

«Theory and methods of educational activities in Ukraine»  
Monograph edited by prof. Mikhailychenko O.

The collective monograph presents the research of Ukrainian scientists, researchers on the problems of theory and methods of activity in the field of educational activities in higher and secondary school.  
In our opinion, it may be most appropriate to use such technologies that do not require restructuring of traditional forms of work in higher education, such as information technology, interactive and project-based learning technologies. Practice has shown that such a variety of educational work in the classroom increases the motivation and activity of students, interests them, promotes better learning of the necessary information, which indicates the effectiveness of the teacher.

Educational activities in Ukraine



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Theory and methods of  
educational activities in  
Ukraine



Oleh Mikhailychenko (Ed.)



# THEORY AND METHODS OF EDUCATIONAL ACTIVITIES IN UKRAINE

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*Monograph edited by  
prof. Oleh Mikhailychenko*

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The collective monograph presents the research of Ukrainian scientists, researchers on the problems of theory and methods of activity in the field of educational activities in higher and secondary school.

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У колективній монографії представлені дослідження українських вчених, дослідників по проблемам теорії та методів діяльності у галузі вищої та середньої школи в Україні.

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## **Content**

**Kotsur N., Tovkun L.**

Preparation of future teachers for the formation of a safe health and educational environment ..... **4**

**Bocharina Natalia**

Psychological support for the development of conditions for the emotional well-being of gifted schoolchildren ..... **27**

**Martyniuk Tatiana**

Actual problems of introduction of art and pedagogical technologies in the practice of studying the school course "Art" ..... **55**

**Truskavetska Iryna**

Modern innovative technologies in the educational process in the training of specialists in biology ..... **79**

**Masocha Dmitry**

Professional development of future specialists in social work..... **95**

**Rud' Olga**

Formation of rhetorical competence of future teachers in the process of studying language disciplines ..... **123**

**Smirnova O.O.**

Practical experience of project activity in an out-of-school art education institution..... **138**

**Tanana Svetlana**

Creative technology of teaching of future philologists of English monologue persuasive language ..... **146**

**Shapran Olga, Shapran Yuri**

Modern forms and methods of environmental education of future teachers in Ukraine..... **168**

**Lukachevych Yuliia**

Formation of communicative competencies in future specialists in the tourism industry ..... **182**

**Fedorchuk Victoria**

The use of innovation in education as a prerequisite for security pedagogical skills of a modern teacher of higher education..... **204**

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**PREPARATION OF FUTURE TEACHERS FOR THE FORMATION  
OF A SAFE HEALTH AND EDUCATIONAL ENVIRONMENT  
ПІДГОТОВКА МАЙБУТНІХ ПЕДАГОГІВ ДО ФОРМУВАННЯ  
БЕЗПЕЧНОГО ОЗДОРОВЧОГО ПРОСВІТНИЦЬКОГО  
СЕРЕДОВИЩА**

Education reform in Ukraine in recent years has highlighted the problem of psychological security of the educational environment. This problem is one of the most important for psychological and pedagogical science and practice, and for society as a whole. In this regard, the need of participants in the educational process for security is especially important in difficult, stressful situations, leading to mobilization to combat the threat, rather than learning and development.

Given the current socio-political and economic transformations in Ukrainian society, it becomes clear how important are the issues of forming a psychologically safe educational environment in educational institutions, maintaining and strengthening the mental and psychological health of students and teachers, prevention of neuropsychiatric disorders among subjects of education. -educational process.

Education is the most important mechanism for the development, upbringing, and even socialization of the younger generation. The importance and conditions of education, development and socialization find their application in the psychological and pedagogical reality, called "educational environment". One of the priority practical tasks of educational institutions is the creation of such an educational environment that would contribute to the formation and maintenance of resources for the personal potential of its subjects. The psychological component of the educational

environment is associated with its developmental effect. This fact is manifested in the existing classifications of the educational environment: focused on developing children; personality-oriented, etc. An educational environment that has these properties can rightly be considered psychologically safe. Psychologically safe educational environment is a powerful resource for maintaining the health, development and upbringing of the younger generation.

At the same time, the educational environment is a complex organized system in which not only educational problems are solved, but also socialization and psychological development of the individual. After all, as noted by O. Tushin, it is in the educational environment is a significant part of human life: childhood, adolescence, adolescence. It unites the child's relationships with peers, teachers, parents, other people involved in the educational process.<sup>1</sup>

Concern for the psychological safety of the educational environment and the health of students becomes a mandatory target in the work of each educational institution and teacher, an indicator of improving the quality of education. In this regard, the issue of creating a psychologically safe educational environment at school is relevant. An important role in this is played by the administration, the psychological service of the educational institution, the activities of the entire teaching staff and each teacher, in particular. That is why it is important to have specially organized training of a teacher who will be able to model and design an educational environment where the student's personality will function freely, where all participants in the educational process will feel protected, emotional comfort, satisfaction.

It should be noted that the approved new professional standard of teachers in Ukraine (2021) sets requirements for teachers to have competencies that allow them to effectively perform educational activities, while creating a psychologically safe educational environment. These requirements include: regulating student behavior to ensure a safe educational environment; designing situations and events that develop the emotional and value sphere of the child; creation, maintenance of style, atmosphere and traditions of life of educational institution; formation of students' culture of healthy and safe lifestyle.<sup>2</sup>

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<sup>1</sup> Тушина О. Психологічна безпека в загальноосвітньому навчальному закладі: практ. посібник. Запоріжжя : ЗОІППО, 2013. 145 с. С.7.

<sup>2</sup> Про затвердження професійного стандарту за професіями «Вчитель початкових класів закладу загальної середньої освіти», «Вчитель закладу загальної середньої освіти», «Вчитель з початкової освіти (з дипломом

Changing the paradigm of pedagogical education and transforming it essentially into psychological and pedagogical education has necessitated appropriate changes in the management of the educational institution in terms of creating a psychologically safe environment of the educational institution.

Despite some work on the disclosure of this problem, the issue of training future teachers to form a psychologically safe educational, has not yet been the subject of a holistic study. The methodological approaches to solving this problem and its practical aspects remain unresolved, which should be implemented comprehensively by the joint efforts of teachers, parents' psychologists with the active participation of students. These facts indicate the relevance of further research.

The purpose of our study was to clarify the current state of problem development and empirically verify the specifics of management in the educational institution in terms of creating a psychologically safe educational environment.

In accordance with the set goal, the following tasks were set: to analyze the psychological and pedagogical literature on modern theoretical and methodological approaches to the examination of psychological security of the educational environment; determine the role and place of psychological security of the educational environment in the management system of the educational institution; to conduct an empirical study of the activities of the educational institution in solving the problems of forming a psychologically safe educational environment.

The study involved 142 people: leaders of general secondary education, future teachers - applicants for higher education, students, parents of students.

The following research methods were used to solve the set tasks: theoretical research method: analysis of scientific literature on the mentioned research problem and generalization of the received information; empirical method: questionnaire, methods of psychological and pedagogical examination of the educational environment of V. Yasvin; method "Diagnosis of leadership skills" E. Zharikov, E. Krushelnitsky; method of research of self-assessment of management image by AV Agrashenkov, modified by O. Ilyin for the purpose of research of self-assessment of management style; operational assessment of well-being, activity and mood (SAN questionnaire); mathematical processing of the obtained data, which

allowed to find out the mechanisms of creating a psychologically safe educational environment in a general secondary education institution.

Analyzing the work of scientists on theoretical and methodological approaches to the formation of psychological security of the educational environment, we found that some aspects of this problem have been considered by researchers in pedagogy, age psychology, valeology and basics of life safety.

Considering the different approaches of domestic and foreign authors to the concept of "educational environment", we found that the educational environment is a holistic qualitative characteristic of the internal life of the school: it is determined by the specific tasks that the school sets and solves in its activities; manifested in the choice of means by which these tasks are solved; meaningfully assessed by the effect on personal, intellectual development of children, which it allows to achieve.

According to V. Rubtsov and I. Baeva, the educational environment is a psychological and pedagogical reality, which contains specially organized conditions for the formation of personality, as well as opportunities for development, included in the social and spatial environment, the psychological essence of which is a set of activity-communicative acts and relations of participants in the educational process".<sup>3</sup>

A modern educational institution (school) is considered by a number of researchers as an object of increased risk, and certain issues and situations of interaction between teachers and students become the subject of analysis not only in the professional sphere, but also for discussion at the household level and in the media.

Pedagogical interaction is saturated with such stressors as social assessment, inconsistency of school programs and learning conditions with functional and age characteristics of students, a significant amount of information from various fields of scientific knowledge to be processed, assimilated and remembered by students, responsibility of teachers for life and learning outcomes and education of students, non-compliance in many schools with psychological and pedagogical and sanitary and hygienic requirements for the organization of the educational process, etc. Under such conditions, communication between teachers and students is formalized and regulated. In addition, the living conditions of participants in the educational process of the school, as well as other members of Ukrainian society,

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<sup>3</sup> Рубцов В. В., Баева И. А. Психологическая безопасность образовательной среды как условие психосоциального благополучия школьника. Безопасность образовательной среды : сб. статей. 2008. С. 5–11.

significantly complicate the radical socio-political and economic changes taking place in our country and in the world. All this, together or separately, contains risks and threats that distort the educational environment, increase the likelihood of increasing anxiety, conflict, aggression and frustration of its main subjects. At the same time, their need for security, stability and order, protection from physical and psychological dangers is growing.<sup>4</sup>

It should be emphasized that the educational environment, offering a wide range of opportunities for development, has a sufficient number of restrictions on the personal manifestations of its participants (makes certain demands). Another outstanding teacher of the twentieth century.

V. Sukhomlinsky, among the "school threats" that can have a devastating effect on the child's psyche, called: boredom; maximum effort of the child's mental strength in class and in the process of homework; mental, emotional and physical overload harmful to children's nervous system; pedagogical and parental "psychosis" of excellent grades; long-term time for lessons and homework; formalism of program knowledge; nervousness of the school environment, in which there is haste, tension, competitive relations between students are encouraged; distrust of the child, his desire to learn, his personality.<sup>5</sup>

I. Baev, M. Bytyanov, K. Burmistrov, K. Varyvoda, V. Dmitrievsky, N. Kotsur, E. Laktionov, O. Lebedev, N. Rassokha, L. Tovkun made significant achievements in the study of the phenomenon of psychological security of the educational environment. O. Tushina, L. Regush and others.

Under the psychological security of the educational environment, scientists understand its state, free from psychological violence in interaction, which helps to meet the needs of personal and trusting communication, which creates a reference value of the environment and ensures the mental health of its participants. The safe educational environment of the school is often considered and described in the literature as "effective", "comfortable", "humane", "optimal", "favorable" for the activities, relationships and harmonious personal development of its subjects.<sup>6</sup>

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<sup>4</sup> Вітюк Н. Педагогічна взаємодія як чинник психологічної безпеки освітнього середовища. Зб. наук. праць: філософія, соціологія, психологія. 2014. Вип. 19. С. 166.

<sup>5</sup> Сухомлинский В. А. Сердце отдаю детям. Київ: Радянська школа, 1981. 288 с.

<sup>6</sup> Рубцов В. В., Баева И. А. Психологическая безопасность образовательной среды как условие психосоциального благополучия школьника. Безопасность образовательной среды : сб. статей. 2008. С. 5–11.



According to the concept of psychological security, researchers I. Baev and L. Gayazov understand that the psychological security of the educational environment is a state of educational environment free from psychological violence in interaction, which helps meet the needs of personal and trusting communication, creates reference significance and provides mental health of the participants involved.

Researcher L. Regush believes that learning, the priority of which is the transfer of knowledge, rather than personality, is a threat to the health of students. In his opinion, the dangers are: the mismatch of the level of requirements of the subject to the capabilities of the student; difficulties of contact between student and teacher in educational activities; passive position of the student in the learning process; lack of integration between disciplines; difficulties in doing homework.<sup>7</sup>

Among the school risk factors that negatively affect the psychological safety of children, M. Bezrukikh and S. Yefimova include: pedagogical tactics that provoke stress in children; intensification of the educational process; inconsistency of teaching methods and technologies with the age and functional capabilities of students; irrational organization of educational activities; functional illiteracy of teachers in matters of health care and promotion; lack of a system of work to develop an understanding of the value of health and healthy lifestyle skills.<sup>8</sup>

At the same time, I. Baeva calls the factors of pedagogical risk: unfavorable hygienic learning conditions; training load (information component of the educational process and organization of training); relationships (teacher-student relationship style, including evaluation of learning outcomes).<sup>9</sup>

Researcher I. Dubrovina attributes the violation of an important need for personal and trusting communication to psychological risks in social interaction and, accordingly, in the educational environment. As a result, there is a tendency to destructive behavior, a negative attitude towards school, mental and physical health problems. The most risky in the process of student development are the transitions from one educational level to another: from preschool to school, from primary to primary school, from

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<sup>7</sup> Регуш Л. О. Безопасность обучения школьников. Психологическая культура и психологическая безопасность в образовании (Санкт-Петербург, 27–28 ноября 2003). URL: <http://developpsy.ru/DOC/sbornik85.pdf>

<sup>8</sup> Безруких М. М., Ефимова С. П. Ребенок идет в школу. Москва : Педагогическое общество России, 2000. 248 с.

<sup>9</sup> Обеспечение психологической безопасности в образовательном учреждении : практическое руководство. Санкт-Петербург: Речь, 2006. 288 с.

primary to secondary school. Under unfavorable conditions, the process of adaptation can be long and painful.<sup>10</sup>

It is known that constant negative assessment (learning outcomes, behavior, personality in general) is a difficult psycho-traumatic situation for a child. The essence of a traumatic (crisis, stressful) situation is the difficulty or inability to meet current needs. N. Maksimova believes that sooner or later the moment comes for the child when the situation of difficulty turns into a situation of impossibility. The inability to meet vital needs (social, in recognition, in self-expression) eventually leads to school and social maladaptation.<sup>11</sup>

At the same time, characteristics such as a friendly atmosphere, high expectations of students' work without bias, the same ways of assessing students, a high level of inclusion in the educational environment and learning process, as well as parental involvement, social skills - increase the safety of educational environment and its protective function.

Psychological security is a leading characteristic that determines the developmental nature of the educational environment. I. Baeva gives the following definition of psychological security of the educational environment of the educational institution – «it is an environment free from psychological violence in interaction, which helps meet the needs of personal and trusting communication, creates reference value of the environment and ensures mental health of participants in the educational process».<sup>12</sup>

The main characteristics of psychologically safe educational environment, scientists include:

1) meeting the basic needs of the individual in protection from negative influences and threats, including - from psychological violence in the interaction of its participants;

2) socio-psychological conditions for safe interpersonal communication and interaction of participants in the educational process, namely: communicative competence of the subjects of interpersonal communication; favorable socio-psychological climate; reference significance of the social environment of the educational institution;

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<sup>10</sup> Психологическое здоровье детей и подростков / Под ред. И. В. Дубровиной. Екатеринбург : Деловая книга, 2000. 176 с.

<sup>11</sup> Максимова Н. Ю., Милютин Е. Л. Курс лекций по детской психопатологии: Учебн. пособие. Ростов-на-Дону: Феникс, 2000. 576 с.

<sup>12</sup> Рубцов В. В., Баева И. А. Психологическая безопасность образовательной среды как условие психосоциального благополучия школьника. Безопасность образовательной среды : сб. статей. 2008. С. 5–11.

3) psychological and pedagogical conditions for positive sustainable development of personality;

4) strengthening the mental health of participants in the educational process.

Analyzing the indicators of psychological security of the educational environment, we have identified the following manifestations:

- positive attitude of participants in the educational process to the educational environment of the educational institution;
- satisfaction of participants with the main socio-psychological characteristics of the educational environment;
- protection of participants in the educational environment from psychological violence.

The main factors, according to researchers, which have a positive effect on the psychological security of the educational environment are:

- providing the humanistic paradigm and the developmental nature of education in the educational institution;
- personality-oriented orientation of the educational process;
- psychological protection of each participant in the educational environment;
- formation of social and psychological competence of students, parents, teachers, administration, other specialists of the educational institution.

Considering the structure of the educational environment, researcher V. Yasvin, reveals the mechanisms of creating and maintaining the psychological security of the educational environment, which includes:

- coordination of activities of all subjects of this educational environment;
- ensuring the importance of the educational environment in the system of values of the subjects of the educational process;
- creating a favorable socio-psychological climate;
- promoting the formation of cognitive motivation of students;
- clear focus of its educational goals on social order, creation and dissemination of socially significant products, improving the quality of educational services;
- organic evolutionary changes in the relationship with the external environment and others.<sup>13</sup>

Thus, an educational environment with a low level of psychological security can negatively affect some components of the subjective well-being

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<sup>13</sup> Ясвин В. А. Образовательная среда: от моделирования к проектированию. Москва: МГППУ, 2001. 366 с.

of teachers and students, which can result in their propensity for destructive behavior, negative attitudes towards school, mental and physical health. Creating a psychologically safe educational environment in order to prevent and reduce psychological threats in the educational institution is an important factor that will contribute to the sustainable development of subjects and harmonization of their mental and psychological health.

Based on the analysis of the current state of the educational environment and ensuring the health of participants in the educational process, the Decree of the President of Ukraine of May 25, 2020 № 195/2020 approved the National Strategy for building a safe and healthy educational environment in the new Ukrainian school.<sup>14</sup>

The development of the National Strategy is conditioned by the need to build a safe and healthy educational environment in the new Ukrainian school to ensure the rights of children to education, health care, creating conditions for providing students with quality educational and medical services.

Creating a safe and healthy educational environment will contribute to the better realization of intellectual, physical, social and emotional development of students, their potential, as well as have a positive impact on public health, economy and demography in general in Ukraine.

The national strategy is based on the fact that students must master the knowledge, skills, abilities, ways of thinking about:

- creation and maintenance of healthy and safe living conditions and human activities both in everyday life (in everyday life, during study and work, etc.) and in emergency situations;

- basics of protection of human health and life from dangers, assessment of existing environmental risks and their management at the individual level;

- formation of individual characteristics of behavior and habits that provide the necessary level of life (according to needs, interests, etc.), a sufficient level of physical activity and healthy longevity;

- awareness of the importance of a healthy lifestyle and harmonious development, high efficiency, spiritual balance, maintaining and improving their own health (increase immunity, avoid various diseases, maintain a normal body weight, etc.);

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<sup>14</sup> Указ Президента України «Про Національну стратегія розбудови безпечного і здорового освітнього середовища у новій українській школі». Схвалено 25 травня 2020 р. № 195/2020. URL: <https://zakon.rada.gov.ua/laws/show/195/2020#Text>

- models of safe and non-violent interpersonal interaction with peers and adults in various spheres of public life;
- knowledge and skills of healthy, rational and safe nutrition, making informed choices in favor of healthy eating;
- awareness of the value of life and health, personal responsibility and ability to maintain and strengthen health, improve the quality of your life.

It is extremely important to master all these competencies, not only students, their parents, teachers, mentors, assistants, but also other people who work with school-age children, provide their education, upbringing and development.

The need for security, as we know, is basic in the hierarchy of needs of the human sphere, without partial satisfaction of which it is impossible to achieve self-realization. Therefore, the effectiveness of the school should be measured not only by the quality of education, but also by the safety of students, the protection of teachers, and concern for their health. The educational environment of the school should be such as to create conditions for the psychological safety of the subjects of the pedagogical process and, as a consequence, to promote their mental health and personal growth.

At the same time, the modern school still lacks warmth, humanity and respect for the student, sensitivity to his inner world. There is also a lack of faith in the great abilities of the student, an understanding that they need to be discovered and helped to implement. Our school has not become an "empire of the senses", where psychological security and protection of students prevail, and their emotional health develops, which is measured by the level and balance of positive emotions. Underestimation of the emotional sphere at school is the reason for the deterioration of students' health.

According to our research, only one in three students feels comfortable and cozy at school, almost a third of students surveyed (30.8%) often experience disappointment in class. Among the reasons for frustration students are the following: frequent humiliation by the teacher, the teacher's prejudice against children, the teacher's unwillingness to understand the student, help him, teachers' indifference to the inner world of students, their problems and more. The results of the study showed a close connection between the emotional well-being of students with their activity and success in learning, with the personal orientation of the teacher's interaction with students, the teacher's skills, the state of his professional health.

At the same time, a survey of teachers showed that the main difficulty, the problem for them is that modern students do not want to learn, undisciplined, rude, humiliating, disrespectful teachers. It is difficult to cope with them, so the sometimes "strict" tone of communication and behavior

"helps". Difficulties for many teachers arise when interacting with parents, who see in the activities of the school, teacher, class teacher the cause of all the problems in the student's academic achievements, his level of education and personal problems. Some parents have a negative attitude towards school and its values. All of the above applies to the concept of "psychological violence at school", which is the antithesis of psychological security.<sup>15</sup>

Given the above facts, parents should emphasize that a psychologically safe educational environment is an environment of interaction, free from psychological violence, which has reference significance for the subjects of the educational process (in terms of positive attitude to it), characterized by predominance of humanistic centering that is, the focus on the interests (manifestations) of their essence and the essence of other people) and which are reflected in the emotionally personal and communicative characteristics of its subjects.

Thus, the psychologically safe educational environment of the school should be such that:

- most participants have a positive attitude towards it;
- high indicators of the satisfaction index;
- high indicators of the index of protection from psychological

violence.

Psychologically safe educational environment acts as an effective interpersonal interaction that contributes to the emotional well-being of students and teachers, the development of psychologically healthy personality, personal growth of students, professional growth and longevity of teachers, harmonization of their personality.

The psychological security of the educational environment is reflected in the indicators of protection of its subjects, which is manifested in the characteristics of mental health. According to researchers V. Meshkov and O. Vasylenko, increasing the level of psychological security contributes to personal development and harmonization of mental health.<sup>16</sup>

The design of a psychologically safe educational environment at school should be based on the principles of protecting the personality of each subject of the pedagogical process, through the development and realization of its individual potential, elimination of psychological violence between its participants.

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<sup>15</sup> Тушина О. Психологічна безпека в загальноосвітньому навчальному закладі: практ. посібник. Запоріжжя : ЗОІППО, 2013. 145 с.

<sup>16</sup> Мешков В. М., Василенко О. А. Психогігієнічні аспекти навчання дітей та підлітків в сучасній школі. Психічне здоров'я. 2004. № 4. С. 33–38.

In order to create an environment of psychological security for students and psychological security for themselves, the teacher must have the following qualities:

- be congruent (ie as he really is, sincere, open in his relations with students),
- definitely have a positive attitude towards students (feel warm feelings for them, accept the child as he is),
- be empathetic (understand the student's behavior, his reactions and actions from the point of view of the student, his eyes).

Psychologists emphasize that a psychologically safe educational environment at school can be created only by a teacher who has:

1. Formed a personality-oriented professional position, which involves building an educational process based on the pedagogy of success and optimism, creating an atmosphere of tolerance, activation and stimulation (facilitation) of conscious learning processes, pedagogical support of students in learning, anti-stress management in school, psychotherapy the whole pedagogical process.

2. High level of communicative, socio-psychological competence, including: awareness of communication processes, interpersonal relationships, opportunities to learn about the personality of students, as well as the ability to build relationships between their students, form their culture of communication, willingness to create a favorable psychological climate in students teams.

3. High level of occupational health culture. The professional health of a teacher affects the results of all educational work, as well as the health of students. A teacher with a low level of professional health cannot provide the student with the necessary level of attention, individual approach, create a situation of success.

4. Formed sanogenic thinking. A teacher with a predominance of sanogenic type of thinking is able to focus on the positive phenomena of life, is able to forgive insults, not to keep anger, open to friendly relations with students, colleagues, is able to create an aura of kindness and benevolence.

5. Adequate self-esteem, positive self-concept. An atmosphere of security and comfort can be created by a teacher who has adequate self-esteem, positive self-esteem. Teachers with low self-esteem create a very negative psychological atmosphere in the classroom.

6. Formed an individual style of pedagogical communication that harmonizes the teacher's personality. The teacher's communication style affects the emotional experience of students, the formation of many qualities

of their personality (altruism, independence, objectivity, initiative, etc.), the level of cognitive activity, the psychological climate in the student body.<sup>17</sup>

Teacher training for the formation of a psychologically safe educational environment should be carried out in classes on pedagogy, age psychology, valeology, as well as in classes of the problem group. Teachers need to consider issues related to the impact of professional health of teachers on the health of students, the effectiveness of the educational process, ways to preserve and strengthen the professional health of teachers, harmonization of his personality, professional resilience, personal and professional growth. It is necessary to emphasize that teachers should act not only as a teacher, educator, communication partner, but also a kind of psychotherapist, a person who provides "care for the soul", simplifies rather than complicates the life of the current student, helps him live in harmony with the environment and with oneself.

**Research results and their discussion.** We conducted a survey among future teachers - graduates of the University of Hryhoriy Skovoroda in Pereyaslav on the most popular competencies of teachers, gave the opportunity to find out the conditions for creating a safe and healthy educational environment. 62 respondents from all specialties took part in the survey. The results of the survey showed that 94% of respondents identified the same competencies, namely:

- providing comfortable and safe conditions for students to stay in school;
- care for the psychosomatic health and emotional state of students;
- the ability to properly organize the educational space at school from a hygienic point of view.

The main competence of the teacher to reveal the potential of the student future teachers called the ability to encourage students to carry out cognitive (research) activities - 72%. Other defining competencies were: focus on the age and individual characteristics of the child (56%); creative approach to the educational process (55%); organization of effective interaction of students in the team, encouraging them to co-create (58%).

According to the survey, the competencies of the "ideal teacher" were ranked from most to least expected. The corresponding portrait of a modern teacher, expected by future teachers, looks like this:

- respect for each student, equal treatment of all - 78%;
- ability to interest in learning, to inspire students - 72%;

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<sup>17</sup> Психологічні аспекти створення безпечного освітнього середовища. Матеріали семінару практичних психологів ЗНЗ. Кременчук, 2012. 64 с.



– understanding of children, the ability to find common ground with them - 69%;

– ability to reveal student potential - 54%;

– sociability, openness to communication - 48%;

– patience and self-control - 43%;

– care for the health and emotional state of students - 36%;

– original teaching style - 33%;

– ability to resolve conflicts - 31%;

– perfect knowledge of the subject - 30%;

– demanding students - 22%.

Researcher V. Yasvin recommends including the following parameters of its formal description in the basis of examination of psychological security of educational environment:

– intensity of the educational environment;

emotional and psychological climate;

– satisfaction with the educational environment;

– democracy of the educational environment;

– promoting the formation of cognitive motivation (educational, professional, creative), the development of cognitive interests;

– satisfaction with the quality of educational services provided by the educational institution.

For each of the participants in the educational process (students, parents, teachers) VA Yasvin determined the importance of psychological factors (Table 1).

Table 1

**The value of the parameters of the examination of the psychological safety of the educational environment for participants in the educational process (according to the method of V. Yasvin)**

Factor	Participant in the educational process		
	schoolboy	parents	Teacher
Intensity	volume, complexity of educational tasks set for students during lessons and at home; the level of requirements for the quality of these tasks		the amount of teaching load of teachers; the level of requirements for the content and quality of their work
Emotional and psychological climate	degree of psychological comfort of participants educational process, features of their relationship, the prevailing mood in the team, etc.		

**«Theory and methods of educational activities in Ukraine»  
Monograph edited by prof. Mikhailychenko O.**

Satisfaction	degree of satisfaction with the educational institution; its significance and place in the system of values of participants in the educational process
Democracy	degree of democracy of the administration, the opportunity to participate in the management of the school, to make decisions about the personal interests of participants in the educational process

Taking into account the above parameters of the examination of the psychological safety of the educational environment, we organized and conducted an empirical study on the basis of general secondary education in Pereyaslav, Kyiv region. The basis for the selection of the first block of diagnostic tools (determining the level of psychological security of the educational environment) were the above parameters.

The approved professional standard of a teacher-psychologist complements the scientific approach to improving the level of psychological security of the educational environment used in our study, the following mechanisms:

- conducting psychological monitoring and analysis of the effectiveness of the use of methods and tools of educational activities;
- conducting psychological examination of educational institution development programs in order to determine the degree of safety and comfort of the educational environment;
- advising teachers and lecturers of educational institutions on the choice of educational technologies, taking into account the individual psychological characteristics of students;
- providing psychological support to teachers and lecturers in project activities to improve the educational process.

The implementation of these mechanisms allows the teacher-psychologist to organize work on creating educational interactions of teachers and students with students and students, to develop together with teachers and teachers trajectory of learning taking into account individual and age needs and capabilities of students. formation of universal educational processes, ecological culture and healthy and safe lifestyle), to participate in the implementation of these developments in the educational process.

To ensure the requirements of the State Standards of General Secondary Education Institutions, directors of educational institutions must take measures to preserve, develop and increase the effectiveness of the system of psychological and pedagogical support of the educational process.

**«Theory and methods of educational activities in Ukraine»**  
**Monograph edited by prof. Mikhailychenko O.**

In our study we studied the personal characteristics of the head of the educational institution. In the practice of managing the education system on the productivity of management activities in the educational institution there is an increase in the role of the personal factor.

For the examination of the psychological safety of the educational environment we used the method of psychological and pedagogical examination of the educational environment of V. Yasvin. In the study of personal characteristics of the head of the educational institution was also used a block of the following methods:

- method "Diagnosis of leadership skills" E. Zharikov, E. Krushelnysky;
- A. Agrashenkov's method of research of self-assessment of management image, modified by O. Ilyin for the purpose of research of management style self-assessment;
- operative assessment of well-being, activity and mood (SAN questionnaire), V. Boyko's method "Diagnosis of the level of emotional burnout".

According to the results of the examination of the psychological security of the educational environment, the level of psychological security of the educational environment "below average" was revealed. Statistically significant students and parents determined the low level of psychological security of the school educational environment (Table 2).

Table 2

**The results of the study of psychological security of the educational environment**

Indicator of psychological security of the educational environment	Parameter value	Level of psychological security
<b>Teachers</b>		
Intensity	0,65	average
Emotional and psychological climate	0,30	low
Satisfaction	0,62	average
Democracy	0,35	high
Promoting the formation of cognitive motives	0,72	average

**«Theory and methods of educational activities in Ukraine»  
Monograph edited by prof. Mikhailychenko O.**

Satisfaction with the quality of educational services	0,66	average
<b>Parents</b>		
Intensity	0,58	average
Emotional and psychological climate	0,50	average
Satisfaction	0,58	average
Democracy	0,32	low
Promoting the formation of cognitive motives	0,66	average
<b>Pupils</b>		
Intensity	0,72	average
Emotional and psychological climate	0,36	average
Satisfaction	0,28	low
Democracy	0,49	average
Promoting the formation of cognitive motives	0,26	low
Satisfaction with the quality of educational services	0,37	low

In the three study groups (students, parents and teachers) the level of psychological security of the educational environment was "below average". Statistically significantly the lowest indicators of the level of psychological security of the educational environment were found among students (Kruskal-Wallis criteria;  $p \leq 0,001$ ).

Student's t test (t) did not reveal differences between groups of students in terms of psychological security of the educational environment, ie students of the same parallel classes indicated a low level of psychological security in all parameters of its assessment.

The analysis of normative documents of schools allowed to reveal the inconsistency of the content of curricula and programs with the requirements of the State standard of general secondary education (in terms of psychological and pedagogical conditions of its implementation). One of the tasks specified in the program of development of general secondary education institutions for 2016-2021 is "preservation of students' health, psychological, medical and pedagogical support of children in the educational process." Mechanisms for implementing this task of the program: providing conditions for physical culture and sports, creating a database on the level of physical fitness of students in the classroom, the organization of student nutrition.

The main educational program of the school for the current school year also lacked mechanisms to create a healthy, psychologically safe educational environment.

The study of job descriptions and work plans of specialists showed that, according to them, the work of the psychological service does not include the task of creating a psychologically safe educational environment.

The analysis of the obtained data allows us to conclude that the low level of psychological security of the educational environment in the studied general secondary education institutions is due to the fact that creating psychological security of the educational environment is not one of the priorities of educational institution management.

The study of personal characteristics of the head of the educational organization led to the following results (see Table 3). Empirical manifestations of authoritarian leadership style were revealed with the help of self-assessment of management style (requirement to unquestioningly carry out orders, desire to be first in all initiatives of the team, irritation at the initiative of subordinates, ignoring collective leadership).

Using the method of "Diagnosis of leadership skills" E. Zharikov, E. Krushelnysky found that the head of a general secondary education institution has a high level of leadership skills.

With the help of VV Boyko's method, a high level of emotional and psychological stress in the head of a general secondary education institution was determined.

Using the methodology of the Academy of Sciences, it was found that the state of the head of the institution of general secondary education is characterized by an average level of well-being and activity, low mood.

Table 3

**The results of the study of personal characteristics of the head of the  
institution of general secondary education**

Management style (points)
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**«Theory and methods of educational activities in Ukraine»  
Monograph edited by prof. Mikhailychenko O.**

authoritarian	liberal	democratic	
8	0	4	
Leadership skills			
score	points		
39	high		
Emotional and psychological tension			
score	Points		
198	high		
Feeling, activity, mood (points)			
well-being	activity mood	mood	average score
2,6	3,4	1,9	2,5

Thus, analyzing the data obtained, we can draw the disappointing conclusion that the authoritarian leadership style, as well as the stressful socio-psychological state of school principals are factors that affect the low level of psychological security of the school environment. At the same time, the high level of leadership characteristics of the school principal can help increase the level of psychological security of the educational environment in the implementation of a number of recommendations.

According to the results of the study, the school administration and teaching staff are recommended to include the mechanisms prescribed in the State Standard of General Secondary Education (in particular, psychological and pedagogical conditions of the educational program) and the professional standard of teachers when developing the main school curriculum. - psychologist. These mechanisms will ensure, on the one hand, compliance with the requirements of the State Standard of General Secondary Education, and on the other - increase the level of psychological security of the educational environment.

Teachers, class teachers and school psychologists should use the following mechanisms to create a psychologically safe educational environment when interacting with students and their parents: coordination of activities of all subjects of this educational environment (students, teachers and parents); ensuring the importance of the educational environment in the system of values of the subjects of the educational process; creating a favorable socio-psychological climate; satisfaction with the educational environment of the school; promoting the formation of cognitive motivation of students; improving the quality of educational services.

In order to ensure a high level of psychological security, future educators and teachers working in general secondary education institutions

in their professional activities should be based on the following key principles in the educational environment:

- focus on developmental education, the main purpose of which is not learning, but the development of emotional, social and spiritual spheres of consciousness;

- psychological protection and support of the rights to safe interaction of all subjects in the educational environment;

- formation of socio-psychological competence: skills that enable the right choice of their life path and appropriate behavior, independent analysis and problem solving, exclude psychological violence.

The implementation of these principles allows the prevention and correction of helplessness, which characterizes the socio-psychological insecurity of the individual. After all, internal helplessness is a threat to the educational environment, where the social and psychological level of security is low.<sup>18</sup>

Necessary conditions for psychological safety in the classroom are:

- trusting relationships with each other;

- respectful and attentive relationships;

- discipline (if it is not established as severe pressure on students and as punishment).

To create a safe socio-psychological environment in the classroom play an important role in resolving conflict situations on mutually beneficial terms (without physical influence), the ability to hear each other, the ability to express views, ability to control emotions and take responsibility for their words and actions.

The advanced pedagogical experience analyzed by us, summarized in Internet sources, allows us to identify the main criteria and indicators of a favorable socio-psychological environment in the classroom. The criteria for a favorable socio-psychological environment in the lesson, scientists include:

1. Optimism, cheerfulness. The lesson should be cheerful, cheerful, optimistic relationships between students, based on the principles of mutual assistance and cooperation.

2. Mutual respect. Students must learn the rules of respect for all, support the weak, help newcomers.

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<sup>18</sup> Технологии создания психологической безопасности образовательной среды школы. Педагогическая психология. URL: [http://fictionbook.ru/author/kollektiv\\_avtorov/pedagogicheskaya\\_psihologiya/read\\_online.html?page=4](http://fictionbook.ru/author/kollektiv_avtorov/pedagogicheskaya_psihologiya/read_online.html?page=4)

3. Development of personal qualities that contribute to the creation of a comfortable socio-psychological climate. The lesson values such personality qualities as diligence, selflessness and responsibility.

4. Focus high achievements. All students must be active, energetic, and focused on getting the best results in class.

5. Empathy, sincere sympathy. Student failures during the lesson should be accompanied by sincere empathy for classmates.

6. Instructiveness. At the beginning of the lesson, students are informed not only about the topic, but also the order of its study, which leads to a reduction in anxiety about the types of activities that should be.

7. Positive emotional mood. At the beginning of the lesson, the teacher should create an emotional mood for the work of the whole class. It is necessary that the educational process was enriched with positive, positive emotions, because it is a stimulator of such mental processes as memory. After all, images that are perceived emotionally are best remembered.

8. Encouraging independence, educational initiative. Increased degree of independence, the atmosphere of interest of all students in the lesson - an opportunity to succeed for those students who are not very successful in the group, in the team.

9. Individualization of learning. The teacher must use specially designed didactic material, different levels of tasks, which allow the student to choose the form and type of material when solving problems. The use of differentiated tasks helps students with low rates of efficiency to develop a strong motivation to perform better and faster.

10. Reflection. At the end of the lesson, the teacher must discuss with the children that they have learned something new that they liked about the material.

11. Complex nature of evaluation. Assessment at the end of the lesson is not based on one criterion or type of work, but on all parameters, the end result, and ways to achieve it.<sup>19</sup>

The main empirical indicators of a favorable socio-psychological environment in the lesson include:

1. Indicators of emotional background:

- verbal: verbal expression of optimistic mood of the process of interaction with students;

- non-verbal: good smile, laughter, calm and positive tone.

2. Indicators of ability to cooperate:

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<sup>19</sup> Воспитание на уроке или возможности педагогов в организации безопасной образовательной среды. URL: <http://nemo020777.narod.ru/p5aa1.html>.



- verbal: expressing interest in the thoughts and ideas of others, addressing students with clarifying questions (What do you think? Do you like it?);

- non-verbal: demonstration of attentive listening.

3. Indicators of interaction efficiency:

- verbal: verbal confirmation of solving problems, satisfaction with the result;

- non-verbal: gestures that express satisfaction with the work done while summarizing it.<sup>20</sup>

Creating a situation of success is one of the factors ensuring social and psychological comfort during the lesson. In psychology, success is perceived as a state of joy, satisfaction with the end result, which the individual sought his activities. Experiencing a state of success, the student may form a stronger motivation for further activities, self-esteem increases. When success is constant, a chain reaction begins that unleashes the hidden possibilities of the individual.

The problem of modern students is the low level of communication skills that help to adapt quickly during lessons. This creates an atmosphere of fear and loneliness, creates feelings of insecurity or confusion. Performing special exercises at the beginning of the lesson helps to solve the problem of interpersonal interaction. In the lesson it is desirable to experiment with different styles of communication, learn and practice some new skills of interaction and at the same time feeling psychological comfort.<sup>21</sup>

To establish emotional contact, it is necessary to use various games and exercises in which students can express their feelings and emotional state. If the student cannot speak directly and feels tight because of this, it is necessary to correct this state in games with masks that express certain emotional states. Using such exercises, it is much easier for the teacher to monitor and correct the emotional state of the wards, to help overcome negative emotions. Exercises of this nature, used in lessons, can be divided into the following groups:

1) exercises that form respectful relationships between students and the teacher, form interest in classmates and motivate further joint learning;

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<sup>20</sup> Вербальные и невербальные коммуникации // Академия. Всё для помощи учащимся. URL: <http://www.academy35.ru/answers.php?id=4197>.

<sup>21</sup> Бондаренко Т. Н. Педагогический совет «Психологический комфорт на уроке» // Учебно-методический портал. URL: <http://www.uchmet.ru/library/material/134543/>.

2) exercises that help to unite, create a pleasant atmosphere for team work, responsibility for their work in the group, contribute to the development of a sense of collectivism;

3) exercises that develop the perception and understanding of partners, teach to master the means of verbal and nonverbal communication in class;

4) exercises that develop communication skills, overcome barriers to communication, develop the ability to express and argue their views.<sup>22</sup>

Thus, the creation of a safe socio-psychological environment in the classroom is the implementation by the teacher of a set of conditions that protect all participants in the educational process from psychological threats, successful preservation and development of their physical and mental health. A safe and comfortable socio-psychological environment is necessary for the most effective learning, education and personal development of students, for their favorable physical and emotional state. To create such an environment in the classroom, it is necessary to take into account the physiological and emotional and personal characteristics of each child, to choose and adjust communication styles, to create situations of success for students.

Thus, the preparation of future teachers in higher education institutions for the formation of a safe health-preserving educational environment requires deep and thorough knowledge of pedagogy, age psychology, applied and pedagogical psychology, life safety. Creating and ensuring psychological security in the educational environment can promote the professional development of its participants and act as a prevention of antisocial and criminal behavior.

An important role in creating a psychologically safe environment is played directly by the teacher. In this regard, the training of future teachers in higher education, training of teachers on psychological safety, psychoprophylaxis, psychocorrection, methods of creating comfortable psychological conditions, means of preventing emotional burnout is a guarantee of a psychologically safe educational environment at school.

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<sup>22</sup> Головкина Е. В. Упражнения для создания психологического комфорта на уроках иностранного языка. URL: [http://www.ezhvalicey.ru/teachers/nmr/metodich\\_razrabotki/psih\\_komfort](http://www.ezhvalicey.ru/teachers/nmr/metodich_razrabotki/psih_komfort)].

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**PSYCHOLOGICAL SUPPORT FOR THE DEVELOPMENT OF  
CONDITIONS FOR THE EMOTIONAL WELL-BEING OF GIFTED  
SCHOOLCHILDREN**

**ПСИХОЛОГІЧНИЙ СУПРОВІД РОЗВИТКУ УМОВ  
ЕМОЦІЙНОГО САМОПЧУТТЯ ОБДАРОВАНИХ ШКОЛЯРІВ**

The issue of giftedness in modern society is becoming increasingly relevant and widespread. This is primarily due to society's need for creative, creative individuals. In general, early detection, proper and appropriate education and training of gifted and talented children is one of the main tasks of parents and teachers. Nowadays, giftedness (creative, intellectual, social, psychomotor, etc.) can be considered as a deviation from the norm or a certain negative trait. In order for a gifted child to adapt positively to society, parents and teachers must help create certain psychological conditions to improve the emotional well-being of the gifted child, which will have a positive impact on development, learning and upbringing.

The interest of scientists in the problem of psychological conditions of emotional well-being of a gifted person in our country and abroad at this time is becoming increasingly popular. Today it is safe to say that due to social and economic instability in the country, gifted children need favorable psychological conditions to improve their emotional well-being, because these children contribute to the future prosperity of our state. Therefore, it is very important to study the psychological conditions of emotional well-being of gifted students, and to prevent the beneficial effects of these conditions on the education and upbringing of gifted children.

Ukraine has begun to adopt a number of education decrees that address the development, upbringing, education, and creation of all conditions for improving the emotional well-being of gifted children, indicating that a certain percentage of gifted children will become inventors, scientists, and these people, in turn contribute to the further prosperity of our state. This is evidenced by the Decrees of the President of Ukraine on state support of gifted youth and the program of work with gifted youth, as well as the Law of the Verkhovna Rada of Ukraine "On Extracurricular Education". That is why to preserve the intellectual potential of the nation,

which is an indicator of spiritual and material development of the country, the problem of education, training, creating psychological conditions for emotional well-being and development of gifted children is becoming increasingly important.

This responsibility first of all goes to parents, teachers, psychologists and social workers, because it is very important in what environment a child with special creative potential and talent develops, is brought up and educated. Emotional well-being is one of the basic qualities of human life, an important condition for maintaining physical and mental health. Its foundation is laid in childhood and is a necessary condition for child development.

Features of talent and its structural components are widely disclosed in the works of domestic and foreign researchers: B. Ananiev, S. Averina, B. Bloom, D. Epiphany, N. Vaganova, J. Guilford, I. Karabayeva, J. Carroll, V. Kuzmenko, O. Kulchytska, N. Leites, O. Leontiev, S. Maksymenko, V. Molyako, O. Matyushkin, O. Music, R. Semenova and others.

V. Sukhomlinsky, O. Leontiev, S. Rubinstein, B. Teplov, O. Matyushkin, V. Molyako, O. Muzyka, N. Leites, S. Maksimeko, V. Stern paid special attention to the study of psychological conditions of emotional well-being of gifted children, E. Erickson and others.

The nature of intellectual and creative abilities, talents and creativity was also studied by Ukrainian psychologists G. Kostyuk, O. Proskura, O. Muzyka; the influence of individualization and differentiation on the education of gifted children was studied by Yu. Gilbukh, V. Davydov, L. Zankov, O. Savchenko; L. Zhovtan, V. Kovalenko, O. Khlivna, and V. Shubynsky diagnosed giftedness and created tangible curricula and methodological support for the development of creative abilities; I. Zvereva, V. Kovalenko, V. Teslenko studied the formation of readiness of future teachers to work with gifted students.

Despite research aimed at studying giftedness and creating psychological conditions for the emotional well-being of gifted children, a variety of aspects and approaches in determining the nature of giftedness remain largely unresolved.

Theoretical analysis of modern, pedagogical and psychological literary sources shows that there is no single approach to defining the concept of giftedness. For many years, foreign, domestic scholars have been discussing and investing different meanings and contexts of this concept. The problem of giftedness has been studied by many scientists,

including W. Stern, D. Wexler, G. Gardner, G. Guilford, F. Monks, J. Renzulli, A. Tannenbaum, L. Theremin, P. Torrens, K. Geller, and others. Among the many approaches to the definition of "giftedness", the idea that giftedness is a genetically innate property of the individual deserves special attention.

The issue of studying giftedness is relevant for Ukrainian scientists. Thus, V. Molyako, O. Kulchytska, O. Antonova, O. Muzyka, M. Hnatko, A. Sologub, V. Tymenko, V. Kyrychuk, V. Rybalka, V. Titova, M. Turov are engaged in the study of creative talent. Important in studying the problem of giftedness are the researches devoted to generalization of domestic and world experience in the field of preschool education (N. Gavrish), out-of-school education (O. Bykovska, V. Kuz), correctional pedagogy and psychology (V. Syrotyuk, M. Sheremet), history of pedagogy (N. Demyanenko), pedagogy of higher school (P. Gusak, M. Korets, O. Padalka, G. Padalka, N. Protasova, O. Tymoshenko, L. Sushchenko, O. Shevnyuk).<sup>23</sup>

The problem of giftedness is given special attention by modern scientists. Thus, scientists Y. Gilbukh, Russian teachers and psychologists N. Shumakova, G. Burmenskaya, V. Slutsky, T. Koval, O. Kulemzina, Y. Babayeva, N. Leites, L. Lebedeva, foreign psychologists and teachers J. Renzulli, M. Rhys, J. Freeman and others. The issues of development, upbringing and education of gifted children of preschool and school age are studied. Ukrainian teacher O. Antonova in the monograph described the phenomenon of giftedness in the context of the experience of historical and comparative analysis.

The specifics and features of pedagogical and psychological support of gifted students and youth are considered in the works of Russian psychologists and teachers: M. Veraksa, M. Bogoyavlenskaya, O. Belova, V. Yurkevich, N. Leites, O. Kulemzina, Y. Babayeva, L. Baeva, and Western psychologists K. Heller, K. Perlet, S. Wolfgang and others.

Scientist E. Landau in the book "Giftedness requires courage. Psychological support of a gifted child", described the features of many years of experience in psychological support of gifted children, adolescents and their parents. An important emphasis is placed on the game settings, creative questioning, and existential approach to the education of talent. E. Landau points to the need to achieve in the formation of personality mental maturity, creative attitudes, processes, behavior, thinking and intelligence. The psychotherapist developed a method of

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<sup>23</sup> Kotlyarevskaya O. The gifted child: a find or a problem K. : "Caravel", 2014. P. 40-47.

determining the IQ of gifted children, the level of their creativity based on the correlation of these indicators with each other.<sup>24</sup>

The concept of "giftedness" was first used in the works of F. Galton "Hereditary Genius"; this book can be considered the basis for research on the issue of giftedness in the twentieth century. English psychologist F. Galton, studying the family of talented people, noticed that their relatives are also often endowed with gifted abilities and different from other people. Thus, the psychologist came to the conclusion that giftedness is inherited. In terms of some modern researchers, we find a similar interpretation that giftedness is a genetically determined component of abilities that significantly determine the end result and pace of development.<sup>25</sup>

For a long time in European and American literature, giftedness was identified with the intellectual abilities of the individual. Thus, giftedness was associated with extremely high IQ levels, and the terms "intelligence" and "giftedness" were used synonymously and had the same meaning. General intelligence and talent were defined as the ability to think or solve problems in new, unfamiliar situation.

Scientist W. Stern made several statements about the nature of giftedness, which are relevant today. He argues that giftedness is an opportunity for achievement, but not necessarily high achievement. According to V. Stern, giftedness is a set of inclinations and abilities, which under favorable conditions can potentially achieve significant success in a certain type of activity (or activities) compared to other people. Intelligence and talent, according to the psychologist, are separate aspects of personality, and they do not need to be identified, they are not interrelated factors. A combination of inherited, individual inclinations and the influence of the environment, i.e. internal and external factors, are necessary for the favorable development of giftedness. Therefore, according to the theory of W. Stern, giftedness is not only inherent, hereditary abilities, but also the social impact of the environment, namely family, school, friends, in general, society, which surrounds the gifted person.<sup>26</sup>

According to W. Stern, intelligence is the general ability of the individual to consciously direct thinking in accordance with new

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<sup>24</sup> Landau E. Giftedness requires courage: Psychological support of a gifted child. M.: Akademiya, 2012. 144 p.

<sup>25</sup> Galton F, Heredity of talent, its laws and consequences. M., "Thought", 1996, p. 6.

<sup>26</sup> Tykhenko L. System of value orientations of intellectually gifted high school students. Education and development of gifted personality. 2012. № 7. P. 92-95.

requirements; it is a general mental ability to adapt to new tasks and living conditions. After some time, he formulated another definition, that intelligence is a personal ability to adapt to new requirements, using a rational way of thinking.<sup>27</sup>

For a long time, many researchers have associated talent with high intellectual ability. W. Stern was not a supporter of this opinion, but considered it wrong. The level of intellectual ability is known to be measurable. But the urgent question arises, what should be a sufficient level of intelligence to classify a person as gifted? Some researchers believe that an IQ of 120 is sufficient, while others argue that a person is gifted if his or her IQ is 135 or higher. W. Stern insisted that the definition and diagnosis of giftedness by intellectual criteria, which scientists have insisted on in recent decades, are not sufficient to claim that a person is gifted.<sup>28</sup>

Witty also criticized the diagnosis of giftedness solely through intellectual tests. Well-known scientists J. Getzels and F. Jackson in their works on the empirical study of creative talent and high intelligence, describe the lack of reliability of intellectual tests. They argue that it is impossible to measure general giftedness by diagnosing intellectual abilities.<sup>29</sup>

Thus, L. Terman, an American psychologist and educator, was also a supporter of the idea of identifying giftedness with a high level of intelligence (IQ 135 and above), so the intellectual indicator was for him the only criterion for identifying giftedness. The scientist later realized that although intelligence is one of the most important prerequisites for the development of giftedness, it is not always sufficient to fully talk about giftedness. The same significance as intellectual abilities is played by personality traits and personality traits (endurance, self-confidence, determination, tolerance, etc.), as well as the positive influence of the environment.<sup>30</sup>

The above theories, approaches and understandings have determined and formed a modern understanding of giftedness, which takes into account factors that contain not only a high level of intelligence, but

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<sup>27</sup> Gubenko, A. The main directions of intellectual talent. Gifted child. 2010. № 10. P. 2-7; 2011. N 1. P. 5.

