічної освіти і освіти дорослих НАПН України, членом Міжвідомчої ради з координації наукових досліджень з педагогічних і психологічних наук в Україні. Її наукові праці відомі в Україні та за кордоном, широко цитуються вітчизняними та зарубіжними науковцями. Проф. О. А. Дубасенюк постійно виступає опонентом на захистах докторських і кандидатських дисертацій.

Шановна Олександро Антонівно! Ви народилися у благодатний час, коли весняний цвіт зав'язувався плодом. Одухотворені весняноцвіттям, Ви присвятили свої таланти педагога і науковця плеканню майбутніх учителів на освітніх нивах Луганщини і Житомирщини. Ви пройшли творчий шлях від учителя фізики і математики до професора кафедри педагогіки, доктора педагогічних наук.

Дарований Вам Богом організаторський талант, неспокій думки й серця Ви сьогодні натхненно втілюєте у освітянську і наукову ниву України. У своїй невтомній діяльності Ви гармонійно поєднуєте педагогічну майстерність, креативність і спрямованість до інновацій. Ви є видатним реформатором і натхненником розвитку вітчизняної професійно-педагогічної освіти і педагогічної науки. Кілька поколінь молодих педагогів України завдячують Вашому педагогічному таланту. Зерна розуму і добра, засіяні Вами проростають сьогодні пишним колосом.

Вам, шановна Олександро Антонівно, притаманні людські чесноти найвищого ґатунку: ерудиція, гуманізм, людяність, порядність, чесність. Ваш особистісний інформаційний простір сповнений енергетичної наснаги, внутрішньої цілісності, працездатності і невгасимого оптимізму. Бо ж Ви не просто вчений, а Просвітитель студентських душ, провісник нової епохи духовного відродження глобалізованої цивілізації. Ви з когорти тих людей, котрі завжди сповнені ентузіазму, завзяття, наполегливості, котрі залишаються молодими у будь-який ювілей.

Нехай взаєморозуміння, підтримка друзів і колег спонукають Вас до нових наукових звершень, а фортуна супроводжує і надихає Вас на добрі справи для України і її народу. Зичимо Вам здоров'я, добра, сімейного затишку, миру, злагоди і любові, багато щасливих днів. Нехай щедро колоситься Ваша життєва нива, а задумане завжди здійснюється. Нехай обминають Вас негаразди і біди нашого непростого сьогодення.

*Ректорат та професорсько-викладацький склад
Житомирського державного університету імені Івана Франка*



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 1 (100)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 1 (100)

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

ВІТАЄМО ПЕТРА ЮРІЙОВИЧА САУХА З ЮВІЛЕЄМ!



25 травня виповнюється 70 років **Петру Юрійовичу Сауху** – доктору філософських наук, професору, академіку НАПН України, академіку Академії наук Вищої школи України, Заслуженому працівнику освіти України, вченому секретарю Відділення вищої освіти НАПН України. Природа щедро обдарувала його талантами – світлим розумом, працьовитістю, здатністю аналітично мислити. Його життєвий шлях можна схарактеризувати як зреалізовані життєві шанси талановитої людини.

Будь-яка особистість як висхідна інстанція суспільного буття формується в умовах своєї історичної епохи з її культурою і мораллю, національними ознаками, політикою й економікою, освітою і релігією. Духовність професора Петра Сауха має глибоке коріння – від рідної землі Полісся, від батьків-землеробів. Вона є тим міцним

стрижнем, що пронизує всю його життєдіяльність, визначального якістю на всіх етапах його громадянського, професійного і наукового зростання.