<sup>28</sup> Gubenko O. Creative intelligence: some features and methods of activation in high school students. Gifted child. 1998. №1. P.25-28.

<sup>29</sup> Dmitrieva, O. Modern approaches to the study of the phenomenon of giftedness. School psychologist. 2010. N 1. P. 7-10.

<sup>30</sup> Koval L., Zvereva I., Socio-pedagogical support of gifted children. Gifted child. 2013. P.3-9.

also other personality traits and the influence of external factors on personality formation.

Among the approaches to the study of gifted children, the modern theory of multiple intelligence of the American psychologist G. Gardner deserves special attention. Using a general concept, he distinguishes between relatively autonomous intellectual competencies, which are defined as skills that not only represent individual problem-solving abilities, but also partially take into account social significance. Note that G. Gardner does not distinguish intelligence and talent as separate concepts.

The psychologist distinguishes:

- language intelligence - increased sensitivity to the meaning of words and the effectiveness of language memory;
- logical - mathematical intelligence - formal - logical and mathematical ability to think;
- spatial intelligence - abilities, perception, imagination, spatial thinking, etc. .;
- physical - kinesthetic intelligence - psychomotor abilities necessary for sports and choreographic achievements;
- musical intelligence - musical competence, as well as the emotional aspect (mood and emotions);
- internal personal intelligence - sensitivity to one's own worldview;
- interpersonal intelligence (social intelligence) - the ability to understand the worldview of others.<sup>31</sup>

With this classification, the researcher makes it clear that intelligence and talent is much broader concepts than the level of IQ. Thus, the opinion of W. Stern on the incorrect identification of intellectual abilities with giftedness is important in the concepts and approaches of giftedness. This is also confirmed by the psychosocial concept of giftedness, presented by A. Tannenbaum, according to which, giftedness was determined depending on the social context of requirements and assessments of the environment.<sup>32</sup>

A. Tannenbaum distinguishes four forms of giftedness:

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<sup>31</sup> Rybalka V. Theories of personality in domestic psychology and pedagogy: textbook. way. V. Fisherman. Odessa: Bukaev V., 2009. 575 p.

<sup>32</sup> Rozhkov M. Development of social giftedness of children. Development of social giftedness of children and youth: Proceedings of the international scientific-practical conference, Yaroslavl, October 26-27, 2011 Yaroslavl: YAGPU Publishing House, 2011. 224 pp. P. 7-10.



- limited or rare talents - needed to solve socially important and complex problems (for example, modern energy problems or environmental problems, ecology, specific health problems), are rare.
- surplus talents - the presence of relatively numerical talent in society (for example, creative talent).
- quota talents - mental and intellectual abilities (without special creative features), which every society needs.
- extraordinary talents - for example, remarkable ability to quickly read or calculate complex mathematical examples orally.<sup>33</sup>

Psychologist V. Shadrikov distinguishes 2 types of talent, special talent and general: special - a qualitative combination of abilities that creates the possibility of success in a particular activity, general - a talent for a wide range of different activities or a qualitative combination of abilities on which success in various activities depends».<sup>34</sup>

M. Volobueva describes the essence of the term giftedness as follows: giftedness is close to optimal, a system of polynatural (mental, physiological, etc.) features of the individual, a system that is one of the products of interaction of the individual with the world. Therefore, to achieve certainty in the interpretation of the phenomenon of giftedness, it is necessary to establish an integrated structure of giftedness, which contains:

1) intellectual - cognitive (intellectual - cognitive) component of giftedness, which includes those differentiated components of giftedness that relate to certain cognitive (cognitive) features of gifted individuals (related to thinking, perception, memory); for example, possession of a significant amount of information;

2) motivational - personal component, which includes those integrated components of giftedness, which belong to certain personal, energetic, terminal (semantic - target), motivational features of gifted individuals. For example, a tendency to compete, which can become persistent when performing various tasks;

3) creative - productive (creative) integrated component of giftedness includes those differentiated components that relate to the creative characteristics of gifted individuals (related to the ability to produce

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<sup>33</sup> Abilities, creativity, talent: theory, methodology, research results. [collective monograph ed. V. Molyako, O. Musicians] Zhytomyr: Ruta Publishing House, 2006. 320 s.

<sup>34</sup> Psychology of gifted children and adolescents: textbook, manual for students of higher and secondary pedagogical educational institutions. М.: Академия, 2000. 336 с.

something new). For example, the ability to produce original - constructive, unexpected ideas.<sup>35</sup>

The following approaches to the definition of giftedness can be described: Creative approach (J. Guilford, E. Torrens, etc.), in this approach giftedness is identified with certain characteristics of the individual - intellectual, creative or creative. Personal approach (D. Bogoyavlenskaya, N. Leites, O. Yakovleva, etc.) is based on the idea of giftedness characterological, motivational, emotional and other personal qualities inherent in a gifted person.<sup>36</sup>

According to the activity approach (B. Ananiev, O. Leontiev, S. Rubinstein, B. Teplov, etc.) is considered in general, both general talent and special, which reflects the specific characteristics of a particular type of activity.<sup>37</sup>

As a complex integration integrity, giftedness is interpreted within a systematic approach (B. Lomov, V. Molyako, J. Ponomarev, R. Ponomarev-Semenov, etc.), which states the existence of multiple types of giftedness.<sup>38</sup>

These approaches to the study of this concept indicate that the understanding of giftedness is based on the uniqueness of certain signs or elements of mental activity and personal, individual characteristics that are part of the personality structure, which proved to be gifted, due to extraordinary achievements in certain field's activities.

Analysis of the literature makes it possible to say that the proposed models of giftedness can be presented as follows:

1. Models based on abilities. This is primarily a model of multiple intelligence G. Gardner. According to the researcher, ability is a component only in some areas, which is manifested in the interaction of the individual with the environment. He argued that a person's intellectual abilities are unchanging and stable; a person is born and dies with the same level of intelligence, regardless of his life experience. G. Gardner identifies the

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<sup>35</sup> Kulchytska O. Problems of giftedness in modern psychology. Gifted child. 2008. №1. P. 10-12.

<sup>36</sup> Leites N. Age giftedness of schoolchildren: textbook, manual for students. higher ped. textbook institutions. М.: Изд. Center "Academy", 2001. 320 p.

<sup>37</sup> Savenkov A. Psychology of child giftedness. (Textbook of the XXI century). М.: Генезис, 2010. 440 с.

<sup>38</sup> Bazhanyuk V. System approach in studying the peculiarities of the development of scientifically gifted youth. Gifted child. 2016. N 3. P. 2–8.

following types of intelligence: verbal; musical; logical and mathematical; spatial, kinesthetic; intra-personal; interpersonal.<sup>39</sup>

2. Models of giftedness, which is based on the final results of activities. Performance-based models assume a certain level of skill and talent as a necessary but not sufficient condition to achieve high results. Giftedness is determined by a characteristic profile that allows you to get high results in various fields. A more appropriate example of this approach is J. Renzulli's model, which defines giftedness as a combination of three fundamental characteristics that interact with each other.

J. Renzulli's "Three-Ring Model of Giftedness" is based on a level of intellectual development above average. This ability can be general and specific. General ability reflects the ability to process and retain information, integrate lessons learned into new circumstances, and think abstractly. Specific ability reflects the ability to acquire new knowledge and competencies in various fields; motivation. This component is described as the possible amount of energy that a person invests in the task to achieve success (enthusiasm for the task); creativity, which appears as a combination of many characteristics, such as: 1) flexibility; 2) originality; 3) openness to new experiences and ideas; 4) curiosity; 5) propensity to risk; 6) sensitivity to aesthetic perception.

3. Cognitive models of giftedness. These models focus on the cognitive processes of the individual and use complex tasks such as intelligence tests or academic tasks. One of the main advantages of these models is the ability to identify cognitive processes, strategies and structures through which high results can be achieved. This makes it possible to understand the mechanisms of intellectual activity and the components that distinguish gifted people from ordinary people. These data can be the basis for the development of methods of teaching and development of gifted children.<sup>40</sup>

These models include the "Pentagonal implicit theory of giftedness of R. Stenberg." According to the scientist, a gifted person must meet the following criteria:

– advantages (rather high results of success in performance of the set tests, in comparison with others);

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<sup>39</sup> Psychological principles of gifted personality development in the educational environment: methodical manual / O. Muzyka, D. Korolyov, R. Semenova, etc.; for order. O. Music. 2015. 146 p.

<sup>40</sup> Psychology of gifted children and adolescents: textbook. manual for students of higher and secondary pedagogical educational institutions. М .: Академия, 2000. 336 c.

- emergencies (high level of performance, which is not typical for the relevant sample of persons);
- productivity (high performance of test tasks, as proof that the person really demonstrates high results in a particular subject area);
- demonstrativeness (the person confirms high results of performance of test tasks in other valid measurements, alternative situations);
- values (in addition to high performance of test tasks, take into account the importance of psychological quality in a particular socio-cultural environment).<sup>41</sup>

"Munich model of giftedness" (K. Heller) consists of the following factors of giftedness: intelligence, creativity, memory, purpose of knowledge, imagination, flexibility, originality, communication competence, leadership skills, sensorimotor qualities; intrapersonal: physical and mental qualities, self-regulation, motivation, etc. ; environments: environment (cultural, family, social, etc.), personalities (parents, teachers, friends, etc.), resources (training programs, activities, etc.), events (meetings, success situations, accidents, etc.); achievements: academic, artistic, commercial (management, entrepreneurship, trade, etc.), in hobbies, sports, new technologies.<sup>42</sup>

Differentiated model of giftedness and talent of R. Gagne. The bases of this model are five main abilities, which, according to the author, become components of talent: creativity; intelligence; socio-affective sphere; sensorimotor sphere; others.

Creativity is given a greater advantage in achieving high results. Socio-affective abilities are considered as skills in social activities, namely: empathy, resilience of emotions, leadership. To sensorimotor abilities, the scientist includes strength, flexibility and so on. By "others" R. Gagnier means abilities that have not yet been researched and studied and correspond to talents, such as, for example, phenomenal memory, absolute hearing, clear vision and so on.

4. Sociocultural models. These models are based on cultural and environmental factors in determining talent. Giftedness, according to this approach, depends on socio-cultural factors. This approach is demonstrated by A. Tannenbaum's "Five-Factor Model". The model is called "psychosocial" and consists of:

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<sup>41</sup> Kulchytska O. Problems of giftedness in modern psychology. Gifted child. 2008. №1. P. 10-12.

<sup>42</sup> Educational models and technologies of work with gifted children. comp. Basheva E. Krasnoyarsk: KKIPKPPRO, 2011. 24 p.

- factor "g" (a certain type of mysterious intellectual energy that is needed to understand and solve problems);
- high level of special abilities in a specific field;
- non-intellectual factors (volitional, motivational, personal, etc.);
- the influence of a stimulating environment (cultural environment, family, friends, etc.);
- special characteristics of non-intellectual nature such as: motivation, persistence, self-confidence, etc.
- environment (family, educational, cultural);
- random factors (luck, coincidence, fortune, etc.).<sup>43</sup>

Emotional well-being is one of the basic qualities of human life, an important condition for maintaining the physical and mental health of the individual. Its foundation is laid in childhood and is a necessary condition for child development, or it is a basic sense of emotional comfort that provides a trusting and active attitude to the world.<sup>44</sup>

According to the German psychologist W. Stern, favorable emotional well-being is manifested in the predominant positive mood, well-being, in the style of experiencing the results of actions, successes and failures, in the development of cognitive motivation, in an adequate attitude to adult assessment, in the development of self-control. At home, in the emotionality of the child. Positive emotional well-being is provided by the manifestation of adult care and demonstration to the child of his positive - emotional attitude to it. The researcher attributes these components to the favorable conditions of emotional well-being of gifted children.<sup>45</sup>

Scientists I. Ilyin, O. Arnautova, V. Pereguda, G. Koshelyova, in their research confirm that emotional well-being is a major component of overall mental development and psychological health. According to their views, emotional well-being is a stable positive and comfortable emotional state of a person, which is directly related to the child's holistic attitude to

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<sup>43</sup> Kotlyarevska O. The gifted child: a find or a problem K. : "Caravel", 2014. P. 40-47.

<sup>44</sup> Burov O. Estimation of giftedness: problems of quantitative measure. Education and upbringing of a gifted child: theory and practice. Collection of scientific works. Vip. 2. Kyiv: Institute of Gifted Children of the Academy of Pedagogical Sciences of Ukraine, 2009. 279 p. P. 5-9.

<sup>45</sup> Antonova O. Psychological and pedagogical support of a gifted child as a realization of personality-oriented approach // Professional pedagogical education: personality-oriented approach: monograph / ed. O. Dubasenyuk. Zhytomyr: ZhSU Publishing House. I. Franko, 2016. P. 316-345.

the world around him, which affects the experience of family and school situations, cognitive and volitional sphere of the child.<sup>46</sup>

In the structure of emotional well-being is a trusting attitude to the world, the basis of the formation of which the child is a manifestation of parental love (E. Erickson, A. Varga, E. Fromm, etc.) and a stable positive - emotional mood.<sup>47</sup>

As for gifted children and their emotional well-being, one of the most important factors in a child's well-being is his positive social and psychological adaptation to the environment. It includes emotional comfort, adequate self-perception, acceptance of others, the desire to solve their problems, rather than run away from them. The works of L. Vygotsky, G. Andreeva, G. Ball, I. Weiner, L. Dzyubko, R. Krychevsky, S. Maksymenko, R. Nemov, B. belong to the in-depth study of the problem of social and psychological adaptation (which includes school adaptation). Parigin, A. Petrovsky and others.<sup>48</sup>

Researchers describe adaptation as a multifaceted and complex psychological process that any person goes through, on the way to becoming a person and creating conditions for self-realization in a social environment and favorable emotional well-being.

People are not born emotionally prosperous; they go to this state, overcoming life's difficulties and obstacles. Life requires us to be able to adapt to ever-changing circumstances and adjust our behavior accordingly. Every day opens up new opportunities and poses new problems. Emotionally healthy and prosperous people are interested in most changes and try to use them to their advantage. Such people successfully cope with changes for the worse - with accidents, illnesses, loss of relatives and property. Behavioral stereotypes are not addressed immediately, but successful activity can gradually become a habit.<sup>49</sup>

Emotions are a mental state characterized by subjective experiences, physiological activation and certain ways of

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<sup>46</sup> Koval L., Zvereva I., Socio-pedagogical support of gifted children. Gifted child. 2013. P.3-9.

<sup>47</sup> Yezerska N. Factors of subjective well-being and individual typological features of gifted students. Education and upbringing of a gifted child: theory and practice. Collection of scientific works. №1. 2017 (18). K: Institute of the Gifted Child, 2017. P. 150.

<sup>48</sup> Nastenکو, N. Creative talent of students: characteristic features. Psychological support of student creativity /edited by: O. Hlavnyk, V. Zots. K.: ped. Gazette, 2003. P. 18-29.

<sup>49</sup> Danilchenko T. Methodical problems of studying subjective social well-being Visnyk of Chernihiv National Pedagogical University. 2015. Vip. 126. P. 57-62.

expression. Emotions are real, important and an important part of the human personality. Because each emotion affects the body's functions differently, emotional well-being is directly related to physical health.<sup>50</sup>

The most important condition for the emotional well-being of a gifted child is a positive atmosphere at home, it can include the following components: the state of health of the child during the stay at home; features of the child's interaction with adults (parents, brothers, sisters, grandparents); features of spending time of the child with family members; interest of the child on the part of the parents and vice versa, parents - on the part of the child.

The psychologist E. Erickson studying gifted children identified five conditions, underlying their emotional well-being: a well-developed sense of individuality; ability to maintain communication (be communicative); ability to create close and trusting relationships; ability to be active and be active; the ability to be emotional and show emotional resilience.<sup>51</sup>

E. Erickson assures that the achievement of emotional well-being of a gifted child is possible through the following basic conditions: the manifestation of individuality and sociability; ability and ability to find common ground with others and be active in all activities. In order to improve the psychological conditions of emotional well-being of a gifted child, the researcher first of all proposes to provide favorable education for gifted children, create specialized comprehensive developmental programs for special children, develop giftedness (attend additional classes, clubs, sections, etc.). Provide psychological support to the child whose purpose is to identify, support and develop talented children, their self-realization, and professional self-determination, preservation of psychological, emotional and physical health.<sup>52</sup>

Having made a theoretical analysis of research on the psychological conditions of emotional well-being of gifted students, we can say that the emotional well-being of a gifted child is a very important factor in the formation of psychologically and physically healthy personality. After all, it affects the child's upbringing, his behavior, self-esteem, his mood and

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<sup>50</sup> Kulchitskaya, E. Lilac of giftedness in the garden of creativity. Zhytomyr: ZhSU Publishing House. I. Franko, 2008. 316 p.

<sup>51</sup> Guskova T. Gifted child at school. Head teacher. Everything for work. 2011. N 5/6. P. 2-40.

<sup>52</sup> Yezerska N. Socio-psychological features of the process of adaptation of adolescents. Education and development of a gifted person: a monthly scientific and methodological journal. №3 (46). 2016. K.: Institute of Gifted Children. 2016. P. 35.

adaptation to environmental conditions. We theoretically considered and analyzed some of the most important conditions of emotional well-being, they are a well-developed sense of individuality, the ability to communicate with others (to be communicative), the ability to form close relationships, the ability to be active and active, the ability to show emotional and emotional stability and positive the attitude of an adult to a child (positive atmosphere at home).

Considering and analyzing scientific research on the problem of emotional well-being of gifted children, we can conclude that, today there is no single scientific approach that would characterize the concept of "giftedness" in its entirety. For many years, domestic and foreign researchers have studied the phenomenon of "giftedness", but have not defined the basic term "giftedness". Every researcher interprets the concept of "giftedness" differently; some have identified giftedness with a high level of intelligence, while others have refuted this theory and generally denied it, which raises many questions and clarifications about the giftedness of children. Thus, giftedness is a feature that characterizes a high level of abilities and can show these abilities in different areas of activity.

Psychological conditions of emotional well-being of gifted children are components that positively or negatively affect the gifted child's adaptation to environmental conditions and his emotional development. Much will depend on the influence of psychological conditions on the emotional well-being of a gifted child: how a gifted child will grow up, how he will perceive the social environment, how he will cope with difficult life situations that arise in adulthood, how he will form a personality and so on.

Psychologists identify the main conditions that can ensure a favorable emotional well-being of gifted children: a well-developed sense of individuality, the ability to communicate (be communicative), the ability to form close relationships, the ability to be active and active, the ability to show emotional stability, positive atmosphere at home, self-esteem, mood. If from an early age parents will contribute to the positive provision of these conditions to a gifted child, he will grow up emotionally prosperous and positively adapted to the social environment, it will be easy to adapt to the world around him, he will cope with difficult life situations and find an easy way out. It will form a sense of integrity and emotional balance.

After analyzing the theoretical views of researchers on psychological conditions that affect the emotional well-being of a gifted child, we identified the following conditions of emotional well-being - the ability to show emotionality and emotional stability, well-being, positive mood, good attitude from adults (positive atmosphere at home), skills to be



communicative, to establish trusting relations, social - psychological adaptation, well - developed sense of individuality and ability to be active.

Modern educational technologies provide a revision of approaches to solving problems of practical work with gifted children. It can be argued that some steps regarding the diagnosis, education, emotional support of special children in Ukraine have already been taken, while the issue of constant targeted socio-psychological support of gifted children, in particular in the school environment, has been ignored. Psychological support of a gifted child should be aimed at helping adults (teachers, parents, educators, and social educators, psychologists) to ensure the development of favorable psychological conditions for the emotional well-being of the gifted child.

Diagnostic analysis of psychological conditions of emotional well - being of gifted schoolchildren indicates the need to implement a special correctional and developmental program in order to create and consolidate positive conditions for emotional support of gifted children. This program is conducted with gifted students who have found results that negatively affect the favorable adaptation to the environment; in particular, some gifted children have a negative impact of the family on the formation of gifted personality, well-being, general activity, mood, communication and organizational skills. At low and medium level, characterized by a pronounced negative impact of emotions on the effectiveness of activities and communication.

The methodological basis for the creation of a correctional and developmental program is the humanistic approach developed by A. Maslow, R. May, K. Rogers and others. Its essence is that the process of personal development is determined by the realization of internal potential, the hierarchy of positive motivation, personal choices and responsibilities, the ability to build life goals and search for meaning in life and generally tendencies to self-discovery, self-actualization and self-realization. Man is determined by the desire for self-improvement. The very essence of man determines his constant movement to creativity and self-sufficiency, if this process is not hindered by circumstances.<sup>53</sup>

It is also important to apply a personality-oriented approach to the development of components that affect the conditions for emotional support of gifted children, whose representatives are I. Bekh, L. Mitina, S. Podmazin, I. Yakimanska. Personality-oriented approach is based on the recognition of the subjectivity of the individual, which directs its

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<sup>53</sup> Babayeva Yu. Basic approaches to the problem of formation of general giftedness. Journal "Questions of psychology" [Electronic resource]. Access mode: [http://zaoisc.ru/proekti/inf\\_podderj/babaeva-osn-podhod.html](http://zaoisc.ru/proekti/inf_podderj/babaeva-osn-podhod.html) .

development. Also the basis of this approach is the recognition of the ability and right of the individual to self-determination and self-realization in the process of knowing oneself and the world and finding oneself in it.

The main purpose of this approach is the formation and actualization of the child's subjectivity. Adhering to this, the main task of the correctional and developmental program is to create the most favorable conditions for personal development, which is realized through the prism of partial tasks: the organization of a personal environment of interaction; creation of a meaningfully enriched correctional and cognitive environment; formation of ways and means of self-actualization, the main of which is the activity.<sup>54</sup>

Also, the current approach, which underlies the correctional and developmental program is the cultural-historical approach, the founder of which is L. Vygotsky. The author of this approach based his research on two main hypotheses: the hypothesis of the indirect nature of human mental functions and the hypothesis of the origin of internal mental processes.<sup>55</sup>

V. Yurkevich proposed an interesting principle of working with gifted children. According to the scientist, gifted children need special psychological training, increasing "psychological immunity", through the "method of developmental discomfort", the essence of which is that:

- negative emotions play a special role in the personal and cognitive development of gifted students, because, with the help of uncomfortable situations, it is necessary to form a winner's scenario, which includes, on the one hand, confidence in victory, and on the other - psychological readiness to fail;

- it is necessary to form in the gifted child aspiration to activity in uncomfortable situations as conditions of a worthy exit from a situation.<sup>56</sup>

The correctional and developmental program is based on the following starting points: each person is an individual capable of making free choices; she is an active subject of her own development; has his own self-worth and perceives another person as a value; seeks to reveal the spiritual potential and values of other people and the world.

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<sup>54</sup> Antonova O. Psychological and pedagogical support of a gifted child as a realization of personality-oriented approach // Professional pedagogical education: personality-oriented approach: monograph / ed. O. Dubasenyuk. Zhytomyr: ZhSU Publishing House. I. Franko, 2016. P. 316-345.

<sup>55</sup> Dmitrieva, O. Modern approaches to the study of the phenomenon of giftedness. School psychologist. 2010. N 1. P. 7-10.

<sup>56</sup> Yurkevich V. Intellectual giftedness and social development: contradictory communication [Electronic resource] // Modern foreign psychology. 2018. Volume 7. № 2. pp. 28–38. doi: 10.17759 / jmfp.2018070203

The main tasks of the correctional and developmental program are:

1. Expanding the knowledge of gifted students about feelings and emotions, creating conditions for the development of the ability to accept them.
2. Forming the ability to control the expression of their feelings and emotional states.
3. Creating a positive mood and an atmosphere of "trust" in a group of gifted students.
4. Formation of skills of effective communication, ability to listen, to defend the point of view, to find the compromise decision and understanding of other people.
5. Teaching gifted students to effectively use methods of self-regulation that will help normalize positive emotional states.
6. Correcting the manifestations of aggressive behavior, isolation and shyness of children, neutralize negative emotional energy.
7. Development of communication and organizational skills.
8. Formation of a positive state of mind, with the help of mobile corrective exercises and general activity.
9. Formation of positive relationships in the family environment between parents and children.

Correctional and developmental program consists of: individual conversations and consultations with gifted children, as well as with their social environment (parents, peers, friends and teachers), training exercises for gifted students (acquainting children with their own feelings and emotions, traits and acquiring management skills them, that is, to strengthen the "strong" and weaken the "weak" traits of their own character, to show certain emotions in different situations). One of the most difficult stages of this program was working with parents who had a bad influence on the formation of positive psychological conditions for the emotional well-being of a gifted child, namely, had their own views on raising a gifted child and means of communication with him.

The basic principles of the correctional and developmental program to create conditions for emotional support of gifted children are also based on the general principles of training:

- "Here and now" - the rule of psychological training according to which all the attention, thinking, experience of the client, ie all psychological processes during the lesson should be fully focused on the situation and in this period of time.
- Individualization of developmental influences and complexity of the used methodical means and receptions (psychological education, psychological counseling and psychological training, etc.).

- Activation of interaction and co-creation of all participants of the process at different levels.
- The principle of personification of statements - the essence of which is an arbitrary form of statements, without personal language forms that help to hide their own position: "often considered", "I believe", "I think".
- The principle of emphasizing the language of feelings - group members should emphasize emotional states and manifestations, use language that captures such a state.
- The principle of activity is the main condition for effective training. Intensive group interaction, purposeful contemplation of oneself, partners, active expression of one's own opinions, etc.
- The principle of trusting communication - creating the most favorable conditions for trusting communication, determining effectiveness and ensuring group trust. As the simplest step to this, adopting a single form of addressing each other as "you". This equates all members of the group and introduces an element of intimacy and trust.
- The principle of confidentiality is not to tolerate the content of communication that develops in the process of training outside the group. This includes sincere and open contact, allow you to maintain your discussion potential.
- The principle of novelty - originality and relevance of exercises, constant change of partners.
- The principle of the study - the group independently finds solutions to problems.
- The principle of modeling is the repetition of certain real situations in which participants demonstrate negative and positive forms of behavior.<sup>57</sup>

The implementation of the correctional and development program includes three stages:

And the block - indicative (1-2 lessons) - acquaintance of group members with each other and with the main concepts of "Communication", "Interpersonal interaction", "Emotions", disclosure and understanding by gifted children of their own image "I"; clarification of expectations, requests of each participant regarding the work of developing conditions for emotional support of gifted children and the development of positive character traits for successful interaction.

Block II - correctional and developmental (9 classes, from 3 to 11) - the actual correctional and developmental block of this program includes:

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<sup>57</sup> Mitlosh, A. Training for the development of leadership talent. Gifted child. 2010. N 4. P.39.

- Expanding knowledge about feelings and emotions, developing the ability to accept them, learning the skills of expressing personal emotions and reading them to other people.
- Improving the level of communicative literacy of gifted students, learning the skills of constructive communication, the ability to listen, express their point of view, find a compromise solution, understanding other people.
- Formation of skills and abilities to manage the creative process, awareness and overcoming barriers to creativity. Creating conditions for self-knowledge, acquaintance with the personal inner world and orientation in it.
- Creating conditions for determining their life prospects, life goals, ways and means of achieving them.
- Development of gender self-awareness of girls and boys and awareness of gender differences. Using the principle of fluctuations in personal status. Psychotechnical exercises for the development of constructiveness.

III block - consolidating (12 - 13 lessons) - generalization and consolidation of knowledge, skills and abilities acquired during group work; reflection and self-regulation of group work; consolidation of successful socio-psychological adaptation.

The program is designed for students in grades 7-9, aged 12-14.

One of the main ways to help and emotionally support a gifted child is to use developmental training. As I. Vachkov emphasizes, group psychological training is "a set of active methods of practical psychology, which are used to develop skills of self-knowledge and self-development".

In this sense, group psychological training involves learning and formation, and self-development and, in general, personal development. This, in turn, makes it possible to understand that the scope of group psychological training is not limited to the development of effective communication skills and increase communicative competence, but provides opportunities for the development of all mental structures of the individual as a whole.

One of the main functional aspects of the training is developmental learning, the purpose of which during the training is to acquire knowledge, skills and abilities that have a specific character. L. Todoriv is a supporter of the opinion that training is a means of forming in children of any age an individual system of value orientations and reflexive components of self-consciousness - self-reflection, self-analysis, realistic ideas about one's self.

Psychologist K. Rudestam identifies the main advantages of the group form of training, as:

- the use of group forms of training counteracts the alienation and isolation of training participants, helps to solve interpersonal problems;
- the ability to receive feedback and support from other participants with similar problems, reassessment and analysis of their own problems;
- in group work you can learn to experiment with different styles of relationships among equal partners;
- in the group, participants can identify themselves with other participants and learn to empathize, develop empathy skills;
- interpersonal interaction in group work creates an atmosphere of emotional tension, in turn it helps to solve everyone's psychological problem;
- with the help of group work the participants develop skills for self-disclosure, self-analysis and self-knowledge.<sup>58</sup>

Corrective and developmental work was also aimed at in-depth understanding, analysis and rethinking of gifted children the importance of adaptive, gifted and personal potential, communication and organizational skills, empathy, reflection, as the key to success in activities, learning, personal communication; solving various psychological and pedagogical situations, identifying limitations of consciousness (stereotypes about communication, human behavior, interaction; cultivating reflexive abilities in students and opportunities for self-improvement).

Individualization of formative influences on participants was carried out by providing gifted students with psychological and counseling assistance throughout the process of correctional and developmental classes. Depending on the purpose, request, task and advisory position of the participant, the study was led by personal resource, developmental and procedural strategy, which consisted of a personal desire to solve problems.

Complexity of development was ensured by including correction of formation of all components of structure of the gifted personality and its displays in training tasks, and also by complex use of various types of psychological practice - psychological education (lectures, discussions, discussions), psychological counseling, role games, etc. Role-playing games create situations of interpersonal communication, where children reveal their potential and ability to be communicative. At the same time, the playful nature of a situation contributes to the search for ways of behavior, while giving space for the development of creativity and creativity.

During the program, various forms of psychological education are used: lectures, conversations, seminars, discussions, group discussions,

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<sup>58</sup> Lutsyk, V. Traditional and non-traditional forms of work with a gifted child. Gifted child. 2010. N 10. P. 57-60.

etc. First of all, it is necessary to provide the surveyed respondents with information as a means of solving real personal problems. Therefore, an important aspect of psychological education is the discussion of specific tasks related to the implementation of emotional support for a gifted child.

Also, when working with children, methods of psychological diagnosis, self-diagnosis and mutual evaluation are used to help gifted students in self-awareness of various aspects of their own problems that may arise during correctional and developmental work.

Classes were organized in such a way that each meeting began with greetings and compliments from the participants, which helped to establish feedback and give the group trainer the opportunity to learn about the emotional state, mood and encouragement of participants to further training. One of the most important and interesting moments for the participants of the training was the stage of discussion of the completed task and reflection.

Correctional and developmental program to create conditions for emotional support of gifted children "includes 13 classes, each of which lasts 60-90 minutes and is held once a week.

The purpose of the correctional and developmental program is to create conditions to support the emotional well-being of gifted students, to develop communication and organizational skills, to promote positive communication between gifted children and their parents and to establish intra-family relationships.

According to the purpose of the correctional and developmental program the following tasks are allocated: expansion of knowledge of gifted pupils about feelings and emotions, creation of conditions for development of ability of their acceptance; formation of the ability to control the expression of their feelings and emotional reactions, create a positive mood and atmosphere of "trust" in a group of gifted students; formation of effective communication skills, ability to listen, defend their point of view, find compromises and understand other people; self-regulation, which will help normalize positive emotional states, correct manifestations of aggressive behavior, isolation and shyness of children, neutralize negative emotional energy, develop communication and organizational skills, with the help of mobile developmental exercises to form a positive feeling, general activity, between parents and children.

In the process of correctional and developmental program the main methods of working with gifted students are role-playing games, developmental exercises, individual and group consultations, debates, information messages, lectures ("Commercial", "Unusual bench",

"Emotions. 10 fundamental emotions", "Listen - understand" ("On creativity", etc.).

Systematic work of the correctional and development program is based on some basic principles: own interested and active position of participants; the principle of partnership; the principle of "here and now"; integrated use of active group teaching methods, confidentiality, compliance with generally accepted norms of group correctional work; attention to self-analysis and self-diagnosis; the principle of activity of participants; verbalization of reflection and emotional saturation of feedback.

The correctional and developmental program includes classes aimed at updating knowledge about emotions and emotional states of a person, skills of expressing emotions and reading them to other people; developing the ability to accept emotional states, tolerance, empathy, improving their positive qualities, master the mechanisms of effective communication, develop the ability to observe and transmit their observations, develop communication and organizational skills, minimize the negative impact of emotions on performance and communication, form reflection skills, self-analysis and relaxation. For this purpose, exercises such as "Names" of feelings ", " Show feelings ", " Commercial ", " Discussion ", " Waterfall " and others were prepared.

*Exercise "Names of feelings"*

*Purpose:* updating knowledge about emotions and emotional states of man.

*Duration:* 15 minutes

*Instructions:* Each participant writes down as many "names" of feelings as they can. The participant who recorded the largest number reads, and the trainer records the words on the board. Then the number of word matches from other participants is counted. The most famous emotions and emotional states are updated, the difference between emotions and emotional state is explained. Participants fill in the table of those feelings that are characteristic of them in general, and those that they experience now. In the first column write "names of feelings". Then choose a cell that corresponds to the place where the feeling arises, put crosses in the cells. You can estimate the intensity of feelings on a 5-10-point scale. Participants are asked to find out how others understand our feelings.

*Communicative game "Show feelings"*

*Purpose:* to teach the skills of expressing emotions and reading them to other people; development of the ability to accept emotional states.

*Game duration:* 15 minutes



*Instructions:* you know that the movement of facial muscles that express the inner state is called facial expressions. Facial expressions are an important element of communication. Now each of you will be given the task to depict two emotions with facial expressions:

- anger, anticipation; - fear, irony; - surprise, celebration; - joy, indignation; - calm, restrained irritation...

- You demonstrate the first of these emotions to everyone for guessing ("Is it easy to understand each other without words?");

- Let's split into pairs and be in turn a "mirror", depicting the second given emotion. (Let's discuss our difficulties).

*Exercise "Discussion"*

*Purpose:* formation of paralinguistic and optokinetic communication skills and improvement of mutual understanding of communication partners on a nonverbal level.

*The duration of the exercise:* 15 minutes.

*Instructions:* Training participants are divided into groups of three. Responsibilities are distributed in each trio. One of the participants plays the role of "deaf and dumb": he does not hear anything, cannot speak, but at his disposal - sight, gestures, pantomime; another participant plays the role of "blind and paralytic": he can talk and see - you, but cannot gesticulate; the third participant is "blind and dumb": he can only hear and show. To the whole trio played - ant proposed tasks - for example, agree on the time, place and purpose of the meeting, without prejudice to its role.

According to empirical research, many gifted children have unfavorable, hostile relationships in the family environment, which in turn negatively affects the development, learning and adaptation of children to the environment. In order to establish child-parent relations, individual and group consultation conversations with parents "Gifted child. Who is she?", Also conducted a separate training session lasting 90 minutes, which includes correctional and developmental exercises whose task was to strengthen the role of the family in the educational process, improve relations between children and parents, develop skills of mutual understanding and trust, increase psychological competence of parents in the upbringing of gifted children, emotional rapprochement of parents and children. For this purpose, exercises such as: "Recognize your child", "Continue the sentence", "Draw together" and others were prepared.

*Game "Recognize your child".*

*Purpose:* emotional rapprochement of parents and children.

Participants form two groups of "parents" and "children". In turn, one of the parents, blindfolded and offered to use tactile sensations to find

their child. Then the participants change places and the children start looking for their parents. At the end of the exercise there is a discussion:

- on what grounds were guided during the recognition of their children (parents)?

- did the tactile sensations match?

*Exercise "Continue the sentence".*

*Purpose:* to emphasize the positive qualities of group members.

Parents are asked to continue the sentence: "Above all, I value in the child".

The children continue the sentence: "I respect my parents for being".

- You value and respect each other a lot. And do you know each other well, your thoughts, feelings? Let's find out now.

*Exercise "Draw together".*

*Purpose:* development of empathy, family interaction, sensitive abilities.

Participants are asked to draw a joint picture in pairs (parents and child) using a single pencil. During work it is impossible to agree and in general to talk. At the end of the task there is a discussion:

- who first started drawing?

- was it difficult to understand the partner?

- what feelings did you have while drawing?

The obtained empirical research data indicate the need and expediency of developing guidelines for parents and teachers to improve the psychological conditions of emotional well-being of gifted students, early prevention of destructive effects of psychological conditions on the emotional well-being of gifted children and prevention of emotional well-being.

How should school teachers work with gifted children to improve the psychological conditions that affect emotional well-being? Undoubtedly, this is a well-designed curriculum for gifted children, so Schwedel, Carne and Linnemeier identified the basic principles of designing programs for gifted young children, but these principles can be applied when working with gifted high school students:

1. Always remember that each child is individual and unique. It is necessary to emphasize the strengths and weaknesses of each child and create programs that meet his needs.

2. Many gifted children are very critical of themselves and may have an unfavorable self-image. You need to help them find a realistic idea of themselves. It is especially important to smooth out the discrepancy between high intellectual development and available motor skills.

3. The family environment plays one of the most important roles in the life of a gifted child, so the family should work with the school.

4. As gifted children are distinguished, among others, by a wide range of interests, the curriculum should include a variety of material that will contribute to their comprehensive development (emotionally, intellectually, motorly and directly in the field of communication).

5. A gifted child who is in the same class as "ordinary" children should be able to communicate with peers who reach his level (equally developed).

6. A person who has special training and relevant experience in working with such children should create and apply a curriculum for gifted children.

7. An integral part of the program - the system of its evaluation. It is important to determine the extent to which the child achieves the goals. In this way, you can identify the weaknesses of the program and determine how it meets the needs of the child. Therefore, there must be a well-organized, effective and permanent system for identifying giftedness, in which parents also participate.

8. In order to ensure the effectiveness of the program, it must provide for the optimal and planned transition of the child from one level to another. This requires the joint efforts of the school administration, teachers and parents.

9. The program should not develop one skill (for example, intellectual), this will not be enough, so the program should develop different areas of personality focus, perseverance and desire to bring the case to an end.

10. The program should provide for the development of creative abilities of the child.

Researcher P. Paivel argues that a gifted child, unfortunately, has a whole list of shortcomings that should not be forgotten by both parents and teachers. These include: high self-esteem and superior attitude towards peers, inability to listen and the habit of interrupting, justifying others, the ability to ridicule and ridicule others, including the intellectually weaker, loss of interest in the standard presentation of material, rapidly changing interests and even poor handwriting. Of course, it is very important to know and understand the personal characteristics of a gifted child. It is not easy to have any degree of talent. After all, an individual gifted child carries clear evidence of its unusualness. Gifted children are very sensitive, so you should try to protect them from excessive stressful situations that happen to everyone, but it should be done with caution so as not to disturb the child's

realistic perception of the world, not to deprive him of the joys of self-knowledge.

In order to improve the impact of psychological conditions on the emotional well-being of a gifted child, parents need to listen to the following simple tips:

- Parents should show the child that they are serious about the child, his questions and statements, that they respect every word of the child.
- It is not necessary to limit the child's imagination, to give the opportunity to demonstrate the unusual judgments and their achievements, for a gifted child - this is very important.
- Support and encourage the child to fantasize, develop creative abilities.
- Pay attention and listen to the needs of the child, in no case ignore the needs of the child.
- It is not necessary to criticize the child's mistakes, whether they are intentional or not, it is better to support him in experimenting for cognitive purposes using the method of "trial and error".
- Assist in her personal development, take an interest in her personal life, trust the child, just believe in her.
- Never criticize or discuss a child with other (especially foreign) adults.<sup>59</sup>

Providing psychological conditions that affect the emotional well-being of gifted students is a necessary component in the work of a practical psychologist and teacher at school, so teachers and practical school psychologists are recommended.

1) in the school environment to try to create an atmosphere of trust, security, acceptance, openness, empathic understanding during lessons, group and individual lessons with students;

2) to create situations of voluntary participation of gifted children in group or individual lessons;

3) to promote the encouragement of gifted students to carry out self-analysis of personal development and reflection in the classroom;

4) to form in gifted students a sense of responsibility for their words, deeds and actions during communication with peers and conducting lessons;

5) to intensify the skills and abilities of positive communication of gifted people with peers and with adults during training;

6) to support the manifestations of self-development and self-improvement of gifted students;

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<sup>59</sup> Work with communicatively gifted students: methodical recommendations / NV Lukyanchuk. Kyiv: Institute of Gifted Children. 2013. 107 p.

7) Encourage gifted students to be sincere in their relationships while working in a group.<sup>60</sup>

Thus, having reviewed the methodological recommendations of some researchers, it can be stated that in order to improve the psychological conditions of emotional well-being of gifted children requires, first of all, favorable education and upbringing, which depends on teachers and parents.

Theoretical analysis of scientific approaches to the study of gifted children has shown that today there is no single scientific approach that would fully describe the concept of "giftedness" and all its aspects. Every researcher interprets the concept of "giftedness" differently; some have identified giftedness with a high level of intelligence, while others have refuted this theory and generally denied it, which raises many questions and clarifications about children's giftedness and their emotional well-being.

Based on theoretical research, we believe that talent is a set of talents and abilities that, under favorable conditions, can potentially achieve significant success in a particular activity (or many activities) compared to other people.

According to the analyzed literature sources, conditions were identified that can ensure the emotional well-being of gifted children, such as emotional stability, well-being, positive mood, good attitude on the part of adults (positive atmosphere at home), emotionality, ability to be communicative (establish trusting relationships), the development of cognitive motivation, socio - psychological adaptation, a well - developed sense of individuality and the ability to be active. Some of these conditions for the emotional well-being of gifted students have been further explored and empirically explored in our work.

A study of the emotional well-being of a child at home with the help of a projective drawing showed that more than half of gifted children have invested in their images a positive character, which indicates a favorable emotional well-being of gifted children in the family environment. Less than half of gifted children have found an unfavorable situation in the family at the moment, which is not typical for prosperous families.

Theoretical analysis of the problem and the results of empirical research of psychological conditions of emotional well-being of gifted students allowed developing and testing a special correctional and

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<sup>60</sup> Nastenka, N. Creative talent of students: characteristic features. Psychological support of student creativity / edited by: O. Hlavnyk, V. Zots. K.: ped. Gazette, 2003. P. 18-29.

developmental program to create and consolidate positive conditions for emotional support of gifted children. Quantitative changes.

Development of the correctional and developmental program is carried out according to clearly defined directions and tasks: expansion of knowledge of gifted pupils about feelings and emotions, creation of conditions for development of ability of their acceptance; formation of the ability to control the expression of their feelings and emotional reactions; formation of skills of effective communication, ability to listen, to defend the point of view, to find the compromise decision and understanding of other people; ability to effectively use methods of self-regulation that will help normalize positive emotional states; neutralize negative emotional energy; develop communication and organizational skills; to form a positive state of health, general activity; to improve the relationship in the family environment between parents and children.

In the conditions of correctional and developmental work the ability of gifted children to self-analysis, self-disclosure, reflection improves, as evidenced by the results of the analysis of their final diagnosis. Also, many gifted subjects significantly improve communication and organizational skills, skills of interaction with others. The negative impact of emotions on the effectiveness of activities and communication has significantly decreased, children began to learn to control their own manifestations of emotions and feelings. Indicators of emotional stability have significantly improved, which indicates the effectiveness of the correctional and developmental program. Also, many children will benefit from the program in establishing and strengthening intra-family relationships with parents, establishing emotional contact, building trust and emotional support.

The proposed program is an effective tool for emotional support of gifted students, and can be used by psychologists of secondary schools for early prevention of destructive effects of psychological conditions on the emotional well-being of gifted children and prevention of emotionally unhappy children.

Psychological conditions of emotional well-being of a gifted child and their support have a huge impact on the extraordinary personality, because adverse psychological conditions of well-being that affect the child dramatically intensify the development of undesirable personal characteristics (restraint, insecurity, independence, low self-esteem, manifestations of depressive states), which in turn negatively affects the process of socialization, leads to dyschronization and disharmony of personal development of a gifted child.

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**ACTUAL PROBLEMS OF INTRODUCTION OF ART AND  
PEDAGOGICAL TECHNOLOGIES IN THE PRACTICE OF  
STUDYING THE SCHOOL COURSE "ART"**  
**АКТУАЛЬНІ ПРОБЛЕМИ ВПРОВАДЖЕННЯ ХУДОЖНЬО-  
ПЕДАГОГІЧНИХ ТЕХНОЛОГІЙ В ПРАКТИКУ ВИВЧЕННЯ  
ШКІЛЬНОГО КУРСУ «МИСТЕЦТВО»**

Modernization of the education sector, which is reflected in the official regulations of the Ministry of Education and Science of Ukraine, has affected the art, in particular the field of art and pedagogical education. Art and pedagogical innovation is becoming a phenomenon that reflects the search for non-standard and relevant art and pedagogical technologies. Among the modern we will name projective, acmeological, communicative, personal-developmental, etc. technology. The practice of studying the school course "Art" confirms the openness of the process of finding appropriate effective artistic and pedagogical technologies that will help renew the educational process, will be able to fill the content and organization of learning with new semantic and formative constructs.

Prosina O. investigates the problem of using artistic and pedagogical technologies in preparing teachers for integrated teaching of art disciplines. Following L. Masol, the author points out the didactic, educational and pedagogical aspects of the phenomenon, and also offers the most effective technologies for teaching the school integrated course "Art" (partnership, art-integrative, interactive).<sup>61</sup>

The content of partner technology is interpreted by her, following I. Pidlas and V. Slobodchikov, as attention to the subject of training and formation of the personality of applicants taking into account their age and professional categories. Artistic and integrative technologies in teaching for

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<sup>61</sup> Просіна О.В. Використання художньо-педагогічних технологій у підготовці вчителів до інтегрованого викладання мистецьких дисциплін. URL: <http://zakinppo.org.ua/kafedri/kafedra-suspihnogumanitarnoi-ta-etikoestetichnoi-osviti/zagalni-materiali/2160->

adults are enriched, from the researcher's point of view, the focus on the teacher's awareness of the specifics of artistic integration, overcoming the subject specification. Teaching is aimed at using the pedagogical resource of spiritual and ideological, aesthetic and artistic, complex types of integration. Interactive technology is aimed at enhancing the interaction of participants in the educational process, as a result of which professional tasks are solved and there is a creative growth of each participant in communication. Following the position of O. Pometun and L. Pirozhenko, the author proposes the use of interactive technologies of cooperative, collective group learning, situational modeling, elaboration of discussion questions that allow to achieve coordinated cognitive work of the team of applicants, forms a partnership culture of communication. activities on an integrative basis.

V. Strelnikov and I. Britchenko paid attention to the problem of modern technologies of higher education. The basic guideline of scientists is the view that "technology is a mechanism that should lead to a transformative movement of pedagogical reality, the whole system of higher education".<sup>62</sup>

It is emphasized that the use of pedagogical learning technologies involves algorithmization of actions and clarity of criteria for guaranteed learning outcomes. The current state of development of post-industrial society requires this type of education and technology, where the personality of the applicant is the focus of the teacher and, following the paradigm of the world's leading countries, focuses on socio-cultural system "student - textbook - teacher".

Today, pedagogical technologies take on the role of transformers of education, and their choice is made by teachers taking into account the purpose of education and the interests of personal development. The most effective technologies today are the technology of cooperative learning in cooperation, new information computer technologies, personally (humanistically) oriented, etc., which allow us to consider the educational process in the context of the cultural environment.

Information technologies of teaching are considered by scientists in terms of the advantages of hypertext and electronic textbook, the use of computer technology as a tool for cognition, computerization and development of student creativity, didactic capabilities of information technology and others. Distance learning technologies in higher education are presented through the highlights of distance learning technologies, the

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<sup>62</sup> Стрельников В.Ю., Брітченко І.Г. Сучасні технології навчання у вищій школі: модульний посібник для слухачів авторських курсів підвищення кваліфікації викладачів МІПК ПУЕТ. Полтава : ПУЕТ, 2013. 309 с. С.6.



use of computer telecommunications in higher education, design and implementation of learning on the Internet and Intranet, the principles of distance education, denying the possibility of full transition to distance learning technologies.

Of interest are modular technologies as open learning systems, namely: the use of the method of collapsed information structures as features of modular technologies, modular tutoring system, situational learning technology (case method), critical (extreme) situation as a learning model, technology full learning, which can undoubtedly be used in the process of introducing integrative technologies in the process of training future art teachers in ZSSO. In our opinion, research (heuristic) technologies in higher education are effective for combination with integrative ones. They are presented by their basic principles, content and means, variants of learning technologies based on student research, pedagogical technologies, forms and methods of heuristic learning.

Possibilities of application of technologies of developing training are powerful. Educational activity is considered as the main psychological element of this system, the problem of choosing a developmental system, the main features of the pedagogical system Elkonin-Davidov, the relationship of leading forms of activity, simulation learning technologies, their features and principles. Game and discussion learning technologies, technology of social and psychological training are widespread. The introduction of the competency paradigm in the system of higher pedagogical education, as well as the introduction of a palette of technologies in ZSSO correlates with the current management of personal development through the educational environment and effective leadership training.<sup>63</sup>

Thus, the theoretical and practical foundations of the introduction of artistic and pedagogical technologies in the practice of studying the school course "Art" are primarily related to quality mastery of the content and operational algorithm of the palette of technologies common today, as well as the ability of future teachers on the lessons.

The content of the work program "Modern technologies of teaching fine arts in ZZSO" is aimed at mastering the palette of artistic and pedagogical technologies.<sup>64</sup>

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<sup>63</sup> Там само. С.309.

<sup>64</sup> Сучасні технології навчання образотворчому мистецтву в ЗЗСО. Робоча програма навчальної дисципліни для студентів 1-го курсу освітнього ступеня магістр за спеціальністю 014 Середня освіта (Образотворче мистецтво) / Укл. Носаченко Т.Б. Переяслав, 2020. 16 с.

The purpose of teaching the discipline "Modern technologies of teaching fine arts in ZZSO" is to acquaint students with innovative approaches to the implementation of the educational process in fine arts, artistic and pedagogical experience and educational and methodological complex of disciplines of artistic and aesthetic cycle in secondary school practice. The author-developer of the program T. Nosachenko formulated a set of professional, special competencies, program learning outcomes in the context of the discipline's focus on pedagogical innovation, which allows to ensure the readiness of future teachers to teach integrated school courses.

In particular, the formation of general competencies is determined by mastering the principles and methods of modern art education on an innovative basis; ability: to professional application of modern technologies of teaching fine arts in ZSSO, critical assessment of its feasibility, improvement and development of the trajectory of professional, intellectual and cultural growth, scientific thinking, analysis and synthesis, innovation in their professional activities, generating new ideas and non-standard approaches to their implementation in professional activities, improvement of creative and pedagogical interaction, cooperation, prevention and resolution of conflicts, management of multifaceted communication. Special competencies are determined by the ability to understand and achieve in practice the novelty of art pedagogy; professionally diagnose, predict, design and model creative situations using modern technologies of teaching fine arts; to introduce modern artistic and pedagogical technologies into professional activity.

Achieving program learning outcomes in the educational component allows future teachers of integrated courses to realize the experience of using modern technologies of teaching fine arts, pedagogical technologies at a level sufficient for the implementation of program learning outcomes in ZSSO and ZVO; identify and understand the methodological foundations of modern art education in Ukraine; to generalize the basics of professional orientation of future masters of education, teachers of fine arts, teachers of art disciplines, to develop professional consciousness and professional identity; to demonstrate in research practice, research and production internship and pedagogical practice in ZSSO, ZVO scientific and creative pedagogical resource of the future master of education, teacher of fine arts, teacher of art disciplines in accordance with qualification requirements and communication skills; demonstrate an understanding of the integration of artistic disciplines. The content of the program provides for the study of integrative, problem-heuristic, interactive, game art and pedagogical technologies.

In the interpretation of the concept of artistic and pedagogical technologies we are impressed by the opinion of O. Goncharuk on their definition as methods, techniques, teaching aids, special organization of its content, filled with creative tasks; tactics of education through the introduction of modeling, design and management, the formation of the applicant's personality, multifaceted content (scientific, procedural-descriptive, procedural-effective). In this context, the pedagogical technology of training future primary school teachers to organize children's leisure, studied by the researcher, is understood as "designing the educational process in higher education, aimed at ensuring the goal (formation of professional competencies of students' leisure) with clear procedural aspects goals of training, scientific and artistic orientation and integration of the content of professional training, interactivity of forms and methods)".<sup>65</sup>

We adapt the experience of the scientist's interpretation of the components of integrated pedagogical technology to the content of the introduction of pedagogical conditions for the introduction of this technology in the study of the school course "Art".

O. Pekhota, A. Kiktenko, O. Lyubarska and others study current problems of introduction of educational technologies.<sup>66</sup>

The textbook was created at the beginning of the XXI century. and was aimed at understanding the personally-oriented learning paradigm. Theoretical and practical principles of this paradigm, in our opinion, are relevant today, in particular, in correlation with the introduction of integrative paradigm, as creative personality development in the school course "Art" is primarily based on nurturing the uniqueness of each student.

The authors of the study emphasize that the preparation of future teachers for professional activities on the basis of theoretical understanding and practical mastery of modern pedagogical technologies has a practical meaning. "Schools today need not just good teachers, but a teacher-technologist, a teacher-master, a teacher-innovator. Creating alternative types of schools, recognizing the right of each school to have its own unique image, working on author's programs require teachers with innovative thinking, able to consciously take responsibility for the personality of

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<sup>65</sup> Гончарук О.В. Інтегративна художньо-педагогічна технологія в підготовці майбутнього вчителя до організації дозвілля дітей. Теорія і методика професійної освіти. Вип. 24. Т. 1. 2020. С. 131-136.

<sup>66</sup> Освітні технології: Навч.-метод. посіб. / О.М. Пехота, А.З. Кіктенко, О.М. Любарська та ін.; За заг. ред. О. М. Пехоти. Київ: А.С.К., 2001. 256 с.

another person who is constantly evolving and schools and systems that are also in development".<sup>67</sup>

The phenomenon of technological literacy of the future teacher is manifested through a deep awareness of his vocation, assessment of their own potential for professional development, awareness of the pedagogical process in terms of its end result.

Focus on personality-oriented and technological approaches to learning determines the choice of technologies analyzed by researchers. All of them today are adapted to the teaching of artistic disciplines in ZZSO and ZVO with certain content dominants. Technologies of: Waldorf pedagogy, self-development (M. Montessori), organization of group educational activity of schoolchildren, developmental training (L. Vygotsky, L. Zankov, V. Davydov, D. Elkonin), formation of creative personality, training as research, project, new information, collective creative education (according to I. Ivanov), the creation of a "situation of success", suggestive, image analysis.

As we can see, the palette of presented technologies enriches the integrative technology that dominates the teaching of the school course "Art", and requires from the teacher technological literacy and skill in the appropriate combination of technologies for the drama of the lesson.

O. Komarovska, N. Myropolska, I. Rudenko, L. Khlebnikova, O. Bazelyuk studied the problem of technologies of artistic and aesthetic education of primary school students in extracurricular activities. In the interpretation of pedagogical technologies, scientists emphasize their educational purpose and implementation in the artistic and aesthetic space of the school. The authors believe that "educational technologies are a system of theoretically sound and selected in practice methods, techniques and consistent humanistically oriented procedures of educational work, which, influencing the personality of students, should increase their level of education".<sup>68</sup>

Revealing the essence of the concept of artistic and aesthetic technologies of educational work, the authors focus on the technological context of the current state of artistic and aesthetic education of schoolchildren in extracurricular activities, consider the potential of arts in educating adolescents and technologies for its implementation in

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<sup>67</sup> Там само. С.2.

<sup>68</sup> Масол Л., Миропольська Н., Рагозіна В., Руденко І., Хлебникова Л. Формування базових компетентностей учнів загальноосвітньої школи в системі інтегративної мистецької освіти : метод. посіб. для вчителя / за наук. ред. Л. Масол. Київ : Пед. думка, 2010. 232 с.

extracurricular activities. architecture, art of speech, music and information technology. Thus, the artistic and pedagogical technologies used by teachers of the integrated school course necessarily contain an educational component, have a humanistically oriented impact on the individual.

Of interest are technological innovations that are constantly expanding the range of artistic and pedagogical technologies. Among these are personal-developmental technological innovation, namely: competence, dialogue, facilitation, participatory technology, partnership technology, participation, etc., the growing number of which indicates the constant development of pedagogical innovation.

II paid detailed attention to the introduction of artistic and pedagogical technologies in the practice of studying the school course "Art" in primary school. Masol, O. Haidamak, E. Belkin, O. Kalinichenko, I. Rudenko, L. Masol - in primary school.<sup>69</sup>

Both studies substantiate the theoretical foundations of the phenomenon of pedagogical technologies, as well as detailed algorithms for application in school practice of the most common for the integrative paradigm of teaching artistic and pedagogical technologies - integrative, problem-heuristic, interactive, game, suggestive and art-therapeutic, museum-therapeutic .

Motivating the use of pedagogical technologies in the educational process, researchers emphasize the comprehensive personal development of students, which accompanies the process of competence in the process of technologicalization of learning - the acquisition of knowledge, skills and abilities from the school year. Based on a detailed source analysis of the concept of pedagogical technology, the authors identify as the main features of pedagogical technologies: integrative organization of education aimed at solving pedagogical problems, planning and management of the pedagogical process; combination of human, intellectual and technical resources; continuity, constant feedback of teacher and student actions; guaranteed effectiveness of the educational process. The components of pedagogical technology are determined through the planning of tasks and forecasting the results of educational activities; systematic means, actions, operations of pedagogical interaction in order to achieve learning goals; evaluation and adjustment of the results of the pedagogical process. "Extrapolating the general theoretical provisions in the field of art pedagogy, we consider these positions concerning the technological side of teaching and education,

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<sup>69</sup> Масол Л.М. Художньо-педагогічні технології в основній школі: єдність навчання і виховання. Методичний посібник. Харків: Друкарня «Мадрид», 2015. 178 с.

emphasizing the procedural aspect. It should be remembered that the choice and combination of pedagogical technologies, methods and techniques should meet the purpose of art education, goals, objectives and drama of the lesson, the content of the topic, the level of preparedness of students".<sup>70</sup>

Defining the essence of problem-heuristic technologies, L. Masol turns to the content of problem-based learning, which is an effective means of activating the educational process. Problem-heuristic artistic and pedagogical technologies are aimed at forming a complex of artistic, informational-cognitive and self-educational competencies of students on the basis of intensification of creative development of students, stimulation of artistic and figurative thinking. "The result is achieved by penetrating the mystery of artistic meanings of masterpieces of art by involving students in the active search for the meaning of works of art in their analysis and interpretation, as well as in creating their own artistic images in practice".<sup>71</sup>

The history of technology and heuristics as a science (the method of Socrates' questions and reasoning, Quintilian's heuristic questions, the Socratic principle in the works of classical teachers) confirms its focus on activating intuition, finding answers to uncertain questions.

The author presents the methods of these technologies (heuristic conversation, "brainstorming", creating pedagogical situations of choice, "destruction" and "guidance", stimulating independent artistic research, alternative artistic and creative tasks of various types), which affect the manifestation of intuition in art and lead to the right decision through a long search for the right one. When using these technologies, open-ended questions are used; vocal, instrumental, rhythmic, plastic, acting improvisation; creative tasks are performed in various arts with a significant expression of artistic imagination. Tasks are encouraged, where a group of students participates in solving a problem situation, open issues, there is a discussion and a collective search for truth. In the double name of this technology there is a combination of traditions of heuristic and problem-based learning, where the search is accompanied by a solution to the problem, respectively, there is a combination of methods of these two traditions of learning. Of interest are alternative tasks, where in terms of

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<sup>70</sup> Масол Л., Миропольська Н., Рагозіна В., Руденко І., Хлебникова Л. Формування базових компетентностей учнів загальноосвітньої школи в системі інтегративної мистецької освіти : метод. посіб. для вчителя / за наук. ред. Л. Масол. Київ : Пед. думка, 2010. 232 с. С.69.

<sup>71</sup> Масол Л.М. Художньо-педагогічні технології в основній школі: єдність навчання і виховання. Методичний посібник. Харків: Друкарня «Мадрид», 2015. 178 с. С.81.

their "variability, each student will be able to choose from the proposed ones that are feasible for him at this stage of development; then weaker students will not feel insecure because it is (a direct path to low self-esteem), and for more capable and artistically prepared students the individual bar of achievement will not fall.<sup>72</sup>

Let's pay attention to the integrated content of examples of creative tasks recommended within these technologies, such as: creation of melody by inner hearing - its plastic intonation by hands in the air - drawing a graphic scheme of melody, etc., which, in our opinion, allows visualize artistic images of temporal and synthetic species.

Interactive artistic and pedagogical technologies of teaching the school integrated course "Art" are aimed at dialogical and polylogical forms of pedagogical interaction, develop intersubjectivity, promote the growth of creative personality in the process of communication. "Interactive artistic and pedagogical technologies are aimed at forming socio-cultural and artistic-communicative competencies, they contribute to the intensification of communication and interaction of students in the process of mastering art, during which there is interaction, exchange of artistic meanings. The result is the ability to communicate and cooperate, willingness to help each other, mastering a set of relevant interactive skills.<sup>73</sup>

The author presents the methods of these technologies (facilitated discussion, round tables, art projects, group and collective forms of creative cooperation, discussions, debates, debates), which affect the integrity of artistic perception, cognition, interpretation of art, harmonize individual and social creativity. . Interactive knowledge, skills, acquired through the use of appropriate technologies, adherence to the dialogue strategy of pedagogical communication in facilitated discussion are algorithmized, in particular, student activities, facilitator questions, teacher's reaction to student comments, specific techniques (linking), selection of works of art for etc. Recommended tasks for the use of interactive artistic and pedagogical technologies (grades 5-9) are aimed at developing temporal, spatial, synthetic arts at the same time.

One of the methods of collective and group activities of students is the method of projects, which, according to N. Shataylo, corresponds to the structure of artistic and figurative thinking of the individual and is widely used to interpret artistic images of different arts. "This type of thinking is responsible for tectonic and compositional aspects of human thought and generates perfect, in engineering and culturally significant cultural artifacts,

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<sup>72</sup> Там само. С.86.

<sup>73</sup> Там само. С.90.

objects, groups of objects, complex compositions and ensembles in their harmonious unity and integrity" [20, p. 37].

Interactive projective technologies L. Masol considers as a means of optimization of collective creative activity in formulations of the recommended themes of projects available orientation on knowledge of several kinds of arts at the same time.

Game technologies play a significant role in the practice of technologicalization of the experience of teaching the school integrated course "Art". Elaboration of a wide typology of games by schoolchildren enriches the educational process emotionally, aestheticizes the life of students, diversifies leisure. L. Masol presents methods of artistic-cognitive, theatrical, artistic-design games (didactic games-lightning, art mini-competitions, puzzles, quizzes, crossword puzzles, stagings, tasks for reincarnation and identification), which affect the acquisition of interpersonal participants and the development of creativity in search of solutions.

Game technologies enrich the lessons of the integrated course "Art", create a positive emotional climate for creative self-realization of students. "Game methods, techniques, situations enrich and complement the composition of the lesson, and if its script is developed with appropriate methodological expediency, they help to increase interest in learning, linking it with the lives of students." Recommended tasks for the use of game art and pedagogical technologies (grades 5-9) are aimed at developing temporal, spatial, synthetic arts at the same time.<sup>74</sup>

The introduction of artistic and pedagogical technologies in the practice of studying the school course "Art" is enriched with suggestive, art therapy, museum, media technologies, the use of which affects the productivity of the educational process and artistic and aesthetic self-improvement of students ZSSO. Based on the introduction of a set of technologies, technological skills and flexibility of teachers in students increases the effectiveness of knowledge, understanding and interpretation of the world of artistic values.

Thus, the above information shows that the introduction of artistic and pedagogical technologies in the practice of studying the school course "Art" enriches the methodological potential of learning the experience of technological innovation. Pedagogical technologies are a moving part of pedagogical knowledge, which is in constant development. The tried and

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<sup>74</sup> Масол Л.М. Художньо-педагогічні технології в основній школі: єдність навчання і виховання. Методичний посібник. Харків: Друкарня «Мадрид», 2015. 178 с. С.126-133.



tested artistic and pedagogical technologies, initiated by a group of scientists led by L. Masol, provide ample opportunities for creative experiments in improving the quality of teaching integrated school course "Art", open prospects for deepening scientific and methodological understanding of various activities of school students. .

Approbation of the stated theoretical provisions was the development of methods for integrating music and fine arts for students of 7th grade ZZSO (on the example of the author's thematic project "Magic of Jazz Rhythm").

Modern art education is aimed at improving the quality of professional training of future art teachers, finding optimal conditions for involving students in various types of integration and the introduction of integrative technologies for studying the school integrated course "Art". In this connection, the reorientation of the educational process to the spiritual and creative development of applicants on the basis of integrative technologies, the formation of integrative thinking, which is an indicator of the harmonious combination of artistic harmony, is of great importance.

The method of integration of music and fine arts (on the example of the author's thematic project "Magic of Jazz Rhythm") was developed for students of 7th grade ZZSO. Curriculum for secondary schools "Art. 5-9 classes ", updated by the author's team (O. Haidamaka, N. Lemesheva, T. Abrahamyan, O. Guseva, O. Koval, M. Skiba, T. Shleenkova) is aimed at forming the appropriate classes of artistic competence in students of ZZSO, mastering through the activity of perception, analysis-interpretation of works, creative activity of aesthetic categories of beauty, harmony, rhythm, proportionality, perfection, etc., because communication with art in any form has a direct impact on the spirituality of the individual, his aesthetic taste, artistic thinking, motivation for creative activity, worldview, etc. In the contexts of the integration of music and fine arts, the integrated influence of the arts on the student's personality directly takes place, and his thinking, knowledge, skills and abilities acquire interspecific artistic content.<sup>75</sup>

The analysis of this program confirms the continuity, "through" nature of the relevant information in the discipline program for the primary school of NUS. The only goal for both documents is the purpose of basic secondary education, the principles and approaches are formulated (competence, personality-oriented, activity-based, integrative). The competency approach produces a complex of subject artistic competence

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<sup>75</sup> Мистецтво. 5-9 класи. Навчальна програма для загальноосвітніх навчальних закладів. URL: <https://mon.gov.ua/ua/osvita/zagalna-serednya-osvita/navchalni-programi/navchalni-programi-5-9-klas>.

(knowledge, activity, value components) and interdisciplinary aesthetic competence.

“Subject artistic and interdisciplinary aesthetic competencies are manifested in the ability of an individual to use the acquired experience of artistic activity in educational and life situations, in particular during practical, cognitive and creative activities, perception, analysis, interpretation of works of art, participation in various artistic events; in statements, judgments about the value attitude and awareness of the social, cultural, personal significance of art; in critical assessment based on aesthetic principles and argumentation of their position on works of art, environment, media and Internet resources; in producing creative ideas and proposing ways to implement them; in the ability to transform artistic knowledge into the experience of performing practical and creative tasks, aestheticizing the environment and correcting their own emotional state, meeting their own creative needs, etc.”.<sup>76</sup>

This content orientation of the program served as a methodological basis for the development of methods of integration of music and fine arts for students of 7th grade ZZSO in the process of the author's thematic project "Magic of Jazz Rhythm".

Substantiating directly the content of the program for the 7th grade of ZSSO, we note that the program as a whole is devoted to types, styles, genres of art, therefore, covers the most important categories of art theory. In various forms of creative activity in lessons (singing, music, drawing, modeling, construction, dramatization, verbal interpretation-analysis, visual and audio perception of the work, project) the artistic language of species, morphological systems of arts, modern modern art phenomena, historical styles are studied. , basic art concepts. In particular, the program for the 7th grade of ZZSO is devoted to the idea of dialogue of traditions and innovations in art.

The thematic structure of the musical component of the 7th grade ZSSO program is formed by the themes "Art in our lives" and "Latest musical phenomena", the study of which allows to study works of high artistic quality, gain experience in perceiving holistic drama of integrative lesson, . Accordingly, the thematic structure of the visual component of the program of the 7th grade of ZSSO is formed by the themes "Art in our lives" and "Design".

When studying the first topic "Musical art in our lives" the expected learning outcomes at the level of the knowledge component of students are related to their orientation in the specifics of musical culture of the region,

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<sup>76</sup> Там само. С.5.

the ability to name well-known creative names in the region (composers, performers, art groups); knowledge of the art of arranging, the ability to give examples of folklore and academic arrangements, to understand the content of the reflection of folk motifs in the musical art of different eras. Students are able to perform songs, improvise voice and instrument, compare original musical works with their arrangements and arrangements, apply the experience of arranging folk songs during their own performance (activity component). During the creative activity, students discover the emotions that arise in the process of communicating with the work, analyze the work and reveal the value attitude to it, as well as realize the idea of preserving the values of human art (value component).<sup>77</sup>

The expected learning outcomes on the relevant topic in art lessons at the level of the knowledge component of students are related to the ability to navigate in the types of architecture, knowledge of architectural monuments of the region of residence, their country, the world; understanding of regional specifics and symbolism of the diversity of arts and crafts. Students are able to depict architectural structures based on various laws of linear perspective, create sketches of architectural projects, as well as models of exteriors and interiors, use in decorative and applied arts symbols of local, national, world ornaments and colors; demonstrate skills of various techniques of decorative and applied arts (activity component). During the creative activity students are aware of the role of folk art in the artistic culture of the Ukrainian people, express their views on the value of architectural structures as music in stone and its role in the national worldview, show values to the architectural heritage of the Ukrainian people (value component).<sup>78</sup>

When studying the second topic "Innovation in the art of music", the expected learning outcomes at the level of the knowledge component of students are related to their orientation in the specifics of jazz, rock, pop, chanson, author's song, etc. modern musical phenomena, knowledge of the means of expression of electronic music. Students are able to compare rock operas, musicals and musical-theatrical genres of the academic tradition, differentiate and perform jazz vocal works, vocal compositions of rock music, pop music, chanson and author's song; with the help of electronic musical instruments, synthesizers to create simple musical or musical-rhythmic compositions and

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<sup>77</sup> Там само. С.26.

<sup>78</sup> Мистецтво. 5-9 класи. Навчальна програма для загальноосвітніх навчальних закладів. URL: <https://mon.gov.ua/ua/osvita/zagalna-serednya-osvita/navchalni-programi/navchalni-programi-5-9-klas>.

apply knowledge of contemporary music in their own work (activity component). During creative activities, students discover the emotions that arise in the process of communicating with works of different eras; analyze, interpret Internet resources, aesthetically evaluate works and show values to them, as well as realize the idea of preserving the values of human art (value component).

The expected learning outcomes on the relevant topic in art lessons at the level of the knowledge component of students are related to the ability to navigate in the types of design activities and understand their specifics. Students are able to develop: sketches of environmental design, clothing, types of printing based on the understanding of the dominant Ukrainian traditions and modern trends; projects, models of vehicles, household items as a rethinking of natural forms; use media technologies in design (activity component). During the creative activity students are aware of the role of creativity in their lives, express their own opinions about current trends in national and world art (value component).

It should be noted that the development of the content of the program of the school course "Art" for the 7th grade of ZZSO is focused on the organization of pair lessons, in which one lesson is conducted in Music, the other - art. In our work, in order to implement integrative technologies in the practice of ZSSO, we developed a method of integrated study of the topic "Innovation in the art of music" (jazz art) and integrated it not with the theme "Design" according to the course program, but with the theme "Abstract Painting" (fluid art technique). We offer an integrated perception and interpretation of musical works of jazz art, their visualization using innovative painting techniques.

Analyzing the content of the textbook for 7th grade ZSSO Masol LM, Gaidamaki OV, Kuzmenko GV, Lemesheva NA note its structuring into large blocks (modules), which cover several lessons in music and fine arts. In particular, it is "Artistic Conversation about the New Life of Ukrainian Folk Melodies" (8 lessons), "Artistic Conversation about Architecture, which is a Chronicle of Human History" (4 lessons), "Artistic Conversation about the Content and Form of Graphic Design" (6 lessons), "Artistic talk about jazz improvisations that can explain the world" (4 lessons), "Artistic talk about how industrial design harmonizes household items" (3 lessons), "Artistic talk about the unpredictable world of rock music" (4 lessons), "Artistic Conversation on How Environmental Design Affects Our Inner World" (4 lessons), "Artistic Conversation on Modern

Musical Rhythms" (2 lessons), "Artistic Conversation on the Palette of the Modern Age" (3 lessons).<sup>79</sup>

Our methodology is determined by the content of the module "Artistic conversation about jazz improvisations that can explain the world" (4 lessons). In particular, Lessons 1-2 of the Origins of Jazz discusses the sources of jazz art, including the genres of spiritual and Paul Robson's work, blues and the work of Bessie Smith, ragtime and the work of Scott Joplin. This genre principle has become the main principle of selection of musical material. In the process of mastering historical material, students compare the performance of works by Scott Joplin and Bessie Smith, characterize the music of listeners, as well as compare them.

Additional information "for the curious" tells the story of playing the cornet Jazz-bo, a black musician who worked in New Orleans. For musical reproduction, the lesson studies the blues "Autumn Leaves" by J. Cosmas, before which students clap the rhythm of the work and additionally study the intonationally complex fragments of the melody. Consolidation of the lesson material is determined by the issues of genre origins of jazz, features of jazz melodies and rhythms, recommendations for listening to free speech, blues, ragtime.

Lessons 3-4 are devoted to jazz performance, which is a defining feature of jazz art. Jazz performer is equal in this art to the status of a composer. The type of jazz improviser as a special type of musical performer, composer and performer in one person, which characterizes jazz art, in contrast to academic, is considered. The form of a jazz play is considered, which due to its improvisational content resembles an academic variation form. Jazz performers are presented as virtuosos playing various instruments, mostly wind. The names of outstanding virtuoso performers - Louis Armstrong, Duke Ellington, Ella Fitzgerald - as bearers of expressive performing aesthetics. It is noted that jazz vocal improvisations were as virtuoso in tempo and character as instrumental ones.

The names of outstanding performers are also associated with certain genre jazz priorities, the practice of collective and solo music (jazz bands, Dixielands, solo jazz style of singing, the specifics of the band, etc.).

Performing activities in the lesson include listening to jazz compositions performed by L. Armstrong, E. Fitzgerald; learning Clara's Lullaby from J. Gershwin's opera Porgy and Bess in English and Ukrainian.

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<sup>79</sup> Масол Л.М., Гайдамака О.В., Кузьменко Г.В., Лемешева Н.А. Мистецтво (інтегрований курс): підруч. для 7 кл. загальноосвіт. навч. закл. Київ: Видавництво «Світоч», 2015. 192 с.

A topic for scientific research of schoolchildren - "Jazz Festivals" is proposed.

To find options for creative tasks in the process of implementing the pedagogical conditions of our methodology, we turn to the recommended by M. Masol integrative tasks addressed to 7th grade students. In particular, the topic "Sculpture and decorative art in the architectural ensemble" recommended task - to give examples of synthesis of arts in architecture of different types; independently explore the topic of synthesis of arts in the works of Ukrainian authors. To the topic "Secrets of jazz performance" it is recommended to look at the wallpaper for the PC monitor on the topic of "jazz" and invent those that are most similar to the nature of jazz music. Imagine what kind of music could sound this wallpaper. The methodology developed by us provides an example of other possibilities of pictorial perception of jazz music and other forms of creative tasks of schoolchildren in art lessons.<sup>80</sup>

An interesting aspect of the study of jazz art that has influenced the content of our methodology is the connection between jazz and classical music. The program for the 7th grade of ZZSO through the analysis of "Rhapsody in Gateway Tones" by J. Gershwin and illustrations by A. Mathis to the book "Jazz" presents the idea of picturesque (abstract) reproduction of improvisational nature of jazz sound and genre nature of jazz as a performing art.

Abstractionism is one of the directions in the art of the XX century, the essence of which was the complete rejection of the depiction of real objects and phenomena in painting, graphics and sculpture. The trend emerges on the basis of currents of Cubism, Futurism and Expressionism. Areas of abstractionism such as Suprematism and Neoplasticism were characterized by orderly constructions of lines, geometric shapes and volumes of different colors. And his direction as Tashism reflected the spontaneity and unconsciousness of creativity in the dynamics of volumes and spots. Abstractionism sought to "harmonize", to create some color combinations and geometric shapes, so that the viewer formed certain associations. An interesting area of abstractionism is abstract impressionism, in which free abstract compositions are created with a large stroke. The meaning of the image is to reflect the psychological state of the artist and his character. Thus, for the visualization of genre forms of jazz is important emotional image of the work being performed, adjusted with the overall

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<sup>80</sup> Масол Л.М. Художньо-педагогічні технології в основній школі: єдність навчання і виховання. Методичний посібник. Харків: Друкарня «Мадрид», 2015. 178 с. С.78.

composition, color, technique, artistic techniques.

Developing a method of integrating music and fine arts for 7th grade students ZZSO (on the example of the author's thematic project "Magic of Jazz Rhythm"), we used a modern technique of abstract painting - fluid art (liquid art). It is a new trend in modern painting that has recently appeared in Ukraine. "Painted painting by Fluid Art is a reflection of the inner world of man and his state of mind. You don't need special drawing skills to create it. The process of applying paints is similar to meditation. With each movement on the canvas there are amazing patterns, colorful spots, elegant lines and exquisite shapes. Each picture, as well as jazz improvisation, is individual, unique, because it depends on the process of pouring liquid acrylic on canvas.

The introduction of the methodology of integration of music and fine arts for 7th grade students of ZZSO (on the example of the author's thematic project "Magic of Jazz Rhythm") required the development of a set of methods. In the process of implementing pedagogical conditions, we used the following groups of methods:

The first condition - the creation of 7th grade students ZZSO positive attitude to the holistic perception of works of music and fine arts - required the use of methods to increase interest and motivation to learn (general pedagogical), artistic conversations, explanations, education interest in different arts (methods of aesthetic education), adaptation to study the interspecific interaction of the arts, the formation of personal artistic meaning (special methods).

The second condition - individual-differentiated development of emotional and sensory sphere in the process of integrated perception of works of music and fine arts by 7th grade students - required the use of independent work of students to comprehend and master new material (general pedagogical), education (methods of aesthetic education), genre identification, a sense of color solution of the musical image, the invention of interspecific associations (special methods).

The third condition - purposeful expansion of artistic horizons in terms of integration of music and fine arts and activation of cognitive interests of 7th grade students in the field of holistic perception of art forms - was accompanied by the use of methods of activating cognitive activity, integrated teaching ), diachronic and synchronous analysis of works, analogy, semantic authenticity, interspecific artistic comparisons (special methods).

The fourth condition - the formation of 7th grade students ZZSO creative skills and emotional and value orientations in the implementation of integrative artistic and pedagogical technologies in art lessons - required the

use of heuristic (general pedagogical), increasing experience of creative practice (methods of aesthetic education), conceptual thinking, visual, sound-color correspondence, rhythmic-spot integrity, interspecific compositional affinity (special methods).

Implementation of the method of integration of music and fine arts for students of 7th grade ZSSO is carried out during three stages - initial (first, second pedagogical conditions), intermediate (third pedagogical condition), final (fourth pedagogical condition).

Thus, the method of integration of music and fine arts for students of 7th grade ZSSO is based on the phenomenon of holistic perception, analysis-interpretation, creative activity of music and fine arts. Adaptation to integration, holistic thinking, associative sphere in several arts influences the formation of students' aesthetic taste, specific artistic consciousness, helps to effectively learn the boundless world of art, the inner world of artists, to find integrated axes of historical, morphological, genre and style.

To perform the author's thematic project "Magic of Jazz Rhythm" we needed the following resources and materials: selected and analyzed in terms of figurative and compositional content of musical material of Ukrainian academic composers representing various genres of jazz art; video clips for listening to it during the visualization of works in the technique of fluid art, acrylic paints, canvases on a stretcher, disposable paper cups, PVA glue, spatulas for mixing paints and structuring the flow of paint on the canvas.

At the first stage of the author's thematic project in the educational activity was influenced by the emotional and motivational sphere of 7th grade students ZZSO, formed the experience of perceiving the integrity of music and fine arts on the example of jazz genres. To perform this stage of the method, audio and visual acquaintance with jazz works and abstract painting was carried out, conversations were held, works were discussed, explanations of their rhythmic-color, compositional solution were given. The following musical material was processed: spirituals performed by the Robert Shaw Choir, Mahalia Jackson; gospel songs - sisters Rosetta Tape, Mahalia Jackson, Harlem Gospel Choir, Kirk Franklin; ragtime - Scott Joplin (Joplin), Jubi Blake, James Johnson.

Emphasis was placed on the genre content of the works. In particular, the active means of expression of spirituality is rhythm, which is characterized by connection with dance, dichotomy, rhythm-metronome (beats of vocal and instrumental parts do not match), the difference of rhythmic "cells" in pattern and duration, rhythmic-compositional acceleration, rhythm, the reception of "advanced" or "late" syncope, so



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"rhythm in spirituals plays the role of one of the main formative factors of musical composition".<sup>81</sup>

The gospels combine the traditions of pop music and jazz with its improvisational nature and energetic rhythmic beginnings; the accompaniment is interpreted as a second solo, resulting in a complex, constantly changing texture, abundant bright figurative colors, and the form extends as a mini-performance. Ragtime is a 2/4 or 4/4 dance piece with regular rhythmic pulsation and syncope. The genre has pronounced general characteristics (dialogue of constantly syncopated melody and metrically clear marching accompaniment "bass chord", the presence of patterns - comparison of ostinato melodic and rhythmic patterns that do not coincide with the clock grouping, a special type of compositional structure, interpretation of piano as piano part; , sonata or suite type form).

While listening to jazz music, there was a visual perception of abstract painting, related in general emotional content to the works that sounded. In particular, the works of O. Bogomazov, D. Burluk, O. Exter, V. Kandinsky, M. Larionov, K. Malevich, L. Popova, O. Rozanova were presented as examples of objectless art based on the philosophy of colors and their combination. The perception of the works evokes the freedom of imagination, the feeling of the cult of color, its depth, intensity, weight, etc., which is related to jazz improvisation and spontaneity of expression.

At the second stage of the author's thematic project in the educational activity the influence on the cognitive sphere of 7th grade students of ZZSO was carried out, theoretical and practical conceptual preparation for the creative part of the project took place.

In particular, for the analysis-interpretation of musical material we selected the embodiment of genre forms of jazz - ragtime, blues, boogie-woogie - Ukrainian composers, authors of music for children. Gennady Sasko's Ragtime, Myroslav Skoryk's Blues, and Zhanna Kolodub's Boogie Woogie were chosen. These works were arranged in a sequence of contrasting tempos (fast - slow - fast), which allowed the visualization of the images of these plays to take into account this contrast in the compositions and color scheme of the triptych. In addition, the contrasting semantic meaning of genres was taken into account when choosing works, which influenced the interpretation of gradations and depth of color of visualized musical images.

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<sup>81</sup> Музыкальная культура США XX века : учеб. пособие для педагогов и студентов вузов, обучающихся по специальности «Музыковедение» / ред. кол. М. В. Переверзева (отв. ред.), М. А. Сапонов, С. Ю. Сигида. Москва : Моск. гос. консерватория им. П. И. Чайковского, 2007. 480 с. С.67-77.

W. Konen provides detailed historical information about the genre of ragtime in his works on the study of American musical culture. The scientist describes the history of the origin and spread of the genre in world music and its characteristic features in the culture of the New World. The freedom, jokes, and fun that accompanied mass celebrations became the basis for the semantic content of the ragtime genre, which manifested itself in typical musical characteristics such as syncopated rhythm, dance, and a sense of motility. Their combinations create irony with artificial emotion, and the monotony of the melody veils "hidden excitement".<sup>82</sup>

Comparing ragtime with blues, the famous English musicologist notes: "Not a complaint or an orgy. There is no trace of sadness, madness, ecstasy ... We have before us an irony disguised as calm, which excludes personal experiences. The music is bright, hard, stubbornly cheerful, incorrigibly cheerful. In its mechanical form, there is even something elegant that makes you remember the Negro dandy with coquettishly pushed aside the canote".<sup>83</sup>

In fact, the ironic mood embodied in the rhythmic beginnings that evolved from simple keycock syncopate to many varied complex rhythms was contrasted with the monotonous ostinato movement of the lower voices. His rhythm became the main element of expression, which struck with its polyrhythmic diversity, and their simultaneous layering created the effect of "swaying". For the first time since the Renaissance, with the dominant general bass, rhythm became the main element of expression, and the melody lost its inherent smoothness, melody.

Performing on the piano requires from the pianist a special manner of playing rhythmic sequences, with emphasized mechanistic, punctual. The form of ragtime crystallized in the work of American jazz pianist Scott Joplin (1867-1917) and consisted of four 16-bar sections based on different musical themes.

We have chosen for visualization in the fluid art technique a well-known ragtime by domestic author G. Saska from the suite "I Play Jazz". It is an easy-to-perform play that has absorbed all the features of the genre that make it recognizable by ear.

Cheerful, humorous work written in C major. A short introduction to the four bars sets the character of the play, which has a simple three-part

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<sup>82</sup> Конен В.Д. Блюзы и XX век. Москва: Музыка, 1980. 81 с.; Конен В. Пути американской музыки. Очерки по истории музыкальной культуры США. Издание 2-е, дополненное. Москва: Музыка, 1965. 523.

<sup>83</sup> Конен В. Третий пласт. Новые массовые жанры в музыке XX века. Москва: Музыка, 1994. 160 с. С.99.

form, built on melodic material of the derived type according to the scheme: A (tt.5-36), B (tt 37-64) A1 (t.65-84) and a small code (t.85-88). Uniformity of the melody, constant repetitions on the ostinato movement of equal eight notes, harmonious "transparency", irony combine this work with samples of foreign composers. The first part has the form of a period where the first sentence is a simple melody against the rhythmic pulsation of eight notes, and the second sentence is performed several times with the characteristic ragtime accompaniment (bass plus chord through an octave). The middle, as mentioned earlier, is a derivative type. This is again several times a varied melody on the rhythmic pulsation of the first sentence of the initial period. The reprise is based on the second sentence of the first part almost unchanged. The code consists of four bars, which completely repeats the intonation of the introduction, but ends in a tonic nonachord, which makes the play open. The melody is based on chordal sounds of tonic triad. Playfulness is given to it by forshlags, single trio and syncopated rhythmic inclusions. The similarity, even uniformity of the musical material, with its constant repetitions conveys the dynamics, reminiscent of the works of famous futurists of the early twentieth century - a time when the genre of ragtime gained the most popularity.

To create the idea of visualization, we turned to the symbolism of colors of the eminent abstractionist, theorist of abstract painting V. Kandinsky. In particular, the yellow - absolute - color indicated madness, self-immolation. Blue depicts light, supernatural, hypnotic, light infinity. Green indicates a person's hope, the reference balance. Purple embodies the meaning of painful, fading, the power of suggestion and influence on others. The color of goodness, destiny, joy, the Supreme, purity, harmony and love is white, the analogue of the world. The combination of white, red, black colors expresses human life. In the Slavic heritage, red indicates foreboding, anxiety, and stress.<sup>84</sup>

Other categories of the theory of abstractionism are equally important in the expression of the image. Symbolic is not only color, but also line: horizontal symbolizes passive femininity, vertical - active masculinity. Space dominates the objectless form, becomes an independent planet (K. Malevich "Suprematic Manifesto").

An important guideline for inventing the artistic idea and form of our visualization of the work is the instruction that the relationship of colors and shapes expresses the inner world and features of the picture, the

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<sup>84</sup> Кандинский В. Точка и линия на плоскости. Пер. с немецкого Е.Козиной. Санкт-Петербург: Азбука-классика, 2005. 232 с.; Кандинский В. О духовном в искусстве. В 2-х т. Москва: БуксМАрт, 2020. 746 с.

materialization of the inner rush of spiritual forces. Thus, the artist does not invent, but directs the fabric of his compositions, synthesizes the intuitive and rational. The flow of elements of the image - a combination of colors, lines, spots as a fragment of the universe, in some way rationalized mystical. The spiritual, the divine becomes the basis of art, the content embodied in objectless forms.

Saska's projective invention of ragtime visualization in the context of the experience of abstract art and fluid art in particular led us to a combination of yellow-green colors, symmetrical flow of lines of a five-part composition, where the linear-color solution of the fifth chapter resembles the first and the fourth is connected with the expressiveness of the second.

Blues is a genre that was born before the music of the "New World" - jazz. His appearance in the folklore environment was associated with everyday tragic themes, but under his influence many genres of jazz music were formed, which were initially perceived as frivolous. Blues is characterized by intonations, metric-harmonic structure, a kind of melodic-intonational structure (the so-called blues scale), simple form, improvisation. It is also filled with some narrative, with the same irony. "Deep emotional strain is inseparable from a skeptical smile. Loneliness is colored by memories of joy. Crying merges with the laughter of grief that arises when there is no faith to rely on".<sup>85</sup>

Gradually, simple two- and three-part forms are complicated by the dynamics of musical thinking of performers, forming new structures that embodied the freedom that corresponded to the creative pursuits of jazz musicians. And such changes testify to a peculiar evolution of the genre to style: playback". Therefore, the harmonious twelve-bar "blues grid" was not a kind of canon, but could be complicated and varied with the advent of new syntheses - fricative alteration and introduction of melodies with blues tones. However, still, the invariant grain of archaic blues - the fluctuations of tonic-subdominant comparisons gives a characteristic recognizability of this genre. In the twentieth century in jazz music is most often used form of blues square - AAVA, the main feature of which is the 12-bar structure and the characteristic chord sequence I-IV-I-V-I.<sup>86</sup>

M. Skoryk's play "Blues" was created in 1965, but its color absorbed the bright colors of jazz style. Despite the name, this is not a typical example of the archaic blues genre, but rather a hint at its stylistic qualities. First of all, this is manifested in the atypical form of the work. In

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<sup>85</sup> Амирханова С.А. Джаз как искусство самовыражения: Исследование. Уфа: РИС УГАИ им. З. Исмагилова, 2014. 193 с. С.48.

<sup>86</sup> Там само. С.118.

the presence of thematic changes in the usual scheme of AABA, the composer departs from the expected twelve-bar into the sphere of free expression, which is designed in a simple three-part form. However, improvisation, which becomes a hallmark of jazz style, expands the structure of the work. Thus, the first part is represented by a period (vols. 1-17) with addition (vols. 6-11) and extension (vols. 15-17) in A minor with an extended scale of chromatic auxiliary sounds and low V degree. The middle part (C major) is a twelve-stroke period (vols. 18-37) with an extension (vols. 31-33) and a dominant predicate (vols. 34-37). The reprise has an abbreviated size and has one sentence, created on the material of the initial period (vols. 38-44).

The melody of the first part is based on a free combination of half-tone moves of altered steps, which slowly unfolds from long durations to their "scattering" on the dotted line and the sixteenth. The second sentence of the repeated type with the addition of fifth-quarter moves, which add color and characteristic jazz sound. The metric basis constantly fluctuates from 6 lower measures of 1-5 measures, 4-lower 6-7 measures, three-part 8-10 measures. Slow movements in the lower register with a broken dotted rhythm on altered half-tones form the background for single splashes of melody. And the structural expansion and addition of sentences shift the composition not only in time but also in space. This is a kind of abstraction, mood, pointlessness.

The middle has a pronounced major base (C major). The melody is a derivative type (based on the material of the first period) and is built on a characteristic blues system with low III, VI and VII degrees, reminiscent of traditional standards. The harmonic basis is supported by typical moves on foundations (T-S-T-S). Despite the sequential moves, the stylistic unity with the first part, the middle part is more harmoniously balanced. It evokes images of post-impressionist art that, despite their avant-garde incarnations, are easily recognizable. However, the reprise brings us back to the world of initial images, which dissolve into infinite space, which is musically formed by a four-octave range of extreme sounds.

M. Skoryk's projective invention of blues visualization in the context of the experience of abstract art and fluid art in particular led us to a combination of blue-violet-red colors, a circular spherical flow of three-part composition lines, where the second section grows from the first and the third small.

Boogie-woogie is a piano blues style that originated in Chicago after the appearance of the composition of Pinetop Smith (Pinetop Smith 1904-1929) based on ragtime. Based on a brighter characteristic of its predecessor - the principle of ostinato repetition of accompaniment, in it the

maximum polyrhythmic freedom of performance is given to the right hand with ostinato configurations, cluster harmonies against the blues (reduced third and seventh degrees of major, increased fourth minor). Between the improvisational blocks, the performer makes a kind of breaks - stops the accompaniment of the left hand to prepare the next improvisation in the right hand.

J. Kolodub's miniature work "Boogie-woogie" is built in a characteristic blues style, with a typical ostinato in the lower register and melody. A simple three-part form with the first part in the form of a 12-bar period, a contrasting middle and a reprise with a code form a small genre dance sketch. the composer adheres to one F-major key, which is colored in blues tones.

The first sentence plays a peculiar role of introduction: the four bars are based on the double ostinato, which becomes the basis of the first and third parts. The melody of the second and third sentences of the first part (vols. 5-12) is based on pentatonics in forward and reverse motion and is presented in the form of a square period of type a + a. In the middle part (vols. 13-20) the graphic line of the melody does not change, but the color changes due to the blues system and the appearance of low VI degree. And moves in the part of the left hand on the sounds of tonic and subdominant septachords add tartness to the work.

The abbreviated reprise (vols. 21-27) combines the function of codes (vols. 25-27). The eight-bar performance of the initial material seemed to combine the intonations of the first part and the middle (the appearance of a low III degree), while the paused durations in the accompaniment slowed down the unrestrained movement that is inherent in boogie-woogie. The last point was embodied in a tonic triad in the high register.

J. Kolodub's projective invention of boogie-woogie visualization in the context of the experience of abstract art and fluid art in particular led us to a combination of white-red-black color, arrow-like flow of lines and spots of three-part composition, where the second section grows rapidly from the first. the third - from the second.

At the third stage of the creative thematic project in the educational activity was influenced by the creative activity of students of 7th grade ZZSO, there was a practical implementation of the triptych "Magic of Jazz Rhythm". The technique itself, chosen by us, has a powerful aesthetic and psychological potential. Pouring acrylic paints on canvases was accompanied by emotions of creative discoveries, harmonized the emotional state of students and was an activity in a series of several professional activities: preparation of canvases, pouring paints into glasses, diluting paints and mixing them to a uniform consistency, spilling or wand.

Thus, the peculiarities of the creative thematic project "Magic of Jazz Rhythm" include the gradual implementation of integrated creative tasks, which cover the main forms of student activities in school lessons "Art", namely - the perception of interspecific interaction of music and fine arts; analysis-interpretation of works in terms of the integrity of their figurative sphere, genre features, symbolism of colors, lines, space, which reflects the image-structural features of jazz works. The last - activity - stage of the creative thematic project showed practical skills of visualization of jazz works, work on the embodiment of interspecific integrity. Developing a method of integrating music and fine arts for students of 7th grade ZZSO (on the example of the author's thematic project "Magic of Jazz Rhythm"), we used a modern technique of abstract painting - fluid art (liquid art). Each picture, as well as jazz improvisation, is individual, unique, because it depends on the process of pouring liquid acrylic on canvas. The introduction of the methodology of integration of music and fine arts for 7th grade students of ZSSO (on the example of the author's thematic project "Magic of Jazz Rhythm") required the development of a set of methods.

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**MODERN INNOVATIVE TECHNOLOGIES IN THE  
EDUCATIONAL PROCESS IN THE TRAINING OF SPECIALISTS  
IN BIOLOGY**  
**СУЧАСНІ ІННОВАЦІЙНІ ТЕХНОЛОГІЇ В НАВЧАЛЬНОМУ  
ПРОЦЕСІ ПРИ ПІДГОТОВЦІ ФАХІВЦІВ З БІОЛОГІЇ**

Modern requirements for the educational process determine the new quality of teacher-pupil interaction. Today, the function of the teacher as the main source of information is gradually losing its relevance, he becomes an organizer, consultant, leader and expert in the self work of pupils. All this requires the search for such teaching aids that would perform an informative and motivating function in the educational process. Only with the help of properly selected pedagogical technologies, methods and techniques, pupils can develop the key competencies necessary for a decent life in society.

In the context of the development of the national education system, the innovative activity of general secondary education institutions is of great

importance, which is characterized by systematic experimentation, testing and application of innovations in the educational process.<sup>87</sup>

Interactive learning is one of the current areas of active socio-psychological learning, which best meets the psychological characteristics and pedagogical patterns of adult learning.

The purpose of using such methods in the study of any discipline in the cycle of biological sciences is to create a comfortable educational environment, performing tasks based on interdisciplinary links. Biology and health fundamentals are unique disciplines that are closely related to the study of the environment, where applicants develop the ability to think critically, find compromises, analyze, systematize, summarize and be able to defend their principles.

The urgency of the problem of using innovative learning technologies in biology lessons is that modern advances in science and technology require modern lessons that take into account these advances. The issue of distance learning is also extremely important now. The lesson during distance learning has certain features. First of all, this is a virtual meeting, not a real one. Although it may be difficult to switch to distance learning, the latest methods allow the teacher to continue the educational process unobtrusively and creatively.

A large number of studies are currently devoted to the problem of development of innovative processes in education: V.H. Kremen, I.A. Ziaziun, S.A. Barannikova, B.I. Zahviazynskyi, M.V. Klarin, H.M. Kodzhasparova, V.Ia. Liaudis, A.M. Moisieiev, I.P. Pidlasyi, L.S. Podymova, S.D. Poliakov, A.I. Pryhozhin, V.I. Rybakova, V.O. Slastonin, S.O. Sysoieva, P.I. Shchedrovyytskyi, A.V. Khutorskoi and others.<sup>88</sup>

Scientists have substantiated the theoretical provisions on innovation, revealed the basic concepts (innovation, innovation, innovation process, etc.), the structure of the innovation process, identified the stages of implementation of innovations in school. Systematization of innovations and innovations is proposed in the works of K. Anhelovski, N.V. Horbunova, A.V. Lorensov, M.M. Potashnyk, N.R. Yusufbekov and others.<sup>89</sup>

Mykytiuk P.P. in his study notes that the concept of “innovation” was introduced into scientific research in the nineteenth century and meant

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<sup>87</sup> Bohdanova O.K. Innovative approaches to teaching biology: textbook. Kharkiv: Osnova, 2003. 128 p. P.32.

<sup>88</sup> Voitenko T. Application of interactive technologies in biology lessons. Biology. School world: newspaper for biology teachers. 2009. № 25. P. 18 – 19.

<sup>89</sup> Zhyska H. Ya. Innovative teaching methods in the process of studying biology. General methods of teaching biology: textbook. Kyiv: Lybid, 2006. 276 p. P.12.



the penetration of elements of one culture into another. Tamara Ponimanska considers innovation as a process of creating and using new practical tools. According to her definition: “Innovations in the education system are the processes of creation and development of pedagogical innovations”.<sup>90</sup>

According to many researchers thoughts, innovation processes in education are designed to reveal the essence of scientific design and skillful implementation of innovative technologies, to reveal the natural links between tradition and innovation, to justify models for managing systemic innovation in educational institutions.

The main components of modern innovative technologies are:

- theory of innovations in the education system (pedagogical neology);
- methodology of perception, evaluation and interpretation of the new in sociology, didactics, psychology, management;
- technologies and experience of practical application of educational innovations.

These interconnected components structure and constitute the essence of theoretical educational innovations.<sup>91</sup>

Below we will review some innovative learning technologies used in general secondary education.

*Problem-based learning technology.* The very name of this learning technology means its focus. Problematic - that is, addressing the problem, which means that the essence of problem-based learning - is the teacher's problem-solving.

Historically, problem-based learning dates back to antiquity (recall the heuristic conversations of Socrates), but as a teaching technology in educational institutions began to actively develop and be widely used in the 1980's. Its theoretical foundations are laid by modeling the situation of solving a certain problem, which necessarily contains contradictions.<sup>92</sup>

Therefore, in order for pupils to accept a difficult task, the teacher needs to create a problem situation in the classroom, using real learning or life patterns, references to paradoxical natural phenomena or engineering contradictions. Contradictions can be both didactic and formal-logical. The teacher, preparing for the lesson, can highlight conflicting statements in the

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<sup>90</sup> Mykytiuk P.P. Innovative activities: textbook. Kyiv: Center for Educational Literature, 2009. 392 p. P.123.

<sup>91</sup> Burkova L. Hypothetical construction of a model of adaptive expert system of educational innovations. Native school. 2003. № 9. P. 26 – 28.

<sup>92</sup> Safiulin V.I. Innovative search for new learning technologies. Innovative research in modern education. 2004. № 8. P. 53 – 64.

topic, formulate them as a problem and ask pupils to find the most effective ways to solve it. The main ways and means of creating problem situations:

- communication by the teacher of information that already contains a certain contradiction;
- perception and understanding of different interpretations of the same phenomenon;
- the use of a set of techniques in which a problem situation arises.

The presentation of a problem situation, as well as the creation of a complex mental task related to the cognitive interest of pupils, should lead to a clear understanding: what is established and known, what is unknown and what needs to be solved. This requires clear explanation and wording. Such situations can be created during lectures, conversations, stories, group classes, etc. For example, when studying the topic “Digestion” pupils are offered a number of tasks, including: creating a cloud of words “Functions of the digestive system” using the online service Mentimeter; advertise toothbrushes and toothpastes with questions by creating creative posters or videos in TikTok; to create a mental map (map of thoughts) of diseases of the human digestive system. Explain measures for disease prevention and home care in case of food poisoning, etc.

*Situational modeling technology.* More than two and a half centuries ago, the French philosopher, educator, writer J.-J. Rousseau said: “Learning should be interesting, vivid, emotional and creative. Boring lessons can only cause hatred for the teacher and for what he is taught” (Melnyk, 2008: 32). Situational modeling technologies are a way of constructing the educational process by involving pupils in a game that has a didactic purpose (first of all, game modeling of situations and phenomena that are the objects of research).

It should be borne in mind that the use of games in the learning process is always contradictory: if learning is a purposeful process aimed at a predetermined result, the game - on the contrary, by its nature has an uncertain result (intrigue). Therefore, the teacher's task is to skillfully subordinate the game to a certain didactic goal, to realize its cognitive potential. Recently, according to world pedagogical practice, in the organization of the game there is a shift of emphasis from its external features (forms, rules, attitudes) to the internal role essence (modeling of situations, events, phenomena, performance of certain roles).