Уродженець с. Сімаківка Ємільчинського району Житомирської області, по закінченні у 1973 році філософського факультету Київського державного університету ім. Т. Г. Шевченка П. Ю. Саух долучається до науково-педагогічної та громадської діяльності у Донецькому політехнічному інституті, в якому у 1973-1975 роках працював асистентом кафедри філософії. Після закінчення навчання в аспірантурі філософського факультету Київського державного університету імені Т. Г. Шевченка (1975-1978 рр.) та дострокового захисту дисертації на здобуття наукового ступеня кандидата філософських наук з 1978 по 1979 р. Петро Юрійович працював спочатку асистентом, а потім – старшим викладачем кафедри філософії Житомирського сільськогосподарського інституту. В 1980 році П. Саух переїхав до Рівного, де працював на кафедрі філософії Українського інституту інженерів водного господарства. В цьому навчальному закладі

послідовно пройшов усі творчі сходинки вченого і педагога: від асистента, старшого викладача, доцента, професора, завідувача кафедри філософії до декана гуманітарного факультету. В 1990 р. захистив докторську дисертацію, а в 1991 році йому було присвоєно вчене звання професор. За сумісництвом, з 1992 по 1994 рік був радником Національної ради України з питань телебачення і радіомовлення, членом Конституційної Ради України, об'єднання Конгресу філософів слов'янських народів. З 1998 року професор П. Ю. Саух працював заступником директора з навчальної й наукової роботи Рівненського відділення Вищої школи права. Стажувався і читав курси лекцій в університетах Франції, Німеччини та США. Ця робота дала йому можливість познайомитися із досвідом організації навчального процесу й науки на Заході і, критично його переосмисливши, активно впроваджувати у подальшому в діяльність вітчизняної вищої школи. Він почесний доктор та професор багатьох вітчизняних та зарубіжних університетів, Заслужений працівник освіти України (1996 р.).

У 1998-2002 роках П. Саух працює заступником голови Рівненської облдержадміністрації з гуманітарних питань. За період роботи на цій посаді він був автором багатьох соціально-економічних та молодіжних проєктів, які успішно реалізовані в регіоні. Протягом десяти років П. Саух очолював Рівненську Асоціацію релігієзнавців України. Рівненський період його діяльності ознаменувався становленням авторитетної Поліської філософської школи "Філософія та феноменологія релігії", яка об'єднує науковців Рівненщини, Житомирщини, Волині. Школа отримала всеукраїнське визнання, у своєму активі має здобутки національного рівня, значна частина яких є власним досягненням професора П. Сауха.

Організаторські та адміністративні здібності, хист до науково-дослідницької та педагогічної діяльності професора П. Ю. Сауха якнайповніше й наймасштабніше реалізувалися на посаді ректора Житомирського державного університету імені Івана Франка (2002-2017 рр.). Під його керівництвом Житомирський державний університет набув статусу класичного навчального закладу і став флагманом не тільки в регіоні, а й отримав широке визнання як в Україні, так і за кордоном. Враховуючи високий науковий потенціал і реноме Житомирського держуніверситету та завдячуючи зусиллям ректора, були відкриті спеціалізовані вчені ради по захисту докторських і кандидатських дисертацій з педагогіки, кандидатських дисертацій з філософії та релігієзнавства, іноземної філології. На посаді ректора професор П. Саух активно налагоджував взаємодію і співробітництво університету з вітчизняними і зарубіжними науково-освітніми інституціями, контакти із західними науковцями, започатковував творчі й дружні стосунки з ними. Він став організатором і учасником численних міжнародних, всеукраїнських конференцій, симпозіумів, семінарів, круглих столів, нарад з актуальних проблем вітчизняної науки та освіти.

Від 2017-го року у Петра Юрійовича Сауха починається якісно новий етап творчої, організаційно-освітньої та наукової діяльності: він обирається вченим секретарем Відділення вищої освіти Національної академії педагогічних наук України. Як сучасному менеджеру освіти й науки, професору П. Сауху притаманне глибоке знання справи, висока культура в роботі, вміння масштабно мислити і стратегічно діяти, здатність не розчинятися, як це часто відбувається в чиновницькому середовищі, а протистояти його найгіршим якостям – пустослів'ю, підлабузництву, манії величності. Вражає не лише наукова, а й загальна, філософська ерудиція Петра Юрійовича, енциклопедична пам'ять на події та персоналії.