When using situational modeling technologies - and this is their fundamental difference from traditional learning technologies - participants in the educational process are given maximum freedom of intellectual activity, which is limited only by the rules of the game. High school pupils often choose their own role in the game, make assumptions about the

probable course of events, create a problem situation, look for ways to solve it, take responsibility for the chosen decision. In turn, the teacher in the game model acts as:

- instructor (acquaints with the rules of the game, advises on their implementation);
- arbiter-referee (corrects the course of the game, gives advice on the distribution of roles);
- coach (gives advice to pupils on how to liven up the game);
- Chairman, moderator (organizer of the discussion).

As a rule, the model of learning games is implemented in four stages:

- orientation - acquaintance of pupils with the theme of the game, acquaintance with its rules, a general overview of its course;
- preparation for the game - presentation of the game scenario, definition of game tasks, roles, approximate ways to solve the problem;
- main part - the deployment of the game (usually in several stages, with all the features of unpredictability of events inherent in the game, plot twists, the inclusion of new actors, etc.);
- discussion of the game - analysis and understanding, learning at the theoretical level of experience.<sup>93</sup>

The arsenal of interactive games is quite large, but the most common among them are simulation games that simulate, reproduce real situations, events, typical (or quite likely) for the study area.

It is important that modeling is not only an interesting form of interactive learning, but also a special cognitive process, a method of theoretical and practical indirect cognition, when the study of the created substitute model provides new information about the real subject of research.

Situational modeling technology includes:

- imitations (imitation games);
- simulators (simulators);
- simplified court session;
- public hearings;
- dramatization (or “role play”, “staging”).<sup>94</sup>

Imitations (or simulation games) are procedures with the performance of certain simple known actions that reproduce, imitate any

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<sup>93</sup> Furman A.V. Methodological analysis of developmental learning systems. Pedagogy and psychology. 2002. №3-4. Pp. 24 – 31.

<sup>94</sup> Holovko M.V. General tendencies and psychological and pedagogical problems of introduction of modern learning technologies. New learning technologies. 2001. Vol. 30. P. 89 – 98.

phenomena of the surrounding reality. A commonly used form of imitation is, for example, business games, which reproduce the subject and socio-psychological content of professional activities, typical problem and conflict situations and promote the development of skills to solve them.

During the simulation game, pupils have the opportunity to see, experience, feel the interaction of participants in different ways of communication and action, try different approaches to solving problems, test alternative solutions and practice skills to solve specific situations. A very important component of modeling is the discussion of obtaining results of activities and pupils awareness of causal relationships, the algorithm for solving the problem.

Simulators (or simulation games) are a type of role-playing game that uses well-defined (legally or traditionally) known roles and actions to be performed by performers.<sup>95</sup>

Imitation games differ significantly from role-playing games in that their purpose is not to reflect the behavior of specific people, but to illustrate certain phenomena and mechanisms; not a demonstration of the game, but a skillful and impersonal reproduction of a certain process. The rules of the whole simulation are based on a clear scenario, which best corresponds to such a procedure in real life. Simulation games give participants the opportunity to delve into the problem, to understand it from the inside.

Dramatization (“role play”, “staging”) is a technology, the purpose of which is to form an attitude to a specific life situation, to give pupils experience through staging, to teach through experience and feelings. Dramatization can be used to acquire certain skills, such as safety in a certain situation or appropriate response to customer requests.<sup>96</sup>

Among the tips that the teacher should give pupils when using game technology, the most common are: “strictly adhere to your role”, “try to listen carefully to partners and teachers”, “do not comment on lessons”, “treat your role as a real life situations”, “leave the role after the scene”, “take part in the analysis of the role situation”.

An important task in the application of situational modeling technologies, especially in primary school, is to ensure the real content of ordinary game processes. This directly affects the player's attitude to his

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<sup>95</sup> Mykytiuk P.P. Innovative activities: textbook. Kyiv: Center for Educational Literature, 2009. 392 p. P.123.

<sup>96</sup> Holovko M.V. General tendencies and psychological and pedagogical problems of introduction of modern learning technologies. New learning technologies. 2001. Vol. 30. P. 89 – 98.

role, its assimilation and experience - the role becomes more personally meaningful and motivationally aware, the more realistic the goals become.

*Technology of project-based learning.* The basis of the system of project-based learning is the creative assimilation of knowledge by pupils in the process of independent research activities, i.e. design. Product of design - an educational project, which can be the text of the speech, abstract, report, etc. It is important that project-based learning is inherently personality-oriented, i.e. it allows pupils to learn from their own experience and the experience of others.<sup>97</sup>

It stimulates the cognitive interests of pupils, gives the opportunity to enjoy the results of their work, to understand the situation of success in learning.

*Technology of research training.* Experimental learning is a method that consists in setting the teacher cognitive and practical tasks that require independent creative solution. The main components of technology - problem identification, development and formulation of hypotheses, observations, experiments, experiments, as well as conclusions based on them.<sup>98</sup>

The main purpose of this method is to form in pupils the ability to independently, creatively learn and rebuild new ways of working in any field of human culture. Such educational activities contribute to the creation of a general scientific foundation and the development of research skills. The main idea of the research method is to use a scientific approach to solving a particular educational task.

To engage in research activities with pupils, the teacher must:

- to know deeply and comprehensively the subject, to regularly read special, methodical, scientific literature;
- to navigate freely the news of science, to show constant interest in them;
- to have an innovative approach to work, to strive to find new solutions to scientific and pedagogical problems;
- to acquaint pupils with new approaches to the study of a particular issue;

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<sup>97</sup> Burkova L. Hypothetical construction of a model of adaptive expert system of educational innovations. Native school. 2003. № 9. P. 26 – 28.

<sup>98</sup> Information technology at biology lessons / ed. K.M. Zadorozhnyi. Kharkiv: Osnova, 2009. 127 p. P.98.

- to apply innovative techniques and stimulate pupils to search for new technologies, methods that will allow them to achieve the highest results.<sup>99</sup>

*Technology of creative and non-standard tasks.* Methods of solving non-standard problems are used as a means of developing creative thinking in gifted and talented children. The sooner a pupil gets acquainted with such tasks, tries to solve them, the faster his thinking will gain flexibility (Bohdanova, 2003: 78).

Creative and non-standard tasks perform a number of functions:

- develop the intellectual potential of the individual, creative, mental abilities;
- have a direct connection with practice, solving real life situations, problems;
- form a special style of thinking that allows you to find solutions to any source data;
- develop logical thinking, analytical skills.

*Technology of development of critical thinking.* The concept of critical thinking means independent thinking, where the main point is information. It begins with asking questions, based on convincing arguments. The peculiarity of this pedagogical technology is that the pupil in the learning process constructs this process, based on real and specific goals, he monitors the directions of its development, he determines the end result. On the other hand, the use of this strategy is focused on the development of skills of thoughtful work with information, with the text.<sup>100</sup>

Critical thinking usually includes the ability to predict the situation, observe, summarize, compare, hypothesize and make connections, reason by analogy and identify causes, and provide a rational and creative approach to any issue.

*Cluster-technology.* The cluster translates from English as “beam”, as well as “concentration”. In educational activities, clusters are called graphic way of organizing material. A cluster is a nonlinear form of thinking. Branching into clusters of educational material is used to stimulate mental activity before a particular topic is studied more carefully, but can also be used as a means of generalizing the material.<sup>101</sup>

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<sup>99</sup> Voitenko T. Application of interactive technologies in biology lessons. Biology. School world: newspaper for biology teachers. 2009. № 25. P. 18 – 19.

<sup>100</sup> Bohdanova O.K. Innovative approaches to teaching biology: textbook. Kharkiv: Osnova, 2003. 128 p. P.96.

<sup>101</sup> Mykytiuk P.P. Innovative activities: textbook. Kyiv: Center for Educational Literature, 2009. 392 p. P.76.

The main step is to read the cluster, look for causal links between keywords or blocks, and draw connection lines. Applicants in working with clusters go to the creative level, consider in more detail the individual semantic blocks, use keywords as a new concept that requires further clarification or confirmation of assumptions, search for the necessary information. Thus, the cluster covers a large amount of information in the textbook and additional literature, which is especially important and interesting for curious children.

*Case technology.* The case technology is based on the analysis of the problem situation. It combines role-playing games, project methods and situational analysis. This technology involves the analysis of a specific situation, which forces to raise the layer of knowledge and apply them in practice. Case technologies are based on the acquisition of sets (cases) of textual teaching materials on a particular topic and tasks on a specific problem situation in it.<sup>102</sup>

Cases are designed to solve problems independently, followed by a collective discussion of topics and options for developing the most rational and creative proposals.

*Information and communication technologies.* ICT is a system of methods, ways and means that provide storage, processing, transmission and display of information aimed at improving efficiency and productivity.<sup>103</sup>

At the present stage, information technology is directly interconnected with the computer and is computer technology. Communication technologies determine the methods, ways and means of human interaction with the external environment. In these communications, the computer provides a comfortable, individual, diverse, highly intelligent interaction of communication objects. It should be noted that the main task facing the introduction of this technology is the adaptation of pupils to life in the information society.

Today, information and communication technologies are becoming the main tool that pupils will use not only in future professional activities, but also in everyday life. The introduction of information and communication technologies in educational activities allows to prepare gifted children who are able to fully live and work in the information world of the new century.

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<sup>102</sup> Information technology at biology lessons / ed. K.M. Zadorozhnyi. Kharkiv: Osnova, 2009. 127 p. P.125.

<sup>103</sup> Melnyk L.S. Formation of key competencies by methods of interactive learning. Biology in Ukrainian schools. 2008. № 5. P. 32 – 35.

Nowadays, distance learning technology is open and accessible to everyone, wherever they live. As a technological basis, modern means of new information technologies and mass media are used - both traditional (radio, television, fax) and new quests. Distance learning using computers and information and communication technologies usually manifests itself in the form of teleconferencing, chat, web lessons, audio and video conferencing.

Teleconferencing is an e-mail correspondence based on a mailing list as an alternative to regular correspondence. This form of education is characterized by the achievement of only basic educational goals.<sup>104</sup>

Class chats - learning with the help of chat technologies: the exchange of small text messages in real time. These sessions take place simultaneously, so all participants have the opportunity to share a chat. Chat as a means of communication can be used alone or in combination with other forms of learning, in addition to them.

Web class is a common concept of distance learning, which takes the form of conferences, seminars, business games, forums, laboratories and tests, seminars, testing samples on the Internet and tools, research technologies. The Internet is a service that uses next-generation WWW technology to provide interactive communication. This form of education is now most hoped for, as it is very convenient, unpretentious from a technical point of view, flexible in management.<sup>105</sup>

The main means of interactive learning when using web technologies are forums - text messaging technology. Unlike chat, which is a simpler way to communicate, forums allow you to exchange messages asynchronously, which means quite a long time; forums and messages in it can be both private and public; organized on specific topics in which it is convenient to ask questions and seek answers; give the opportunity to comment on someone's question or answer you, expressing, for example, your own opinion on a particular issue. Forums are a premature source of practical knowledge, unlike regular web classes, because forums are created on the topic of "history" of real-time communication with the most pressing practical questions and answers.

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<sup>104</sup> Zhynska H. Ya. Innovative teaching methods in the process of studying biology. General methods of teaching biology: textbook. Kyiv: Lybid, 2006. 276 p. P.123.

<sup>105</sup> Safiulin V.I. Innovative search for new learning technologies. Innovative research in modern education. 2004. № 8. P. 53 – 64.



Audio, video conferencing (audio conferencing, webcasts, webinars) is a form of learning using new technologies of sound and image transmission.<sup>106</sup>

They allow for practical “meetings” of teachers and pupils at a greater distance, also allow you to gather a large audience, but require the presence of the pupil on the technical results of test environments. They can be organized both unilaterally and with feedback, i.e. be interactive. The use of modern effective communication technologies that allow to maintain constant interaction between participants is very different from distance learning.

The educational process is based on the pupil’s independent cognitive activity. Organizing the educational process on the technologies of distance learning is necessary to use the latest pedagogical technologies. These technologies are designed to stimulate the disclosure of internal reserves of each pupil (problem methods, modular learning, etc.). The learning environment is characterized by the fact that those who acquire knowledge are often far from the teacher, and they have the opportunity to communicate at any time through telecommunications.

Thus, the basis for distance learning can be considered purposeful and managed intensive independent work of the pupil. In this case, the pupil can organize the learning process so that it takes place in a convenient place, on an individual schedule, with a set of special teaching aids and coordinated contact with the teacher by phone, e-mail and regular mail, as well as face-to-face.

Here are some examples of the use of innovative technologies in biology lessons. Like any discipline, biology has its own specific features, this science is involved in the formation of stable knowledge of subjects and the application of this knowledge in practice. The saturation of the program material with terminology and scientific content makes it difficult for professionals to understand professional activities, and the use of innovative technologies makes any discipline easy to learn, simple and fun.

***The method of paraphrasing.*** This method allows to better supplement the known definitions and rules and develops pupils’ skills of logical thinking and suggestion.

The teacher suggests to the participants the phrase: “The spinal cord is located in the spinal canal of the spine”. Then he asks to rearrange the words in it so that the meaning of the sentence is preserved. The sentence took the following form: “In the spinal canal of the spine is the spinal cord”.

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<sup>106</sup> Bohdanova O.K. Innovative approaches to teaching biology: textbook. Kharkiv: Osnova, 2003. 128 p. P.54.

Pupils are then asked to change the words, “The spinal cord is a white substance made up of nerve fibers that connect the spinal cord to the pathways” - one minute to change the words, and the result is discussed collectively. Then pupils are offered a text, while reading which on the right diagram of the diagram write paraphrased sentences. When the chart is finished, the teacher asks you to read the text first in the table on the left and then in the table on the right to see what has changed in the text or whether their own production of the text has changed. Then 4-5 works are discussed: “What was the most difficult and why”?<sup>107</sup>

**Method “Read - think – summarize”.** Pupils work in pairs. Texts for group work can be the same or different. If the texts are different, the discussion becomes more productive. Each group receives its own text and the tasks below. Pupils first read the proposed text, make the following marks with a pencil:

«V» – known information,

«+» – new information,

«?» – information, the reliability of which requires doubt,

«-» – construction information.

For example, read the text in groups and think about the importance of cooking: “Digestion provides the human body with substances that are a source of energy and building material needed to repair tissue and organ cells; digestion is the process of mechanical and chemical processing of food, which is consistently carried out in different parts of the digestive system and the absorption of nutrients into the blood and lymph; as a result of mechanical activity of digestive organs there is a crushing, mixing and dissolution of nutrients; chemical changes in food are the enzymatic breakdown of proteins, fats and carbohydrates to the final products of which enter the blood and lymph provide absorption processes”.

**Method “Composing text based on tabular data”**

Pupils work in pairs and develop the ability to compose a text based on generalized and systematized tables.

For example, when studying the topic “Gas exchange in the lungs and tissues”, pupils are provided with tabular material, which schematically records the processes of conversion of blood from venous to arterial in the lungs and vice versa in the tissues. You need to compose the text using the filled table.

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<sup>107</sup> Information technology at biology lessons / ed. K.M. Zadorozhnyi. Kharkiv: Osnova, 2009. 127 p.

as	Carrier	Gas exchange in the lungs	Gas exchange in tissues
2	Erythrocytes (hemoglobin)	$\text{Hb} + \text{O}_2 = \text{HbO}_2 + \text{H}_2\text{O}$ oxyhemoglobin	$\text{HbO}_2 + \text{H}_2\text{O} = \text{Hb} + \text{O}_2$
$\text{O}_2$	Blood plasma	$\text{HCO}_3^- + \text{H}^+ = \text{H}_2\text{CO}_3$ $= \text{H}_2\text{O} + \text{CO}_2$ (secretes)	$\text{H}_2\text{O} + \text{CO}_2 = \text{H}_2\text{CO}_3$ $= \text{HCO}_3^- + \text{H}^+$
		Blood turns into arterial	Blood turns into venous
Respiratory reaction		$\text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2 = \text{H}_2\text{O} + \text{CO}_2$	

Then the teacher explains the sequence of compiling the text according to the tabular data: Carefully study the indicators in the table and determine the main idea behind them.

Build a logical chain from the first sentence. For example: gas (oxygen) - carrier (erythrocyte) - what does it do? - where does it work? Ask additional questions to the diagram.

Formulate the first sentence. For example, the lungs exchange oxygen, during which hemoglobin contained in erythrocytes binds to it, turning into oxyhemoglobin.

Construct a logical chain from the second sentence and formulate it and so on. Carefully read the created text and make corrections to it. Give the text a title.

After work, pupils exchange texts and discuss: is the text written in a scientific style? Are the sentences constructed correctly? Are all opinions clear? Do all the thoughts and the text as a whole have a finished look? Are all indicators of tables taken into account in the text?

The teacher reads his text on the table, pausing after each sentence. Pupils listen carefully and put a "+" if the sentence roughly coincides with what the teacher reads. If the sentence (or part of the text) does not correspond to the content read by the teacher, put a sign "<sup>108</sup>".

The results of the work are discussed collectively.

**Tasks for observation.** Observational tasks include those for which it is sufficient to turn to known phenomena and facts. Systematic work in

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<sup>108</sup> Voitenko T. Application of interactive technologies in biology lessons. Biology. School world: newspaper for biology teachers. 2009. № 25. P. 18 – 19.

this direction encourages pupils to look at ordinary phenomena differently. For example, the task of observation: when in class you perform the command “Put your hands on your hips!”, in fact, on which bones do your hands rest?

Pupils' answers: pelvic cyst, femoral cyst. This simple question makes it possible to determine whether pupils correctly distinguish between scientific terms and life names, and whether they correctly represent the human skeleton. Pupils learn to analyze the facts of everyday life and, above all, learn to notice them.

**Tasks for establishing causal relationships:** In most countries, soft drinks are drunk in the heat, but in Asian countries it is customary to drink hot tea even in the hottest hours. How to explain it?

Pupil answers:

Pupil 1: hot tea better quenches thirst, improves thermoregulation and sweating; with sweat harmful substances are released from the body;

Pupil 2: If you drink hot drinks, blood vessels dilate, body temperature rises, heat transfer increases and people become cooler, and in other countries they drink cold drinks in the heat to avoid sweating a lot;

Pupil 3: People in the heat need to drink hot tea to regain heat.

The second answer can be considered correct, but the pupil admitted inaccuracy, writing that drinking a hot drink directly raises body temperature. Upon entering the digestive tract, the hot drink takes the body temperature, but reflexively increases sweating and dilates blood vessels, which leads to cooling of the body.<sup>109</sup>

**Tasks that develop logical abilities.** Task: Two pupils argued. One claimed that the bone was a complex living organ, while another denied it. Which of them answered correctly and why?

Pupil answers:

1st: bone is a complex living organ, because bone grows, participates in metabolism, consists of red and yellow bone marrow, participates in the creation of blood cells;

2nd: bone is strong due to mineral salts and elastic due to organic matter contained in it; bone consists of bone tissue, tissue of cells, and cells - a living organism; the cyst grows in length due to the bone;

3rd: bone has blood vessels that produce blood;

4th: bone is a living organ, it consists of a number of tissues, different in structure, the cysts are nerves and blood vessels;

5th: bones are involved in metabolism through the periosteum.

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<sup>109</sup> Mykytiuk P.P. Innovative activities: textbook. Kyiv: Center for Educational Literature, 2009. 392 p.

This question gives pupils the opportunity to consolidate knowledge of basic biological concepts: the signs of life, the ratio of part and whole. The first answer is based on the basic features of living things, such as growth, metabolism, hematopoiesis (cell division). Inaccuracy can be attributed to a careless reaction: the bone does not consist of red and yellow brains, but contains these formations.

Much more interesting is the second answer. The logic of the pupil is as follows: if a bone consists of cells, and cells are a “living organism”, like a bone. In addition, the strength of the bone can not be considered a sign of life - concrete is also strong. Despite the obvious confusion of the concepts of “part” and “whole” (here the cell is part, not the whole “living organism”), an important conclusion: if the system includes living elements, it is such a living system.<sup>110</sup>

The error in the following answer is that the pupils have not yet studied the process of blood formation, so the pupil assumed that blood is formed in blood vessels. Such mistakes are not terrible: they will be corrected during training. Errors and inaccuracies in other answers are analyzed and discussed with all pupils.

Tasks that develop logical and combinatorial abilities require the ability to reason logically, to find groups of factors that collectively affect the body, to assess events by their degree of significance.

The tasks that shape systems thinking teach you to consider the connections between phenomena and to understand how one or another effect will affect the system. These are mainly applied issues that require connections with anatomical and physiological concepts and sanitary and hygienic recommendations.

***Tasks that require systematic thinking.*** What is the advantage of correct posture? In their answers, pupils noted that the correct posture is not only aesthetic value:

- with the wrong posture, the curvature of the spine inevitably occurs, which complicates the work of the heart, lungs and other internal organs;
- with the right posture, the process of human growth proceeds better.

For example, a person weighing 60 kg per hour of walking in the park will spend about 200 calories. If you do ballet exercises this time, you

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<sup>110</sup> Holovko M.V. General tendencies and psychological and pedagogical problems of introduction of modern learning technologies. New learning technologies. 2001. Vol. 30. P. 89 – 98.

will spend as many as 700 calories. And the energy consumption per hour of work on a computer is only 100 kcal.<sup>111</sup>

Question to the problem: Why are the energy expenditures for the same time in one person different? How should people who perform different energy-consuming jobs eat? Explain why weight control is important and what are the consequences of not monitoring your body weight.

**Semantic tasks** (explanation of names, terms, definitions, etc.) determine the knowledge base without which creativity is impossible. In solving problems of this type, special attention was paid to errors associated with the differentiation of scientific and everyday vocabulary.<sup>112</sup>

Objective: Explain the meaning and origin of the words: liver, muscle, metacarpal bones, wrist, anatomy, lymph, heart, vitamins, skeleton, bone, skull.

Pupil responses rated as correct:

1st: the liver comes from the word “bake”, it warms with its heat, passing through it the blood that warms our body; in the liver there is a strong metabolism; muscle – “running mouse” under the skin; the words “metacarpal bones”, “wrists” came from the number five;

2nd: anatomy – “dissection”, cutting the body (Greek); lymph - pure water (Latin); heart - located in the middle of the chest; vitamins - life; skeleton – “rock” (Greek); bone - dry, thin (Old Slavic); skull – “cup”.

Thus, the modern teacher must not only bring the pupil to the source of knowledge, but also organize the work so that the pupil himself wants to master this knowledge. Therefore, today it is important to use innovative technologies in the classroom that help make the lesson modern, active and developing.

**Conclusions.** Innovation in education is its integral part, the development of society and technology can not do without the introduction of innovative pedagogical technologies in education. Innovations in the education system help us to better develop a system through which we can transfer and absorb as much knowledge as possible, which is becoming more and more over time.

An important condition for the organization of the educational process of studying biology is the teacher's choice of a rational system of methods and techniques of active learning, the use of modern technologies in

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<sup>111</sup> Information technology at biology lessons / ed. K.M. Zadorozhnyi. Kharkiv: Osnova, 2009. 127 p. P.113.

<sup>112</sup> Safiulin V.I. Innovative search for new learning technologies. Innovative research in modern education. 2004. № 8. P. 53 – 64.

combination with traditional means. The learning process should be organized in such a way as to guide the applicant to achieve the goals they set for themselves.

When teaching biology, it is possible and necessary to use innovative technologies that will develop in children not only knowledge of the subject, but also digitalization and general human development. Almost all innovative educational technologies are suitable for distance learning: case technologies, game technologies, modeling technologies, critical and creative thinking, etc.

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**Professional development of future specialists in social work**

**Підвищення кваліфікації майбутніх спеціалістів соціальної роботи**

In recent decades, in all developed countries, the process of modernization of educational systems, which is one of the most important mechanisms for the development of any society, the main form of training highly qualified professionals needed for all spheres of economic and spiritual life. These changes require a qualitative transformation of the nature and content of work:

- expansion of the professional field of activity;
- deepening human mobility in various professional fields;
- the emergence of the need to master the labor market of new professions.

High professionalism and creative skills of specialists is one of the most important human resources, which becomes a factor in the optimal solution of pressing global crisis problems. Today there is no doubt that discovering the essence of professionalism, seeing and understanding the paths leading to it, is not only purely theoretical but also of great practical importance. Ukraine has a huge number of people working in politics, economics, government, science, law enforcement, and many other fields, and are not considered professionals in the full sense of the word. Such "infusions" of non-professionals into socially significant structures, which take place at the turning, reforming stages of the development of society, ie those that are currently taking place in Ukraine, are especially socially dangerous.

When it comes to high professionalism, it should be associated not only with a bright development of abilities, but also deep, broad knowledge in a particular field of professional activity, non-standard skills necessary for its successful implementation. Therefore, the theoretical foundations of professionalism can not focus only on the analysis of individual and personal characteristics of the future professional and his "zone of immediate development", they must study the whole system of causal relationships that accompany the process of becoming a person.

There is no doubt that true professionalism in the activity is always associated with an intense and stable motivational and emotional focus of the person to carry out the chosen activity, to achieve a unique, perhaps even extraordinary result. This result is achieved in a well-formed professional position. It is in this position that a person's attitude to work and the level of his activity with the involvement of his own creative potential is manifested. A fundamentally new level of professionalism is achieved in the development of such characteristics as acmeological invariants. They enable a person to seek internal reserves that characterize a high level of innovation and creativity in the performance of professional functions, encourage and move a person to professionalism of the extra class.

It is clear that the path to the top of professionalism is long and difficult. It is also obvious that any professional in the main, priority activity for him is unique. All this presupposes that the ascent to professional skills is preceded by a long and well-thought-out organization of the child's upbringing in preschool and primary school age, purposeful introduction of a teenager into the world of professions, and further well-established professional education. If all this agrees well with the general development of man, it greatly facilitates his entry into professional activities, creates an opportunity to find an algorithm of behavior that leads to high professionalism.

Professional practical orientation of training future specialists in the social sphere - due not so much to the nature of their future activities, as modern requirements for them: a wide range of competencies, ability to self-organization, self-development and self-improvement, strengthening sociological orientation and orientation. language with increased needs and requirements of society. The identified positive experience in implementing the idea of forming the professionalism of future social workers can help to restructure the domestic social sphere.

In its most general form, the phenomenon of professionalism of a social specialist is a reflection of the educational level and level of professional training of a social worker (complex of professional knowledge, skills, abilities, variable technologies, personal qualities) manifested in



education, upbringing and professional activities. experience of the master worker, formulation of the purpose, tasks of studying, definition of actual subjects of revealing of achievements, in the decision of actual questions of development and self-development of the social worker, etc.

Based on the above provisions, we consider it appropriate to identify a number of functional values of the value-semantic sphere of professionalism of the social worker, among which the most important, in our opinion, are the following functions:

- motivating and stimulating - determines the search activity of a professional worker, actualizes his creative potential both for solving specific professional tasks and for social activities in general;

- orientation-selective - determines the direction of socio-professional search for a specialist in the social sphere, his choice of the content of value-semantic landmarks of his work both at the level of general standards and at the level of each fragment of life reality;

- reflexive-regulatory - associated with the process of constant knowledge, correlation, clarification of meanings and significance of social phenomena and their adequate impact on the correction of socio-professional behavior, employee actions, finding ways of self-improvement;

- stabilizing - characterizes the integrity and stability of the developed system of socio-professional values, which allows the employee to have a sense of professional confidence, self-sufficiency, professional success in social activities;

- correctional and developmental - reflects the continuity of the process of restructuring the value-semantic landmarks of labor, changes in their hierarchy, priorities, which, accordingly, contributes to the emergence of new formations in the motivational, cognitive, affective spheres of the social worker-professional;

- prognostic - allows to determine the vector direction of professional development and professional behavior of a social worker, taking into account the development of the attendant, the level and features of the process of professionalization of one's own personality.

Thus, the new functional responsibilities of a social worker require different levels of professionalism, for example, his research and creative orientation - additional knowledge and skills, some experience and skills, and therefore constant work on himself, in other words, self-improvement. Professionalism of a social worker as a social phenomenon is professionalism in action, organization of all its structural components in various creative activities aimed at fulfilling the social order of society - education, upbringing and personal development for the benefit of the future.

The professionalism of a social worker as a phenomenon, in our view, in the long run will have a more complex meaning and higher value, due to the social order of the XXI century and new requirements for the social worker, expanding his responsibilities, innovation and research approaches, multifaceted activities. The clarification of its content is influenced by the implementation and improvement of state educational standards (social worker standard), which determine the level of education and the required level of social services.

Achieving the appropriate level of social protection in the state depends on many factors: the quality, consistency, timeliness of adoption of relevant laws; from the availability of society's resources for their implementation; from the degree of coordination of actions in the implementation of these areas and programs; from the level of development of legal consciousness and culture of citizens, etc. And, of course, to a large extent the effectiveness of social protection depends on the level of professionalism of those who in practice implement the developed documents, projects, programs - that is, social workers. That is why society and the state today make special demands to create a cohort of qualified specialists in social work, their professional portrait, which would be able to effectively solve any professional problems in the implementation of social protection.

Researchers in the field of social work are working to create a professional model of relevant specialists, which will allow for quality selection and training, which, in turn, will increase the effectiveness of social work as such.

The model of a specialist of any specialty, according to AK Markova, includes two main components: the model of personality and the model of activity of the specialist. The first involves the formulation of requirements for the personality of the professional, the selection of professionally important qualities and features. The second case is the analysis and description of typical tasks and ways to solve them within the professional activity.<sup>113</sup>

A social worker is a specialist in the field of social work who organizes the interaction of family and community in order to create conditions in the social environment for social adaptation and well-being in the micro-society of children, youth, adults and their comprehensive development. He must be able to quickly adapt, learn new content, approaches, create author's programs, taking into account cultural, economic,

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<sup>113</sup> Маркова А. К. Психология профессионализма. М.: Знание, 1986. 204 с. С.20.

socio-pedagogical changes in the modern educational space, aimed at solving long-term problems of personal development.

In today's world, a social worker must be able to represent the interests of his client in various organizations, understand the specifics of the use of advertising in solving social problems of society, present the results of activities in the media. Peculiarities of socio-pedagogical work with children and youth, families in crisis, the implementation of the mediation function cause high demands on the professional level and personal qualities of the social worker. The suitability of a specialist for the performance of official duties is determined by the level of formation of his cognitive (knowledge) and operational (skills) components of readiness for socio-pedagogical activities.

The system of basic theoretical knowledge of a social worker includes knowledge of the basics of social policy of the state and social and legal protection of children and youth and the population; basics of sociology, psychology and pedagogy; basic laws of personality development; specifics of needs and interests of different age groups; specifics of work in different micro-societies; features of activities with families, different groups of children and youth; functions of state and non-state organizations in the system of social activity; methods of psychological and pedagogical diagnosis; current state and development trends of children's and youth associations. This knowledge is implemented in the practical activities of a social worker and is closely related to professional skills.

Communicative skills include mastering the culture of communication, establishing contact with another person, developing interaction with the client in a positive emotional direction. Analytical skills are aimed at analyzing the processes taking place in society, the human condition and the impact of micro-society on it; highlighting the client's problems and understanding the joint activities with her to overcome them. Organizational skills - creating and developing a formal and informal network of social support of the individual, attracting volunteers who can provide resources, services and other assistance. Prognostic skills involve predicting the development of personality taking into account its problems; setting the purpose of the activity and its tasks, predicting the possible outcome of the work; planning stages of future activities. Design skills allow you to create programs of activities in certain areas; select the necessary methods and forms of activity; specify the content of the work in each case.

Social work belongs to such types of professional activity in which not only knowledge and skills, but also personal qualities of the specialist influence in many cases its efficiency. To do this, he must possess such

professionally significant qualities as delicacy, empathy, mercy, determination, dynamism, tact and optimism. Confidentiality and trust in the work of a social worker require endurance, a culture of communication, psychological literacy. He must give priority to the interests of the individual over the public, recognizing the uniqueness of each person, his rights, regardless of personal characteristics.

A social worker must constantly improve his knowledge, skills and abilities, as well as human qualities - moral and ethical. It is the personal qualities of the specialist that influence in many cases the effectiveness of his work.

Bezpalco O. identifies the following groups of personal qualities that should have a social worker working in the field of "man-man":

- psychological: emotional balance, low anxiety, creative thinking, consistency, perseverance, restraint, attentiveness, observation;
- moral and ethical: humanity, kindness, tolerance, justice, tact, empathy, modesty, responsibility;
- psychoanalytic: adequate self-esteem, self-criticism, self-analysis, the desire for self-improvement;
- psychological and pedagogical: sociability, external attractiveness, ability to inspire and persuade, optimism.<sup>114</sup>

The profession of social worker is multifaceted. The variety of areas, levels, tasks, content, functions of professional activity creates ample opportunities for professional success by people with different individual psychological characteristics. Determinant in the activities of a social educator is a system of values, which turns into a stable psychological belief. Principles of professional activity, performance of official duties, organization of interaction with clients are defined in the Code of Ethics of specialists in social work of Ukraine.

The Code of Ethics for Social Work Specialists (Social Workers and Social Educators) of Ukraine is a document that aims to implement social work in many functional areas in order to develop the potential and capabilities of the individual, as well as meet human needs. The document identifies ways to solve moral problems and make the most adequate professional decision in ethical matters. The Code of Ethics of Social Work Specialists of Ukraine defines: ethical principles of activity of social work specialists (list of basic ethical ideas and traditions that become the basis for

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<sup>114</sup> Безпалько О. В. Використання інноваційних інтерактивних форм навчання у підготовці фахівців соціальної сфери //Сучасна наука та освіта: самовизначення особистості в контексті євроінтеграції, 2016. С. 16-19.

making ethical decisions in social work); norms of ethical behavior of social work specialists (basis of professional activity).<sup>115</sup>

For social work professionals, worldviews are very important, as well as the ability to constantly work on their values and views. His worldview should be based on the fact that:

- everyone has personal dignity (focus on strengths, search for hidden resources);
- each person is basically active (any positive activity - physical, mental and social);
- everyone wants to be responsible for themselves (a specialist should only facilitate the process of human change);
- everyone can develop (no one is hopeless, specialists only need to stimulate and motivate development).

Thus, the professional portrait of a specialist in social work involves the presence of special knowledge in psychological, socio-pedagogical, legal, medical and social aspects, practical skills, mastery of pedagogical technologies, readiness to solve difficult problems, mobility. In addition, the specialist must have developed communication skills, have such professionally significant personal qualities as delicacy, tolerance, compassion, pedagogical optimism.

The professional program of a social work specialist involves his awareness of global problems of today, mastering the worldview and methodological principles of mastering various areas of social practice, forming a psychological and pedagogical culture of the future specialist, readiness for humane interaction with clients (children, adults).

When characterizing the personality of a social worker, it is necessary to emphasize such components of his professional self-consciousness as professional traits and personal qualities. This problem is well developed in the scientific literature.

It has been studied that the success of a social worker is impossible without the formation of such professional traits as high professionalism, competence in a wide range of social problems and ways to mitigate and solve them; possession of a set of knowledge, skills and abilities related to social work disciplines; high level of development of effective communication skills; understanding of client's problems, ability to adequately accept them, empathy in relations with clients; possession of methods of psychohygiene, prevention of psychological burnout; ability to use legal, psychological and social knowledge to solve clients' problems;

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<sup>115</sup> Етичний кодекс спеціалістів із соціальної роботи України [Електронний ресурс]. Режим доступу: [www.zakon.rada.gov.ua](http://www.zakon.rada.gov.ua)

strict adherence to regulations and instructions, discipline, etc. The effectiveness of the social worker largely depends on his compliance with the rules and norms of professional ethics and deontology.

The spiritual and moral qualities of a social worker should be: humanism, altruism, kindness, sincerity, sensitivity, mercy; decency, honesty, selflessness; respect for the client, acceptance of him as he is; tolerance and tact; sense of responsibility, openness and confidentiality; willingness to cooperate and focus on its positive results, etc.

Unacceptable for a social worker should be: indifference, lack of respect for people; rudeness, irritability, intemperance, aggression, cruelty; irresponsibility, dishonesty, spirituality, immorality; careerism, formalism, bureaucracy; cynicism, ugliness, selfishness, etc.

Less attention is paid to the consideration in the scientific literature of the second component of the model of a social worker - his professional activity. The main problem in the study of this component should be considered the diversity of social work in the social protection system and other institutions of the social sphere, the diversity and variability of functions and positions.

We propose to consider the model of social workers on the example of the functioning of representatives of the social protection system. We believe that the analysis of the activities of these specialists should take into account both the existing functional and role repertoire within the system, and possible changes in its reform. In view of this, the professional activity of a specialist in the social protection system can be described as aimed at solving socio-psychological, socio-legal and socio-economic issues of the following groups: the elderly, people with disabilities, low-income families, unemployed and others. It is clear that the content of the system specialists is determined by the characteristics of a particular group of customers, the regulatory field governing the possibility of interaction with visitors to the system, as well as the level of professional competence of the employee.

In order to build a model of activity of a specialist in the social protection system, it is important to have information on socio-psychological characteristics and issues of the main groups of clients. In the client's social situation, both the causes of the problem and the resources to solve it are often laid down. This necessitates the formation and development of social workers' skills of diagnosis, systematic analysis, forecasting, assessment of the life situation and its components. These skills can be formed both in the course of classroom learning in the study of sociological and psychologically oriented disciplines, and during practice.

The expediency of application and effectiveness of a method or technology depends on the nature of the problem and the professional

competence of the social worker, his creativity, ability to approach the situation in a non-standard way (but within the legal field and job responsibilities). In our opinion, the methodological and technological process in social work should be aimed not only at solving clients' problems, but also, to a greater extent, at their encouragement.

Until recently, the social security system was focused on state maintenance and guaranteeing social welfare to those who, for objective reasons, could not take care of themselves. Changing approaches to social work in Ukraine has identified the priority principles of reforming the system - targeting, promoting self-support and self-help, as well as guaranteeing the state only minimally sufficient living conditions.

This fact determined the need to revise the existing model of the specialist, to replenish the functional-role repertoire of the specialist of the social protection system. We offer an approximate description of professional functions, skills, professional traits and personality traits of specialists with possible specialization in the system of social protection (see Table 1.1).

We have considered several main specialties and profiles characteristic of the institutions of the social protection system and their structural units, namely: departments of labor and social protection; branches of the territorial service center for pensioners and single disabled people; centers of professional, medical and social rehabilitation of the disabled and departments of early medical and social rehabilitation of children with disabilities; various orphanages; local branches of the Pension Fund of Ukraine; civil service organizations.

It should be noted that in creating this model we used the provisions on professiograms of related specialties (practical psychologist and social educator), personal experience in the social protection system, experience in communicating with employees of different levels of institutions of the Ministry of Labor and Social Policy, analysis and study job responsibilities and functions of these employees, as well as research materials of the Force T.<sup>116</sup>

*Table 1. 1.*

The content of functions and personal characteristics of specialists of the social protection system

Professional	Professional skills and	Professional traits and	Specialization in
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<sup>116</sup> Сила Т. І. Професійна інтеракція в соціальній роботі: соціально-психологічні особливості взаємодії соціального працівника і клієнта: монографія. Чернівці: ЧДПСТП, 2010. 241 с.

**«Theory and methods of educational activities in Ukraine»**

**Monograph edited by prof. Mikhailychenko O.**

<b>knowledge</b>	<b>abilities</b>	<b>personality qualities</b>	<b>SSZN</b>
<b>Socio-domestic function</b>			
Age and socio-psychological characteristics of clients; basics of landscaping, etc.); cooking and sanitation and hygiene farming; basics of anthropology; basics of valeology and hygiene	Survey of material and living conditions; household services (cleaning, cooking, landscaping, etc.); sanitation and hygiene skills	Energy; high efficiency; tolerance; desire to help; kindness, uselessness, decency, tact	Social worker of the social department. home help and day care centers at tercentres, employees of orphanages
<b>Socio-medical function</b>			
Fundamentals of valeology and medicine, medical psychology, pathopsychology and deontology	Providing first aid; performing the simplest medical procedures	Tolerance; recognition of the value of each individual; strong-willed qualities, respect for the client, sensitivity, mercy	Social worker of the department of medical and social rehabilitation, the department of day care at tercentres, rehabilitation centers, orphanages
<b>Socio-psychological and diagnostic function</b>			
Fundamentals of general, age, social, practical psychology; personology; sociology, conflict studies; psycho- and social diagnostics; ethics of social work; pedagogical skills	Communication skills of different types (conducting conversations, resolving conflict situations, etc.); skills of psychological support, compassion and inspiration; skills to prevent and overcome stressful situations and situations; psychological study and testing of clients, analysis of survey data	Empathy, ability to reflect, logic and analytical nature of thinking, sociability; moral orientation of the individual on the values of social work; interest in personality, sensitivity, sense of responsibility	Social workers of any profile
<b>Socio-pedagogical function</b>			



**«Theory and methods of educational activities in Ukraine»**

**Monograph edited by prof. Mikhailychenko O.**

Knowledge of the basics of pedagogy and psychology, theory of education, victimology, sociology	Skills of teaching; formation of positive attitudes, inspiration; ability to persuade, explain, other communication skills	Empathy, tolerance, kindness; pedagogical abilities (didactic, projective, constructive, etc.); sociability; values	Social workers of inpatient institutions of various profiles and branches of tercentres; managers of social services, professional consultants of employment centers
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**Advisory and information function**

Knowledge of the main activity profile (social and labor law, psychology, pedagogy, etc.); basics of conflictology, sociology, mass communications	Skills of diagnosing, consulting, mastery of public relations techniques, skills of analysis, processing and providing information; representation skills; skills of composing a press release, creating presentations; ability to own an audience; ability to create an atmosphere of trust	Critical and logical thinking; charisma; competence; tolerance; sociability; empathy	Social managers at various levels, social inspectors, specialists in the appointment of pensions and benefits; specialists-consultants in public relations and professional consultant
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**Preventive and prognostic function**

Fundamentals of social issues and deviations; knowledge of methods and forms of preventive work; features of social communications, basics of law	Establishing contacts; skills of work with ZMK; prognostic and diagnostic skills; the ability to persuade	Sociability, breadth of outlook, foresight, decency, civil position	Specialists - consultants in public relations and professional consultants, managers of the social sphere at various levels
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**Human rights function (social protection function)**

**«Theory and methods of educational activities in Ukraine»**

**Monograph edited by prof. Mikhailychenko O.**

Knowledge of current legislation, basics of social, constitutional, labor, criminal law; basics of economic theory, accounting, record keeping	Ability to determine the right, assign, accrue and document various types of pensions and benefits; skills of control and audit activity, work with documents; communication, consulting and organizational skills; representation	Honesty, decency, principledness; responsibility, selflessness, confidentiality, concentration and organization; critical and logical thinking	Social Inspector, specialist in the appointment and payment of pensions and benefits, heads of the USPZN, branches of the Pension Fund of Ukraine
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**Organizational-administrative and coordinating function**

Fundamentals of management in social work, conflict studies, law; knowledge of the organizational structure of the social protection system and other social services in the region	Management skills; compilation and maintenance of documentation, work with office equipment; communication skills; behavior skills in conflict situations; ability to identify and organize people in need; ability to make decisions; representation skills	Organizational skills; tact and courtesy; volitional qualities, principledness, discipline; goodwill; willingness to cooperate and focus on a positive result; competence; creativity and creativity	Managers of social services of the SSZN and the Pension Fund of various levels, social inspectors, social workers of tercentre units
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It is important to note that some specializations from the proposed list are quite universal and exist not only in the system of social protection, but also in other social structures. Therefore, our model can be considered as a basis for compiling certain educational and professional characteristics, professiograms of normatively defined specialties in social work.

The formation of social competence of future social workers in the transition period is a difficult task. The problem accumulates many significant and important issues, characteristic not only for the transition period of Ukraine's development, but also for the reform of the education system, where the competence approach is becoming increasingly important.

At the heart of the term "competence" is the original basis of "compete", which means "know", "achieve", "be able", "respond". These

definitions, in the opinion of AJ Kapska express the essence of social competence in general:

- "know" the knowledge needed to implement social technologies; values that guide the use of knowledge and skills;
- "to be able" means not only the ways of realization of knowledge, but also the ability of the individual to free and conscious self-determination both in the internal spiritual experience and in the external social reality;
- "achieve" the ability to achieve the goal within the law, morality, culture;
- "meet" the activities and behavior of the individual meet the requirements of the state, society, family, profession, etc. Such responsibility is manifested in the ability of the individual to perform their duties, rights, powers at a certain social and cultural level.<sup>117</sup>

Social competence, as one of the types of professional competence, is a set of personal qualities of a specialist, which allows him to navigate freely in a dynamic society that changes in the environment of his professional activity, making the most of his opportunities, adapting to society's demands; system of knowledge about social reality and about oneself, system of complex social skills and abilities of interaction, scenarios of behavior in typical social situations, allowing to adapt quickly and adequately, acting on the principle of "here and now", using the maximum possible circumstances; a set of knowledge and skills necessary for social activities and personal qualities associated with the ability to take on love, vocation, faith, ensuring the adaptation of the individual in society and promote its self-realization, self-actualization and self-determination; possession of joint (group, cooperative) professional activities, cooperation and accepted in this profession techniques of professional communication; social responsibility for the results of their professional work.

The concept of "socialization" is complex. It is considered in philosophy, sociology, psychology, pedagogy and other sciences. Many prominent scientists have considered the essence of socialization, the peculiarities of its process and structure. These are philosophers: B. Barulin, E. Durkheim, I. Keane, scientists B. Ananiev, L. Vygotsky, L. Leontiev, A. Makarenko, A. Mudryk, T. Parsons, S. Rubinstein, P. Sorokin, G. Tard et al. All of them note the fact that socialization is a process of accession, integration of a person into society, humanity.

The essence of socialization is the individual's assimilation of a certain system of knowledge, norms, values that allow him to become a

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<sup>117</sup> Капська А. Й. Соціалізація особистості - мета соціальної педагогіки //Соціальна педагогіка: підручник. Київ, 2000. С. 5-14.

person capable of functioning in this society. The main participants in the process of socialization are students, teachers, educators, individuals who provide the formation and preparation for life in society. In the process of life interaction, under the influence of social dependencies, various actions of an educational nature, students develop an idea of the world, develop skills, habits and behavior, the development of all mental properties of the individual. As a result, students become trained participants in public life.

The process of developing social competence continues throughout life. It is especially actively implemented in childhood and adolescence, ie during the period of study at school, college, higher education institutions. During this period, education most effectively performs its socializing function, attracting students to life in society, by transferring the system of its values, knowledge and skills.

Student time is a favorable period when the individual, already having an idea of certain cultural norms of society, realizing himself as a person with their own interests, preferences, values, "open" to balanced integration into public relations, has a certain level of social competence, but insufficient for effective self-realization, as it seeks successful socialization in society.<sup>118</sup>

The development of social competence of students as the basis of the process of socialization, their formation as carriers of spiritual, material and social values, norms, rules, relationships, occur under the influence of certain factors. In the pedagogical and psychological literature, the factors are understood as the main reasons, the driving force of the process of personality formation. Summing up that social competence is a qualitative characteristic of the socialization process, based on the classification of factors of formation, development and socialization of the individual, we found those that contribute to the development of social competence.

Examining them in more detail, we see that the macro-social environment includes social order, state system, level of development of society and its opportunities to ensure the livelihood of students, features of ideological and other influences on them: media, propaganda, agitation, socio-political, ethnic, religious position in society, place, importance, role of the country in the systems of international relations and relations, etc. It is also necessary to include the formation and development of students' planetary cultural consciousness, which is determined by universal values.

Analyzing such a phenomenon as the micro-social environment - we see that it is an environment of direct contact interaction of students:

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<sup>118</sup> Рябуха І. М. Проблеми формування соціальної компетентності студентів-першокурсників. Херсон, 2005. С. 34-37.

family, friendly company, student group, production, work team, other situational and relatively long-term human relationships with the social environment. Recently, the role of the peer community as a micro-factor in the development of students' social competence has become increasingly important.

The information and technical environment has a significant impact on the development of students' social competence. It is in modern technology, technology of production and operation, use, by-products of modern production, ie the artificial environment created by modern radio, television and other technical devices.

Consciousness-regulated activity that arises from human needs and is aimed at cognition and transformation of the external world and oneself - activities (design, games, training, production, labor, science, etc.). The activity has a social, transformative character and is not reduced to the simple satisfaction of needs, but is largely determined by the purpose and requirements of society. This factor plays a primary role in the development of social competence of students, because, according to TV Tsyba, it is the main form of human activity, its social purpose. In activity a person masters the material world, understands the dialectic of its development, imitates the experience of the past, all the heritage of nature and social life. At the same time, it "completes" this material world, reworks nature, enriches social life. In the process of complex transformation of activity, a person finds himself, acts as a subject, as an active carrier of his social essence, as a creator, as a figure.<sup>119</sup>

Another factor in the development of students' social competence is education. This is a specially organized process of formation and development of man, especially his spiritual sphere. In the pedagogical literature there are the following types of education: family, preschool, school, industrial, labor, moral, aesthetic, political, legal, environmental, professional, physical. As an object of education, students are subject to the actions of others: parents, peers, classmates, teachers, social relations, social, cultural and natural phenomena, learn the social experience and information they need to ensure the process of life and preparation for it.

The next factor, which has a priority role in the development of social competence of students, is social interaction in all its diversity and, above all, in communication with other people, which is defined by IM Ryabukha as a complex, multifaceted process of formation and development of links between people, generated by the need for joint activities and

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<sup>119</sup> Циба В. Т. Соціологія особистості: системний підхід (соціально-психологічний аналіз): навч. посібн. Київ: МАУП, 2000. 152 с.

exchange, taking into account information, developing a common strategy of interaction, perception and understanding of another person. Communication is a process of mutual exchange of thoughts and emotions between people, in other words, the exchange of information in their direct interpersonal or group contact, a prerequisite for which is that a person draws new information about himself, interlocutor, environment. This information allows a person to operate it in order to adapt to this environment, developing the ability to adapt to new social conditions.

Communication plays an important role in the development of social competence of students, as it is one of the most important factors in the emergence, development and strengthening of cognitive interests of developing people, the most important determinant of their emotional states, an integral part of socialization. its development. According to NM Lavrychenko, this is the strongest means of forming a person's attitude to others, as well as to himself. Through communication, students build a system of relationships with the world around them and other people, through the knowledge of another person, they form their own "I". Only during communication students are given the opportunity to understand the world around them, their own lives, prospects for the development of the world, earthly civilization, in general, the picture of the world and trends in its development, there is self-awareness in it. Systems of semantic formations are being formed, personal social experience is being mastered and built up, during which students make certain changes, both in the social and natural environment.<sup>120</sup>

Social competence of students develops under the influence of the above factors, expands and deepens their knowledge of the surrounding reality and about themselves, stimulates the mastery and development of socially and professionally important traits, abilities and skills that allow them to successfully navigate vital processes, become competitive specialists, to have the necessary training to successfully operate in the modern labor market, to respond adequately to the actions of the social environment and thus increase protection from its aggressive and other negative influences.

According to V. Tsyba, the life of students is carried out in direct contact with society, so an important role in its development belongs to social mechanisms. Social mechanisms reveal the interaction of students and society, because they, as an object of socialization, are both the subject of social activity. Thus, the process of their entry into society (socialization)

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<sup>120</sup> Лавриченко Н. М. Педагогіка соціалізації: європейські обриси. Київ: Віра Інсайт, 2000. 444 с.

will be more successful, the more active their participation in creative, educational and social activities.<sup>121</sup>

Scientific research of this problem has identified the following social mechanisms of socialization: traditional, institutional, stylized, interpersonal and reflective.

The interpersonal mechanism provides identification of individuals with important people in the process of communication, and reflexive - mediated by the above mechanisms internal monologue (reflection), in which students either take or reject certain values.

The traditional mechanism ensures that students learn social norms, standards of behavior, views on an unconscious level. These norms and views are characteristic of their families and immediate environment, their assimilation is not conscious, and they do not always correspond to the public.

The institutional mechanism is carried out in the process of interaction of students with the institution of society, in the process of which they acquire knowledge and experience of socially acceptable behavior, identifying themselves with the various proposed models.

The stylized mechanism of socialization operates within a certain subculture and contributes to the formation of a certain lifestyle. By subculture we mean a set of moral and psychological traits that are inherent in people of a certain age.

The ratio of the role of these mechanisms varies, depending on the living conditions and the type of activity in which students perform. Understanding of social mechanisms is very important for the development of social competence of students, because in the process of their communication and interaction with the environment is the assimilation of norms, relationships and behaviors inherent in this group of people, identification with society, thereby gaining social experience, developing their own level of social competence.

Thus, having clarified the meaning of the concept of "social competence", considering the factors and social mechanisms that contribute to their development, as well as factors that inhibit this process, it is possible to move on to consider the component composition of this type of competence.

Assessing the definition of social competence as an integrative quality of personality, combining value understanding of social reality, specific personality qualities, abilities, skills and social knowledge as a guide

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<sup>121</sup> Ціба В. Т. Соціологія особистості: системний підхід (соціально-психологічний аналіз): навч. посібн. Київ: МАУП, 2000. 152 с.

to action, subjective readiness for self-determination, application of social skills in key areas of human activity, in determining its component composition, we were guided by the parameters presented by N. Kapskaya, namely: 1) attitude to the future (ideas about it, the availability of life plans, the content of the main value orientations); 2) social relations (with adults and peers, parents and teachers, social institutions, the degree of adaptation in the team); 3) traits of character; 4) general humanitarian training, development of artistic taste, ability to adequately assess themselves and others.<sup>122</sup>

Based on the analysis of the works of B. Ananiev, B. Gershunsky, Zinchenko, A. Leontiev, D. Leontiev, A. Maslow, D. Feldstein, V. Chudnovsky and others, in the content of social competence, we have conditionally identified three components: individual- personal, sociological, life-futurological, four leading criteria and eight indicators.

The life-futurological component of social competence is connected with the development of human life in time. He appears as the ability to plan the scenario of his life and his life path. This existential-life, futurological aspect of social competence is based on the two previous components and is more important in the process of successful socialization. Social protection of students will be more reliable if they are introduced to the technique of planning different options not only for the profession or family, but also for personal life in general, to reveal models of optimal and hopeless scenarios.

The individual-personal component is connected with the spiritual life of students. He offers independence in building a hierarchy of values that distinguish the permissible from the impermissible; self-determination in acts of will, independent reasonable choice of behavior on the basis of voluntarily chosen values; mastery of the technique of external expression of opinion, language literacy; mental self-government and self-regulation.

The sociological component is related to the functioning of students in the system of social processes, norms, relations and institutions. Being transsubjective and individual, this content of social competence takes into account the understanding of the values of the family, team, homeland, law, state, labor and property, profession and specialty; a kind of objectivity of social reality and reality, the purpose of the main spheres of society, social institutions, relations and norms.

The components, criteria and indicators of social competence of students identified by us, in our opinion, fully reflect the essence of the socialization process and are consistent with the approaches of scientists and

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<sup>122</sup> Капська А. Й. Соціалізація особистості - мета соціальної педагогіки //Соціальна педагогіка: підручник. Київ, 2000. С. 5-14.



teachers to what personality traits that are socialized should be formed in pedagogical work.

The versatility of the content of the category "social competence" is divided into two groups of factors that are formed under the influence of both external and internal, controlled and uncontrolled factors: quality and skills. All the above options for the structure of social competence are based on these components. The structure of social competence expands and narrows depending on the views of researchers on this category, among the authors there are some contradictions on the structural components of social competence. Social competence is such a multifaceted and comprehensive characteristic of the individual that, like the concepts of "personality" and "society", it is very difficult to succinctly define and clearly separate the boundaries of structural components, as they are often transparent and conditional. Contradictions of researchers indicate that the problem of the content and structure of social competence requires meticulous attention of experts. We distinguish the following components in the structure of social competence:

1) cognitive-motivational component - involves the presence of knowledge, social ideas and values of the individual; social intelligence, divergent thinking, creative search, planning one's own life scenario, knowledge of life crises, understanding of social reality, choosing a profession, etc.;

2) reflexive component - means mental self-regulation, emotion management, psychosexual literacy, independence, understanding of social roles, the ability to feel the nuances of the social situation, solve problems, responsibility;

3) operational and technological component - is characterized by the presence of certain social experience, skills of effective interaction with society, the ability to act adequately to the situation, a variety of behavioral techniques, social roles, the ability to overcome conflict situations and more.

Thus, the structural model, like others, relatively reveals all the characteristics of structural components, more thoroughly reveals the structure and content of social competence model of interacting subcompetences, or key competencies, which together constitute the format of social competence.

Based on the understanding of socialization as a process of entry of future social workers into the objective world of society on the basis of well-developed social competence, in the substantive aspect of what is characterized as the development of social norms and the formation of personal social qualities, abilities and skills. aspect, on the one hand, as a process of action on the person of various social factors and institutions, on

the other, as the activity of the person to social adaptation, social self-determination and self-realization, we concluded that the level of social competence can be judged by the level of socially significant abilities and qualities of the individual in general and social workers in particular.<sup>123</sup>

The components of social competence are individual-personal, sociological and life-futurological components. Each of these components has criteria, indicators, social skills and social qualities.

Thus, the individual-personal component has such criteria as personal qualities and reflectivity. Personal qualities include such indicators as social orientation with such social skills as the ability to self-affirm and self-realize in the team, society; ability to cooperate; ability to unite, compatibility; ability to determine; the ability to recognize and accept the environment, the existence of others, the external "image of the world". Social qualities of social orientation are morality, humanity, empathy, the pursuit of truth, social justice, optimism, resilience, the pursuit of the goal; positive worldview (confidence that the world is harmonious, appropriate, humane).

Another indicator of the personal criterion is communicativeness with such social skills as the ability to apply modern theories of the art of communication, knowledge of the mechanisms of successful interaction with people; ability to understand, empathize with others; ability to recover from conflict; the ability to relate their behavior to the behavior of others; as well as social traits such as tolerance, friendliness in relationships and mutual assistance; correctness of building relationships with colleagues; openness and readiness for dialogue; understanding.

Reflexivity is the second criterion of the individual-personal component. This criterion is characterized by such indicators as the need for evaluative actions and the adequacy of self-assessment. These indicators are characterized by such social skills as the ability to self-knowledge and self-improvement; the ability to evaluate one's own position in what is happening and the positions of others who are involved in cooperation. Social qualities are the desire for self-knowledge, self-improvement; social responsibility; self-control, self-analysis; tact, attentiveness; self-esteem, self-esteem (high self-esteem regardless of personal achievements and acquisitions); self-criticism, honesty.

The sociological component of social competence has such criteria as value orientation, which in turn has such an indicator as social adaptability, which includes such social skills as the ability to define the

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<sup>123</sup> Бех І. Д. Теоретико-прикладний сенс компетентного підходу в педагогіці //Педагогіка і психологія. 2009. № 2. С. 26-31.

concepts of selected values; ability to express in terms of their cultural and national identity, the values of the family, team, homeland, state; ability to adapt to social change; ability to transfer experience to a new social reality; vision and understanding of the essence of change in society. And such social qualities as flexibility, mobility; value self-knowledge; recognition and readiness to constantly search for the purpose of life, ideals, higher than personal values and purpose of life.

Another indicator of the component of value orientation is the system of thinking, which includes such social skills as the ability to generalize the results of thinking and willingness to use them in new conditions; the ability to abstract from the insignificant; the ability to move from a general principle to specific goals and objectives. And such social qualities as flexibility and variability of thinking; critical thinking.

The life-futurological component of social competence has such a criterion as independence, which in turn is divided into such indicators as social activity and readiness for self-determination. Social activity has such social skills as the ability to see the problem, formulate it and find the optimal solution; ability to form new experience to solve scientific, social, professional problems; ability to have experience of self-improvement; the ability to maintain vigor and not "drop your hands" in difficult situations; ability to complete the case; ability to project the necessary changes in the micro-society. And such social qualities as the whole orientation and persistence in achieving the goal; concentration during long work; readiness to be involved in any activity of a social or professional nature; focus on overcoming life's problems; creativity, finding new ways to relate to others.

The indicator of readiness for self-determination has such social skills as modeling socially significant options for action in self-government, self-employment, self-education; ability of social self-government, acceptance of oneself as a member of society. And such social qualities as a high level of individual independence; independence of judgments; independence in decision-making; stability of goals and objectives of self-improvement, their transformation into the dominant of life; industry.

Formation of social competence of students-social workers involves interpenetration, interconnection and interaction of social knowledge, socially important abilities and qualities manifested in the practical application of social skills in the main areas of human activity that allow students to feel full members of society. Various interpretations of the concept of "skill" are presented in the psychological and pedagogical literature. In our study, we follow the interpretation of IM Ryabukha, which defines skills as knowledge in action, a specific ensemble of personality traits that are manifested, as well as formed in the process of performing a

certain way of organized activity. This definition, in our opinion, quite fully characterizes the specifics of the process of development of social competence of students in higher education institutions.<sup>124</sup>

Thus, having clarified the concept of "social competence", which is a qualitative characteristic of the process of socialization, we consider it as a difficult structured, three-component phenomenon. Analyzing the factors and social mechanisms that contribute to its formation, we can conclude that in pedagogy, sociology and psychology, this process is considered as a set of all social processes and is characterized by a high level of socially significant qualities, abilities and skills.

The next step in the professional development of future social workers is their independent work, which is the most important value in shaping the personal characteristics of the future specialist and is an indicator of professional readiness. A major shortcoming in the educational process is the weak provision of feedback, which traditionally takes the form of control of knowledge. In the conditions of co-creation and self-education, feedback is realized not only during control and credit activities, but also appears as an important educational and developmental component of the educational process.

In higher education institutions, the classical lecture (practical and laboratory classes support it) originates from the practice of a medieval university, and is a leading form of educational activity. But time requires its transition to the category of peripheral, and new forms of educational and cognitive activities come to the fore, which solve the problem of forming a system of scientific and professional activities: business games, research and development work, various forms of co-creation, teacher-student cooperation and independent work of students.

The student can receive information individually during independent work or research. The teacher should focus on research, development of guidelines, writing textbooks, preparation of various materials for independent work of students and control over the acquisition of necessary knowledge by students.

Modern subject system, where each discipline has its own goals and objectives, does not always lead to conscious, active, purposeful educational activities of the student. The situation may change during the activation of the motivational factor, when students will present a hypothetical picture of their future specialty, to see a holistic model of professional activity. The relationship between the various elements of this model and related

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<sup>124</sup> Рябуха І. М. Проблеми формування соціальної компетентності студентів-першокурсників. Херсон, 2005. С. 34-37.

**«Theory and methods of educational activities in Ukraine»**  
**Monograph edited by prof. Mikhailychenko O.**

functions will be meaningful, and the student will have the opportunity to see the place of a particular discipline in their professional future.

The content of the educational process in connection with continuous professional training should change due to the strengthening of activity-professional orientation, the highest level of the methodological component.

Table 1

<b>Name of blocks</b>	<b>Volume in%</b>
1. The block is motivational	1
2. Activity management unit	8
3. Block of organization of activity	60
4. Control and correction unit	8
5. The block of application of mastering of knowledge, abilities	10
6. Block of creative potential development	10
7. Information block	3

The growing role of independent work places higher demands on conscious, active self-control, which develops in each student the ability to plan their studies and rationally distribute their strengths and capabilities, taking into account individual physical and psychological characteristics.

In II studies. Vygotsky, S. Rubinstein, O. Leontiev, A. Smirnov, B. Teplov, P. Halperin, N. Talyzin, V. Davydov affirms the idea of the interdependence of improving and shaping the student's personality: personality is formed only in active, independent learning activities.

All the efforts of the teacher should be directed to what to teach the student to learn, ie. to acquire knowledge independently, showing the maximum of honesty, initiative and creativity. In connection with the above, the most important now is the reorientation of the didactic system from information to personality-oriented learning, which allows to identify and develop creative abilities of students, to form their independent activity, which will naturally move to future professional activities.

Independent work requires the student to analyze the problem (non-standard, new) situation in order to obtain new information. The student at the same time independently makes a choice of means and methods of the decision of the tasks establishing, establishes sequence of operations in the

decision of problems. The main thing in such works is a creative search, finding a way to work and discovering new knowledge for yourself.

The scientific organization of students' independent work is determined primarily by the nature of the educational process, psychological and pedagogical features of teaching and pedagogical skills of the teaching staff. Independence in the educational process is manifested under the following conditions: 1) the student performs the educational task without the participation of the teacher; 2) the student conducts independent mental operations, navigating the learning process; 3) the student is free to choose the forms and methods of the task; 4) in the process of listening to and summarizing the lecture, the student selects the material, selecting the most important.

When choosing one of several possible solutions proposed by the teacher, the student's independent work takes place. But it is fully manifested when the student himself determines the goals of their activities, establishes the order and sequence of their actions.

In the psychological and pedagogical literature, the skills of independent work are divided into several groups: 1) general skills - planning, study of educational, scientific and reference literature, the organization of self-control; 2) psychological attitude - perception, assimilation, mental operations; 3) special skills based on the specifics of a particular discipline.

Learning tasks for independent work of students can be of the following nature: reproductive, cognitive-exploratory (heuristic), creative, cognitive-practical.

In order for the educational activity to be effective, the student determines the purpose of study in the chosen specialty and the specific goals of studying this scientific discipline. In addition, the student needs to know the system of diagnosis and forms of self-control, to have fully accessible, more or less detailed programs and teaching aids.

No less important task facing the teacher is the choice of optimal forms of management of the process of educational and cognitive activities of students, determining the stages of learning, violation of cognitive interest of students, the formation of their independent creative activity.

The study of each discipline involves the following stages:

- defining the purpose and objectives of the course, getting acquainted with the relevant terminology, clarifying the role and importance of the discipline studied among other subjects of the curriculum;
- study and mastering of theoretical bases and practical methodical methods of application of theoretical knowledge;

- acquaintance with the experience of professional activity of specialists in this field;

- formation of professional skills and abilities to creative activity.

In the cognitive independent activity of the student, aimed at the formation of fundamental, methodological knowledge, we can name several components:

- study and mastering the theoretical foundations of this subject: listening, reading, taking notes, abstracting, understanding of educational information;

- mastering the methods of practical work and implementation of basic theoretical principles in practice: analysis of various typical

- decisions, training exercises, performing actions according to the model, application of algorithms, compilation of generalized instructions and instructions;

- use of acquired knowledge in various forms of control and self-control: protection of reports in control classes, answers to exams, protection of course projects, etc.

The next component is credit-control measures, which play an important role in improving the independent work of students, improving the quality of training, the formation of their professional competence.

The control system includes:

- starting control, which is organized at the beginning of each semester;

- current control required after each cycle of study, 2-3 times per semester;

- final control - after graduation.

The main task of current control is to help students in acquiring knowledge and in forming purposeful actions. Such control can be carried out during and after lectures, and independent employment on a subject, the section. In each of these cases (if we talk about the theory of gradual formation of mental actions) knowledge may be at different stages of assimilation, actions - at different stages of formation. You can not delay the action in the transition stages. Current control allows you to determine the stage at which the mental action is, and helps its transition to the next, higher stage. This provision is often not taken into account in the educational process - it is considered that the frequency of control is useful. The authors of this approach proceed from the position of cybernetics that the more frequent the feedback, the better the directivity.

Leading the conversation about the control of the topic, section, course, should determine the difference between these types of control. First of all, we note that each previous type of control is fully included in the next.

At control on a subject knowledge of a factual material, formation of mental actions is checked. The control from the section of educational material should check, among other things, to what extent the student sees the connection between certain topics, is able to transfer knowledge and actions acquired to one degree or another to other topics. Similarly, in the control of the course - knowledge and actions learned and formed in the process of studying topics and sections, transferred to the topics and sections of the course.

The main functions of pedagogical control, according to researchers (B. Avanesov, S. Arkhangelsky, V. Bespalko, A. Kapska, N. Kuzmina, etc.), are: diagnostic, organizing, educational, educating and actually controlling.

Pedagogical control must meet the requirements of modern professionals. These requirements are determined by consumers of vocational education as a socio-cultural service - society, specific production, any envisaged field of activity, the specialist himself and are presented in the state educational standard. In general, they can be formulated as follows:

- knowledge of production activities, the ability to use modern information and technical systems, ready-made programs for solving production problems, the ability to create new original programs based on the solution of specific problems of the production environment;
- knowledge of psychological and pedagogical principles of future professional activity, ability to work in a team, to create a favorable psychological climate in the workforce; readiness to combine personal and public interests in solving production problems, the ability to quickly and painlessly adapt to the conditions of the future profession, loyalty to the opinion of colleagues, tolerance, respect for others.

These requirements can be met by modeling in the educational and cognitive process of professional activity of the specialist.

Program-targeted organization of the pedagogical process in higher education institutions is based on the main activities of the specialist: research, technological, organizational, design and communication. Assessment of the quality of specialist training is to determine the compliance of a graduate with the model of a specialist capable of the above activities, which are formed by practical and personality-oriented approaches.

The combination of these approaches in the educational process forms in students:

- solid knowledge of the chosen specialty;
- ability to implement their knowledge in a specific production activity;



- ability to independently replenish their knowledge with the necessary information;
- readiness for collegial work;
- ability to be creative in the performance of their duties;
- desire and ability for constant professional and cultural and moral self improvement.

An effective diagnostic system allows you to assess the knowledge and skills of students in a particular discipline, taking into account the totality of future activities of the specialist.

The organizing function of control is due to the influence of the results of credit and examination activities on the entire pedagogical process. The results of these activities adjust the setting of educational work, lead to the revision (if necessary) of programs, teaching materials, contribute to the improvement of methods, tools and forms of teaching and control, give teachers and the department the necessary information to find and apply more modern pedagogical technologies.

The content of controlled information is related to the curriculum, blocks, modules that the student must master in the process of cognitive activity. The means of control include control tasks, learning tasks, issues that are implemented in various forms, methods and techniques. Audiovisual means and personal computers are used for control.

The optimal organization of control involves the implementation of the following provisions:

- selection by the teacher of the necessary set of control tests on all topics and types of classes;
- ensuring that each student performs control measures;
- compilation of reporting materials by students after the completion of each section of the course;
- full and early awareness of students about the forms, content, place and time of tests, as well as the degree of responsibility and change in the organization of the learning process that will go to students who received unsatisfactory grades;
- conducting control and credit activities is appropriate only when there is confidence that each student is ready to control that the previous educational activities were organized quite satisfactorily;
- obligatory acquaintance of each student with the assessment of his reporting materials, with mistakes, obtaining full information about the time, conditions and means of correcting mistakes, additional advice from the teacher.

Currently, many higher education institutions of Ukraine, including the University of Hryhoriy Skovoroda in Pereyaslav, use a rating system to

control educational and cognitive activities, increase the objectivity of students' knowledge. Rating system for assessing students' knowledge means the use in the learning process of such organizational and methodological forms that allow you to effectively manage the learning process based on continuous feedback from student to teacher in the form of reliable information about learning and skills in practice. The expediency of introducing rating control in the pedagogical process is due to the following factors:

- the need to predict and stimulate the progressive movement of the student in the knowledge of the relevant discipline;
- giving the student the choice of form of education in accordance with his individual characteristics, pace of development, methods of mastering useful information for him;
- creation of favorable conditions for individual independent work, the ability to regulate their learning within the allotted time;
- the importance of systematic educational and cognitive activities that allow students to analyze educational and scientific information, to develop a personal and emotional attitude to it, to include it in their professional competence;
- the need to regulate the pedagogical process by the teacher, department, educational and methodological council of the faculty and the dean's office.

The rating system correlates with modular learning. In modular learning, the student has the opportunity to vary their learning on the basis of an individual program, consisting of instructions on sequential actions, a bank of information data and practical recommendations. The role of the teacher is reduced mainly to advisory-coordinating and information-controlling.

The purpose of the modular system is to put the student in front of the need for systematic educational work throughout the semester. This is possible when dividing the discipline into large sections-blocks, which the student takes intermediate (modular) exams. The points obtained by him for all intermediate exams are summed up and make up his rating in this discipline. The importance of these points for the student is increased by the fact that to obtain a sufficient amount of points for all exams, their results can be credited as a final (semester) exam. Thus, modular exams become as authoritative as the final ones. This solves the problem of teaching students to systematic educational work.

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**FORMATION OF RHETORICAL COMPETENCE OF FUTURE  
TEACHERS IN THE PROCESS OF STUDYING LANGUAGE  
DISCIPLINES  
ФОРМУВАННЯ РИТОРИЧНОЇ КОМПЕТЕНТНОСТІ  
МАЙБУТНІХ УЧИТЕЛІВ У ПРОЦЕСІ ВИВЧЕННЯ МОВНИХ  
ДИСЦИПЛІН**

Reforming education in Ukraine, accelerating scientific, technological and cultural progress determine new requirements for the educational system, as well as for the teacher as a change agent, coach, moderator in an individual educational trajectory of a child. The modern school should become an important centre where students will enjoy learning, where they will not only acquire knowledge, but also acquire vital skills and abilities.<sup>125</sup>

The school should be the main driving force for the humanization of social economic relations, the formation of new life attitudes of an individual. According to the concept of the New Ukrainian School, for the successful self-realization of students in life, learning and work, they must develop key competencies that everyone needs 'for personal realization, development, active citizenship, social inclusion and employment which can provide personal lifelong realization and success'.

A comprehensive influence on student's personality is provided by the teacher, who, in the process of joint activities, must be aware of the peculiarities of child's development, shows positive attitude towards the personality of a student, directs his efforts towards realizing the potential, inherent in student, and is aware of the responsibility, placed on the teacher, when interacting with children.<sup>126</sup>

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<sup>125</sup> Нова українська школа. Концептуальні засади реформування середньої школи. Київ, 2016. С. 10.

<sup>126</sup> Пазухина С. В. Эмпирическое исследование процесса формирования ценностного отношения к личности воспитанника в будущих учителей начальных классов. Вестник Московской государственной академии делового администрирования. № 1 (7). 2011. С. 113-122.

The future of a student, the formation of his interests in certain knowledge sphere, the formation of his moral and spiritual values, beliefs, etc., to a certain extent, depend on the level of teacher's professional training, his professionalism and pedagogical skills.

Acquisition of relevant key competencies by graduates of pedagogical higher education establishments has become one of the main criteria for training future teachers who are able to solve various professional problems effectively, skillfully enter into verbal communication, taking into account the communication situation and personality of the interlocutor. A modern teacher must have a good command of the state language, be able to persuade, have a high level of speech culture and rhetorical competence, which 'allows you to feel confident in various situations of pedagogical communication, <...> optimally organize thinking and speaking activities of all participants of the pedagogical process, to use appropriate methods of rhetorical argumentation'.<sup>127</sup>

Actualization of the competence approach to teacher training is caused by the Law of Ukraine 'On Higher Education' (2014), the Law of Ukraine 'On Education' (2017), the adoption of the National Qualifications Framework (as amended in 2020) and the Professional Standard for the profession 'Teacher of general secondary education' (2020), etc. According to N. Vnukova and V. Pyvovarov, 'the implementation of the competence approach in higher education system of Ukraine is determined by its wide recognition in European countries, it is the standard of European education of the XXI<sup>st</sup> century'.<sup>128</sup>

Today, the competence approach is characterized as one of the leading directions of improving the higher education system in Ukraine, which 'ensures the implementation of the concept of humanistic education and provides training for competent professionals who are fluent in profession and related fields oriented, ready for continuous professional growth, social and professional mobility'.<sup>129</sup>

Various aspects of the problem of competence approach, the need to implement it in modern education system have become the subject of scientific research by both domestic and foreign researchers. To the

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<sup>127</sup> Садова Т. А. Формування риторичної компетентності майбутніх педагогів вищої школи. *Young Scientist*. № 10.1 (62.1). 2018. С. 98.

<sup>128</sup> Внукова Н., Пивоваров В. Компетентнісний підхід до підготовки фахівців з вищою освітою. *VZDELÁVANIE A SPOLOČNOSŤ II. medzinárodný konferenčný zborník*. 2017. С. 377.

<sup>129</sup> Романчук Н., Романчук Н. Компетентнісний підхід в освіті: концепції, суть, зміст. *Науковий вісник МНУ імені В. О. Сухомлинського. Педагогічні науки*. № 4 (63). Миколаїв, 2018. С. 119–122.

theoretical and methodological principles of the competence approach are devoted the works of such scientists as: I. Ahapov, I. Bekh, N. Bibik, V. Bolotov, S. Bondar, I. Zymnya, V. Luhovyy, O. Pometun, I. Rodygina, O. Savchenko, S. Sysoyeva, V. Khymynets', L. Khoruzha, A. Khutors'kyi and others. World experience and Ukrainian perspectives of the competence approach are covered in the studies of A. Bermus, B. D'yachenko, O. Zhuk, O. Lokshyna, O. Ovcharuk, Y. Panfilov, J. Raven, B. Furmanets' and others. Scientists A. Barannikov, N. Vnukova, M. Zhaldak, V. Pyvovarov, N. Romanchuk and others in their scientific works consider the implementation of the competence approach in educational process, in particular, in higher education.

The analysis of the scientific literature revealed different views of scientists and the ambiguity of the interpretation of the concepts 'competence', 'competency', the definition of criteria for their evaluation, the diversity of existing classifications etc. At the present stage of development of the competence approach in education are establishing the essential characteristics and component structure of rhetorical competence, ways of its formation and development in the system of professional training of future teachers.

Consider first the notions 'competence' and 'competency'. Modern linguistic dictionaries give the meaning of the term 'competence' (from the Latin *competens* (*competentis*) – proper, appropriate) as 'conversance, authority, awareness; possession of competence'.<sup>130</sup>

The authors of the Dictionary of the Ukrainian Language in 11 volumes interpret 'competence' as 'property in the sense of *'competent'*'.<sup>131</sup> and consider two meanings of the word 'competent': '1. He who has sufficient knowledge in any field; who is well acquainted with something; clever. // Is based on knowledge; qualified. 2. He who has certain powers; full-fledged, sovereign'.<sup>132</sup>

The notion 'competency' in reference literature is interpreted as: 'the scope of authority of an organization, institution or official; a problem

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<sup>130</sup> Словник іншомовних слів: 23000 слів та термінологічних словосполучень / Уклад. Л. О. Пустовіт та ін. Київ : Довіра, 2000. С. 541; Великий тлумачний словник сучасної української мови (з дод. і допов.) / Уклад. і голов. ред. В. Т. Бусел. Київ; Ірпінь: ВТФ «Перун», 2005. С. 560.

<sup>131</sup> Словник української мови: в 11-и томах / Ред. колегія: акад. І. К. Білодід (голова), А. А. Бурячок, П. П. Доленко та ін. Т. IV: І–М. Київ : Наукова думка, 1973. С. 250

<sup>132</sup> Словник української мови: в 11-и томах / Ред. колегія: акад. І. К. Білодід (голова), А. А. Бурячок, П. П. Доленко та ін. Т. IV: І–М. Київ : Наукова думка, 1973. С. 250.

that someone has a lot of information about, that allows him to solve it professionally; good knowledge of something<sup>133</sup>.

To specify the essence of the analyzed concepts their interpretation by scientists is considered and systematized in table 1.

*Table 1*

**Definitions of ‘competence’ and ‘competency’**

<b>Interpretation of the concept of ‘competence’</b>	<b>Interpretation of the concept of ‘competency’</b>
a set of personality traits (characteristics) that allow an individual to perform certain activities aimed at solving problems (tasks) in any field ( <i>F. Sharipov</i> <sup>134</sup> );	a set of interdependent personality qualities (knowledge, skills, abilities, methods of activity), assigned to a certain range of objects and processes and necessary for quality, productive activities in relation to them ( <i>O. Kuchay</i> <sup>135</sup> );
readiness to perform professional duties in accordance with modern world requirements and standards ( <i>V. Afanas'yev</i> <sup>136</sup> );	integrative concept, which contains the following aspects: readiness for purpose making; readiness for evaluation, readiness for action, readiness for reflection ( <i>O. Pometyun</i> <sup>137</sup> );
specific ability that allows to solve effectively typical problems and tasks that arise in real situations of everyday life; ability to solve the outlined range	knowledge, skills, abilities, personal qualities and attitudes of a person or a group of people (team, organization), as well as certain requirements for a

<sup>133</sup> Словник іншомовних слів: 23000 слів та термінологічних словосполучень / Уклад. Л. О. Пустовіт та ін. Київ : Довіра, 2000. С. 541; Словник української мови: в 11-и томах / Ред. колегія: акад. І. К. Білодід (голова), А. А. Бурячок, П. П. Доленко та ін. Т. IV: І–М. Київ : Наукова думка, 1973. С. 250.

<sup>134</sup> Шарипов Ф. В. Профессиональная компетентность преподавателя вуза. Высшее образование сегодня. № 1. 2010. С. 73.

<sup>135</sup> Кучай О.В. Компетенція і компетентність – відображення цілісності та інтеграційної суті результату освіти. Рідна школа. 2009. №11. С. 44-48.

<sup>136</sup> Афанасьев В. Г. Функциональная неграмотность и профессиональная некомпетентность как факторы риска современной цивилизации. Ленинград : НИИ НОВ, 1992. С. 24.

<sup>137</sup> Пометун О. Дискусія українських педагогів навколо питань запровадження компетентнісного підходу в українській освіті. Компетентнісний підхід у сучасній освіті. Світовий підхід та українські перспективи / Під заг. ред. О. Овчарук. Київ, 2004.

**«Theory and methods of educational activities in Ukraine»**

**Monograph edited by prof. Mikhailychenko O.**

of tasks in professional activities ( <i>A. Bodal'ov</i> <sup>138</sup> );	particular type and level of activity ( <i>Y. Poskrypko, O. Danchenko</i> <sup>139</sup> );
ability (skill) to act on the basis of acquired knowledge; general ability based on knowledge, experience, values, inclinations acquired through learning ( <i>S. Shyshov, V. Kal'ney</i> <sup>140</sup> );	integrated result of mastering the content of general secondary education, which is expressed in the student's willingness to use the acquired knowledge, skills, abilities, as well as ways of acting in specific life situations for practical and theoretical problems solving ( <i>N. Moiseyuk</i> <sup>141</sup> );
ability to solve problems provided not only by the possession of ready-made information, but also by the intensive participation of mind, experience, creative abilities of students ( <i>S. Bondar</i> <sup>142</sup> );	
intellectually and personally conditioned experience of social and professional life of a person based on knowledge ( <i>I. Zymnya</i> <sup>143</sup> );	
set of competencies ( <i>Y. Rubin</i> <sup>144</sup> )	

Thus, the analysis of reference and scientific literature revealed the existence of different approaches to determining the relationship between the concepts of 'competence' and 'competency': 1) the terms are identified, i.e. are synonymous; 2) the concepts are clearly distinguished; 3) competence is

<sup>138</sup> Бодалев А. А. Психология новой эры: компетентность или беспомощность. URL: <http://psy.1september.Ru/2001/47/45.htm>

<sup>139</sup> Поскрипко Ю. А., Данченко О. Б. Компетенція і компетентність: консенсус. Вчені записки Університету «КРОК» №3(55), 2019. С. 117–127.

<sup>140</sup> Шишов С. Е., Кальней В. А. Школа: мониторинг качества образования. Москва : Педагогическое общество России, 2000. С. 263.

<sup>141</sup> Мойсеюк Н. Педагогіка : навчальний посібник. Київ, 2007. 656 с. URL: [https://pidru4niki.com/16930803/pedagogika/kompetentsiya\\_sut\\_struktura\\_osnovni\\_vidi](https://pidru4niki.com/16930803/pedagogika/kompetentsiya_sut_struktura_osnovni_vidi)

<sup>142</sup> Бондар С. Компетентність особистості інтегрований компонент навчальних досягнень учнів. Біологія і хімія в школі. 2003. № 2. С. 9.

<sup>143</sup> Зимняя И.А. Психология обучения иностранным языкам в школе. Москва : Просвещение, 1991. С. 92.

<sup>144</sup> Глобализация образования : Компетенции и системы кредитов / авт. кол. : А.А. Егоров и др.; Под общ. ред. Ю.Б. Рубина. Москва : Маркет ДС Корпорейшн, 2005. С. 331.

considered as a set of different competencies. We are inclined to the opinion of those scholars who share the notions of ‘competence’ and ‘competency’, because ‘these concepts have a multi-layered, multicomponent structure and polysemantic meaning’.<sup>145</sup>

Among the key competencies, identified by the Council of Europe, are: political and social competencies; competencies related to life in a multicultural society; competencies related to the emergence of the information society; the ability to lifelong learning as a basis for continuous professional training – competencies related to the possession of oral and written communication are singled out. Ability to communicate, build constructive dialogue, carry on an interesting conversation, ask questions correctly or respond discreetly to comments, nobly address the interlocutor or listeners, the ability to deliver a speech, discuss, argue, defend personal opinion, while being fluent in language, have taste for language – are the most important components of qualified training of future teachers. Every teacher, regardless of specialty, must have a high level of language culture and master it, instill in students a love of language, teach them to master it fully and competently, which is the key to successful self-realization of students as individuals.<sup>146</sup>

Therefore, one of the components of a teacher’s professional activity, his pedagogical skills is the rhetorical competence, ‘because learning occurs only in the process of rhetorically appropriate pedagogical communication, and, therefore, on how fully this component of professional pedagogical competence is formed, largely depends the result of teacher’s activity’.<sup>147</sup>

It should be noted that domestic and foreign researchers in their scientific works have repeatedly raised the issue of rhetorical competence. Theoretical and methodological foundations of modern rhetoric are substantiated in the works of S. Abramovych, J. Bilousova, V. Vandysh, O. Volkov, N. Holub, L. Horobets’, O. Hurvich, T. Ladyzhenskaya, M. L’vov, L. Mats’ko, O. Mats’ko, G. Onufriyenko, Y. Rozhdestvenskiy, H. Sahach, J. Sternin, O. Zarets’ka and others. Some issues of rhetorical competence, in particular, the definition of the concept, structure of rhetorical competence, criteria, indicators and levels of its formation are revealed in the works of

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<sup>145</sup> Сисоєва С. О., Соколова І. В. Теорія і практика вищої освіти : навч. посібник. Київ–Маріуполь, 2016. С. 146.

<sup>146</sup> Васильченко Л. В., Гришина І. В. Професійна компетентність керівника школи. Харків : Вид. група «Основа», 2006. С. 30–31.

<sup>147</sup> Садова Т. А. Формування риторичної компетентності майбутніх педагогів вищої школи. Young Scientist. № 10.1 (62.1). 2018. С. 97.



such scholars as: O. Danylyuk, O. Korchova, V. Nyshcheta, N. Otvodenko, L. Mamchyr, O. Rohach, T. Sadova and others. Some aspects of the problem of rhetorical training of future teachers are studied by N. Voloshyna, O. Habidullina, N. Holub, L. Horobets', O. Horoshkina, S. Karaman, G. Klochek, O. Kucheruk, L. Mats'ko, H. Sahach and others.

The analysis of scientific research revealed the existence of different approaches to clarifying and concretizing the concept of 'rhetorical competence'. S. Horobets' considers rhetorical competence as 'a complex syncretic concept that combines, in addition to the culture of speech in traditional sense, certain aspects of thinking culture, psychological culture, stage skills, rhetorical ethics, the concept of speaker's image, etc.'. <sup>148</sup>

The integrative property of rhetorical competence is emphasized by L. Kanibolots'ka, O. Kucheruk, V. Nyshcheta. They define rhetorical competence as: 'the complex integrative formation of personality, which involves the possession of rhetorical knowledge, skills and abilities, qualities that determine the ability and willingness to communicate effectively and optimally, implemented and enshrined in the experience of communicative and rhetorical activities' <sup>149</sup>; 'integrative subjective property, which is characterized by the ability of a person to realize his rhetorical potential (knowledge, skills, experience, abilities, needs, intentions, values) in practice for successful activities in professional and pedagogical sphere, in social and cultural life' <sup>150</sup>; 'integrative personal quality, which includes the possession of rhetorical knowledge, skills and abilities, rhetorical potential, which together determine the ability and willingness to communicate effectively and optimally, implemented and enshrined in the experience of communicative and rhetorical activities'. <sup>151</sup>

Noteworthy are the interpretations of L. Horobets', N. Holub, V. Nahayev, who consider rhetorical competence as the ability to:

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<sup>148</sup> Горобець С. І. Методика формування риторичної компетентності майбутніх учителів української мови і літератури у процесі вивчення мовознавчих дисциплін: дис. ... канд. пед наук: 13.00.02. Київ, 2021. 290 с.

<sup>149</sup> Каніболоцька Л. В. Модель формування риторичної компетентності майбутніх викладачів вищих навчальних закладів. Наукові записки Тернопільського національного педагогічного університету імені Володимира Гнатюка. Серія: Педагогіка. 2016. № 3. С. 136–142.

<sup>150</sup> Кучерук О. Розвиток риторичної компетентності студентів-філологів у процесі риторичної освіти. Актуальні проблеми формування риторичної особистості вчителя в країновому просторі: Зб. наук. праць Всеукраїнської наук.-практ. інтернет-конф. Житомир, 2015. С. 50–53.

<sup>151</sup> Нищета В. Н. Методика формування риторичної компетентності учнів основної школи: монографія. Київ: Центр учбової літератури. 2017. С. 58

‘consciously create, pronounce and reflect the copyright text of speech / rhetorical genre in accordance with the purpose and situation of public speaking’<sup>152</sup>; ‘effectively use linguistic and rhetorical knowledge, skills and experience in order to harmonize all types of communication, achieve communicative goals, the establishment of higher moral, ethical and patriotic ideals of society’<sup>153</sup>; ‘the ability of an individual to carry out rhetorical activities successfully in professional sphere, based on systematic knowledge of rhetoric and ways to obtain it, rhetorical skills and abilities, as well as a set of personal qualities that include motivation, volitional expression and reflection’.<sup>154</sup>

Exploring the peculiarities of rhetorical competence formation of future professionals in terms of modern education, T. Sadova, T. Symonenko define the analyzed concept through the prism of future professional activity, namely as: ‘basic component of professional and pedagogical competence, caused by the specifics of the verbal nature of pedagogical activities, which acts as a unity of systemic rhetorical knowledge, a set of professionally significant rhetorical skills and readiness of future professionals to carry out rhetorical and pedagogical activities successfully’<sup>155</sup>; ‘the presence of professional and communicative skills of an individual that allow to communicate in typical terms of professional activity, to have the potential of professional discourse, to represent normative and perceptible educational-scientific, professionally oriented texts; the ability to solve communicative tasks in complex and unpredictable situations of professional communication’.<sup>156</sup>

The complexity of such a pedagogical phenomenon as ‘rhetorical competence’ determines the selection and analysis of its components. The scientific research has identified different approaches to determining the structure of rhetorical competence, which, in essence, do not contradict each

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<sup>152</sup> Горобец Л. Н. Формирование риторической компетенции студентов-нефилологов в системе профессиональной подготовки в педагогическом вузе: дис.... докт. пед наук: 13.00.02. Санкт-Петербург, 2008. 477 с.

<sup>153</sup> Голуб Н. Б. Учитель як риторична особистість. Науковий вісник Миколаївського державного університету. (Серія „Педагогічні науки”). Миколаїв : МДУ, 2007. Вип. 19. С. 268-278.

<sup>154</sup> Нагаєв В. Дидактичні засади формування риторичної компетентності фахівців-менеджерів. Новий Колегіум. 2015. № 4. С. 86–91.

<sup>155</sup> Садова Т. А. Формування риторичної компетентності майбутніх педагогів вищої школи. Young Scientist. 2018. № 10.1 (62.1). С. 97–100.

<sup>156</sup> Симоненко Т. В. Формування риторичної компетентності особистості майбутнього фахівця в умовах сучасної освітньої парадигми. Вісник Черкаського університету. 2017. № 13–14. С. 130–137.

other, but only differently highlight, specify, clarify its elements. In dissertation research, T. Konivits'ka generalized the views of scientists on the structure of rhetorical competence: '1) graduates of general secondary education establishments – theoretical and practical, procedural, moral and ethical, component of communicative activity, the impact of the speech act, organizational and methodological; 2) specialists with higher education – argumentative, aesthetic, text-forming, linguopragmatic; cognitive, activity-oriented, affective-motivational; 3) specialists in socioeconomic sphere – value-motivational, cognitive, ethical, operational-technological and social activity-oriented; 4) teachers – cognitive (knowledge system that includes basic categories of rhetoric); activity-oriented (system of professionally significant skills and abilities of rhetorical activity); motivational (formation of interest in rhetorical activity, readiness to carry out rhetorical and pedagogical activities, desire to improve personal rhetorical activities) <...>'.<sup>157</sup>

Within the research, we are inclined to the opinion of T. Sadova, who identifies the following components of rhetorical competence of teachers: 1) cognitive – a system of knowledge about language, speech, basic categories of rhetoric: rhetorical ideal, laws of general rhetoric, classical rhetorical canon, means of communication, etc.; 2) activity-oriented – a system of professionally significant skills and abilities of rhetorical activity; initiative in communication and communicative leadership; 3) motivational – the formation of interest in rhetorical activities, readiness to carry out rhetorical and pedagogical activities at a high level, desire to improve personal rhetorical activities.<sup>158</sup>

It should be noted, that in non-philological faculties of pedagogical establishments of higher education, rhetorical training, as a rule, is not united by a holistic concept. The study by students such disciplines as Pedagogy, Psychology, Philosophy and professional disciplines influence the formation of the ability to think logically, appropriately formulate thoughts, skills and abilities to build coherent expression independently, skillfully enter into speech communication, which is necessary in future pedagogical activity. Among the linguistic disciplines, students master the 'Ukrainian language for professional purposes', which is aimed to: form a national language-oriented personality, acquaint students with the norms of modern Ukrainian

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<sup>157</sup> Конівіцька Т. Я. Формування риторичної компетентності майбутніх психологів у закладах вищої освіти : дис. ... канд. пед. наук : 13.00.04. Львів, 2020. С. 88–89 с.

<sup>158</sup> Садова Т. А. Формування риторичної компетентності майбутніх педагогів вищої школи. Young Scientist. 2018. № 10.1 (62.1). С. 98.

language in professional communication, the basic requirements for compiling and processing professional documents, teach them professional speech, enrich terminological and professional vocabulary; to increase the general language level of future specialists, to form practical skills of business oral and written communication in the team, to develop communicative abilities.

In order to determine the level of awareness of importance of rhetorical competence, attitude to individual rhetorical development, the need to improve rhetorical skills, we held a survey of first and second year students of Educational and Scientific Institute of Physical Culture, Educational and Scientific Institute of History, Law and International Relations of Sumy State Pedagogical University named after A.S. Makarenko. The questionnaire 'Rhetoric in Professional Training', developed by S. Horobets<sup>159</sup>, was the basis. A total of 38 students took part in the survey, who had to answer 10 questions, in particular: Do you think it is necessary to form and develop rhetorical competence in higher education establishment?; Do you consider rhetorical competence as a guarantee of personality development?; Do you think that rhetorical competence is necessary for your future professional activities? etc. The students' answers were corresponded to the key, the correspondence to which was evaluated in 3 points.

The results of the survey showed that 30 students (79%) are aware of the need for rhetorical competence in future professional activities. For 34 respondents (89%) it is important to form and develop rhetorical competence in higher education establishment. At the same time, only 23 students (60.5%) expressed the need to introduce into curriculum and study the course 'Rhetoric in professional activities' in order to improve professional and rhetorical competence while studying at the higher education establishment, with only 2 students (5%) assessed their level of development of rhetorical qualities as high.

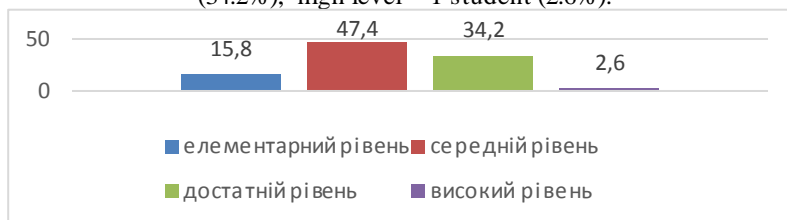
The questionnaire allowed revealing the level of students' awareness of the importance of developing rhetorical competence and the level of need to improve their rhetorical skills. According to the key: on the scale of awareness of the importance of the development of rhetorical competence 1–7 points – elementary level; 7–15 points – average; 16–23 – sufficient; 24–30 points – high; on the scale of the need to improve the

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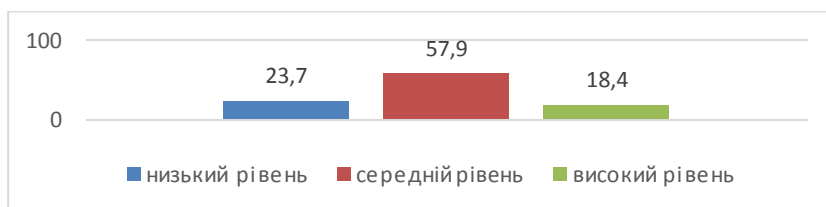
<sup>159</sup> Горобець С. І. Методика формування риторичної компетентності майбутніх учителів української мови і літератури у процесі вивчення мовознавчих дисциплін: дис. ... канд. пед наук: 13.00.02. Київ, 2021. С. 250–252.

rhetorical skills of an individual 1–10 points – low level; 11–20 points – average; 21–30 points – high.

Analysis of the survey results showed that the elementary level of awareness of the importance of rhetorical competence have 6 students (15.8%), average level – 18 students (47.4%), sufficient level – 13 students (34.2%), high level – 1 student (2.6%).



The majority of surveyed students showed an average level of need to improve rhetorical skills (22 students – 57.9%), high level – 7 students (18.4%), low level – 9 students (23.7%).

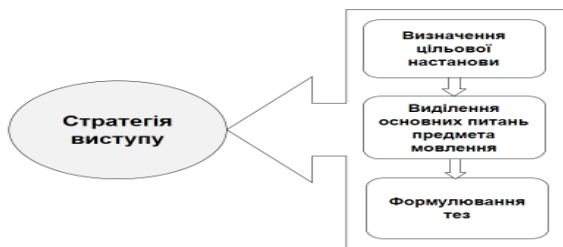


Given the need of students to improve rhetorical skills and their awareness of the need for the formation and development of rhetorical competence in higher education, the course 'Ukrainian language for professional purposes' provided a study of module 'Language culture of professional communication', which covers the following topics: 'The language culture of oral professional communication. Public speech in the activities of a specialist', 'The art of discussion and controversy', 'Scientific communication as a component of professional communication'.

The cognitive component of rhetorical competence is formed, first of all, during lectures, where students get acquainted with theoretical information about the language of professional communication as a functional variety of literary language, the most important features of literary language, language norms and functional styles, consider scientific and official business styles, forms of their implementation and meta-speech in each of the styles. Particular attention is paid to the creation and use of professional terminology, the specifics of constructing various texts of

business and scientific communication, the theory of eloquence, which summarizes certain techniques, the use of which contributes to the success of professional speech and allows influencing the feelings of listeners or motivating them to specific actions. It uses a variety of presentation material, tables, diagrams, figures that illustrate the abstract concepts of rhetoric, their relationships etc. Thus, considering public speaking in professional activities, the peculiarities of preparation for it, students use the following schemes to analyze the components of speech strategy, types of preparation for public speaking, etc. (see fig. 3).<sup>160</sup>

### Компоненти стратегії виступу



The lecture material provides an update of previously acquired knowledge, which is the basis for mastering the generalized requirements of language training with a focus on the peculiarities of the functioning of modern Ukrainian literary language in teacher's professional activities.

In order to enhance the cognitive activity of students at the theoretical stage, we use methods of creating problem situations, asking questions and debatable tasks, followed by discussion (for example: confirm or refute Cicero's opinion: *'to be able to speak correctly ... is not a merit yet, but not being able – is a shame'*), the inclusion in the lecture of prepared students' speeches, such as *'Rhetorical personality of I. Zvyazun'* etc.

During the process of study students must not only master the appropriate amount of knowledge, but also learn how to gain knowledge independently, the ability to apply theoretical knowledge in practice in the context of future teaching. In the process of performing practical tasks they develop professional skills, study and analyze fragments of speeches of prominent teachers, scientists, master a number of techniques: how to work

<sup>160</sup> Рудь О. М. Риторика в таблицях і схемах : довідник. Суми : РВВ КЗ СОШПО, 2009. 235 с.

on the speaker's speech, how to prepare a speech, build, deliver it, how to interest the listener and become an interested listener.<sup>161</sup>

During mastering the course students perform various professionally oriented exercises that contribute to the acquisition of rhetorical knowledge, development and strengthening of professionally important rhetorical skills and abilities of pedagogical activity, initiative in communication and communicative leadership.

Students perform different exercises aimed at mastering the orthoepic norms of the Ukrainian language, developing proper breathing, diction, intonation, at the formation of the ability to determine the title of the future speech, to formulate its purpose, main idea, to take into account the peculiarities of the audience according to the various characteristics, to select material and to process it.

For instance:

1. Read aloud tongue-twisters and nursery rhymes, focusing on the work of speech organs and the purity of sounds: *«В чаплі чорні черевички, чапля чапа до водички»*, *«Біжать ожини поміж обжини, і вже у Жені ожина в жмені»* etc.

2. Make an imaginary portrait of the audience in front of which you would like to deliver a speech *‘My profession is a teacher’*. Prepare a speech.

3. Prepare a speech on the topic: *‘My model of cultural-speaking personality of a teacher’*. Explain how you selected and processed the material. Which kind of material did you prefer to select?

4. Read the text carefully and choose the title for it. Model the audience to which you would like to deliver a text-based speech. Consider what a modern teacher should look like. What should be the tone of the teacher's story, his voice, the timbre of the voice, etc.?

*Іноді чомусь вважають, що говорити як учитель – означає говорити повчально, напутливо, що учительський голос має бути рівний, безбарвний, монотонний.*

*Деякі вчителі наполягають на строгому і сухому стилі повідомлення навчального матеріалу. Вони вважають, що стримана розповідь створює на уроці атмосферу діловитості, сприяє економії робочого часу і полегшує працю дітей в осмисленні та запам'ятовуванні матеріалу. Це загалом справедливо. Крім*

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<sup>161</sup> Рудь О.М. Риторична культура майбутніх педагогів вищої школи. Розвиток педагогічної майстерності викладача в умовах неперервної освіти: Монографія / За ред. М. М. Солдатенка, О. М. Семеног. Глухів: РВВ ГДПУ, 2008. С. 199-206.

того, самі факти бувають настільки яскравими і вражаючими, що захоплений ними слухач може і не помітити, як викладає оповідач. І все ж байдужий виклад часто сприяє створенню атмосфери відчуження на уроці. Виникає ситуація, яка в педагогіці визначається як відсутність контакту між учителем і класом (В. Буял's'kyу).<sup>162</sup>

5. Analyze the following topics: *'The image of a modern speaker'*, *'The model of communicative personality'*, *'Rhetoric and culture of speech'*, *'Rhetorical figures of pedagogical discourse'*, *'Scientific rhetoric as a variant of professional rhetoric'*, *'Prospects for further development of rhetoric'*. Find out which ones work best. Prepare a speech on one of the suggested topics.