Ювілейна дата є слушною нагодою віддати шану П. Ю. Сауху, чие життя і діяльність відомі не тільки в Україні, а й далеко за її межами. Природа щедро

обдарувала його талантами – світлим розумом, працьовитістю, здатністю аналітично мислити. Саме завдяки діяльності таких особистостей, їх творчих та організаційних здібностей й формується наукова еліта. Професор Петро Саух уособлює компетентність і принциповість керівника, кращі риси і традиції науковця, вченого, педагога і просто людини. За глибиною знань, розмахом і оригінальністю мислення його сміливо можна поставити в один ряд з найвизначнішими філософами нашої доби. Його інноваційні ідеї акумулювалися й піднялися не лише до національного рівня, а й до європейського, світового.

Петро Юрійович відомий філософській спільноті не лише своїми науковими працями, а й як оригінальний мислитель, інтелектуал найвищого ґатунку, який спрямовує мейстрім наукових досліджень у русло сучасного знання, формує тренд мислення і практики людини кінця XX – початку XXI століття. Його домінантне кредо в цьому сенсі полягає в наступному: до сучасного належить таке знання, яке випереджає людський досвід, а не слідує йому, співмірне з вічністю і працює на неї. Професору Петру Сауху притаманне глибоке знання справи, висока культура в роботі, вміння масштабно мислити і стратегічно діяти.

Уособлюючи проєвропейський вектор у гуманітарних науках та філософії, Петро Юрійович повсякчас наголошує на моральнісному значенні раціональності як незмінної риси людського світорозуміння та людської діяльності. Неозорий діапазон його наукових інтересів завжди поєднується із високим професіоналізмом ученого-дослідника і педагога-просвітника, а принциповість і послідовність у відстоюванні свого бачення – із романтикою філософсько-поетичного ставлення до життя. Ним написано шерег книг і навчальних посібників, кількості статей, викладено не один лекційний курс. Він один із перших українських учених, хто налагоджував контакти із західними науковцями, започатковував творчі й дружні стосунки з ними.

Для П. Сауха характерне поєднання свободи з відповідальністю, що притаманне сильним і мужнім людям. Такі вчені є піонерами філософського, духовно-культурного і суспільного-політичного поступу. Хоч би які посади не обіймав П. Саух, він сповна віддає себе цій діяльності, вносить дух оптимізму, відповідальності та успіху. "Якщо прагнеш досягти успіху і бажаєш свободи – ніколи не здавайся і не зупиняйся" – ось те гасло, яке слугує Петру Юрійовичу компасом на його життєвому шляху.

Професору П. Сауху належить значний внесок у розвиток філософських і гуманітарно-соціальних знань нашого суспільства. Він є одним із фундаторів новітньої вітчизняної філософії. Йому притаманні глибокий інтерес до наукової істини у пізнанні людського життя, широкий науковий світогляд, невгамовна жага знань. У своїй науковій діяльності він завжди виявляє креативні якості: інтерес до оригінальних ідей, тем дослідження та полемічність. Для нього характерним є невтомний пошук і дослідження багатьох проблем суспільного життя, виховання молоді, прагнення залучити її до висот справжнього розуміння процесів, що відбуваються у світі і в нашій країні зокрема. Професор П. Ю. Саух уособлює кращі риси і традиції науковця і викладача – чесність, компетентність, сумлінність, громадянську активність і доброту. Наукові здобутки Ювіляра вражають своєю масштабністю: він автор понад 500 публікацій, зокрема 20 монографій. Поряд із цим він став організатором і учасником численних міжнародних, всеукраїнських з'їздів, конференцій, симпозіумів, семінарів, круглих столів, нарад з актуальних проблем вітчизняної науки та освіти. За цикл праць з історії філософії та філософії релігій П. Саух удостоєний премії НАН України імені Д. Чижевського, а за цикл праць із проблем освіти – Всеукраїнської премії імені Івана Огієнка.

До творчих здобутків ювіляра належать ґрунтовні дослідження у багатьох сферах вітчизняної науки – історії, методології та теорії філософії, релігієзнавства. Неоціненним є внесок ювіляра у розроблення актуальних проблем національно-культурного відродження українського суспільства, формування інтелектуального потенціалу нації, діагностики трансформаційних процесів, аналіз проблем релігії і духовної екзистенції людини та цивілізаційних підстав її розвитку, долі національних цінностей у глобалізованому світі.