Different tasks contribute to the formation of interest in rhetorical activity, readiness to carry out rhetorical and pedagogical activities at a high level, the desire to improve personal rhetorical activities: 1) *'Speak, so that I may see you'* (Build a dialogue: teacher – student; school principal – teacher; class teacher – student's parents. The theme of the dialogue – Students' performance); 2) *'Verbalize non-verbal'* (Describe the feelings, experiences, thoughts, behaviour of people depicted in pictures, photographs. Pay attention to their facial expressions, gestures, posture, clothing, etc.); 3) *'Rhetorical controversy'* (Model (collectively) controversy on one of the following topics: *'No book should and can not replace the spirit of the teacher (A. Diesterweg)'*; *'One can not frighten children with severity, they do not tolerate only lies (O. Tolstoy)'*; *'Teacher – is a man who knows better how to raise other people's children than their own (J. de Falkenare)'*. Use a variety of polemical techniques, possible theses, arguments, counterarguments); 4) *'Discussion Club'* (Model (collectively) the discussion on topic *'Language fashion – is it good or bad?'*. Identify the main issues to be discussed; prepare the main literature on the problem to be discussed, etc.).

One of the most popular forms of organizing work with students is project activity, which activates the personal potential of each student, reveals his personality in many ways, stimulates students to create certain problems and find ways to solve them. Project activity creates terms for creative students' self-realization, increases motivation to study, promotes the development of their intellectual abilities,

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<sup>162</sup> Буяльский Б. А. Курс на мастерство. 2-е изд., перераб. и доп. Киев : Радянська школа, 1974. С. 37.



independence, responsibility, ability to plan, make decisions, evaluate results.<sup>163</sup>

Students gain experience in solving real problems in future independent life, in particular, in future professional activities.

We offer students (in subgroups) to prepare a project on one of the topics: *'A good speaker is one who can talk about the difficult (Skilef)'*, *'We are born poets. We become orators (Cicero)'*, *'A true teacher is the best, most faithful friend of the parents (A. Diesterweg)'*, which they defend in the class. We consider the basic principles of project-based learning: volunteering in choosing the topic of the project (students can offer their own topic) and the choice of activities for each student; taking into account the interests and psychological characteristics of a certain age group of students; feasibility of work, bringing it to a logical end; formation of the basics of labour culture, quality manufacturing and aesthetic design of objects; useful significance of completed projects; compliance with occupational safety rules.<sup>164</sup>

Thus, the formation of rhetorical competence of future teachers is a continuous process that should be carried out during mastering all academic disciplines in higher pedagogical education establishments. The course 'Ukrainian language for professional purposes' allows to master the knowledge of rhetorical norms, to form a high level of skills and abilities to apply these norms in the process of speech interaction, to improve the quality of language and rhetorical training of future teachers, which is the key to teacher's success in various professionally oriented communicative situations.

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<sup>163</sup> Назаренко Н. С. Проектна діяльність як засіб формування професійної компетентності майбутніх перекладачів. Наука і освіта : наук.-практ. журнал. 2011. №8. С. 94-97.

<sup>164</sup> Колесникова Л.И. Совместное проектирование как фактор профессиональной компетентности преподавателя педагогического комплекса. Автореф. ... канд. пед. наук: 13.00.01. Иркутск, 2002. 20 с.

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**PRACTICAL EXPERIENCE OF PROJECT ACTIVITY  
IN AN OUT-OF-SCHOOL ART EDUCATION INSTITUTION  
ПРАКТИЧНИЙ ДОСВІД ПРОЕКТНОЇ ДІЯЛЬНОСТІ В  
ПОЗАШКІЛЬНОМУ ЗАКЛАДІ МИСТЕЦЬКОЇ ОСВІТИ**

The article presents the methodological foundations, content and essence of project activities in out-of-school art education institutions, their classification in different areas. Namely, by: the nature of the dominant activity, subject-semantic features, duration in time. The classification characteristics of art and pedagogical projects, which we have implemented in the practice of the cultural and artistic center "Artek" are presented.

We argue that project activities in out-of-school art education institutions should be considered as an important factor in the formation of new Ukrainian education, for the external disclosure of students' abilities and solving various educational problems, creating a holistic system of finding and educating creatively gifted individuals. And the complete absence of platforms for the realization of their creative potential is a number of tasks of modern society. And, namely, extracurricular activities today should be considered as an important factor in the full disclosure of students' abilities and solving various educational problems, creating a holistic system of finding and educating creatively gifted individuals, where the crowning place should be project work.

We reveal the psychological and pedagogical features of project activities. Scientific work proves that the basis of project technology is the development of cognitive and research activities of students, the ability to construct their knowledge, navigate in the information space, to develop creative abilities. The traditional "teacher-student" relationship is changing to "student-teacher". The success of the implementation of project technology depends on the awareness of the teacher-organizer of its importance, knowledge and compliance with the algorithm of project activities. Criteria for evaluating an artistic and pedagogical project are given.

Modern requirements for the study of fine and decorative arts apply not only the task of acquiring theoretical knowledge, but also environmental,

social, intellectual and ethical development of the individual. Our hypothesis is based on the effectiveness of the project method to create all the prerequisites for the successful operation of out-of-school art education.

Extracurricular education of the XXI century requires a radical rethinking of the educational paradigm, mastering the technology of becoming a student as a designer of their own lives, creating an innovative pedagogical space, educating a competent, socially active and socially mobile person capable of effectively resolving difficult situations. After all, it is not the employment of young people (or perpetual stay on the Internet), and, of course, the catastrophic limitation of hours in secondary education, due to the introduction of an integrated course "Art", which combines the whole cohort of art (choreography, vocals, games on a musical instrument, art history, painting, color science, composition, arts and crafts, drawing, sculpture, etc.) a few hours a week. The complete absence of platforms for the realization of their creative potential is a number of tasks of modern society.

And, namely, extracurricular activities today should be considered as an important factor in the full disclosure of students' abilities and solving various educational problems, creating a holistic system of finding and educating creatively gifted individuals, where the crowning place should be project work.

In this scientific work, we will present and reveal the methodological features of the project activities of the art institution of out-of-school education, give their classification in different areas.

According to many domestic psychologists and teachers (V. Davidov, A. Dusavitsky, D. Levites, V. Repkin, G. Zuckerman, D. Elkonin, etc.), the effectiveness of projects is due to the position of the teacher, his focus on creating a personality-oriented pedagogical space, democratic style of communication, dialogical forms of interaction with students.

Thus, the educational project from the student's point of view is an opportunity to do something interesting independently, in a group or alone, making the most of their opportunities; it is an activity that allows you to express yourself, try your hand, apply your knowledge, benefit and show publicly the achieved result. From the teacher's point of view, an educational project is a didactic tool that allows to teach design, ie purposeful activity on designing and organizing the pedagogical process. The project as a method allows to release the teacher from the role of omniscient lecturer, turning him into a facilitator, consultant and assistant to students, who in turn become active participants in the learning process, which leads to sustainable development of education.

The XXI century is called the era of project activities. In the educational space, project activities provide a productive connection between theory and practice in the learning process; contributes to the formation of students' life competencies. Project activity is a constructive and productive activity of an individual aimed at solving a vital problem, achieving the end result in the process of goal setting, planning and implementation of the project.

Project activities are unique ways of human practice related to predicting the future, creating its ideal image, implementation and evaluation of the consequences of the implementation of plans. From the point of view of the student (pupil), the educational project is an opportunity to do something in a group or independently, making the most of their opportunities. It is an activity that allows you to express yourself, test your strength, apply your knowledge, bring real benefits by publicly showing the result. Project implementation is an activity aimed at solving a significant problem, usually formulated by the student (or students). The result of such activities is practical and important application.

We will consider project activities as one of the components of the organization of high-quality educational process in the art institution of out-of-school education.

From the teacher's point of view, project activity is an educational technology aimed at acquiring students' knowledge in close connection with real life practice, formation of specific skills in them due to the systematic organization of problem-oriented learning, a means of development, training and education, which allows students to develop and develop specific skills, namely: to plan their work, pre-calculating the possible results; use a large number of sources of information, identify and acquire the necessary knowledge from the information field; independently collect, systematize and accumulate material; to conduct research (analysis, synthesis, hypothesis, detailing and generalization); compare facts, argue your opinion; make a decision; establish social contacts (distribute responsibilities, interact with each other); create a "final product" - a material carrier of project activities (report, abstract, film, magazine, script); present what is created in front of the audience; evaluate themselves and others (self-analysis of the success and effectiveness of solving the project problem).

There are several classifications of projects.

By the nature of the dominant activity: a research project that includes a justification of the relevance of the chosen topic; definition of the purpose, tasks of research, hypothesis with its subsequent check, the analysis of the received results; use of such research methods as laboratory experiment, modeling, sociological survey and others; information project

aimed at collecting information about a particular object, phenomenon in order to analyze, summarize and present it to a wide audience. The result of such a project may be publication in the media, in particular on the Internet; creative project, which provides the most free and unconventional approach to the design of results. These can be almanacs, theatrical performances, works of fine or decorative arts, videos; role (game) project. In it, the designers take on the roles of literary or historical characters. The result of the project remains open until the end; practically oriented project aimed at the social interests of the project participants or an external customer. The result is predetermined and can be used in the life of the class, school, city, state. The result can be a visual aid for the study room, bird houses and so on.

By subject-content features: mono-project within one field of knowledge; interdisciplinary project (at the intersection of different fields of knowledge).

By number of participants: individual, pair, group, collective, mass.

By duration: mini-project (for 1 lesson); short-term (up to 1 month); long-term (semester, academic year).

Project activity of the individual, which is necessary for the society of the future and the present, is made in the process of implementation of classroom and extracurricular projects. The task of the project is not only to perform some useful work, but also to expand one's worldview and acquire theoretical knowledge. The basis of project technology is the development of cognitive and research activities of students, the ability to design their lessons, navigate in the information space, to develop creative abilities. The traditional "teacher-student" relationship is changing to "student-teacher". Of particular importance is the involvement of students in the search process. Cooperation between students and teachers is valuable. Not only sound education but his alertness and dedication too are most required.

Project activities allow our students to: study not only the means but also the methods of specific activities; to develop students' cognitive skills and the ability to independently construct their knowledge; to develop critical and creative thinking; to develop the ability to navigate in the information space; to organize meaningful extracurricular activities; be aware of where and how it can be used in practice.

Implementation of student projects is a complex independent activity of students under the guidance of a teacher-organizer. My position during the implementation of the project method in practice passes from the carrier of ready-made knowledge to the transformation into an organizer of cognitive, research activities of their students.

The development of cognitive interests, creative skills, the ability to acquire knowledge independently is the purpose of project technologies. What could be better for the formation of personality than a sense of success and self-importance from the results of their own activities. Thus, the use of project technologies in educational work creates conditions for the comprehensive development of the individual in the process of organizing creative activities. The success of the implementation of project technology depends on the awareness of the teacher-organizer of its importance, knowledge and compliance with the algorithm of project activities.

In the scientific pedagogical literature there are a number of mandatory requirements for the modern definition of the project, namely: the presence of an educational problem, the complexity and relevance of which meets the educational needs and life needs of students (pupils); research nature of finding ways to solve the problem; structuring activities in accordance with the classic stages of design; modeling conditions for students to identify learning problems; amateur nature of creative activity of students; practical or theoretical significance of the result of the activity and readiness for implementation; pedagogical value of the activity (what new knowledge and skills students have acquired during the project implementation).

The end result of the project activities of students can be presented in the form of: Web-site; analysis of sociological survey data; business plan; video film; video clips; electronic newspaper; collections; models; package of recommendations; leaves in ...; advertising brochure; articles; script; tales; collective creative work (works of decorative and applied arts, etc.).

Modern requirements for the study of fine and decorative arts apply not only the task of acquiring theoretical knowledge, but also environmental, social, intellectual and ethical development of the individual. Our hypothesis is based on the effectiveness of the project method to create all the prerequisites for the successful operation of out-of-school art education.

The artistic and pedagogical projects we have implemented in the practice of the Artek Cultural and Art Center belong to a mixed type, as they combine the features of research, information, creativity, role-playing, games, etc.

Elements of the research project are manifested in the consideration of the structure, the definition of the purpose, the relevance of the subject of research for all participants, social significance, thoughtful methods, experimental processing of results. They are completely subordinated to the logic of studying decorative and applied arts in the cultural and artistic center, focused on involving students in the national tradition.

The creative basis of the project is manifested in the mobility of the structure of joint activities of participants, which develops, subject to the end result, the logic of joint activities adopted by the group, the interests of project participants. Students discuss in advance with the supervisor the planned results and the form of their presentation - exhibitions, competitions, collective collage, video, evening, holiday, etc., which require a script.

Elements of a game or role project are manifested in the fact that students take on certain roles due to the nature and content of the project. These can be both literary characters and real-life personalities whose social and business relationships are imitated by the participants.

Elements of informativeness are presented by the need to gather information on certain aspects of arts and crafts, its analysis and generalization of facts, they are characterized by rigid structure, the possibility of systematic correction in the course of work on the project. This requires a clear definition of methods of obtaining information (literature, media, databases, including electronic, interviews, questionnaires, etc.) and information processing (analysis, generalization, comparison with known facts, reasoned conclusions); result (report, video); presentation (publication, including in the electronic network, discussion in a teleconference).

The practical orientation of the project is manifested in the creation of specific creative products focused on the artistic interests of students. The latter requires a good organization of coordination work in the form of step-by-step discussions of creative work.

The artistic and pedagogical project is evaluated according to the following criteria: the significance and relevance of the problems, the adequacy of their educational topics; correctness of the used research methods and methods of processing of the received results; activity of each project participant according to his individual abilities; the collective nature of the decisions made; the nature of communication and interaction of project participants.

The following basic requirements for the use of the project method are accepted, substantiated by E.S. Palat: the presence of a significant problem in terms of creativity, which requires an integrated research search to solve it; practical and theoretical significance of the expected results; independent activity of students; structuring of the substantive part of the project (with indication of step-by-step results and distribution of roles); use of research methods with definition of a problem and tasks of research, hypothesis of their decision, discussion of research methods, registration of final results, the analysis of the received data, summarizing; availability of the main structural elements of project technology; presentation of situations that reveal one or more problems on the topic under discussion; putting

forward hypotheses for solving the identified problem; discussion of methods for testing accepted hypotheses in small groups; work in groups on the search for facts, arguments, compositional and color techniques; defense of projects of each of the groups with opposition from all present; putting forward new problems.<sup>165</sup>

Objects of different nature and genre can be created, ranging from easel painting to visual objects and installations. However, this does not mean that a traditional exhibition consisting only of paintings cannot become a project, because the main thing in the project is an idea. All participants should express it as fully and unusually as possible in their individual manner.

The creative project can be both large-scale, an exhibition of children's works and registration of the room for a certain holiday. The main thing is to have an idea, for example, it can be an exhibition of works on fabric painting for the Independence Day of Ukraine, then there must be work on this topic. The composition of the presentation, color - this is one of the most important tasks of the teacher, who groups the creativity of children into a single whole. The project should carry information and be understandable to both adult viewers and children.

Work on the project began with goal setting. The goal is the driving force of each project, and all the efforts of its participants are aimed at achieving it. Special time should be devoted to the formulation of goals, because the success of the whole case depends on the diligence of this part of the work. First, the most general goals are determined, then gradually they are detailed until they descend to the level of the most specific tasks facing each participant. In the course of the discussion the following goals were singled out: cognitive - knowledge of folk rituals, study of technologies of decorative and applied arts, mastering the skills of working with materials; organizational - mastering the skills of self-organization, the ability to plan activities, develop skills in group work, mastering the technology of organizing holidays in secondary school; creative goals - creating an author's artistic product.

The project implementation strategy was two-stage. At the first stage - general planning together with the teacher and all project participants. It addressed issues such as determining the individual stages of work and establishing the sequence of their implementation, determining the number of participants in microgroups and the type of tasks for each microgroup, as

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<sup>165</sup> Полат Е. С. Новые педагогические и информационные технологии в системе образования. М., 1998. 154 с.



well as deadlines and forms of submission of final results. At the second stage - self-organization of the partnership, ie planning work without the participation of a teacher, setting deadlines for a particular type of task, project implementation in the form of a holiday.

The introduction of the project method in the educational process of out-of-school art education institutions allows: to create individual programs for training children in thematic studios and implementing training based on them; comprehensively cover all aspects of teaching children fine and decorative arts; to create a system of methodological support for independent work of students.

The introduction of the project method allows, along with the general creative direction of learning, to effectively use the principle of individualization, which gives learning a personally defined character, motivation, emotionality. Therefore, the process of learning by project is built as an intellectual training, "aimed at forming a culture of thinking as a result of purposeful influence on the process of the subject of mental operations in order to obtain the most effective solutions to problem situations".<sup>166</sup>

Thus, the essential moments of the organization of the educational process in the out-of-school institution of art education by the method of projects are defined as: orientation on the subject-subject interaction of the participants of the educational process; use of problem forms and methods of conducting classes; development of flexible and variable forms of teaching the subject; overcoming the narrow professionalism of educational tasks; intensification of independent creative and exploratory work of students; involvement of a wide range of additional organizational forms of educational and cognitive activities.

We see further research in the development of methodological recommendations and practical implementation of various artistic areas of studies of out-of-school art education. And also, the content, essence, significance of creative projects and technologies of their implementation from a practical point of view in out-of-school educational institutions of Ukraine.

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<sup>166</sup> Бондар В.І. Дидактика: ефективні технології навчання студентів. К.: Вересень, 1996. 129 с. С.54.

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**CREATIVE TECHNOLOGY OF TEACHING  
OF FUTURE PHILOLOGISTS OF ENGLISH MONOLOGUE  
PERSUASIVE LANGUAGE  
КРЕАТИВНА ТЕХНОЛОГІЯ НАВЧАННЯ  
МАЙБУТНІХ ФІЛОЛОГІВ АНГЛІЙСЬКОЇ МОНОЛОГІЧНОЇ  
ПЕРСУАЗИВНОЇ МОВИ**

The theoretical and practical methodical recommendations for the implementation of the developed methodology for learning students-philologists of the English monological persistent speech are presented in the article. Explained to implement the created subsystem of exercises and tasks in accordance with each of the four stages of training. It has been proven that the content of the training of persuasive speech covers the declarative knowledge of the subject of the communication, the functional subtypes of persuasive speech, the persecution tactics (argument, refutation, controversy), language tools for the implementation of these tactics, composite features of an analytical commentary and public speech, linguosocycultural characteristics of English persistent speech. The modern training of teacher of a foreign language in higher school, taking into account not only present, but also future needs, puts forward the practical orientation in the field of higher education as key provisions, enhances the subject-professional, pragmatic aspect to the use of information technologies in his professional activities is accented in it.

Considering the situation with the global COVID-19 pandemic that has engulfed the whole world, including our country, in this difficult socio-economic period, the promotion of the use of innovative learning technologies through distance learning in higher education institutions is more urgent than ever. Today we cannot imagine our personal and professional life without the use of computers, tablets, smart devices, various educational platforms, as they play an important role in all areas of modern life.

At the present stage, institutions of higher education in Ukraine, which train future philologists in the Western Military District, cannot stay away from the accelerated, advanced, innovative development of education

and science. Higher education is designed to provide systemic knowledge about the professional field of activity, its specifics, and should form the personal qualities of a modern professional. To this end, it is necessary to use the whole range of innovative technologies that should directly contribute to solving this problem.

At present, a successful modern philologist is regarded as an active, responsible person who must learn to carry out communicative activities, influencing behavior, beliefs, attitudes, emotions, assessment, and the attitude of the interlocutor to the object of communication. The embodiment of the process of speech influence is considered through the prism of a persuasive (persuasive) strategy, which is implemented in a set of tactics - argumentative (it is logical to explain the essence of what is happening, encourage reflection and adoption of the necessary opinion), evaluative (convince the addressee by providing an assessment of what is being reported, appealing to his values), emotive (set the right mood, affect the emotions of the addressee).<sup>167</sup>

In the strategic documents of the educational industry of Ukraine, in particular in the Laws of Ukraine "On Education", in the National Strategy for the Development of Education in Ukraine for the period up to 2021, "On Higher Education", resolutions of the Cabinet of Ministers of Ukraine and orders of the Ministry of Education and Science of Ukraine on reforming the educational system in the context of Bologna process, the need for strategic tasks and requirements for the level of modern training of future philologists is emphasized.

The content of teaching persuasive speech covers declarative knowledge of the subject of the message, functional subtypes of persuasive speech, tactics of persuasive speech (argumentation, refutation, polemic), linguistic means for the implementation of these tactics, compositional features of analytical commentary and public speaking, linguistic and socio-cultural characteristics. To obtain this knowledge, we recommend using analytical exercises for reading / listening with the following analysis of authentic texts, which are the speeches of famous politicians, diplomats (public speaking), correspondents, political technologists, analytical and

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<sup>167</sup> Альохіна Г. Якість освіти у контексті сучасних трансформацій вищої освіти. Вища освіта України. 2014. №3 (дод.1): Європейська інтеграція вищої освіти України в контексті Болонського процесу: тематичний вип. Київ, 2014. С. 124-127.

demonstrate various persuasive tactics, verbal, non-verbal and reverbal ways of their implementation.<sup>168</sup>

The scope of knowledge and skills that students must master in the fourth year of study should regulate competence, communicative activity, and socio-cultural approaches and principles of consciousness, visibility, communicative, authenticity, according to which students can learn vocabulary, grammar, phonetic, stylistic skills culturally marked broadcasting: the use of lexical elements, grammatical structures, logical emphasis, rhetorical exclamations and questions, queries, stylistic figurative and figures typical of English persuasive speech in the genres of public speaking and analytical commentary. During the training of persuasive speech, one should stop only at the formation of those skills that are necessary for the production of the specified type of speech. Students in the course and understand the pragmatic object, verbal, non-verbal and paraverbal means are used, and not mechanically memorize and use them in speech.<sup>169</sup>

The training of future philologists, specialists in the English language, provides for the formation of the ability to carry out effective interpersonal and intercultural communication, in particular, to produce speech, the dominant function of which is to influence the mental sphere of the recipient (his beliefs, opinions, assessments) to change his behavior (inducement to commit or refusal of certain actions, until a change of views, beliefs).

We consider the implementation of the process of speech influence taking into account the strategy implemented in the complex of tactics: argumentative (it is logical to explain the essence of what is happening, encourage reflection and acceptance of the necessary opinion), emotive (cause the right mood, affect the emotions of the addressee).

Broadcasting has been the subject of special studies by linguists and linguomethodologists. Among linguists, questions of the category of persuasiveness were studied by: Abachiev, A. Belyakova, S. Beebe, S. Borisova, S. Brantov, M. Gilbert, A. Golodnov, O. Guseva, N. Dobryakova, L. Ermakova, D. Zarefsky, S. Kliminskaya, O. Kozlova, T. Komissarova, O.

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<sup>168</sup> Андрощук А. Освіта у країнах європейської спільноти: структура і управління. Проблеми науки. 2017. № 8. С.221.

<sup>169</sup> Альохіна Г. Якість освіти у контексті сучасних трансформацій вищої освіти. Вища освіта України. 2014. №3 (дод.1): Європейська інтеграція вищої освіти України в контексті Болонського процесу: тематичний вип. Київ, 2014. С. 124-127.

Krasnenko, K. Mashanova, whose scientific works created a fundamental theoretical basis for linguistic and methodological research.

The problem of teaching persuasive speech was the subject of special studies: A. Baranova (training future philologists of argumentative written expression), A. A.-Kh. Basem (realization of the communicative task of persuasion in intercultural communication in the context of teaching a foreign language), L. Vinnikova (training language ZVO of the grammatical component of a foreign language dialogic speech of an argumentative type), A. Gavrilova (teaching written argumentative English speech for students of humanitarian specialties), O. Didukh (teaching trainee teachers to refute the opinions of opponents during a discussion) (teaching a reasoned expression in English for students- philologists).

The analysis of scientific research by researchers and the study of modern experience in organizing the training of future philologists of English oral speech testified to the presence of contradictions that require an effective solution, between:

- modern requirements for the professional training of philologists who are able to use a variety of speech strategies in the course of their professional activities;
- insufficient level of proficiency in speech strategies by future philologists;
- the rapid growth of the role of innovative processes in modern society and the insufficient dynamics of the introduction of new pedagogical technologies in the process of professional training of future philologists in the Western Military District.

During training, students must master eight groups of skills, namely: interpretive, organizational and prognostic, linguo-stylistic, strategic-pragmatic, genre-compositional, socio-cultural, tactical and text-productive. We believe that this combination will ensure readiness for independent mastery of persuasive speech in other genres written and oral speech of different styles of speech.<sup>170</sup>

The main methods of teaching are the method of management and the method of projects, which are implemented and implemented through a subsystem of exercises and tasks using two main organizational forms of training - practical training and independent work. Training is carried out in accordance with four stages: retrospective, analytical, tactical and opportunistic communication, reproductive and strategic communicative.

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<sup>170</sup> Бацивич Ф. Основи комунікативної лінгвістики. Київ : Вид. центр «Академія», 2004. 344 с.

Each stage has its own goals, in accordance with which exercises and tasks were developed.<sup>171</sup>

Taking into account the competency-based, communicative-activity and socio-cultural approaches, the vast majority of exercises and tasks are of a conditional communicative and communicative nature and model the unique broadcasting of native speakers by verbal, non-verbal, paraverbal characteristics.

Broadcasting has been the subject of special studies by linguists and linguomethodologists. Among linguists, it is worth noting the study by S. Borisova, devoted to persuasive strategies in the analytical genres of the English media text, A. Golodnova notes “persuasiveness as a universal strategy of text formation in the rhetorical English-language method of the course”, L. Ermakova as a category of persuasiveness in the discourse of the media), S. Kliminsky (linguistic and stylistic approaches to persuasive discourse strategies and tactics, language means of influence in journalistic texts on business topics: on the material of the English language).

The analysis of scientific works made it possible to note that persuasiveness in the aspect of a complex of argumentative, emotive and evaluative tactics was not a special linguo-methodological study. The scientists investigated the method of teaching argumentative strategies/tactics. Let us dwell on the research of the last two decades and try to systematize the experience gained in the field of methods of teaching argumentative speech, accumulated in the field of teaching methods of contradictory speech.

Persuasiveness is “a textual-discursive category of a modus type, with the help of which the speaker, according to his own conviction, in his epistemic knowledge, qualifies the reliability of the information being communicated”.<sup>172</sup>

A. Gavrilova studied the formation of written-speech argumentative competence among students of humanitarian specialties of non-speech institutions of higher education. The researcher, in particular, defines argumentativity as a competence that includes contradictory knowledge, integrative argumentation skills, argumentation skills, and argumentative abilities and qualities. It is substantiated that the formation of reasoned

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<sup>171</sup> Бацевич Ф. Основи комунікативної діалогії : монографія. Львів : ЛНУ імені Івана Франка, 2016. 236 с.

<sup>172</sup> Білоус С. Мета і зміст навчання майбутніх філологів англійського усного монологічного персуазивного мовлення. Науковий вісник Миколаївського національного університету імені В. О. Сухомлинського. Педагогічні науки : зб. наук. пр. Миколаїв, 2017. № 1. С.88.

competence should be carried out on the basis of a combination of communicative, integrative, procedurally reflexive and rhetorical methods of activity; the unit of instruction is a foreign language argumentative microtext of a foreign language, which is characterized by evidence, argumentativeness, autonomy and completeness.

The researcher developed two training modules:

1) a training module for the production of an argumentative thesis microtext;

2) a training module for creating a reasoned paragraph microtext.

Both modules are implemented in three stages: the phase of acceptance-analyst, the phase of learning, the phase of factual discussion, which is included with the help of receptive-analytical, reproductive, reasoned learning and proper speech argumentative exercises.<sup>173</sup>

The formation of argumentative strategies in future philologists with the help of network computer technologies (based on the English language) was the subject of research by Yu. Baturina. The researcher, in particular, substantiated the following:

1) the optimal methodology for teaching strategies and tactics of argumentation should be based on the links between a foreign language and subjects of a disciplinary complex of psychological orientation with complex disciplines of psychological orientation;

2) future philologists must master the strategy of avoidance, adjustment, compromise, competition, cooperation; this complex also includes argumentation tactics (refusal to make a decision, excessive exposure, mutual concessions, attack, hidden threat, support and justification of the opponent's ideas, partnership, overcoming differences, response, empathy);

3) mastering argumentative strategies using network computer technologies provides for contact classroom activities and extracurricular work on the network in order to perform information retrieval, communicative, productive and analytical activities;

4) the most rational way of methodological organization of educational material is an educational macro-unit - an argumentative module, covering a presentation, a thematic presentation and vocabulary and grammar blocks; work with an argumentative exemplary text, including understanding of the text, identification and analysis of controversial

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<sup>173</sup> Галицька М. Готовність до іншомовного спілкування як необхідна складова процесу вивчення іноземних мов у вищих навчальних закладах сфери туризму: збірник наукових праць Національної академії Державної прикордонної служби України ім. Б. Хмельницького. Хмельницький, 2014. №29. Ч. II. С. 44–46.

strategies, training in the use of text strategies; conflicting learning; independent work on the production of an argumentative text, including speech exercises on a topic or situation and the creation of an argumentative text of a particular genre; semi-professional role-playing game based on the implementation of formulated argumentative strategies; reflexive block with an analysis of the logical, linguistic, psychological components of argumentative speech.<sup>174</sup>

At the preparatory stage, the method of demonstrating the socio-cultural situational and psycho-behavioral context of a reasoned process to philology students will be used (with the help of conditional and communicative exercises aimed at developing skills in using conflicting language approaches, the intentions of communicators in various situations of intercultural business interaction are taken into account).

The main methodological techniques of the communicative stage:

a) solving the problematic tasks of oral business communication related to the language act that will be carried out;

b) case analysis.

O. Kulikova studied the formation of pragmatic competence on the basis of teaching students of non-philological specialties of argumentative discourse in the field of professional communication. The researcher, in particular, outlined a number of productive argumentative skills on professional topics. For the formation of argumentative skills, she proposed a methodology for organizing a role-playing game: the work is proposed in two stages: discursive analysis and decision-making (the choice of strategies, the necessary arguments, the most effective placement of the selected arguments in the chain is contradictory) and the implementation of these strategies in discourse). The method of teaching professional monologic arguments of the English language of future philologists was developed taking into account their learning styles in the form of theses and evidence in a certain reasoned professional communicative situation by researcher L. Bondar. The researcher carried out a selection of teaching strategies aimed at overcoming the phenomena of interlinguistic, intralinguistic and educational interference, discursive strategies in accordance with different thinking and argumentation models, selecting and organizing speech material and

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<sup>174</sup> Білоус С. Експериментальна перевірка ефективності методики навчання майбутніх філологів англійського усного монологічного персуазивного мовлення. Науковий вісник Миколаївського національного університету імені В. О. Сухомлинського. Педагогічні науки : зб. наук. пр. Миколаїв, 2017. № 2 (57). С. 88–93.



teaching strategies to develop a set of exercises for effective student learning, taking into account their teachers.

The following steps have been developed:

- preparatory (cognitive phase), aimed at studying the lexical methods of expressing arguments and the main one, covering three sub-stages: receptive-reproductive (cognitive-associative), in order to master the models of structuring arguments;

- reproductive-productive, focused on mastering the ability to express at the superphrasal level using various forms (associative-autonomous phase); productive (autonomous stage / automation), focused on the formation of text-level skills.<sup>175</sup>

The teaching of English-language professional oriented argumentative oral speech of future philologists in the genre of scientific communication with the help of web quests was studied by the scientist L. V. Lazorenko. The scientist found that communicative and competence-based approaches should be taught using project methods; the subject, logical and linguistic difficulties of language learning are outlined, criteria are developed and language materials are selected from Internet sites; it is concluded that reproductive web quests and medium-term formulations should be used to teach controversial speech in the genre of scientific communication. The author has developed a subsystem of exercises for teaching oral reasoned speech using a web quest, implemented in five stages: Stage I - orientation; Stage II - receptive-analytical; Stage III - pre-text; Stage IV - text-reproductive, Stage V - text-productive.<sup>176</sup>

We consider one of the types of metadiscursive practice, for the appointment of A.V. Golodnov, communicative-speech interaction. This discursive practice is implemented in various social and functional discussions (in particular, scientific and official business). This type of discourse is defined as rhetorical. The main feature of the rhetorical purpose of discourse, which is "defined as a way of influencing the recipient on the mental sphere of the recipient in order to change his consciousness or encourage the adoption of certain authoritative intentions".<sup>177</sup>

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<sup>175</sup> Tanana S.M. Modern aspect of development of professional higher education: innovation tendencies. Матеріали Міжнародної науч.-пр. конференцій «Тенденції економічного розвитку в ХХІ столітті», Мінськ, 2019. С.384-388.

<sup>176</sup> Танана С.М. Використання інформаційно-комунікаційних технологій в інтерактивному навчанні студентів у ЗВО. Матеріали XXXIII Міжнародної науково-практичної інтернет-конференції «Проблеми та перспективи розвитку сучасної науки в країнах Європи та Азії». Переяслав. 2020. С.75-77.

<sup>177</sup> Tanana S.M. Modern methods of innovation teaching of foreign language in the establishment of higher educational. Матеріали Всеукраїнської науково-

In our scientific study of oral speech, we stand on the positions of the rhetorical approach, according to which any speech has a rhetorical character.<sup>178</sup>

Therefore, future philologists must master a number of rhetorical means related to the functional style and type of speech.

We understand speech communication as “a special form of mental-linguistic interaction of individuals that has historically developed, introduced into social practice, which is based on certain types of texts and implements an attempt to influence one of the communicants (addresser) on the installation of a communication partner with the goal of a non-coercive path. strategies of persuasion) to achieve from him a decision on the need, desirability or possibility of performing a certain post-communicative action in favor of the addresser.”<sup>179</sup>

The block of verbal communication, indicating G. Ponomarev, defines the macro-speech stage, which is the recipient's constant motivation to perform or refuse to perform a certain post-communicative action in favor of the specified person. Mental turnovers are aimed at encouraging the recipient to think, that is, accepting the addresser's point of view. Such turns are inherent in various forms of discourse, when the speaker uses a series of argumentative movements, an arsenal of verbal, non-verbal and paraverbal ways of communication to convince the scientific community of the accuracy of his views. Emotional and sensual stereotypes encourage the recipient to empathize, are designed to influence his emotional sphere. Such beliefs are inherent in various forms of discourse, especially in the media and politics, in the propagandistic aspect of opinions, ideas, beliefs in order to change the viewer's belief system.

Speech clichés are displayed in texts of different genres and types of speech. The addresser and the addressee are at the center of persuasive communication activity. From the position of the addresser, the cognitive

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практичної конференції «Актуальні проблеми філології та методики викладання іноземних мов у сучасному мультимедіальному просторі». Вінницький ДПУ імені Михайла Коцюбинського. 2019. С. 119-121.

<sup>178</sup> Бучацька С. Формування психологічної готовності студентів до ділового спілкування іноземними мовами : автореф. дис. на здобуття наук. ступеня канд. псих. наук : спец. 19.00.07 «Педагогічна та вікова психологія». С. Бучацька. Хмельницький, 2009. 22 с.

<sup>179</sup> Tanana S.M. Modern methods of innovation teaching of foreign language in the establishment of higher educational. Матеріали Всеукраїнської науково-практичної конференції «Актуальні проблеми філології та методики викладання іноземних мов у сучасному мультимедіальному просторі». Вінницький ДПУ імені Михайла Коцюбинського. 2019. С. 119-121.

aspect of the personality is associated with the planning and prediction of a specific speech act in accordance with the knowledge and attitudes available from the specified person.

The linguistic aspect includes the processes of selecting and combining linguistic methods when creating a text to express a certain content, given the main purpose of the expression. From the recipient's point of view, the cognitive aspect is associated with the recipient's personal information, attitude towards him, cognitive activity that contributes to the successful interpretation of information.<sup>180</sup>

An effective organization of broadcasting, a selected directional range of linguistic, non-verbal and paraverbal modes corresponding to its intentions, should create a common semantic platform with the receiver, stimulate its cognitive sphere, determine common scenes depending on a certain system of knowledge and values.

In modern linguistic discourse, the views of scientists on the status of speech are completely different. Individual researchers of speech give the status of a category. In the works of L. Ermakova, "speech acts as a way of subjective-objective representation of reality by the speaker."

S. Bilyk defines it as a category of a modus plan (conviction, change of mind, expressing confidence in proving one's rightness, etc.) This category is realized through a series of lexical intonation (persuasive vocabulary), syntactic (inciting sentences) (for example, an emphasis on some or word) means. M. Netreba considers it as a modus category in which the speaker uses what is being reported from the point of view of its reliability (confidence / uncertainty of the speaker in the accuracy of the statement); as a kind of subjective modality.

S. Bilyk is considered as a category in which the modality of subjective intentions is manifested with the help of modal words, conjunctions of comparison.

In teaching future philologists, we rely on the structure of the persuasive strategy developed by A. Golodnov in the form of a hierarchical structure consisting of five levels associated with the corresponding relationships:

1) general strategy - the functional feature of rhetorical texts correlates with its main dominance;

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<sup>180</sup> Галицька М. Готовність до іншомовного спілкування як необхідна складова процесу вивчення іноземних мов у вищих навчальних закладах сфери туризму: збірник наукових праць Національної академії Державної прикордонної служби України ім. Б. Хмельницького. Хмельницький, 2014. №29. Ч. II. С. 44–46.

2) shared strategies - the implementation of intent through content elements embedded in the sentence structure of individual texts;

3) speech and communicative tactics - the operation of choice and combination, thematic and linguistic design or other coding of communicative acts under the guidance of convincing strategic goals;

4) persuasive communicative movements - specific ways of implementing invariant communication tactics;

5) speech markers - speech and non-speech mode to explain the communicative course.<sup>181</sup>

Such a structure of speech strategy requires the definition of dominant genres, texts in which dialogue is only part of their content; a description of tactics, communicative movements and verbal, non-verbal and paraverbal approaches to their manifestation. The mechanisms are integrative in nature and are achieved in logical unity (logical evidence and arguments), emotional (emotional impact on the feelings and emotions of the recipient) and evaluation principles, so we highlight argumentative, emotional and evaluation tactics. Contradictory tactics. Argument - a complex form of justification carried out in the field of communication, is used by a party in court to convince the recipient to accept the truth of his thesis about the accuracy, value, convenience, necessity, reliability of its expression.<sup>182</sup>

“Argumentative tactics include tactics that involve influencing the rational sphere of human perception and are achieved with the help of a system of statements designed to substantiate or refute thoughts”: tactics of direct argumentation is, in fact, tactics of direct argumentation, where all arguments are directly related to the thesis, thesis follows from the arguments. The tactics of indirect arguments include focusing the arguments not on the thesis, but on the refutation or confirmation of another judgment.<sup>183</sup>

In an indirect argument, an indirect antithesis is created. As a result of proving the falsity of the antithesis, the validity of the original thesis is

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<sup>181</sup> Бучацька С. Формування психологічної готовності студентів до ділового спілкування іноземними мовами : автореф. дис. на здобуття наук. ступеня канд. псих. наук : спец. 19.00.07 «Педагогічна та вікова психологія». С. Бучацька. Хмельницький, 2009. 22 с. С.20.

<sup>182</sup> Білоус С. Мета і зміст навчання майбутніх філологів англійського усного монологічного персуазивного мовлення. Науковий вісник Миколаївського національного університету імені В. О. Сухомлинського. Педагогічні науки : зб. наук. пр. Миколаїв, 2017. № 1. С. 189–193.

<sup>183</sup> Словник-довідник з української лінгводидактики. Кол. авт. за ред. М. Пентилюк. Київ : Ленвіт. 2003. 149 с.

automatically confirmed (proving the opposite). Reference tactics of authoritative judgment include quotations, reference to authoritative sources, use of precedent phenomena.

A problem realization tactic (in non-fiction texts) is to focus the attention of the referents on counting the problems in order to demonstrate their awareness of the situation the message is about. This tactic should be closely related to the tactics of highlighting ways to solve problems, which helps to demonstrate to the addressee the competence of the speaker not only in the ability to correctly identify, but also to solve urgent social and political problems.

The tactics of discrediting the problem by the opponent is connected with the tactics of addressers' attention. A universal value-based tactic allows us to build on important components of each person's life (eg, freedom, health, family, equality of rights); it should be connected with the tactics of focusing on the future, the tactics of solidarity (belonging to a single nation, single people, residents of the same city), the tactics of using a national stereotype. The quantification tactic is to use accurate data and numbers, which allows the sender to make it clear to the addressee that he has objective information that explains their position. This tactic is commonly used in political discourses and the media.

Emotional tactics are aimed at activating various feelings of the recipient - confidence, inspiration, love, hatred, fear, longing, pride. The emphasis is on the emotional coloring of the reported.<sup>184</sup>

The inclusion of the emotional component contributes to an increase in influential power and, accordingly, focuses attention on solving the forced task. The emotional tactics of political discourses and the media include a direct relationship to the tactics of actions (the referent expresses communicative intentions through direct instructions to the actions of the deceased); emotional argumentation tactics (which is a combination of essential and emotional meanings: emotional units indicate that the addressee seeks to have a more complete, expressive influence on the addressee in order to realize the communicative intention; emotional intelligence coincides - complements and / or compensates for the lost); tactics of expressing the psycho-emotional state (the speaker expresses his feelings that he experiences during the speech); tactics of expressing desires

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<sup>184</sup> Tanana S.M. Modern methods of innovation teaching of foreign language in the establishment of higher educational. Матеріали Всеукраїнської науково-практичної конференції «Актуальні проблеми філології та методики викладання іноземних мов у сучасному мультилінгвіальному просторі». Вінницький ДПУ імені Михайла Коцюбинського. 2019. С.12-13.

and needs; tactics of increasing the intensity of inhibitory force (increasing the degree of intensity when expressing the intention of motivation, for example, indirect application turns into a request); containment force reduction tactic.<sup>185</sup>

Emotional tactics is a mandatory part of the implementation of speeches in political discourses and the media. In addition to logical arguments, the speaker must appeal to the emotions of the addressee, rely on his feelings and thereby strengthen the arguments. Evaluation is a special form of tactics that is constantly present in the speaker's linguistic consciousness. This is one of the types of pragmatic meaning obtained by a word in a speech situation as a result of reflecting the communicative intentions of the speaker.<sup>186</sup>

The evaluative tactics of political and mass media discourses include: the tactics of subjective evaluation (the speaker shows the addressee that he is in solidarity with the subjective picture of the world of the latter, especially when assessing the situation of his addressee, the recipient understands his communicative goal and implements what he offers); tactics of subjective forecasting of possible events; tactics of subjective assessment of the behavior of the addressee (the addressee evaluates the actions of the addressee, influences the addressee in order to induce him to change the status quo); tactics of subjective assessment and implementation of the role status of the addressee (the influence of the addressee is based on the awareness of his role status indicating the status of the addressee, so the latter must not only realize his situational role, but also accept causal behavior).<sup>187</sup>

The specified set of tactics in the complex implement the strategy of persuasion using a system of verbal, non-verbal and paraverbal means of communication. Strategy implementation tools are communication

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<sup>185</sup> Білоус С. Експериментальна перевірка ефективності методики навчання майбутніх філологів англійського усного монологічного персуазивного мовлення. Науковий вісник Миколаївського національного університету імені В. О. Сухомлинського. Педагогічні науки : зб. наук. пр. Миколаїв, 2017. № 2 (57). С.24-25.

<sup>186</sup> Tanana S. Modern aspects of innovation teaching of foreign language in the establishment of higher educational. VIII International Science Group «Modern problems in science». Prague, Czech Republic. 2020. P. 547-551.

<sup>187</sup> Білоус С. Експериментальна перевірка ефективності методики навчання майбутніх філологів англійського усного монологічного персуазивного мовлення. Науковий вісник Миколаївського національного університету імені В. О. Сухомлинського. Педагогічні науки : зб. наук. пр. Миколаїв, 2017. № 2 (57). С. 49-54.

techniques that include a set of language tools used to solve specific problems in the process of achieving a global strategic goal.

In addition to linguistic means, non-verbal and paraverbal means play an important role in speech - individual data confirming facts, intonation, graphic models, demonstrations, presentations of objects, phenomena, processes that make up the communication process, the correct design of texts (including written, for example, cover letters) . Rhetorical means: metaphors, rhetorical questions, humor, wit, appeal to common sense, hyperbole, flying, manipulative techniques, repetition, inversion, gradation, antithesis.

In addition to the usual linguistic means and rhetorical figures, among the broadcast means we include sophisms - logical techniques designed to strengthen the speaker's opinion. However, the most important ways of speech are the methods of argumentation - consistency, relevance of theses, arguments, inconsistency, appealing to authoritative sources, observing the logic of arguments, avoiding meaningless and banal expressions, observance of the compositional, content and syntactic structure.

Justification texts are aimed at convincing the addressee of a positive or negative image of a famous person/organization/event. We consider it appropriate to use the classical justification model: bringing a thesis, arguments and examples expressing the positive/negative qualities of an individual or event. The justification monologue persuasion strategy implies the complex use of argumentative, emotional and evaluative tactics.

To create a positive image, one should use the tactics of direct arguments, references to authoritative opinions (authoritative sources, authoritative institutions, authoritative personalities), reliance on universal values (as inherent in a person, the image created by the addresser), unity with addressees (the addressee understands the problems and needs of addressees) , goes for self-sacrifice), quantitative determination (providing specific data confirming the positive image of the addresser, tactics for implementing the problem and instructions on how to solve it (these methods are specific to the person / organization for which the image is created, the person / organization competent for it) solve) issues that matter to most people); tactics of emotional argumentation (direct emotional assessment of the described facts), direct instructions for action, tactics of subjective assessment.

Creating a negative image requires the use of tactics of direct argument, reference to authoritative views, quantitative assessment (providing specific data confirming the negative image of the addressee / organization), discrediting the addresser, emphasizing promises not fulfilled

by the enemy, emotional arguments, direct attribution of the action, subjective assessment. These linguistic and external methods are mainly used to express testing tactics: lexical items: *I believe...; My contention/argument is ...; I want to take a few minutes в настоящее время to explain / prove / persuade...; Let me begin with...; According to .../ You remember the words of ...; A wide range of statistics shows .../ another study shows...; They are significant reasons...; We all know ...; Now you know...; Everyone knew...; There is no doubt...; Получить на высоту. Act now, etc.*

External methods include gestures of openness, confident posture, eye contact with the audience, logical pauses. Reputation texts are aimed at dispelling negative / positive information about a famous person / event / organization. Monological refutation is based on antithesis, which is negative or positive information and which needs to be refuted, then there are contradictions and examples that refute the antithesis. Finally, the said person is the conclusion. This conclusion is the thesis, which should be the perpetrator's belief in the positive/negative image of the person. The main tactic of refuting a monologue is the tactic of indirect arguments, integrated with the typical tactic of checking a monologue.

These bilingual and external methods are used to build reputation: - counter-argument starters: Some people will argue/say my opinion is not true because...; Opponents of this idea argue / claim that ...; Those who disagree can argue/claim that...; Beginners of rebuttal sentences: Although this is true, my opinion remains true that... However, my point of view still remains because... .d. logical pauses and gestures-illustrators of the message, visual contact with the audience. We use polytheistic monologues to objectively evaluate a person/organization/event - to demonstrate its positive and negative qualities. A polemical monologue is based on a statement that accompanies the use of alternative arguments, contradictions, and supporting examples. A feature of these monologues is the absence of a thesis that regulates the views of those who are called true. For such monologues, we use a combination of direct and indirect argumentation tactics integrated with the standard tactics of authoritative judgment, awareness of the problem, reliance on common values, quantitative assessment, direct attitude to action, emotional argumentation, expression of the psycho-emotional state, subjective evaluation of possible events, subjective assessment of the behavior of the specified person.

The following linguistic means are used to build rebuttals: - counterargument sentence starters: Some people argue/say my point of view is not true because ...; Opponents of this idea claim/claim that...; Dissenters may argue/claim that...; – a rebuttal of the sentence starters: Although it



may be, my opinion is still true, because ... However, my point of view is still worth it, because ... – Linking words: but, by the way nevertheless, however, still, still, etc. – Logical pauses and gestures-illustrators of the message, visual contact with the audience. We use polemical monologues in order to give an objective assessment of a person / organization / event - to show its positive and negative qualities. At the heart of a polemical monologue is a statement, which is accompanied by an alternation of arguments, counterarguments and examples confirming them. A feature of these monologues is the absence of a thesis that would consolidate the addressee's opinion as true. For such monologues, we use a combination of tactics of direct and indirect argumentation, which are integrated with the tactics of leading to an authoritative opinion, actualization of the problem, dependence on universal values, quantification, direct indication of authorship for action, emotional argumentation, expression of the psycho-emotional state, subjective assessment, from "an objective prediction of possible events, a subjective assessment of the addressee's behavior."

These tactics are aimed primarily at ensuring that the addressee himself draws certain conclusions, weighing all the arguments and counterarguments, analyzing the examples. We believe that the presence of emotive and evaluative tactics makes the message subjective and manipulative, while their absence gives objectivity and rationality to the conclusions that the addressee must draw.

To build polemical monologues, we primarily use the following lingual means: *We refuse to believe; I have come to the principle, but I have that it behaves on the following; I have come to the principle, and I deny that this is an application in this case; Your belief is true, but it has no right as an argument to support your thought.* Public speaking, following Bilyk S., is understood as a message that can be implemented in the format of a report (from 3 to 15 minutes) at a public meeting, in state and public organizations (at meetings, conferences, congresses) and reveals an important socio-political problem. The effectiveness of public speaking is ensured by the communicative connection of its formal and substantive sides, in particular, due to the informativeness/meaningfulness, argumentation, accuracy and normativity of intonation-lexical-grammatical design, consistency, correctness/normativity of speech design, language purity, its expressiveness, clarity/accessibility information.

We understand monologue speech as one of the forms of communication, which is a coherent, consistent, compositionally completed speech work of one individual. By monologue skills we mean the ability of a logical, coherent, situationally and communicatively motivated expression in

accordance with the characteristics of the types of monologue speech and the normative requirements of speech.<sup>188</sup>

Monologue speech is much more traditional than dialogue in the choice of language means for conveying content, has greater compositional complexity, requires completeness of thought, stricter adherence to grammatical rules, strict logic and consistency when presenting what the speaker wants to say. The communicative task of the speaker is to capture the attention of the listener, achieve the reception of his message, get a reaction to it, taking into account the situation of communication and the personality of the listener. Therefore, speech is one of the leading strategies of monologue speech.

An analysis of existing foreign language programs for teaching philology students showed that in the programs of speech, its strategies and tactics are not presented systematically. Therefore, in determining the goals of teaching future philologists of oral English speech, we focus on levels B2 and C1 of the "Pan-European recommendations", according to which the speaker "can give clear, detailed descriptions and presentations of complex subjects, integrating subtopics, developing individual points and ending with an appropriate conclusion; can produce clear, fluent, coherent spoken language with an effective logical structure that helps the listener notice and remember significant points; can develop the argument in a consistent manner, emphasizing fundamental points appropriately where appropriate, with appropriate additional details; can develop a sufficiently voluminous clear argument, presenting and supporting his views with additional arguments and relevant examples; can build a chain of reasoning, give different arguments - for and against; when proclaiming public speeches, speak quickly, almost without difficulty, using stress and intonation in order to accurately convey finer shades of meaning."<sup>189</sup>

In determining the goal of teaching speech, we focus on three elements that should be present in the goal: a description of the speech action that the student must perform (we use speech actions to determine

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<sup>188</sup> Tanana S.M. Modern methods of innovation teaching of foreign language in the establishment of higher educational. Матеріали Всеукраїнської науково-практичної конференції «Актуальні проблеми філології та методики викладання іноземних мов у сучасному мультилінгвіальному просторі». Вінницький ДПУ імені Михайла Коцюбинського. 2019. С.92-93..