Вражає уміння професора Петра Сауха поєднувати глибокі, оригінальні теоретичні, ретельно обґрунтовані власні теорії осмислення процесів сучасності із їх пояснення їх причин та передбаченням перспектив розвитку, пригомшливою ерудицією стосовно найсучасніших, щойно виданих публікацій різних авторів, із вдумливою критикою й аргументованою дискусією з ними. Глибокі ідеї професора П. Ю. Сауха стимулюють вивчення сучасних процесів націє- й державотворення, соціокультурних трансформацій українського суспільства. Авторська концептуалізація їх завжди обґрунтована, переконлива і править за орієнтир для подальших наукових пошуків. Його ідеї дістали втілення і в процесі реформування освітньої сфери, і в численних публікаціях як в українських, так і закордонних часописах, зокрема, в таких його монографіях, як "XX століття. Підсумки", "Освіта: портрет без прикрас", "Україна на межі тисячоліть: трансформація духу і випробування національним буттям", "Князь Василь-Костянтин Острозький", "Реклама в пам'яті культур" та ін.

П. Саух виступає одним із тих філософів, хто активно захищає і примножує людський ресурс гідності, який є однією із підвалин істинної демократії. Його методологічну позицію характеризує певний антропологізм і масштаб аргументації від спеціальних логіко-методологічних розробок, проблем соціальної філософії, філософської антропології, філософії та феноменології релігії до філософії освіти та глобалістики.

Науково-педагогічна громадськість України і зарубіжних країн визнає Петра Сауха як фахівця у галузі теорії освіти й виховання, професійної педагогіки, філософської освіти; дослідника складних проблем змісту національної освіти в поліетнічному суспільстві. Вченим обґрунтовано концептуальні засади етнокультурного компоненту змісту загальної і педагогічної освіти.

Ретельний дослідник, толерантний критик і сприйнятливий до нового адміністратор, людина добропорядної репутації та відкритої душі, Петро Юрійович добре знайий як людина чуйна, доброзичлива, схильна до філософського згладжування гострих життєвих колізій. Він щедро ділиться теплом своєї душі і багатством невичерпного інтелектуального світу. Під його керівництвом відбулося професійне становлення цілої когорти науковців – висококваліфікованих спеціалістів із філософії і релігієзнавства, які працюють у закладах вищої освіти Рівного, Житомира, Києва, інших міст України, Росії, Польщі, на адміністративних посадах. Важко перелічити всіх учнів, студентів, аспірантів та докторантів професора Петра Сауха, які завдячують йому як талановитому філософу, педагогу, науковому керівникові та Людині з великої літери, яка щедро віддає їм не лише свої знання, а й тепло свого великого серця.

Успішне поєднання наукового, управлінського, громадсько-політичного і людського досвіду постає надійним підґрунтям розкриття вагомих особистісних якостей Петра Юрійовича. В ньому дивовижним чином поєднані професіоналізм і патріотизм, порядність і відповідальність, відкритість і привітність, оптимізм і доброзичливість, здатність радіти і співчувати, гостре відчуття фальші і почуття гумору. Професор П. Саух перебуває в безупинному творчому пошуку, а його мудрість, цікавість до всього, відчуття широти обрію, принциповість і безкомпромісність у ставленні до наукової роботи, самовіддача і відданість

обраній справі, толерантність забезпечують успішну реалізацію далекоглядних планів і стратегічно важливих рішень.

Петра Юрійовича вирізняють особлива системність, конкретність і глибина мислення. Він завжди зібраний, не терпить пустопорожніх розмов. Стиль його роботи характеризується вимогливістю до себе і лише після цього – до підлеглих, турботливе та шанобливе ставлення до людей. Висока порядність та сумлінність як у службових питаннях, так і в міжособистісних стосунках принесли йому заслужену повагу серед колег.