<sup>189</sup> Білоус С. Експериментальна перевірка ефективності методики навчання майбутніх філологів англійського усного монологічного персуазивного мовлення. Науковий вісник Миколаївського національного університету імені В. О. Сухомлинського. Педагогічні науки : зб. наук. пр. Миколаїв, 2017. № 2 (57). С. 59-60.

tactics and verbal and non-verbal means of their implementation, the ability to produce oral texts of certain genres); the conditions under which the action is performed (audience conditions); the standard or requirements for the quality level of the performance of the action (the quality level of speech proficiency is focused on B2-C1 according to the "Pan European recommendations").

Selection of texts. The use of holistic original texts in teaching speaking is mandatory, since the texts serve:

a) a source of factual information that becomes the subject of persuasive speech;

b) a source for imitation of the compositional and tactical features of texts with a dominant persuasive strategy;

c) a source of selection and imitation of verbal, non-verbal and paraverbal means of persuasiveness.

For the selection of texts, the following criteria are used: taking into account the level of language and professional training of students, professional orientation, information content, relevance and significance, authenticity, integrity of the text, scientific character, the criterion of linguistic complexity, the artistic and aesthetic significance of the work, the contrast of foreign and native cultures, functionality, the criterion of a small form text, focus on the formation of foreign language communication skills that can be formed on the basis of texts.<sup>190</sup>

Among these criteria, the most relevant for our study are the criteria of information content, the authenticity of texts, the contrast of foreign and native cultures, the criteria of small form and integrity. To these criteria, we should add the criterion of the communicative value of texts. According to the purpose and subject of our study, written and oral journalistic texts with a dominant persuasive strategy are subject to selection. When selecting and using oral texts, we focus primarily on the linguistic and stylistic features of oral persuasive speech, on paraverbal and non-verbal means of persuasive speech. When selecting and using written texts, we focus on the informational characteristics of the following texts: it is easier for students to select from printed texts the information necessary to model their own persuasive speech, to focus on compositional, verbal features, and persuasive speech tactics.

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<sup>190</sup> Васильєва Л. Навчання діалогічної форми спілкування іноземною мовою : відбір та організація навчального матеріалу. Теорія і практика викладання української мови як іноземної. Львів : Видав. центр ЛНУ імені Івана Франка, 2019. Вип. 4. С. 238-247.

According to the criterion of communicative value, written and oral texts are subject to selection, in which the persuasive strategy is dominant, covering a number of argumentative, emotive and evaluative tactics; pronounced compositional and linguo-stylistic features of substantiation monologues, complete refutations, partial refutations, polemical monologues. The texts of analytical comments on the characteristics of a person, organization, event and public speeches (inspiring speeches, campaign speeches, persuasive speeches) are subject to selection.

The informativeness criterion assumes that each individual text has new information on a particular topic and thereby contributes to an increase in the level of competence within a particular topic. According to this criterion, the selected texts should present several views on one problem, contain problematic and controversial situations. These characteristics make it possible to activate the speech and mental activity of students in solving problematic problems of perception and understanding of the text, encourage students to intellectual and speech activity and involve them in a problematic discussion in a foreign language.<sup>191</sup>

According to the criterion of information content, written and oral texts are subject to selection, containing relevant information of a socio-social, political, economic nature, current events, on which there are different, often opposing opinions and requiring a certain explanation for a wide audience, requiring the audience to adopt a certain view, opinion, beliefs. According to the criterion of authenticity, only original texts composed / spoken by native speakers and covering verbal, non-verbal, paraverbal and structural and compositional features of English persuasive speech are subject to selection. The criterion of contrast between foreign and native cultures is aimed at selecting texts that represent complete or partial differences of regional and sociocultural backgrounds in order to prevent cultural interference. Such types of texts make it possible to illustrate the possibilities of interpreting foreign cultural phenomena, as well as to suggest possible misunderstanding in the process of intercultural foreign language communication.<sup>192</sup>

According to this criterion, texts containing English verbal, paraverbal and non-verbal culturally marked units, different from Ukrainian-

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<sup>191</sup> Скалкин В. Обучение диалогической речи (на материале английского языка) : пособие для учителей. Киев : Рад. школа, 2019. 158 с. С.71.

<sup>192</sup> Танана С.М. Психологічні механізми формування комунікативної компетенції читання текстів іноземною мовою Матеріали І Міжнародної наук.-пр. інтернет-конференції «Переяславська мовознавча толока», Переяслав –Хм. 2019. С.72.

language ones, that affect the content and pragmatics of persuasive broadcasting, are subject to selection. According to the criteria of small form and integrity, texts that are small in volume and integral in structure and content are subject to selection: the volume of printed text (in accordance with program requirements) should be about 4000 printed characters; the duration of the auditory text is about  $10 \pm 2$  minutes.

Such texts make it possible to effectively analyze persuasive tactics and verbal, non-verbal and paraverbal means of their expression. Therefore, according to the specified criteria, students must work with oral and written holistic authentic texts of a small form that have communicative value (with a dominant persuasive strategy and clearly expressed persuasive tactics), information content (containing relevant political, economic, socio-social information) and native culture.

The dominant communicative strategy of persuasiveness conveys to the addressee the fullness of the pragmatic intention, sets the conceptual and thematic setting with a focus on beliefs. The dominant communicative strategy plays a leading role and consists of a set of theoretical moves, previously planned and implemented in a communicative act with the intention to achieve a certain persuasive goal. Partial persuasive strategies are included in the structure of the text and represent the realization of the intention of the message in the form of content elements, concretizing the intention of the addresser.

The tasks of the partial strategies should be considered: ensuring the process of informing about the event; actualization of the problem; proving the truth of a certain point of view.<sup>193</sup>

Accordingly, scientists distinguish two levels: the macrostructural level (the level of the whole text, when persuasion is the main idea of the entire text) and the microstructural level (the level of the persuasive stage, when this idea is represented by a number of partial subtopics, each of which has the effect of persuasion). The subject of our research is teaching students to produce oral monologues, in which persuasiveness is the dominant line. Teaching the production of texts with partial persuasive strategies can become the subject of a separate scientific study, since, in our deep conviction, it is impossible to cover all persuasive broadcasting with one dissertation research.

Under the concept of a communicative strategy, we mean the implementation of a dominant communicative intention within the process

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<sup>193</sup> Tanana S.M. Innovation teaching of foreign language on economic department in the establishment of higher educational. Материалы VI Международной научной конференции «Беларусь, бизнес, наука, образование». Минск.2019.

of intercultural communication through the intentional use of a set of speech actions aimed at achieving various goals in the course of social interaction and solving communicative tasks. Therefore, the communicative strategy has the following components: intentional programming, planning, communication management, selection and use of speech actions and means, achievement of communicative goals.

The strategy is manifested in tactics - a set of speech actions. As a speech tactic, we consider one or more actions that contribute to the implementation of the researcher refers to the strategy of ironic euphemization, irony and disguise of a negative meaning, suggestive metaphorization, discredit, condemnation, ideal auto-presentation, exaggeration. Bilyk S.V. language strategies include the strategy of attracting attention (implemented as fixing the attention of the addressee on the text with the help of non-standard design), the strategy of positive self-presentation (providing for the creation of an impression by an authoritative addresser, as well as the effect of reliability, objectivity, reliability of the information offered), the strategy of optimal addressing (it is implemented by formulating a message as a type of text that potentially interests the reader as a representative of a particular social group), a strategy of imitation of natural communication (providing for direct contact between communication participants), a strategy of veiling persuasive intent.

Based on the working definition of the concepts of communicative strategies and speech tactics, we believe that the phenomenon of a communicative strategy should have a clear communicative-pragmatic goal, therefore, we believe that some of the above strategies do not reach such a status; they are techniques or tactics of speech. An analysis of colloquial, journalistic, official business and scientific discourses of future philologists, as well as the conclusions of scientists about the presence of an evaluative and manipulative nature of persuasive discourse, allow us to distinguish two persuasive strategies - the strategy of persuasion and the strategy of manipulation.

The manipulation strategy covers referential manipulation associated with the distortion of the image of the denotate / referent in the process of denoting reality: factual manipulation - distortion of facts (lie, juggling of facts, exaggeration, omissions); focused manipulation (changing the pragmatic focus, the nature of the perception of the denotation, forcing the addressee to perceive it in a light favorable to the manipulator), argumentative manipulation (violation of the logic of the development of the text or the integrity of the text: deviating from the answer, changing the topic); avoidance of completeness of information presentation, omission of

precision quantifiers and introduction of uncertainty qualifiers; inducing false arguments.

It has been established that methodologists have studied only one aspect of teaching argumentative skills and strategies. The emotive and evaluative aspects were ignored by researchers. The subject of the study was teaching professionally oriented argumentative speech to students of the humanities and specialties; training in debating, reasoned written expression and discussion-polylogue of future philologists.

In general, it can be stated that the teaching of speech in the integration of three groups of tactics - argumentative, emotive, evaluative - by future philologists was not the subject of a special study. We have developed a number of exercises in English, according to which philologists are trained; the presence of exercises and tasks aimed at the formation of a speech strategy in a complex of argumentative, emotive and evaluative tactics. There is no comprehensive methodological support for the training of future philologists in monologue publicistic speech.

It is substantiated that speech in the learning process should be considered as a dominant communicative strategy. We teach future philologists the strategy of persuasion and avoid the strategy of manipulation. A number of argumentative, emotive and evaluative tactics, as well as means of their verbal and non-verbal presentation, are outlined. By the dominant functional type of speech, we define reasoning implemented in the subtypes of substantiation, complete refutation, partial refutation, polemics. We train future speech philologists on the basis of political and mass media discourses in the genres of analytical commentary and public speaking (inspiring speeches, campaign speeches, persuasive speeches proper).

It is proved that the training of future philologists of English journalistic speech should be carried out from the standpoint of competence-based, communicative-active and socio-cultural approaches; The following are defined as the main principles of teaching: the principles of consciousness, activity, individualization, visibility; communicativeness, authenticity of educational material, situationality, situational and thematic organization of educational material, co-study of a foreign language and foreign culture, rhetorization, the dominant role of exercises.

So, to assess persuasive broadcasting, it is recommended to use two criteria that make it possible to measure the quality of the expression as a whole (the criterion of information content of the message, the criterion of integrity of the message), since no characteristics explicitly explicate these two criteria, it is impossible to talk about the quality of the message as a whole. basically. Such a set of criteria makes it possible to measure a

student's readiness to produce monologues with a dominant persuasive language strategy.

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**MODERN FORMS AND METHODS OF ENVIRONMENTAL  
EDUCATION**

**OF FUTURE TEACHERS IN UKRAINE**

**СУЧАСНІ ФОРМИ ТА МЕТОДИ ЕКОЛОГІЧНОЇ ОСВІТИ  
МАЙБУТНІХ УЧИТЕЛІВ В УКРАЇНІ**

Modern approaches to organizing the activities of the higher pedagogical school of the 21st century have qualitative differences, which is reflected in the formation of the professional competence of future teachers as subjects of the educational environment living in the face of the global ecological crisis. The development of the educational environment in higher education pedagogical institutions is connected with the introduction into practice of innovative methods, forms and technologies of teaching of future teachers, which contribute to their responsible attitude to the transformation of nature into a habitat with taking into account modern environmental ideas. O. Kyrylenko states: «Environmental degradation and ecological crisis, which are observed in the sphere of interaction between society and nature, are factors of development of a new scientific paradigm - environmentalism, as well as development of a new direction of research and policy of sustainable development. Conservation of the environment has become the most pressing problem for the development of global society and the current direction of public policy. This problem is caused by the negative effects of social, scientific and technological progress on the planet, which leads to a significant reduction of natural resources, polluting of the environment by creating production and consumption waste. All this worsens living conditions on the planet at an accelerated pace, and it can lead to



environmental catastrophe. In this respect, environmental policy at the national and global levels requires considerable activation, efficiency enhancement, integration of efforts by scientists, all policy makers and civil society». <sup>194</sup>

The basic ideas of environmentalism are revealed in the work of such researchers as M. Bookchin, A. Maples, W. Catton and R. Dunlap, D. Pirages and P. Ehrlich and others.

For our study there were selected works of well-known Russian (S. Deryabo, N. Reimers, V. Yasvin) and Ukrainian (O. Kirilenko, R. Kolisnichenko, M. Malovan, O. Mandryk, N. Matveeva, H. Mityushkin, M. Orfanova, O. Pasternak) scientists. The authors have analyzed in detail the Web of Science databases in recent years and used articles by authors who reveal the problem of environmental education, namely: O. Álvarez-García, J. Sureda-Negre, R. Comas-Forgas (2015); D. Chandra (2014); EDL. Chavez, MNL. Chavez, JAV. Menendez (2019); J. Hepper (2018); I. Gedžūne & G. Gedžūne (2011); D. Iliško (2007), T. Keinonen, E. li-Panula, M. Svens, R. Vilkonis, C. Persson & I. Palmberg (2014); E. Manolas & S. Tampakis, (2010); S. Mitakidou & K. Tamoutseli (2011); M. Munardji, N. Kholis, N. Mufidah (2020); A. Pontes-Pedrajas & M. Varo-Martínez (2014); I. Salite, J. Gholami, D. Iliško, H. Meihami (2018); R. Raus & T. Falkenberg (2014); R. Raus (2016); V. Zeqir, M. Behxhet, K. Zenel (2019) and others.

The purpose of the article is to characterize modern forms and methods of environmental education in Ukraine. The purpose of the research is specified for the purposes, namely: to define the leading ideas of environmentalism and the features of the concept of «environmental education»; identify the difference in understanding of the terms «ecological education» and «environmental education»; find out the types of globalist consciousness as environmental concerns increase; formulate features of ecological consciousness of ecocentric type; offer modern forms and methods of environmental education of youth in Ukraine; analyze the results of an experimental study of the preparation of Ukrainian biology students for environmental students' training (using the verbal associative method of «EKPP» by S. Deryabo and V. Yasvin and solving the complex problems by students).

Data from this study was collected with systematic research. The article is based on the scientific achievements of the scientists which are

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<sup>194</sup>Kyrylenko, O. M. (2015). Invaironmentalizm ta polityka staloho rozvytku v konteksti hlobalnykh problem. Panorama politolohichnykh studii. Naukovyi visnyk Rivnenskoho derzhavnogo humanitarnoho universytetu, 13, 90-97.

presented in 23 papers and authors' guides. The following methods: *theoretical*, namely: the analysis of scientific sources of identified problem, *synthesis and comparison* – to clarify the true theories which exist on the research problem, theoretical analysis of the problem, finding the significant signs of environmental education and problem of establishing of a new environmental paradigm; *empirical*: observing, releasing, problem tasks solving, testing, questioning, diagnosing because of the verbal association of EKPP method – to discover the type of dominant environmental setting of respondents. The study used *different methods* that were made on the analytical induction and generalization of obtained experimental data.

*Environmental science* is the science of the human environment and their mutual influence on each other. In the broader interpretation the environmental science is understood as a scientific direction that studies the complex problems of the use, protection and reproduction of environmental conditions. Environmentalism, as a new ideology and a new movement, emerged in the early twentieth century. In the 1970 s, this paradigm was reared during the environmental crisis in the United States. Its sources were social reformist orientations: *conservatism* (ensuring economic growth, preventing irrational spending on environmental management), biocentrism (preserving nature), and *ecologism* (preventing disruption of environmental processes). The conceptual bases of the indicated scientific direction are the modern theories and teachings, namely: the scientific theory of nature management; doctrine of nature conservation; modern concept of sustainable development of society. It is the new environmental paradigm (*NEP*) that has significantly expanded the interpretation of ecosystems and relationships in it, and has become a new stage in the development of socio-ecological theory based on the wide diversity of interdisciplinary links in the social sciences and humanities.

Maples views environmentalism in political and managerial terms as a set of state, administrative, legal, economic, political and social measures aimed at the rational use, reproduction and conservation of the Earth's natural resources, limiting the negative impact of human activity on the environment.<sup>195</sup>

We agree with the scientist that there is a large number of international organizations that are involved in nature conservation and protection activities, namely: UN, Global Environment Facility, World Wild Fund for Nature (*WWF*), World Society for the Protection of Animals (*WSPA*), International Green Cross, Greenpeace, European Environment

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<sup>195</sup>Maples, A. (2005). Sustainable development: New research. Nova publishers, 215 p.

Agency (EAA), International Union for Conservation of Nature (IUCN), Global Network for Environmental Science and Environmental Technology (Global NESET), International Federation of Institute for Promising Progress (IFIPP), International Institute for Environment and Development (IIED), International Union for the Conservation of Nature (IUCN), etc. Therefore, an environmental approach is a part of the theory and practice of sustainable development of society as a guided social development based on the balance between meeting the modern needs of humanity and protecting the interests of future generations in a healthy environment, which is implemented in the activities of leading international organizations, their documents, and public policy and in the policy of different countries all over the world.

For example, in September 2015, the United Nations General Assembly Resolution on «Transforming Our World: A 2030 Agenda for Sustainable Development» was adopted. The Law «On Fundamental Principles (Strategy) of the State Environmental Policy of Ukraine for the Period up to 2030» (from February 28, 2019 No. 2697-VIII) which aims at achieving balanced (sustainable) development of the country was passed in Ukraine.

Also, in the mid XX - XXI centuries, a number of world-wide forums, symposia, and conferences were held by the international community (Rio de Janeiro, 1992; Johannesburg, 2002; Kiev, 2003; Vilnius, 2005; Rio de Janeiro, 2005, 2012; New York, 2015), which are dedicated to addressing global environmental issues and developing concepts for society's approach to sustainable development. The main environmental ideas were summarized during the 1992 International Conference in Rio de Janeiro (Brazil), which adopted the Order of Action Program for the 21st Century for all countries in the world. The concept adopted at the conference includes three necessary components: economic efficiency, social equilibrium and preservation of natural potential, leading to the reorientation of worldviews existing in the world to the paradigms of sustainable development, improving the quality of life of people with the maximum possible conservation of environmental conditions and resources. Therefore, the basic idea of a global social and natural transition to sustainable development is to survive and to sustain the continued existence of humanity and its further gradual development.

The term «*environmental education*» is used in modern UNESCO international documents. Under the auspices of UNESCO, the period from 2005-2014 was named by the UN General Assembly as the «Decade of Education for Sustainable Development». In 2004, the United Nations Economic Commission for Europe developed the «Strategy for Education

for Sustainable Development», which is included in the formal education system as well as in non-formal education and programs.

Today, environmental education is regarded as a cross-curricular field of integration of biology, chemistry, physics, ecology and geography. To define it in the national pedagogical lexicon, the term «ecological education», which is not in line with world science and practice, has been consolidated, since it has a more narrow (mainly biological) interpretation according to international approaches.

Kh. Mityushkina, O. Pasternak and N. Matveyev see the difference in terms of ecological and environmental education as «ecological education» contributes to the knowledge of nature, and «environmental education» to the social one. According to these scientists, particular attention is paid to environmental consciousness, which involves understanding of the movement of humankind to a single global integrity. The process of integration of the natural sciences, their mutual penetration, the humanization of natural sciences, the deepening of integrating relationships between different strands of scientific knowledge contribute to the realization of ideas of global integrity.<sup>196</sup>

We support the scientific position of these scholars that the concepts of «ecological education» and «environmental education» differ in the environmental component of consciousness. The philosophy of environmental education is much deeper than ecological education, because it involves the care of people not only about themselves and natural resources, but also about the health of future generations.

R. Kolisnichenko believes that the ecological component of globalist consciousness is a major factor in the saving of the planet's ecosystems and conservation it from the negative consequences of humanity and their own environmentally harmful activities. The scientist notes that in an ecological context, the globalist consciousness of modern societies is not homogeneous. In relation to the solution of global problems in the sphere of relations between human and nature, the scientist distinguishes the following types of globalist consciousness (depending on the level of manifestation of a caring attitude towards nature): eco-destructive, anthropocentric, eco-consuming, ecotraditional, environmental-centric, ethno-centric. The author also identifies the nature-neutral type of globalist consciousness.

Scientist proves that the global environmental consciousness is characterized by a high degree of awareness of all global environmental

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<sup>196</sup> Mityushkina, Kh.S., Pasternak, O.M., Matvieieva, N. M. (2017). Fakhivets ekoloh na suchasnomu rynku pratsi (rol ekolohichnoi osvity). Visnyk Mariupolskoho derzhavnoho universytetu. Ser.: Ekonomika, 14, 217-225.

threats, a persistent desire for the implementation of effective ways of their humane solution, which determines its optimality, belonging to the humanizing globalist.

Other types of globalist consciousness, combined with a low level of awareness of global environmental problems, become one of the reasons for the primitive, distorted perception of natural phenomena, the formation of inadequate perceptions of the reference model of the relationship between personality and nature, aggressive attitude towards such, most of the achievements of modern civilization, maintaining an ascetic lifestyle, narrowing the range and volume of industrial production, adhering to vegetarians ties, etc. We agree with R. Kolisnichenko's opinion that «the listed set of measures is a hypertrophied reflection of environmental ideas that are characterized by an excessively high degree of radicalism and cannot be positively accepted by modern society».<sup>197</sup>

Therefore, environmental education should be aimed not only at enhancing the understanding of modern environmental concepts, but also at developing environmental consciousness. On the basis of the environmental paradigm, S. Deryabo and V. Yasvin formulated features of ecological consciousness of the *ecocentric type*, characterized by: orientation to ecological expediency, absence of opposition of human and nature; perception of natural objects as full subjects; balance of pragmatic and non-pragmatic interaction with nature.<sup>198</sup>

Therefore, environmental consciousness means the totality of environmental ideas, the existing attitude to nature, the corresponding strategies and technologies of interaction with it in the process of life.

Let us dwell in more detail on the main directions of young people environmental awareness development, taking into account its components. N. Reimers identifies 19 ecological concepts in accordance with the ecosystem approach, namely: biosphere – ecosystem – biosystem – organism – environment – population – grouping – biocenosis – ecosphere – man – nature – society – environmental protection – ecological equilibrium – ecological equilibrium – ecologicalisation – eco-security – eco-politics – noosphere – co-evolution – ecological approach.<sup>199</sup>

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<sup>197</sup> Kolisnichenko, R. M. (2017). Hlobalistychna svidomist yak chynnyk transformatsii politychnoi kultury ta podolannya hlobalnykh problem liudstva: dys. ... doktora politych. nauk: 25.00.03 «Politychna kultura ta idealohiia» / NPU imeni M. P. Drahomanova. Kyiv, 497 s.

<sup>198</sup> Deryabo, S. D., Yasvin, V. A. (1996). Ekologicheskaya pedagogika i psihologiya. Rostov-na-Donu: Feniks, 480 s.

<sup>199</sup> Reymers, N. F. (1992). Nadezhdy na vyizhivanie chelovechestva. Kontseptualnaya ekologiya. M.: Rossiya molodaya. Ekologiya, 367 s.

These concepts are fundamental to the youth's awareness of environmental problems in the environmental education, which trace the link between human activity in unity with nature, promote the establishment of equilibrium, promote the processes of environmental management and environmental protection and ecopolitics in a modern society. These concepts should be familiarized to young people in schools and higher educational institutions. In our opinion, a continuity in mastering these concepts, their clear awareness and understanding throughout environmental education is necessary. It is already possible to speak about the formation of the conceptual apparatus of youth in high school. Environmental topics are in particular interest to future biology teachers who are willing to teach students the basics of environmental conservation. According to R. Raus & T. Falkenberg, the teacher has a decisive role in the processes of overcoming the environmental crisis.<sup>200</sup>

At the same time, a number of scholars argue that current educational programs mostly offer achieving long-term learning outcomes that do not contribute to the development of environmental competence.<sup>201</sup>

Therefore, it is worth paying attention to implementation of the educational practice of modern forms of environmental education.

An effective form of developing environmental knowledge of students is their involvement in environmental education. Scientists believe that it is important for them to carry out outreach activities with students of secondary schools. Students talk about environmental issues and the need for caring about the environment through presentations and self-created videos for elementary and secondary school pupils. In the form of training, students demonstrate and help secondary school pupils to substantiate ways to solve a specific environmental problem. Thus, both students and pupils form a certain conceptual apparatus.<sup>202</sup>

The environmental thinking of future biology teachers evolves through the use of a *case-study* method used for short-term learning, based on real or fictional situations. The case method is a miniature business game because it combines future professional activities with playing. The essence of this method is that the teaching material is presented to students in the

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<sup>200</sup> Raus, R., & Falkenberg, T. (2014). The Journey towards teacher's ecological self. A case study of a student teacher. *Journal of Teacher Education for Sustainability*, 16(2), 103-114.

<sup>201</sup> Iliško, D. (2007). Teachers as agents of societal change. *Journal of Teacher Education for Sustainability*, 7, 14-26.

<sup>202</sup> Mandryk, O. M., Malovanyi, M. S., Orfanova, M. M. (2019). Ekologichna osvita dlia staloho rozvytku. Ekologichna bezpeka ta zbalansovane resursokorystuvannia: naukovo-tekhnich. *Zhur.*, 1(19), 130-139.

form of micro problems, and knowledge is acquired by them as a result of active creative and research activity in solving problem situations. The case method is a specific practical and problematic method of educational process organizing, and it is a method of discussion in terms of stimulating and motivating the educational process. It contains a clear description of a practical problem and a demonstration of how to solve it. Practice shows the high efficiency of the case-method when using local materials related to the consideration of environmental situations, environmental problems, species diversity of regional flora and fauna, spread of infectious diseases, adherence to a rationally based way of life, production of food, etc.

Another reason for the low environmental awareness of the population lies in the passivity of the people themselves. The elements of environmentalism are not only theoretical world-views on the harmonization of human relations with the environment, but also they are the practical global environmental movement. Activity component of environmental education determines the level of people's awareness of the ideas of environmentalism, manifestations of their certain social behavioral reactions, for example, recycling of Christmas trees into special items, refusal to use plastic bags and disposable tableware, sorting household waste away from heavy metals like mercury and lead, food management and more. We agree that the activity component of environmental education should be based «on three main criteria: the flexibility of actions with a logical order, their dynamism with an emphasis on preparation and openness to creativity».<sup>203</sup>

Exactly the active component testifies to the formation of *ecological competence* in an individual as an integrative quality of personality, when the acquired environmental knowledge, skills, experience and values are actualized in the ability to make decisions and perform adequate actions, to be aware of their environmental consequences.

At the same time, the active life position of the citizens on the environmental situation in the world opens new opportunities for involving young people in environmental education. A productive form of environmental education is to carry out *quests to clear the area* where people live, from pollution (*«Free the planet from the dirt»*, *«Environment Day»*, *«Take care of your land»*, etc.). The initiators of this case are a certain group of people, who, through social networks, informs the population about the appropriate measures. What is interesting in this form is *the reporting on the work done, such as posting of videos, photos of a certain area before and*

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<sup>203</sup> Chavez, EDL, Chavez, MNL, Menendez, JAV. (2019). Pedagogical strategy of environmental education in function of a healthy life at the university of Guayaquil. Revista Conrado, 15(70), 63-66.

*after cleaning on the Internet.* Working together on ecological cleaning brings strangers closer, gives you the opportunity to feel the joy of working in nature, to realize your own contribution to environmental protection on the basis of environmental ideas.

the use of such forms of work as an *environmental bazaar*, where students, together with students and their parents, produce various products from natural materials and sell them at school is very effective in environmental education practice. The environmental bazaar is an activity designed to enhance school collaboration, students, with the class association (community of parents) and the local community, exhibiting class work based on the natural environment.<sup>204</sup>

Not new, but very effective is *the problem of household waste sorting*. This problem not only needs clarification, but also the smooth work of utilities and educational institutions. Therefore, for many people, especially future biology teachers, environmentally competent behavior today becomes a lifestyle that should be passed on to their students.

An interesting form of environmental education is *ecotourism*. Unfortunately, Ukraine is known worldwide as the Chernobyl Disaster Zone – a catastrophe at a nuclear power station with an Exclusion Zone. However, in recent years, as the statistics show in 2019, tourist trips to this area is a promising tourist destination, covering such varieties of tourism as environmental, educational and nostalgic tours. According to the COTIZ, 80% of travelers are from abroad, the total number of countries from which they come to Chernobyl is more than 130 (*USA, UK, Poland, Germany, Czech Republic, Singapore, Chile, Mexico, Japan*, etc.). According to the order of the President of Ukraine No.512 / 2019 «On some issues of development of territories that have been exposed to radioactive contamination as a result of the Chernobyl catastrophe» in the Chernobyl state it is approved new water and air routes for the movement on the Pripjat and Uzh rivers. In total, visitors are offered with 21 different routes in the area. Such public interest in these tours can be explained by people's interest in ecology and human survival in the era of nuclear energy and modern technologies.

All described forms and methods of environmental education were used in the practice of our work in the process of formation of ecological competence of future biology teachers. An experiment was conducted to prove their effectiveness.

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<sup>204</sup> Munardji, M., Kholis, N., Mufidah, N. (2020). Community multicultural integration pattern in environment-based learning. *International Journal of Instruction*, 13(1), 101-124.



The initial level of study of environmental competence was conducted with future biology teachers (278 students) by determining the type of dominant respondents' setting in nature (verbal associative methodology «EKPP» V. Yasvin, S. Deryabo), display of knowledge, skills and expertise in the field of environmental activities assessment and completing a complex problematic situations by students that have determined the ability of respondents to situationally and environmentally managing appropriate activities in everyday life and the natural environment (Hryhorii Skovoroda University in Pereiaslav).

The method of «EKPP» is interpreted by the authors as «emotions», «knowledge», «protection», «pragmatism» (the working names of the types of installations that were used in the creation of this methodology). It consists of 12 items. Its use has allowed us to conditionally distinguish four types of personality attitudes in the process of our experimental work: the individual perceives nature as an object of beauty («aesthetic setting»), as an object of study, knowledge («cognitive setting»), as protection («ethical installation») and as an object of benefit («pragmatic installation»).

In the course of the experiment, author's situational tests were also used in which problem situations that were found in the professional and household spheres were simulated. The types of behavioral responses of students in nature were assessed using the appropriate scale. In determining the types of the dominant setting, it was found that first-year students have the predominance of setting nature as an object of protection («ethical»; choice rate – 33,96%). The second rank is the installation of nature as an object of beauty («aesthetic»; the frequency of choice – 26,41%), the third – the object of benefit («pragmatic»; the frequency of choice – 22,64%). The cognitive setting for nature (choice rate – 16,98%) manifests itself in the lowest level. It is found out that aesthetics were the dominant ones in the second-year students (the choice rate was 31,67%). Cognitive (choice rate – 23,33%), protective (choice frequency – 23,33%) and pragmatic (choice frequency – 21,66%) settings appear approximately the same. Third-year respondents have prevailing preferences for nature as an object of beauty (choice rate – 33,33%). Installations of nature as object of protection (frequency of choice – 24,07%), object of benefit (frequency of choice – 20,37%) and object of study (frequency of choice – 22,22%) appear more or less evenly. The fourth year students recorded a dominant nature setting as an object of beauty (choice rate – 31,37%). The fourth part of the fourth year students identified the nature settings as the object of study and as the object of protection (frequency of choice – 25,49%). A pragmatic nature setting (choice rate – 17,65%) is manifested at the lowest level. One-third of masters are dominated by an aesthetic setting for nature (choice rate –

33,33%). Cognitive and security installations in them appear the same (frequency of choice – 25,00% each). The pragmatic nature setting has the lowest rank of masters (choice rate – 16,67%).

Therefore, in the course of the study of the setting of students on nature revealed certain patterns. The dominant setting for nature is aesthetic (the first rank in the second and fourth year students, the second – in the first year students). The settings of nature as object of study and object of benefit (pragmatic) appear about the same and occupy lower ranks. Second, third, fourth, and future masters have a predominant cognitive setting (choice rate is 23,33% and 21,66%, 22,22% and 20,37%, 25,49% and 17,65%, 25,00% and 16,67% respectively), and in the first year students – pragmatic (22,64% and 16,98%, 19,44% and 16,67% respectively).

The highest rate of caring attitude towards nature was recorded in future bachelors (21,57%). The indifferent attitude to nature is most often manifested in the first – third year students (26,42%, 40,00%, 29,63% respectively). Most likely this is due to the lack of environmental awareness.

The students of biology are dominated by an episodic manifestation of careful attitude to nature, the indicators of which range from 67,92% (first year) to 79,17% (in masters). Specific knowledge of ecology, as a subject, was determined by analyzing students' written answers to problematic questions. Each subject was asked to complete ten tasks. For one task, students received 0,5 points from experts. Total points were calculated by summing them up when solving each task. Biological students have discovered superficial and non-systematic environmental knowledge. In the process of diagnosing students' environmental knowledge, it was found that the average value of this indicator undergoes a certain increase from the first – the second year (0,77 – 0,61 points) to the fourth (1,58 points). The future masters showed the highest figure – 2,11. Consequently, the analysis of the obtained results shows that in their own activities, biology students overwhelmingly find aesthetic installation on nature, have superficial ecological knowledge, episodically show a careful attitude to nature, which proves the low level of manifestation of environmental consciousness.

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The results of our experiment confirms with those of modern scientists. These studies suggest that prospective teachers acquire low levels of environmental competences and basic environmental knowledge during their higher education training, although they tend to have a positive attitude toward environmental education.<sup>205</sup>

Some other results have been obtained by scientists who have investigated the attitude of Kosovar Teachers to the new environmental paradigms. The authors claim that half of the respondents have a strong ecocentric view and the other half support an anthropocentric view. Environmental awareness by the public at large is still at quite a low level.<sup>206</sup>

However, testing of the levels of ecological competence of biology students after applying modern forms and methods of environmental education shows that in the experimental group (140 students) the level of ecological competence (from 1,43% to 19,29%) was significantly increased, which was characterized by careful respondents 'attitude to nature (students' behavioral reactions were accompanied by an active life stance on the identification and rational solution of various environmental problems, awareness of the consequences of anthropogenic or natural objects, offering creative approaches to their solutions, high level expression of environmental knowledge, nature saving style activities in the environment, the perception of nature as an object of protection).

The average level of environmental competence has experienced a slight increase (from 50,00% to 57,86%). It was characterized by an episodic manifestation of caring attitude to nature (behavioral reactions of students to the environment were situational, had positive or negative manifestations, students generally understood the effects of anthropogenic impact on natural

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<sup>205</sup> Álvarez-García, O., Sureda-Negre, J., Comas-Forgas, R. (2015). Environmental education in pre-service teacher training: A literature review of existing evidence. *Journal of Teacher Education for Sustainability*, 17(1), 72-85.

<sup>206</sup> Zeqir, V., Behxhet, M., Zenel, K. (2019). Pro-ecological views of Kosovar teachers measured by endorsement of the new ecological paradigm statements. *Journal of Teacher Education for Sustainability*, 21(1), 88-102.

objects, but often occupied a passive position of the observer and did not apply any actions, they have superficial or fragmented environmental knowledge, they can show irrational style of activity in the environment and have a pragmatic and aesthetic attitude in nature).

The low level of environmental competence of future biologists has dropped significantly (from 48,57% to 22,86%). Such students were indifferent to nature (students' behavioral responses to the environment were mostly negative and not aimed at nature conservation; they exhibited a consumerist and irrational style of activity in the environment; this was facilitated by a low level of environmental knowledge and a pragmatic nature setting). Control group of students (138 students) experienced a slight increase in their average level of environmental competence (from 47,10% to 51,45%) due to a decrease in the percentage of low-level respondents (from 52,90% to 48,55%). No students with a caring attitude toward nature were identified in the control groups.<sup>207</sup>

**Conclusions.** So, in the modern world, under the influence of globalization processes, social and natural disasters, the processes of formation of environmental paradigm which are based on the development of ecocentric ecological consciousness of people have just started developing. The *ecocentric type* of ecological consciousness is characterized by: orientation towards ecological expediency, absence of opposition of human and nature; the perception of natural objects as complete subjects; balance of pragmatic and non-pragmatic interaction with nature. Environmentalism is the conceptual basis of modern sustainable development policy, which is actively supported by the UN and international organizations in most countries of the world. Sustainable development strategies orient humanity to spreading environmental values, preserving ecosystems, putting into practice new resource-saving technologies and strategies. The creation of a new global environmental education system is aimed at developing environmental awareness and thinking among young people. By environmental consciousness we mean a set of environmental ideas, existing attitudes towards nature, appropriate strategies and technologies for interacting with it in the process of life. It is the global environmental consciousness that has a high level of awareness of all global environmental threats, a persistent commitment to effective ways of addressing them humanely. Such consciousness leads to the formation of ecological competence of the person as an integrative quality of highly

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<sup>207</sup> Shapran, Yu. P. (2013). Formuvannia profesiinoi kompetentnosti maibutnikh uchyteliv biolohii: monohrafiia. Pereiaslav-Khmelnytskyi: «Vydavnytstvo KSV», 334 s.

motivated personality, which is manifested in the level of his environmental education and readiness for realization of personal potential during creative pedagogical activity, perfection of acquired experience and desire for continuous self-education.

**Recommendations.** In the process of research, it is recommended for future teachers such forms to be used in the process of environmental education (*use of resources of the Internet, case studies, conducting ecological talks with their own presentations and videos, educational trainings, organizing quests for clearing the area from pollution, environmental bazaars, sorting of household waste, ecotourism*) and teaching methods (*interactive, problematic, research, photo and video fixation of environmental actions, etc.*) for elucidation of their problems, advocacy for the environment, learning about environmental social behavior.

The article deals with the history, sources and features of environmentalism in the political-managerial aspect as a new ideology. The essence of environmental education was defined, and the difference between the concepts of «ecological education» and «environmental education» in the component of environmental consciousness was identified by the authors. Scientists are also analyzing the types of globalist consciousness (depending on the level of caring attitude towards nature); peculiarities of ecological consciousness of ecocentric type (orientation on ecological expediency, absence of opposition of man and nature; perception of natural objects as full subjects; balance of pragmatic and non-pragmatic interaction with nature). The article expresses the idea of continuity in mastering environmental concepts, their realizing and understanding; activity component of environmental education, which attests to the formation of *ecological competence* of the person as an integrative quality of personality. The authors characterize various forms (use of Internet network resources, case study solutions, conducting ecological talks with demonstration of their own electronic presentations and videos, educational trainings, organizing quests for clearing terrain from pollution, environmental bazaars, sorting household waste, ecotourism) and methods (video recording of environmental actions, doing case studies) of environmental education of future teachers. Scientists also present the results of the experimental work of determining the levels of environmental competence of future biology teachers.

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**FORMATION OF COMMUNICATIVE COMPETENCIES IN  
FUTURE SPECIALISTS IN THE TOURISM INDUSTRY  
ФОРМУВАННЯ КОМУНІКАТИВНИХ КОМПЕТЕНТНОСТЕЙ  
У МАЙБУТНІХ ФАХІВЦІВ ТУРИСТИЧНОЇ ГАЛУЗІ**

Higher education in Ukraine is aimed at providing fundamental scientific, general cultural, practical training of specialists who must determine the current level of scientific and technical, economic and socio-cultural process, to ensure the comprehensive development of the individual. Rozshyrennya and rozvytok mizhnarodnyh vidnosyn Ukraine conference, yevrointehratsiya, hlobalizatsiya rynkovoyi diyalnosti, vhodzhennya in yevropeyskyy osvitniy prostir ta internatsionalizatsiya dilovyh stosunkiv increases the vymohy till the movnoyi pidhotovky fahivtsiv sferi in tourism. Highly qualified professionals with diverse and deep professional knowledge and skills, ready for constant renewal and deepening of the teaching staff and deepening of knowledge. Its main tasks are the formation and development of deep linguistic knowledge and high intelligence of future specialists, their personal traits, abilities and abilities.

In the modern educational process, a teacher of vocational training must have a high level of culture of pedagogical communication, as professional communication is the basis of his professional activity. Knowledge of foreign languages when working with foreign partners requires the ability of special communication skills during communication.

Since the twentieth century, tourism as one of the priority areas of development of the economy and culture of our country, creates all the necessary conditions for improving international tourism. That is why this field needs specialists who are able to successfully combine language knowledge and communicative skills of a highly qualified specialist. Odnym with vazhlyvyh zavdan sohodennya is pidhotovka specialist tourism with profesiynymy movno-komunikatyvnymy znannyamy, Ability ta navychkamy, kompetentnoho, komunikabelnoho fahivtsiya, zdatnoho till the decision samostiynoho rishen, hotovoho till the tvorchoho rozv'yazannya

typovyh i netyповyх profesiynyh zavdan, spryamovanyh nA zadovolennya potreb spozhyvachiv posluh.

A modern specialist in the tourism industry is a person who has not only received sufficient special training, but is a highly developed linguistic personality. Movlennyeva pidhotovka specialist urahuvannyam spetsyfyky maybutnoyi fahovoyi diyalnosti is neodminnoyu umovoyu yoho profesiynoho and osobystisnoho zrostannya, adzhe for rynkovoyi ekonomiky potribni fahivtsi, which volodiyut komunikatyvnymy vmynnyamy i navychkamy produktyvnoho spilkuvannya in profesiyniy sferi.

According to the standards of higher education in specialties 015. Vocational education (Service) for the first (bachelor's) level of higher education, the competencies of the graduate are: ability to cooperate with business partners and clients, ability to provide effective communication with them, ability to form and implement effective external and internal communications at hospitality enterprises, interaction skills.<sup>208</sup>

In view of the above, the formation of communicative competence of future specialists in tourism and hotel and restaurant business is of great importance.

An analysis of recent research and publications has shown that long-standing and to date research into the problem of communication remains controversial.

It should be noted that the professional training of specialists in the field of tourism has been studied in many aspects: theoretical aspects and methodological principles were studied by N. Zakordonets, R. Gurevich, and G. Loik; professional and communicative competence of specialists in the tourism industry (S. Alexandrova, I. Pisarevsky); formation of communicative skills of future specialists in the field of service, the culture of professional communication in the professional activities of specialists in the tourism industry (L. Savchuk); features of formation of skills of business communication of future managers of tourist activity, actual questions of formation of professional speech and foreign language communicative competence of future managers of tourism (O. Sergiychuk, S. Tanana, Yu. Lukashevich).

Okremi aspekty hotovnosti till the different kinds of komunikatsiyi profesiyniy diyalnosti perebuvaly in sferi interesiv naukovtsiv, zokrema doslidzhuvalasya hotovnist till the profesiynoho i pedahohichnoho

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<sup>208</sup> Танана С., Сергійчук О. Сучасні аспекти підвищення якості надання туристичних послуг у період євроінтеграції// SCIENCE, RESEARCH, DEVELOPMENT #13 Berlin : MONOGRAFIA. «Diamond trading tour», Warszawa 2019. P. 198-202.

spilkuvannya (S. Buchatska, I. Mischuk, N. Lohutina V. Chorniy ta al.) Mizhkulturnoyi komunikatsiyi (A. Cossack).

Significant experience in preparing future teachers for communicative activities has been accumulated in pedagogical science. In particular, the essence of pedagogical interaction was considered by I. Bekh, A. Boyko, A. Bodalov, S. Goncharenko, V. Kan-Kalik, V. Sukhomlinsky, O. Fediy, etc., the concept and essence of pedagogical communication were studied by: N. Butenko, O. Zhyrun, M. Zabrotsky, S. Levchenko.

Scientists N. Artykuts, N. Bezgodov, L. Golovata, T. Gorokhovska, L. Korzh, N. Kostytsia, V. Mykhailiuk, G. Onufrienko studied the problems of formation of professional speech of future specialists. L. Palamar, M. Pentilyuk, Y. Pradid, I. Radomsky, L. Romanova, O. Yurchuk.

In the system of modern education, the study of professional training of future tourism professionals, in particular its communicative aspect, is becoming increasingly important, as communication with consumers of tourism products is the main tool of professional activity in the tourism industry.

Professional dialogic communication was studied by G. Ivanyshyn, LV Kravets, IV Klimenko, LI Matsko, SV Khadzhiraeva, FI Khmil, N. Chernenko, SV Shevchuk. However, the problem of forming a professional dialogic speech of tourism professionals needs a comprehensive study.

Thus, there is currently a significant scientific interest in the problem of forming a willingness to professional communication of tourism workers as an important attribute of their professionalism.

Modern pedagogical theory and practice shows that one of the leading factors of economic success is the training of specialists in free economic education, the level of education of which should provide the labor market with qualified, competitive professionals.

Professional tourism education plays a significant role in staffing the economy, increasing its efficiency and competitiveness. The current stage of development of professional tourism education is characterized by a steady trend to expand the demand and scale of training.

The strategy for the development of vocational tourism education, focused on the long-term needs of the economy, should be aimed at solving such priority tasks as:

- qualitative updating of the content of professional tourism education in accordance with the current level of technologies used in the tourism industry, taking into account the demands of the new economy (it is necessary to ensure compliance with educational programs to modernize the social sphere, forming the necessary professional competencies);



- improving the scale and structure of training in the development of high-tech industry of the tourism industry, based on automation and informatization;

- ensuring the development of professional tourism education in the context of European integration. Integration as a principle of the content of education determines the process and result of the formation of holistic knowledge, methods and activities, as well as value relations.

The sphere of tourism of Ukraine at the present stage of development is characterized by the formation of a wide range of services provided by numerous tourism entities: tour operators and travel agents, hotels and similar accommodation establishments, excursion organizations, restaurants and leisure facilities and more. Competitiveness of the environment and increasing requirements for the quality of customer service determine the search for ways to improve the activities of institutions in the tourism industry, including communication. Given that tourism involves constant communication in the process of customer service, increasing its efficiency is an important tool for building the competitiveness of tourism organizations.

Tourism workers occupy the lion's share of Ukraine's modern labor market. They are entrusted with the communicative functions of enterprises, and hence - the responsibility for the effectiveness of its implementation. Simply put, the communicative abilities of each employee depends on the number of products sold and customers involved, the accuracy of the information provided, and depending on the direction of business - and satisfaction with the quality of service. At the same time, tourism is difficult to relate to the sphere of exclusively commodity-money relations, because an important role is played by the emotional component due to the specifics of the "goods", which often means selling impressions, physical and spiritual relaxation, knowledge, comfort and more. Performing such tasks requires a high level of communication skills of staff. It is worth noting that over the last decade there has been significant scientific interest in the problem of communicative competence of tourism business workers as an important attribute of their professionalism. Such competence is considered as a complex of "psychological contact, relevance of communication style, ability to listen actively, creative approach and situational adaptability, contextual knowledge, emotional balance of behavior".<sup>209</sup>

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<sup>209</sup> Сергійчук О., Танана С. Marketing information technologies in the professional preparation of specialists in the sphere of service. Економічний вісник університету: зб. наук. праць ДВНЗ „Переяслав-Хмельницький державний

The development of a multilevel network of educational training of service specialists in Ukraine has led to the intensification of theoretical and methodological justification of the mechanisms of formation of communicative culture and competence of future tourism workers. In this context, it is necessary to note the work of N. Zakordonets and L. Rudenko.

Thus, N. Zakordonets, considering the communicative culture of the tourism worker as the main component of professional competence and the most important criterion of successful activity, outlined the model of its structural components and proposed pedagogical methods of its formation.

L. Rudenko, considering communicative culture as an integrated formation of personality based on professional knowledge and communication skills, professional communication skills, socio-personal experience, etc., identified psychological, pedagogical and scientific-methodological principles of communicative culture of service professionals in professional and technical service. educational institutions. In addition, Guzhvynsky V., Ovsienko L., Cherezova M. and others addressed the issues of formation of communicative culture of tourism specialists. Despite significant developments in this direction, the culture of speech is considered by scientists as a structural component of the general communicative culture and has not received sufficient coverage as a separate object of study.<sup>210</sup>

Thus, determining the place of speech culture in the context of effective communication activities of tourism workers remains relevant. The communicative activity of the tourist sphere can be formal or informal, internal or external, combine horizontal and vertical connections, be oral or written. Tourist activities include communication with clients, partners, public authorities, mass media, etc. The most widely communicated communication activities of tourism organizations are presented when working with clients and are implemented in the process of: service in a tour operator or travel agency office when ordering vouchers / vouchers; provision of tourist escort services on the route; excursion and animation services; provision of catering services in restaurants; provision of basic and additional services in hotels and similar accommodation establishments; provision of medical and health facilities, etc. The effectiveness of communication is measured by the degree of achievement of the main goal.

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педагогічний університет імені Григорія Сковороди" Вип. 36/1. Переяслав-Хм.: (Київ. обл.) Домбровська Я.М., 2018. С. 59-64.

<sup>210</sup> Сергійчук О., Танана С. Формування професійної компетентності майбутніх фахівців сфери обслуговування засобами інтерактивних технологій. Професійна підготовка сучасного вчителя трудового навчання та технологій : колективна монографія / За ред.С.М. Яшук. Умань, 2019. С.47.

In the field of service, such a goal is to maximize the satisfaction of human tourism needs, attract customers and sell the products or services offered.

An important role in achieving effective communicative activity of specialists in the field of tourism services is played by the culture of speech, according to the common understanding - is the observance of stable language norms of oral and written literary language. The main communicative features (criteria) of speech culture are: correctness (compliance with orthoepic, spelling, lexical, syntactic, stylistic and other norms), content, logic, richness, accuracy, expressiveness, relevance and expediency.<sup>211</sup>

According to this understanding, in order to effectively serve customers, employees must have the rules of literary language, applying them in the process of oral and written communication; build logical and meaningful statements; use appropriate language tools depending on the purpose and circumstances of communication; use the richness of the vocabulary of the language, etc. The low level of speech culture leads to the formation of a negative business image of a particular employee or organization as a whole, misunderstandings in the communication process or ambiguity in the content of the statement, inaccuracy of information provided and so on. It is especially worth noting the importance of comprehensive mastery of the culture of speech in excursion activities, which requires from the specialist not only a thorough knowledge of the subject of the show, but also speech skills for its representation.

According to our observations, in the field of tourism such a category of speech culture as correctness is often violated. For example, in the menu of the well-known in Ukraine network of restaurants we find the following errors: incorrect declension of words (from omelet instead of omelet; potato pancakes instead of sour cream; fresh ginger instead of ginger), spelling complex words (home instead of home); errors in spelling words of foreign origin (preservation of doubling in the words espresso, latte, glass, pizza, spaghetti; sound and in place of the necessary and: chili, multivitamin), etc. Manifestation of low culture of speech is the use of Russism - a common phenomenon in the modern language environment. For example, in the same establishment we find such names as basil oil (instead of oil), pork steak (instead of pork steak), stewed vegetables (instead of stewed), cane sugar (instead of cane), sugar syrup (instead of sugar) and so on.

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<sup>211</sup> Стандарт вищої освіти України. URL: [osvita/zatverdzeni%20standarty/2020/03/241-gotel-restoran-sprava-B.pdf](https://osvita.zatverdzeni%20standarty/2020/03/241-gotel-restoran-sprava-B.pdf) (дата звернення 20.02.2021 р.).

These examples do not claim the completeness of the problem of violation of the culture of speech in the field of service, are typical and are presented in order to confirm its relevance. At the same time, the menu is considered an official document of the institution, it is formed by responsible employees, served by waiters and customers. And if such examples may not affect the general understanding of the meaning of words by customers, the illogical construction of whole sentences in violation of punctuation can lead to such a practical aspect of the problem as misunderstanding of the content of the text. For example, we offer a verbatim one of the proposals of the sanatorium of Transcarpathia: "manual massage two zones (back or abdomen or legs or arms for 20 minutes)". Such wording of the proposal can become a communication barrier and force customers to turn to employees in order to clarify its essence.