Як філософ, учений, організатор науки і освіти, громадський діяч, учений, публіцист і лектор П. Саух здобув широке визнання колег-науковців, повагу й розуміння громадськості і студентської молоді. Петро Юрійович є напрочуд людиною доброзичливою і толерантною до своїх колег та учнів. Ті, кому довелося працювати під керівництвом ювіляра, високо цінують його як людину й ученого, бо знають, що він завжди підтримує творчу атмосферу, дослідницькі задуми і поважає думку інших. Хто хоча б раз мав можливість зустрічатися і спілкуватися з Петром Юрійовичем, той не зміг не відчутти могутнього енергетичного поля цієї людини, не пережити глибокого враження від знайомства з нею. Петро Юрійович – системоутворююча особистість. Професор П. Саух вражає своєю душевною молодістю, юнацькою заповзятістю, професійною компетентністю, активною громадянською позицією, творчою енергією.

Завдяки високій працездатності, комунікабельності й усвідомленому почуттю відповідальності за доручену справу професор Петро Саух завжди створює команду одностайців. Його компетентність поєднується з природною інтелігентністю, толерантністю, уважним ставленням до людей, витонченим почуттям гумору. Як сучасному менеджеру освіти й науки, йому притаманна здатність не розчинятися, як це часто відбувається в чиновницькому середовищі, а протистояти його найгіршим якостям – пустослів'ю, підлабузництву, манії величності.

Свій ювілей Петро Саух зустрічає як добре відомий не лише в Україні, а й за межами нашої держави вчений-філософ, досягнення якого відзначені численними державними та міжнародними нагородами. За вагомих особистий внесок у розвиток вітчизняної освіти і науки, підготовку кваліфікованих кадрів, багаторічну сумлінну працю П. Саух нагороджений орденом "За заслуги" III ступеня, іменним годинником Президента України, Почесними грамотами Верховної Ради України та Кабінету Міністрів України, знаком "Антон Макаренко" та знаком "За наукові досягнення" МОН України, медаллю ім. К. Д. Ушинського та медаллю Григорій Сковорода НАПН України, низкою орденів та медалей церковних і громадських організацій. Йому присвоєно звання "Заслужений працівник освіти України".

Професор Петро Саух виховав і чисельний загін наукових й педагогічних кадрів у галузі філософії і педагогіки. Під його керівництвом, за наукового консультування і сприяння підготовлено 47 кандидатів та 10 докторів наук. Він член редколегій низки вітчизняних та зарубіжних наукових видань, член Президії Європейського союзу релігієзнавців та вільнодумців, член Наглядової ради Всеукраїнської молодіжної громадської організації "Союз обдарованої молоді", один із наукових керівників та авторів експерименту "Розвиток вальдорфської педагогіки в Україні", член Міжнародного нью-йоркського клубу "Лідерство в освіті", член спеціалізованої вченої ради К 14.053.02 у Житомирському державному університеті імені Івана Франка.

Професор П. Саух належить до тієї когорти вітчизняних вчених, які своєю сумлінною й подвижницькою працею заслужили щире повагу серед колег-науковців і численних учнів та повагу серед наукового загалу і громадськості не

тільки на теренах України, а й далеко за її межами. Життєвий шлях і творча діяльність професора П. Сауха – повчальний приклад відданого служіння філософії й науці, педагогіці й освіті, своїй Вітчизні, її майбутньому.

Для професора П. Сауха характерне поєднання свободи з відповідальністю, що притаманне сильним і мужнім людям. Такі вчені є піонерами філософського, духовно-культурного і суспільного-політичного поступу. Хоч би які посади обіймав Петро Юрійович, він сповна віддає себе цій діяльності, вносить дух оптимізму, відповідальності та успіху. "Якщо прагнеш досягти успіху і бажаєш свободи – ніколи не здавайся і не зупиняйся" – ось те гасло, яке слугує П. Сауху компасом на його життєвому шляху.

Бажаємо Вам, вельмишановний Петре Юрійовичу, повноти фізичних і духовних сил та многая літа. Дай, Боже, щоб Ви, скільки Вашої змоги, і надалі не словами, а конкретними справами служили утвердженню вітчизняної науки, істини, ідеалів свободи і демократії, нашої соборної України. Зичимо Вам доброго здоров'я, творчого натхнення і втілення в життя нових ідей, реалізації нових планів, підкорення нових вершин.

*Ректорат та професорсько-викладацький склад
Житомирського державного університету імені Івана Франка*

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