With an uncritical approach, it can be argued that service workers do not have perfect command of the norms of literary language, and such a prerogative belongs to the representatives of philological specialties as a result of professional training. However, it should be understood that the culture of speech is an indicator of the general intellectual, cultural and spiritual level of development of the individual, his mental characteristics. The formation of such a culture lasts throughout the conscious human activity and involves not only educational training but also the process of self-improvement.

Thus, the solution of the raised problem is possible only on condition of its realization. If you are guided by the principle that the language should be mastered by individual professionals, it is necessary to remember that the institution does not choose its customers, but vice versa. Among them are representatives of different directions and levels of development, and in order to meet their requirements, compliance with the norms of speech culture should be understood as a basic component of service. If oral communication of employees is difficult to record, the written form of communicative activities of tourism institutions (letters, prices, menus, information on sites, etc.) must be professionally monitored. In the context of the raised topic, it is necessary to mention the tendency to serve in Russian in the institutions of the tourism sector.

Thus, according to a study by the Space for Freedom movement, as of October 2019, only 60% of Ukrainian food establishments have menus in Ukrainian, 40% of staff speak it, another 10% of employees switch to it when serving Ukrainian-speaking customers.<sup>212</sup>

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<sup>212</sup> Танана С. Актуальні питання формування професійного мовлення та іншомовної комунікативної компетентності майбутніх менеджерів туризму.

Thus, the culture of speech is an important prerequisite for effective professional activity of employees and organizations in general, a factor in forming a positive image and a favorable element of providing comfortable conditions and high quality customer service. The main purpose of vocational education is to prepare a teacher who is competent and ready for continuous professional growth.

We substantiate the specifics of the communicative activity of the teacher, which is manifested in all professional and life-sustaining spheres. The communicative activity of the future teacher is aimed at establishing pedagogically correct relations with students. For successful interaction during the educational process in educational institutions and outside them is not enough knowledge of the basics of science and methods of organizing and conducting the educational process. All the knowledge of the teacher can be transferred only through a system of live and direct communication. V. Kan-Kalik notes that in accordance with the specifics of the teacher's communicative activity, communication with the factor that accompanies pedagogical activity, passes into a professionally significant category, which is the basis of the teaching profession. Therefore, in this sense, communication is not an everyday form of activity, but as a functional category of the future teacher.<sup>213</sup>

Concretized pedagogical communication in pedagogical activity is both a process of solving many communicative tasks by a teacher and a result. In the process of communicating with children, the teacher, firstly, conducts a psychological and communicative search related to understanding the individuality of the student, and secondly, the choice of specific tools of educational impact on a particular child. However, pedagogical communication includes not only the communicative activity of the teacher, but also the stimulation of initiative communication of the specialist.

In general, the teacher's activity has the following main characteristics: motive, purpose, subject, structure and means. Such components of the structure of activity can be observed in the process of communicative activity of the individual.

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Педагогічна освіта: теорія і практика: зб. наук. праць Кам'янець-Подільського нац. університету імені Івана Огієнка, інститут педагогіки НАПН України. Вип. 25(2-2018). Ч.2. С. 95-104.

<sup>213</sup> Танана С. Особливості формування вмінь ділової комунікації майбутніх менеджерів туристичної діяльності. Педагогічні науки: зб. наук. праць Херсонського ДПУ. Вип. LXXXIX. Том 1. 2018. С. 160-164.

Each act of communication has its own motive, purpose, subject, structure and means. Consider in more detail the above components of the structure of communicative activity of the teacher.

Various aspects of communicative activity have been developed in the works of domestic and foreign psychologists. The component of communicative activity - communication, its role in the formation of personality, mechanisms and functions, motives, social attitudes, features of mental processes in communication, perception and understanding of each other, problems of communicative culture, communicative competence, etc. (B. Ananiev, G. Andreeva, O. Asmolov, O. Bodalov, L. Bozhovich, O. Leontiev, K. Platonov, S. Rubinstein, etc.). Motivation is a factor that activates communicative activity.

A person's communicative activity is motivated by the desire to communicate, exchange information, receive communicative support from communicators, express their own opinions, interest in communication, desire not to be alone, cognitive interest, self-realization and more.

As for the definition of the purpose of communicative activity, it should be considered on the basis of distinguishing between the concepts of "communication" and "communication". M. Kagan proposes the following delimitation of these concepts and interprets the purpose of communication and communicative activity (communication): communication is a material, practical, spiritual, information process, communication - only the transmission of messages; the purpose of communication - interaction, the purpose of communication - the transmission and exchange of information; communication is characterized by subject-subject interaction, and communication involves functional inequality of the parties (subject-object interaction); in the process of communication (dialogue) information expands, enriches, and during communication (monologue) - decreases; taking into account the individuality of the partner during the dialogue, deindividualized message during the communication; free entry of participants into the communication process, mandatory assimilation of information during the communicative process.<sup>214</sup>

Thus, we can conclude that the purpose of pedagogical communication is the interaction of teachers and students in order to transmit and receive educational information. The structure of communicative activity is characterized by substantive content. According to Leontiev's research, this content includes the conditions of activity, which

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<sup>214</sup> Кравченко-Дзозда О. Формування комунікативної компетенції студентів у процесі вивчення культурологічних дисциплін. Актуальні питання гуманітарних наук. Вип.10. 2014. С.205-208.

are determined by the following elements: its content as an object, means, tools, result, and so on. The subject of speech activity is thought as a form of reflection of objects and phenomena of reality.<sup>215</sup>

The main means of communication are verbal and nonverbal. The means of verbal communication are words with their meanings - speech.

In communication with people are always included, in addition to transmitting information, emotions. The emotional attitude that accompanies verbal expression forms nonverbal communication. Means of nonverbal communication include gestures, facial expressions, intonation, pauses, laughter, tears. They form a sign system that complements, reinforces or even replaces words.

Teacher's communicative competence is a necessary condition for effective communicative activity (can be measured and evaluated), and professional communicative competence of a teacher is a personal education that is not a fixed category and cannot be measured by language tests.<sup>216</sup>

In general, communicative skills of a teacher are understood as a set of skills that provide communication with the subjects of professional activity and allow to effectively solve professional problems.<sup>217</sup>

All classifications have common characteristics of communicative skills of participants in the pedagogical process: the ability to navigate in partners, objectively perceive others; ability to navigate in communication situations; ability to cooperate in the process of various activities; ability to analyze speech and communicative situations, evaluate their own speech and the speech of communication partners, organize communication in a group (class), use verbal and nonverbal means; ability to establish contact, manage the initiative of contact; to establish professional relations, to create a favorable atmosphere for communication.

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<sup>215</sup> Танана С. Актуальні питання формування професійного мовлення та іншомовної комунікативної компетентності майбутніх менеджерів туризму. Педагогічна освіта: теорія і практика: зб. наук. праць Кам'янець-Подільського нац.університету імені Івана Огієнка, інститут педагогіки НАПН України. Вип. 25(2-2018).Ч.2. С. 95-104.

<sup>216</sup> Танана С., Сергійчук О. Сучасні аспекти підвищення якості надання туристичних послуг у період євроінтеграції// SCIENCE, RESEARCH, DEVELOPMENT #13 Berlin : MONOGRAFIA. «Diamond trading tour», Warszawa 2019. Р. 198-202.

<sup>217</sup> Танана С. Актуальні питання формування професійного мовлення та іншомовної комунікативної компетентності майбутніх менеджерів туризму. Педагогічна освіта: теорія і практика: зб. наук. праць Кам'янець-Подільського нац.університету імені Івана Огієнка, інститут педагогіки НАПН України. Вип. 25(2-2018).Ч.2. С. 95-104.

We believe that the most important aspect of a teacher's professional communicative competence has been left out of the attention of researchers - the ability to provide educational information to students in an accessible, scientific and logical way.

A. Dubakov emphasizes the process of transmission and perception of educational information between teacher and students. Thus, the researcher understands communicative competence as an integrative quality of personality, which has a complex system organization and is manifested as the readiness of future teachers to effectively carry out constructive transmission and perception of information, dialogue, monologue and perception based on basic rules, and improve pedagogical interaction experience based on reflexive abilities.

Teacher's professional communication is a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional and civic qualities, moral and ethical values, which determines the ability of a teacher to successfully carry out professional activities. In professional activities, the teacher is an active subject of communication: transmits and receives information from students, colleagues and parents, establishes contacts with them, builds relationships based on dialogue, understands and accepts the inner world of the child, seeks to maximize the abilities of each student emotional comfort in the educational process. An important component of a teacher's professional competence is communicative competence, and one of the tasks of higher pedagogical education is to prepare future teachers of professional training for professional communication, as it is a moral factor and scientific content of the educational process. the student plays a major role.

Professional communication of the future teacher has deep sources, closely related to the personal traits of the teacher, the motives of his activities, personal communicative guidelines, values.

Human communicative ability is based on the following competencies:

- speech (comprehension, speaking, writing);
- language (knowledge of phonetics, graphics, spelling, vocabulary, grammar);
- discursive (communicative skills related to the conditions of realization of certain speech functions with the use of adequate language models);
- sociocultural and sociolinguistic (knowledge, ability to use sociocultural and sociolinguistic realities in communication and cognition);
- strategic (development of students' ability to self-study and self-improvement, desire to communicate, listen, understand others).



We consider communicative competence as a set of the above (speech, language, discursive, socio-cultural, sociolinguistic and strategic).

Language competence is integrative, includes language knowledge (lexical, grammatical, phonetic and spelling), relevant skills. Knowledge of language material alone does not ensure the formation of speech skills, students must acquire appropriate language skills, and they need to develop specific speech skills to create and recognize information.

Speech competence is based on four types of competences: listening, speaking, reading and writing. Speech skills are an integral part of speech skills. Competence in speaking includes competence in dialogic and monologue speech, hence c students need to develop the ability to use both types of speech.

Lexical competence includes lexical knowledge and speech lexical skills, grammatical - grammatical knowledge and speech grammatical skills; phonological - phonetic knowledge and speech hearing and pronunciation skills.

Another structural component of the general professional communicative competence of a teacher is information competence.

Significant features of information competence include:

- knowledge of computer science as a subject;
- use of a computer as a necessary technical means; set of knowledge, skills and abilities of search, analysis of information data;
- value attitude to information activities; availability of an actual educational or professional task in which information competence is actualized and formed.<sup>218</sup>

Today, the informatization of education is taking place through a range of activities related to the transformation of pedagogical processes through the introduction of information technology in education. The use of modern technical devices and information technologies in the educational process leads to the establishment of new principles of learning. Thus, the principle of accessibility in traditional education is implemented taking into account the individual and age characteristics of students, in computer learning "there is a transition from the principle of universal accessibility to the principle of individual accessibility".<sup>219</sup>

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<sup>218</sup> Танана С., Сергійчук О. Сучасні аспекти підвищення якості надання туристичних послуг у період євроінтеграції// SCIENCE, RESEARCH, DEVELOPMENT #13 Berlin : MONOGRAFIA. «Diamond trading tour», Warszawa 2019. P. 198-202.

<sup>219</sup> Танана С. Актуальні питання формування професійного мовлення та іншомовної комунікативної компетентності майбутніх менеджерів туризму.

Based on the analysis of key competencies, scientists reveal the essence of the concept of "professional communication" as follows: it is a system of direct or indirect connections and interactions of teachers, implemented through both verbal and nonverbal means, as well as computer communication information, modeling and management of the communication process, regulation of professional relations.<sup>220</sup>

Professional communication unfolds in the process of joint communicative activities of teachers and students in extracurricular activities. Through such cooperation, each of the participants learns universal experience, social, pedagogical, communicative, moral and other values.

Consider the importance of professional communication in the context of the functions entrusted to the future teacher of vocational training.

Learning activities: mastering by students (subjects of communication) of communicative knowledge, their constant updating and organization (lessons are carried out through dialogue and cooperation).

Educational activity: formation of students' communicative, moral qualities that ensure the normative behavior of the student's personality, for successful adaptation to the socio-cultural environment (values, beliefs, respect, culture of communication). Provided through the educational goals of practical training.

Developmental activities: mastering ethical norms and rules of conduct, disclosing the moral content of the offense, etc. (work at a qualitatively new level of pedagogical communication).

Life support activities: creating real conditions for personal self-realization, meeting the informative and communicative needs of students through the enrichment of information about the culture of language.

Socializing activities: preparation for establishing mutual relations with the subject of communication, team, students, real environment through mastering the rules of verbal and nonverbal behavior of students in standardized communicative situations; overcoming barriers to communication; openness and trust in friends and students; choosing the

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Педагогічна освіта: теорія і практика: зб. наук. праць Кам'янець-Подільського нац.університету імені Івана Огієнка, інститут педагогіки НАПН України. Вип. 25(2-2018). Ч.2. С.128.

<sup>220</sup> Стандарт вищої освіти України. URL: [osvita/zatverdzeni%20standarty/2020/03/241-gotel-restoran-sprava-B.pdf](https://osvita.zatverdzeni%20standarty/2020/03/241-gotel-restoran-sprava-B.pdf) (дата звернення 20.02.2021 р.).

optimal style of communication between students; preventing and overcoming obstacles to mutual understanding.<sup>221</sup>

Particular attention should be paid to the conditions under which the professional communication of future teachers: the presence of a common communicative space for the subjects of communication, socio-psychological environment that affects students and future teachers not only information (content, value, novelty), but also means of communication (verbal, nonverbal, information and communication), rules of communication, customs, speech rituals; use of a single system of codification and decoding of information, ie signs assigned to them meanings and meanings known to both students and future teachers.

The presence of a single sign system, the formation of a thesaurus and a dictionary of concepts of speech of teachers and students in the classroom allows teachers and students to properly navigate the topic being studied:

- ensuring understanding of the information exchanged by participants in the process

communication (words, signs, deeds, actions, meaning and significance of information, reflection of the read text in the lesson, actual understanding of the content of individual words, phrases, passages and in general expression, etc.);

- optimal combination of verbal and nonverbal means of communication in

the process of mutual exchange of information, which requires the availability of relevant communicative knowledge, skills and abilities, certain experience;

- prevention and overcoming of possible communicative and verbal barriers that have a social or psychological nature (differences, culturally determined norms of communication, interaction of representatives of cultures and nations);

- taking into account the unique personalities of the subjects of communication.<sup>222</sup>

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<sup>221</sup> Танана С., Сергійчук О. Сучасні аспекти підвищення якості надання туристичних послуг у період євроінтеграції// SCIENCE, RESEARCH, DEVELOPMENT #13 Berlin : MONOGRAFIA. «Diamond trading tour», Warszawa 2019. P.71-75.

<sup>222</sup> Танана С. Актуальні питання формування професійного мовлення та іншомовної комунікативної компетентності майбутніх менеджерів туризму. Педагогічна освіта: теорія і практика: зб. наук. праць Кам'янець-Подільського нац.університету імені Івана Огієнка, інститут педагогіки НАПН України. Вип. 25(2-2018).Ч.2. С.77.

The formation of skills, in particular communicative, will be more effective the deeper the personality of the future teacher acquires communicative knowledge and skills - automated conscious actions that help to quickly and accurately reflect communicative situations in the classroom.

V. Kan-Kalyk substantiated the list of communicative skills of a teacher that are available basic for readiness for professional communication of future teachers:

- communication with people and their management;
- operational orientation in the conditions of communication that is carried out;
- planning and implementation of the communication system, in particular its important link - the impact of speech;
- feel and maintain feedback in communication.

Professional and pedagogical communication is a complex type of pedagogical activity aimed at teaching, education and personal development, and requires responsibility. Its main functions are terminal, tactical, operational.<sup>223</sup>

Terminal (Latin terminalis - border, edge) functions of pedagogical communication reflect its essential goals and objectives. It:

- educational function of professional communication (involves mastering the subjects of communication communicative knowledge);
- educational function of professional communication (promotes the formation of communicative, moral qualities that ensure the normative behavior of man), its implementation involves the formation of values, beliefs, communicative culture;
- developmental function of professional communication (creates opportunities for the development of communicative, personal qualities of the subjects of communication, mastering ethical norms and rules of conduct);
- life-sustaining function of professional communication (creates conditions for personal self-realization);
- the function of socialization of the individual (involves preparation for the establishment of mutual relations with the subject of communication, the team);
- awareness and overcoming barriers to communication; choosing the optimal style of communication and team leadership;

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<sup>223</sup> Танана С. Особливості формування вмінь ділової комунікації майбутніх менеджерів туристичної діяльності. Педагогічні науки: зб. наук. праць Херсонського ДПУ. Вип. LXXXIX. Том 1. 2018. С. 160-164.

- conflict resolution; awareness of one's place in the system of role, status, business, interpersonal and other connections).<sup>224</sup>

– The process of communication depends on the professional role of the teacher, who programs a certain pattern of social, professionally oriented behavior ("teacher - student"). Of particular importance is his ability to diversify his professional role.

Tactical functions of professional communication (functions - means). Their implementation is subject to the overall communication strategy. Each of these functions performs a corresponding instrumental role:

– Informative function of professional communication: ensuring full exchange of messages, ie reception, transmission of information (about new knowledge and properties, features of objects, environmental phenomena, technologies and norms of a particular type of communicative activity, model) perception, understanding of its content; choice of means of transmitting the content of information;

– expressive function of professional communication: providing accessible, interesting, emotionally expressive and vivid transmission of information;

– meaning-making function of professional communication: bringing meaning to all aspects of communication;

– diagnostic function of professional communication: ensuring the effectiveness of communication, which depends on the degree of mastery of its subjects information about the state, level of knowledge, education, development of communication partner, the degree of his awareness, willingness to share information;

– individualization function of professional communication: approval of uniform standards and rules of work with information, satisfaction of individual features of demand for information depending on abilities;

– motivational function of professional communication: finding ways to transfer the communication partner to the position of the subject;

– Prognostic function of professional communication: anticipation of possible communication barriers during the exchange of information, changes that may occur with the subject of communication;

– culturological function of professional communication: opening

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<sup>224</sup> Танана С. Актуальні питання формування професійного мовлення та іншомовної комунікативної компетентності майбутніх менеджерів туризму. Педагогічна освіта: теорія і практика: зб. наук. праць Кам'янець-Подільського нац.університету імені Івана Огієнка, інститут педагогіки НАПН України. Вип. 25(2-2018). Ч.2. С. 95-104.

opportunities for participants of communication not only to demonstrate the level of culture of oral and written speech, nonverbal manifestations, to imitate personally significant features of behavior, pronunciation of the communication partner;

– psychotherapeutic function of professional communication: the use of means of communication (verbal, nonverbal) to provide psychological assistance, conflict prevention.

Operational functions of professional communication (functions-receptions). They are revealed in the process of realization of tactical goals, which, as a rule, are connected with the corresponding communicative strategy:

– function of measurement and evaluation in professional communication: search for forms and techniques of measuring important indicators and their evaluation;

– methodical function of professional communication: correlation of goals and means, techniques of pedagogical communication with its results; determination of their efficiency, compliance of communicative activity with normative standards;

– managerial function of professional communication: management of communicative activities of communication subjects, information flows;

– coordination function of professional communication: mutual orientation, coordination of actions of subjects of communication;

– contact function of professional communication: establishing contact;

– self-affirming function of professional communication: awareness of the subject of communication of his own "I", a sense of personal significance;

– formative function of professional communication: external design of verbal expressions, nonverbal manifestations depending on the features, conditions of communication, personal qualities of its subjects.<sup>225</sup>

The content, forms and means of implementation of specific functions depend on the professional orientation of the teacher, the type of educational institution (secondary school, vocational school). During the implementation of the socializing function in the educational institution should take into account the presence of students with some experience of social relations, life stereotypes and norms.

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<sup>225</sup> Танана С., Сергійчук О. Сучасні аспекти підвищення якості надання туристичних послуг у період євроінтеграції// SCIENCE, RESEARCH, DEVELOPMENT #13 Berlin : MONOGRAFIA. «Diamond trading tour», Warszawa 2019. P. 198-202.

It is not always possible to predict the success of communication. Therefore, the teacher must act simultaneously in several dimensions: to communicate directly with a partner, to observe themselves and their actions, to keep under control the purpose of communication, to assess the feasibility of achieving it or the need for change.

It is established that professional communication performs terminal (educational, upbringing, developmental, life support, socialization); tactical (informative, expressive, meaning-making, diagnostic, motivational, prognostic, psychotherapeutic); operational (feedback, methodological, managerial, coordination, contact) functions.

The separation of the social and communicative component is due to the stages of professional communication, given that the professional communicative competence of the teacher is manifested in pedagogical activities related to communication in the educational environment. Psychologist O. Leontiev believes that pedagogical communication is a professional communication between teachers and students in and out of class (in the process of teaching and education), which has certain pedagogical functions and aims to create a favorable psychological climate and optimize learning activities and relationships between teacher and student in the student body.

Thus, based on the logic of the educational process, pedagogical communication has a certain structure, which includes the following stages:

- 1) modeling the expected communication with students;
- 2) organization of the initial stage of communication;
- 3) management of communication in the pedagogical process;
- 4) analysis of communication results.<sup>226</sup>

A significant part of research on pedagogical communication is made up of those who study the norms that are implemented in pedagogical communication.

It is determined that the structure of professional communicative competence of the future teacher includes cognitive, emotional and activity components. The cognitive component is manifested in mental processes related to cognition of the environment and oneself; is a system of knowledge about the nature, structure, functions and features of communication in general and professional, in particular, the humanistic

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<sup>226</sup> Сергійчук О., Танана С. Marketing information technologies in the professional preparation of specialists in the sphere of service. Економічний вісник університету: зб. наук. праць ДВНЗ „Переяслав-Хмельницький державний педагогічний університет імені Григорія Сковороди” Вип. 36/1. Переяслав-Хм.: (Київ. обл.) Домбровська Я.М., 2018. С.60.

attitude to communication and the personality of another person. The emotional component is manifested in a variety of emotional states, satisfaction / dissatisfaction with a partner, communication, self, emotional sensitivity to another person, her empathy, willingness to enter into personal, dialogical relationships. The activity component is implemented through a system of functions of professional and pedagogical communication (educational, upbringing, life support, socializing) and determines the actions, methods and styles of mastering space, manifested in nonverbal and verbal communication; includes general and professionally-specific communicative skills that allow to successfully establish contact with the interlocutor, to adequately know his inner state, to manage the situation of interaction with him, to apply constructive strategies of behavior in conflict situations.

The analysis of psychological and pedagogical literature allowed us to identify modern approaches to the formation of the general communicative culture of the teacher. These approaches can be grouped into competence, personality-oriented, activity, axiological, highlighting the possibilities of each of them in the specifics of the formation of professional communicative competence.

The specifics of the formation of professional communicative competence is based on the understanding that the progress of mankind depends not so much on economic development, but on the level of personal development. Competence approach focuses on learning outcomes, and the result is not the amount of information learned, and the ability to act in different problem situations.

In our case it is the application of pedagogical situations of communicative type.

Involvement of students in solving pedagogical situations of communicative type contributes to the development of future teachers of variable thinking, attitude to constant dialogue, lays the foundations for the development of their own pedagogical intuition needed to solve pedagogical problems. is to focus on the needs, personal experience and level of its current development and the construction of the educational process in the area of immediate development of the future professional. Accordingly, the optimal education will be one that provides for the harmony of educational standards and personal development principles, built on the principles of humanization and humanization.

Personality-oriented approach within this technology is aimed at supporting, developing professional communicative competence, which is carried out taking into account individual characteristics in the interests of the future teacher, as well as the interests of society. Thus, the central figure



of the personality-oriented approach of humanistic-personal technology of formation of readiness for professional communication is the student as its active subject, the life context - his personal existence, and the main achievement - his life and professional competence in professional communication.

Pedagogical communication is the main form of pedagogical process and is manifested in the search for content and method of transmission of educational information, in the creativity of pedagogical interaction, in the ability to interest, capture, organize research activities, the ability to navigate in non-standard pedagogical situations.

The technology of formation of readiness for professional communication of the future teacher of professional training provides three organizational

blocks of its implementation: motivational-target, content-procedural and criterion-evaluation.

To implement the content of the motivational-target block we determine the purpose, scientific approaches and principles of humanistic and personal technology of formation of readiness for professional communication of the future teacher.

The goal is to form the readiness of the future teacher for professional communication. Realization of the purpose takes into account the leading approaches on the basis of which there is an effective training and development of students that is directed on activation of professional communicative activity of future teachers a. therefore, its achievement is possible by building an educational process based on the following scientific approaches: competence, activity, personality-oriented, axiological.

Under the concept of "competence approach" we understand the focus of the educational process on the formation and development of key and subject competencies of the individual. Competence approach to the formation of the content of higher education allows among the vast array of information to determine that part of it that is necessary and sufficient to train a modern specialist of a certain qualification. Competence approach directs the process of teacher training to achieve practically significant results in the form of a system of competencies: professional-social, professional-methodical and professional-creative communicative competencies.<sup>227</sup>

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<sup>227</sup> Бичок А. Міжкультурна комунікація – важливий аспект у професійній діяльності менеджера туристичної галузі. Проблеми та перспективи лінгвістичних досліджень в умовах глобалізаційних процесів (Тернопіль, 15-16 жовтня 2009 р.): матер. II міжн. наук.-практ. конф. ТНЕУ, кафедра іноземних

The activity approach in psychology is based on the position that the human psyche is inextricably linked with its activities and is conditioned by it. This activity is understood as a deliberate human activity demonstrated in the process of its interaction with the outside world, and this interaction is to solve vital human problems, ie activity approach involves the development of personality in the process of activity, which, if specially organized, called learning activities .

We assume that communicative skills cannot be acquired theoretically. The ability to communicate should be formed directly in the activity. Therefore, the implementation of the activity approach in humanistic personal technology of formation of readiness for professional communication of the future teacher is through the solution of students' practice-oriented, professionally oriented standard and creative pedagogical tasks, gaining professional experience during industrial pedagogical practice, research projects.

In the process of learning, the individual focuses on the most necessary values, which in the long run will meet its interests and goals. In the professional value orientation of a teacher, such a value is pedagogical activity, when pedagogical values are relatively stable guidelines.

One of the conditions for success in educational activities is the activity of students, which is based on the principle of consciousness and activity. This activity is expressed in the fact that students are aware of the objectives of training, plan and organize their activities, are able to control it, show interest in professional knowledge, ask questions and know how to solve them.

The principle of individual approach. This principle is aimed at finding opportunities for a harmonious combination of individual and collective forms of learning, their mutual complementarity, ie the use in collective forms of elements of independent cognitive activity of students. The modern didactics connects the principle of individual approach with personal and individual orientation of education, determination of individual educational trajectory, choice of level and methods of mastering the content of educational programs.

The principle of emotional learning involves the formation of students' interest in knowledge. It is aimed at the development of internal motives for learning on the basis of co-creation and cooperation of teachers and students.

Among the main ways to implement this principle are a friendly tone of communication, respect for the individual, optimistic mood, the use of didactically appropriate examples, maintaining faith in their own abilities.

The above approaches and principles serve as a support in the design of the content-procedural block of technology for the formation of readiness for professional communication of the future teacher.

The structural components of professional communication of a teacher are professional-social, professional-methodical and professional-creative communicative competencies.

Professional and social communicative competence - a set of knowledge about communication in different conditions and with different communicators, as well as the ability to effectively apply them in specific communication as the addressee and the addressee, formed in the field of professional interaction of communicators and can be implemented orally or in writing, or informal circumstances.

Professional and methodological communicative competence of future teachers is considered as the presence of professional and methodological knowledge and practical experience necessary for effective professional activity in secondary school; sets of skills: confidently navigate the diversity of modern scientific and pedagogical approaches and methodological solutions, use and adapt ready-made methodological solutions, independently perform scientific and methodological work; ability to implement the principles, content, forms, methods and means of educational and pedagogical activities.

Professional and creative communicative competence presupposes that the future teacher has such a personal education as self-education of his own professional communicative skills, which is formed by developing the ability to reflect, to understand their own behavior in communication, to clarify the inner state of personality and its external manifestations.

Thus, in the process of formation of readiness for professional communication of the future teacher communication is one of the main values of future professional activity, and the axiological approach is to form in students a system of universal and professional values that determine their attitude to the world, to their activities. man and professional.<sup>228</sup>

Professional orientation in the technology of formation of readiness for professional communication of the future teacher is realized first of all in

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<sup>228</sup> Александрова С. Комунікативна компетентність як професійно значуща якість фахівців туристської індустрії. Педагогіка та психологія формування творчої особистості: проблеми і пошук: зб. наук. праць. Запоріжжя: ЗІДМУ, 2007. Вип. 42. С. 16-21.

the content of professional training, and also in forms and methods of training and education. The orientation of the individual is through the modeling of educational and professional activities at the Pedagogical University on the basis of solving professional problems and choosing appropriate forms and methods of teaching; compliance with the content of education and training for the purpose of training a competent specialist.

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**THE USE OF INNOVATION IN EDUCATION AS A PREREQUISITE  
FOR SECURITY PEDAGOGICAL SKILLS OF A MODERN  
TEACHER OF HIGHER EDUCATION  
ВИКОРИСТАННЯ ІННОВАЦІЙ В ОСВІТІ ЯК ПЕРЕДУМОВА  
ЗАБЕЗПЕЧЕННЯ ПЕДАГОГІЧНОЇ МАЙСТЕРНОСТІ  
СУЧАСНОГО ВИКЛАДАЧА ЗАКЛАДУ ВИЩОЇ ОСВІТИ**

Recently, educational institutions are heavily dependent on social change and labor market development. In modern conditions of growing demands of society on the personality and activities of a graduate of pedagogical university, one of the most important social functions of higher professional school is the formation of the teacher's personality as an active, creative subject of pedagogical activity, capable of self-knowledge and self-organization. Due to this, education does not stand still, actively responds to new trends and realities, takes into account needs and anticipates prospects, updates the forms, content, methods, technologies of teaching and education. At the same time, the most important link on which changes in education depend is the effective work of teachers.

Much attention has always been paid to the problem of pedagogical skills of teachers. And today there is a significant role of a teacher - a master of his craft, a citizen, a bearer of national cultural and national values, the basis of whose professionalism is constant self-improvement. The modern teacher should act not so much as a source of knowledge and a controlling subject, but as an organizer of independent active cognitive activity of students, their consultant and assistant. The need to update the educational process encourages teachers to find intensive methods and teaching aids that promote maximum perception of information, bring the conditions created in the lecture hall to the conditions of future daily activities of young professionals. This is especially important in the process of training future

teachers, for whom the pedagogical activity of their mentors is an effective example, an example to follow. In view of this, we consider it important and necessary to use innovative pedagogical technologies in the process of pedagogical training of future teachers.

Problems of professional training of teachers were covered by such researchers as S. Dniprov, A. Korzhuyev, D. Oproshchenko, V. Popkov and others. LA Baikova, V. Bukatov, O. Bulatova, N. Volkova, I. Gapiychuk, L. Grebyonkina, A. Yershova, L. Zanina, I. Zyazyun, I. Kyrychok, L. Kramushchenko studied various aspects of pedagogical skills. , I. Krivonos, V. Kucheryavets, N. Menshikova, L. Milto, G. Sagan, N. Tarasevich, B. Wilkinson, O. Yakubovska and others.

The question of innovative strategy of modern education has been studied by many domestic and foreign scientists: T. Volokovska, D. Gardner, I. Dychkivska, T. Kolyada, L. Ovcharenko, V. Palamarchuk, E. Petlyak, Z. Petrasinsky, I. Pidlasy, S. Pokrivchakova, L. Khikhlovsky and others. A number of domestic and foreign scientists are engaged in the peculiarities of the introduction of innovative technologies in modern education: T. Babenko, I. Belitsyn, E. Jay, J. Dewey, Y. Egorova, M. Zhaldak, N. Ishchuk, V. Kachala, V. Kilpatrick , G. Kirmayer, N. Klevtsova, N. Klemeshova, I. Kosenko, V. Lapinsky, A. Oliynyk, L. Pirozhenko, T. Piskunova, O. Pometun, O. Skaliy, O. Smolyaninova, A. Solovyov, Z. Taran, M. Tukalo, O. Tchaikovsky, O. Chubukova, S. Shatsky, M. Shut and others.

Other researchers have devoted their time to the study of a particular group or individual technology. For example, N. Balitska, V. Golub, G. Kobernyk, O. Komar, L. Perfileva, O. Pometun, L. Pirozhenko, L. Roenko, I. study the features of interactive learning and the possibility of its use in modern education at different levels. Shevchuk and others. T. Anisimova, J. Dewey, N. Kemska, V. Kilpatrick, O. Kosogova, Y. Krasnov, O. Lebiga, Z. Taran, S. Shatsky, O. Shkarupa, T. were engaged in the development of project technology and its separate aspects Shubina and others. The use of multimedia technologies in modern education is the subject of research of many domestic and foreign scientists: T. Babenko, I. Belitsyn, E. Jay, Y. Egorova, M. Zhaldak, N. Ishchuk, VV Kachala, G. Kirmayer, N. Klevtsova, N. Klemeshova, I. Kosenko, V. Lapinsky, A. Oliynyk, T. Piskunova, O. Skaliy, O. Smolyaninova, A. Solovyov, M. Tukalo, O. Tchaikovsky, O. Chubukova, M. Shut etc.

The purpose of this publication is to demonstrate how the use of innovations (namely innovative pedagogical technologies: interactive, project, multimedia, etc.) in classes of pedagogical disciplines can help improve the pedagogical skills of modern teachers of higher education.

The professionalism of a teacher is a multifaceted phenomenon that depends on many components. Outwardly, skill is manifested in the successful solution of various pedagogical tasks, a high level of organization of the educational process, but its essence is in those qualities of the teacher's personality, which give rise to this activity, ensure its success. These qualities should be sought not only in skills, but also in the fusion of personality traits, its position, which allows the teacher to act productively and creatively.

Although pedagogical skill is manifested in the activity, but it is not limited to it. It cannot be limited to a high level of development of special generalized skills. The essence of skill is in the teacher's personality, in his position, ability to show creative initiative on the basis of realization of own system of values. Mastery - a manifestation of the highest form of activity of the teacher's personality in professional activities, activity based on non-humanism and revealed in the appropriate use of methods and means of pedagogical interaction in each situation of teaching and education.<sup>229</sup>

A. Makarenko was the first to introduce the concept of "educator's skill" in his article "Some conclusions from my pedagogical experience": how to teach a musician".

V. Sukhomlinsky continued the development of the theory of pedagogical skills. In the works of V. Sukhomlinsky "One hundred tips for teachers", "Pavlyska High School", "How to raise a real person", "Conversation with a young school principal" and many others, much attention is paid to the teacher's activities. "We are dealing with the most difficult, invaluable, most expensive thing in life - with a man. Her life, health, intelligence, character, will, civic and intellectual personality, her place and role in life, her happiness depend on us, on our ability, skill, art and wisdom".<sup>230</sup>

Today, skills are defined in different ways: as "the highest level of pedagogical activity... which is manifested in the fact that in the allotted time the teacher achieves optimal results", "integrated indicator of a person's readiness to perform professional duties of teacher and educator", qualities of the teacher's personality, due to the high level of his psychological and pedagogical training, the ability to optimally solve pedagogical problems (teaching, education and development of students)", characteristics of "high level of pedagogical activity", "expression of high level of all qualities", a

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<sup>229</sup> Основи педагогічної майстерності :[Навчально-методичний посібник / Е.І.Федорчук, Т.І.Конькова, В.В.Федорчук, В.О.Заремба. Кам'янець-Подільський: АБЕТКА, 2006. 240 с.

<sup>230</sup> Там само.

set of personality traits that provides a high level of self-organization of professional activity, as well as a consequence of the increased level of development of some pedagogical qualities.

The modern view of the problem by Ukrainian scientists is reflected as follows: "pedagogical skill is a set of personality traits that provides self-organization of a high level of professional activity on a reflective basis."

Accordingly, the question arises: what are the properties, qualities should have a master teacher? Different approaches to this problem can be found in the psychological and pedagogical literature. Thus, O. Dukhnovych believed that a mentor should be gifted with special qualities, among which he named the following:

- one who wishes to teach must have a genuine vocation to the ministry;
- must have good and correct knowledge and information on the subject he wants to teach others;
- must have a pure and immaculate disposition and prosper in virtue;
- must be by nature gentle, respectful;
- must love his students and earn their love for himself;
- by nature he must have an easy, clear way of teaching;
- must have the necessary tools for training and mentoring;
- good order must be respected.

F. Honobolin singled out 10 professional and personal qualities of a teacher: the ability to understand the student, accessible material, persuade people, interest students, respond quickly to pedagogical situations and behave flexibly in them, anticipate the results of their work, ability to work, organizational skills, pedagogical skills tact, ability to a particular subject.

Instead, Japanese educator Tomomuchi Kiuchi proposes a model of teacher that he considers essential and traits: the ability to teach and educate at the same time, thorough theoretical pedagogical education, high culture and awareness of the values of education, freedom and responsibility, involvement in the intellectual elite.

Analyzing the generally accepted notions of the "ideal teacher", A. Krupenin and I. Krokhn come to the conclusion that such a teacher must know everything, understand everything, be better and more perfect than any ordinary normal person. He must rise above the human mass, demonstrating extraordinary knowledge, brilliant talent, organizational skills, strength and fullness of personality, the ability to care for children,... Therefore the image of a "good teacher" begins to lose human features, becoming more and more like an angel. With this in mind, the authors propose their own model: a good teacher is a happy teacher. Happy teacher - prince. The main

task of any teacher is to become a prince himself and create conditions that allow his students to move on the path to princes.<sup>231</sup>

Today, Ukrainian pedagogical science identifies four main characteristics of a master teacher, ie components of pedagogical skills: humanistic orientation, professional competence, pedagogical technique, pedagogical abilities.

Humanistic orientation is a key characteristic of pedagogical skill. Orientation is the ideals, interests, values of the individual. Humanistic orientation (humane - human in his attitude and actions to other people) involves focusing on another person (including the student), humane attitude to others, taking into account the needs of students, choosing appropriate means of influence and interaction, in addition - worthy self-affirmation of the teacher. as a qualified, demanding, humane teacher, that is, the establishment of the highest spiritual values, moral norms of behavior.

The main components of a teacher's professional competence are his knowledge of the discipline he teaches, pedagogy, psychology and methodology. But it should be borne in mind that this knowledge should be comprehensive, synthesized, not separated from each other. At the same time, the teacher must have the material he teaches, to understand how best to convey it to children, taking into account the psychological characteristics of students. In order to arouse students' interest in the subject, make information "alive" and more accessible to children, the teacher's knowledge must be personally colored, ie, the teacher should express their own attitude to the material, personal understanding of the problem, their own opinions. The defining feature of the teacher's knowledge is their constant updating and replenishment, because the teacher is a person who learns throughout life, constantly self-improvement, working on himself.

The teacher also needs the ability to speak correctly and clearly, the ability to gesture, facial expressions, looks to express their feelings and attitudes, to see themselves from the outside. In other words, an integral element of pedagogical skills is pedagogical technique - mastering a set of techniques that helps the teacher to deeper, brighter, more talented to express themselves and achieve optimal results.

The main elements of pedagogical techniques include: speech technique (voice, breathing, diction, intonation, etc.), expressive feelings and attitudes (facial expressions, pantomime, appearance of the teacher in general), professional self-presentation of the teacher's mental state (self-control, exposure, etc.). That is, these are the skills that help the teacher

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<sup>231</sup> Федорчук В.В. Основи педагогічної майстерності : Навчально-методичний посібник. Кам'янець-Подільський: Видавець ПП Зволейко, 2008. 144 с.



through the visual and auditory side of perception to convey to students their thoughts and feelings, promote creative behavior and effective interaction with children.

Ukrainian teachers in the concept of "pedagogical technique" distinguish two groups of components. The first group is related to the teacher's ability to control their behavior: the technique of mastering their body (facial expressions, pantomime); managing emotions, mood to relieve stress, arousal of creative well-being; mastering the ability of social perception (technique of managing attention, imagination); speech technique (control of breathing, diction, voice, speech rate). The second group is related to the ability to influence the individual and the team: the technique of organizing contact, managing pedagogical communication, organizing collective creative work, and so on.

The components of the first and second groups of pedagogical techniques are aimed either at the organization of the internal well-being of the teacher, or at the ability to adequately express this feeling externally. Therefore, pedagogical techniques are also divided into external and internal, according to the purpose of its use.

Internal technique is the creation of the inner experience of the individual, the psychological attitude of the teacher to future activities through the influence on the mind, will and feelings.

External technique is the embodiment of the inner experience of the teacher's personality in his bodily nature: facial expressions, voice, speech, movements, plasticity.

The success of pedagogical activities will largely depend on the pedagogical abilities of the teacher. Among the main abilities for pedagogical activity are:

- communicative - the ability to communicate, to establish contacts and connections;
- perceptual - professional insight, vigilance, pedagogical intuition, ability to perceive and understand another person;
- dynamic - the ability to actively influence another person;
- emotional stability - the ability to control themselves, maintain self-control, self-regulation in any situation;
- optimistic forecasting - predicting the development of personality with a focus on the positive in it;
- creativity - the ability to be creative.

In addition, important can be called organizational skills, constructive (ability to select and logically build material), gnostic (ability to learn something new), didactic (ability to teach others) and others.<sup>232</sup>

Let's dwell in more detail on the didactic skills of the teacher. The modern education system is marked by processes of humanization and democratization. This requires appropriate adjustments in the organization of training sessions. Based on the experience of master teachers, we can identify the following indicators that will provide didactic skills of the teacher. In our opinion, this is primarily:

- 1) building dialogic interaction in the classroom;
- 2) creating conditions for the development of creativity;
- 3) activation of cognitive interest of students.

Concretizing these components, it should be noted that dialogue is known to be a specific form of communication, when a person is perceived as a partner with the right to their own position, their individual way of perceiving the world; dialogue allows each of the communication partners to express themselves.

When we talk about the teacher's dialogue with students, we do not mean a question-and-answer situation. This is a simplified understanding of dialogue that does not reproduce its essence. This is a dialogue as a professional position of the teacher in relation to learners, the basis of which is an attempt to make students active participants in their own learning process, to involve in joint activities with the teacher in the process of cognitive search.

The main characteristics of the lesson, which is based on dialogic interaction:

- equality of personal positions of teachers and students in the learning process;
- the presence of contact, emotional and intellectual community between teacher and students;
- high level of motivation of students' learning, activity in cognitive activity, conscious nature of learning;
- the optimal relationship between the student's freedom in choosing the content, teaching methods and pedagogical guidance of its activities; increasing the number of elements of amateur activities in the work of students;
- creative well-being of the teacher and students while working on the lesson, their feeling of satisfaction from working together.

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<sup>232</sup> Там само.

A situation of dialogue can be created even with a monologue presentation by the teacher, if students are not passive listeners, but together with the teacher will reflect on the problem, look for ways to solve it, rejoice in a positive result, empathize, etc. Such a dialogue, when there are thoughts and empathy, turns into an internal dialogue. It stimulates the student's dialogue with himself, when he tries to comprehend what he heard from the teacher.

On the other hand, a conversation can take place in a class where the teacher formally asks questions and the students are indifferent. But there is no joint search, cooperation, dialogue.

What is the importance of dialogue with the teacher for the student? First of all, dialogue gives each student the opportunity to realize themselves, to assert themselves, to show their activity. Secondly, dialogue strengthens mutual trust, makes pedagogical communication personality-oriented. Finally, dialogue satisfies the need for learners to feel like equal partners, subjects of communication.

Such training is personality-oriented. For the teacher in the first place is not so much the amount of knowledge acquired, as the student's personality, mutual understanding, mutual respect, which reduces anxiety, increases self-confidence, success of the learner.

The next no less important indicator of the didactic skills of the teacher is the creation of conditions for the development of students' creativity. Creativity is an integral part of social progress, as well as the personal and professional growth and self-development of each person. In modern society there is a demand for the education of a creative person who, unlike the performer, is able to think independently, generate original ideas, make non-standard decisions. It is important that future teachers are able to solve problems on their own, be proactive, resourceful, and creative in their work.

Many researchers have recently addressed the problem of forming creative personality traits in future teachers. For example, N. Basova gives a list of the following features of creative personality: the desire for interesting educational work; independence, independence in thinking, risk-taking; curiosity and search activity; originality and inclination to imagination; flexibility and ingenuity; activity; persistence. V. Druzhinin refers to the main features of the creative personality, in particular, the breadth of the field of associations; independence in judgments; developed sense of beauty, etc. But human creativity depends to some extent on external factors, such as learning and education.

- To learn the essence of the creative process, you should turn to the main features of creativity:

- creativity - an activity that consists in the production of significantly new: objects, methods of activity, both material and spiritual social values;

- creating new useful combinations of elements of existing items, methods, tools by combining;

- creating new values, a person relies on knowledge and at the same time expands them; the act of creativity is at the same time an act of cognition;

- The main content of creativity is the formulation and solution of problems that arise as contradictions on the way to meeting human needs;

- creativity is a form of development of society, environment, culture;

- higher type of activity, form of development and ancestral essence and sign of a person;

- unity of spiritual and material; ideal transformation precedes the material, objective.

- In general, each individual is more or less endowed with creative potential as the ability to create a new product that grows, on the one hand, from the uniqueness of the individual, and on the other - due to material, events, people and life circumstances. That is, creative opportunities can be innate, and can be determined by the conditions of development, learning and education. The presence of natural creative abilities is manifested in the richness of imagination, associations, imagination, non-standard problem solving, etc. Conditions that determine the creative development of the individual can be external (created in the environment) and internal (inherent in man himself).

- K. Rogers names the following conditions that apply to the individual;

- openness of experience, tolerance for ambiguity, ability to perceive contradictory information;

- the source of evaluation is the individual himself, the reaction of his own body, his own evaluation, not the approval or criticism of others;

- ability to unusual combination of elements and concepts.<sup>233</sup>

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<sup>233</sup> Федорчук В.В. Сучасні технології навчання у підготовці педагогів. Навчально-методичний посібник / автор-упорядник В.В.Федорчук. Кам'янець-Подільський, 2021. 164 с. URL: <https://ru.calameo.com/read/-005652160fef03533f43e>

One of the possible ways to develop the creative potential of students in the classroom may be the use of so-called active learning methods (discussion, brainstorming, business games, etc.). Such methods teach the principles of rational organization of work, give space for self-expression, stimulate independence and activity of participants, the need to acquire knowledge and skills needed in the future, promote systematic, holistic understanding of concepts and methods of action, facilitate learning, and the results emotional uplift of participants.

In addition, active methods are designed to promote the activation of cognitive interest of students, which is another condition for ensuring the didactic skills of the teacher.

Cognitive interest is a form of manifestation of cognitive needs, which is manifested in the desire to learn about an object or phenomenon, mastering a certain type of activity; has a selective nature; is the most important stimulus to learning.

The presence of interest is one of the main conditions for the effectiveness of training and evidence of its proper organization. Its absence is an indicator of serious shortcomings in the organization of training. Interest not only provides a positive emotional climate in the classroom, but also stimulates freedom, attention, helps to easily and firmly memorize educational material, and so on.

Modern educators identify several basic conditions that promote the development of cognitive interest.

Involvement of students in independent search and "discovery" of new knowledge, problem solving. The main driving force of exploratory, problem-based learning is a system of questions and tasks posed to students:

- aggravation of contradictions between old ideas formed in life experience and new knowledge (Conflict is always bad?)
- establishing similarities or differences (between the influence of the environment and education on the formation of personality);
- definition of causal relationships (Why did Makarenko Zadorov's slap become a turning point in the teacher's relationship with students?);
- "weighing" and comparing different options (What could be the consequences if the teacher reacted differently to the pedagogical situation? What can lead to a violation of a particular didactic principle?);
- confirmation by own examples of regularities of pedagogical process;
- correction of someone's logical, factual, stylistic and other errors.

Learning activities, like any other, are interesting when they are diverse. Therefore, there should be something new in the material of each lesson and in the way it is conducted.

To develop interest in knowledge requires an understanding of their usefulness, importance. To this end, students should be placed in such conditions that they are convinced by their own experience of the need for certain knowledge. It is also necessary to take care of such an organization of learning, in which students constantly have the opportunity to apply in practice the acquired knowledge and skills.

The more the new material is related to previously acquired knowledge and previously formed interests, the more interesting it is for learners. Any new information is interesting to a person only when it contains both new and old, already familiar. Quite unfamiliar can be incomprehensible, and therefore uninteresting, and the old without elements of novelty does not attract attention.

Learning should be difficult but manageable. Neither too light nor too complex material is of interest. When he learns, faces difficult tasks and constantly fails, it can lead not only to the loss of interest, but also to more serious consequences: the formation of negative self-esteem, self-doubt. Too light an activity does not nurture the desire to overcome difficulties. Easy success is not fun.

The more often a student's work is checked and evaluated, the more interesting it is for him to work. If the student is ready to answer, and he is not asked, he has a feeling that he taught in vain. To some extent, different methods of compacted survey, individual tasks on cards, test survey can help in this situation.

The brightness, emotionality of the educational material, the excitement of the teacher significantly affect the attitude of students to learning. Emotional influence is one of the powerful ways to stimulate cognitive interest. The beauty, imagery, emotional richness of the presentation of educational material are transmitted to students, excite them. The sincere enthusiasm of the teacher for the subject works flawlessly on students.

Thus, cognitive interest arises and strengthens in the situation of finding new knowledge, intellectual tension, independent activity. Therefore, if students set only ready-made goals, and knowledge is only communicated and consolidated, activity is curtailed, interest fades.

Thus, didactic skills as a component of pedagogical skills involves the teacher's ability to build dialogic interaction in the classroom, to create conditions for creative development, to enhance the cognitive interest of students. This requires from the teacher constant professional self-improvement, tireless search for new approaches, tools and methods that would provide both his didactic and pedagogical skills. In our opinion, the use of innovative pedagogical technologies in the educational process can be

an effective way to the professional growth of a teacher.

Today, a significant feature of the modern education system is the coexistence of two strategies for organizing learning - traditional and innovative.

Innovative learning is an educational and educational activity focused on dynamic changes in the surrounding world, which is based on the development of various forms of thinking, creative abilities, high social and adaptive capabilities of the individual.

In pedagogy, the concept of "innovation" is used in the following meanings:

- form of organization of innovation activity;
- a set of new professional actions of the teacher aimed at solving current problems of education and training from the standpoint of personality-oriented education;
- changes in educational practice;
- complex process of creation, distribution and use of a new practical tool in the field of engineering, technology, pedagogy, research;
- the result of the innovation process.

That is, innovation can be seen as a process and as a result.

Currently, a new pedagogy is being created, the characteristic feature of which is innovation, ie the ability to renew, openness to the new.

An essential feature of modern innovation processes in the field of education is their technologicalization, ie strict adherence to the content and sequence of stages of innovation.

The term "technology" (Greek *techne* - art, skill and *logos* - word, doctrine) means "science of skill". It is most often used in the manufacturing sector, where technology is interpreted as a set of knowledge about methods and means of processing materials, the art of process control (eg, raw material processing technology, part manufacturing technology, cooking technology, etc.). The main features of technology include standardization of the process, the possibility of its efficient and economic reproduction in accordance with the specified conditions. The technological process always involves a clear sequence of operations using the necessary tools (materials, tools) under certain conditions. And leading in any technology is a detailed definition of the end result and its exact achievement.

Technologies are divided into two types.

1. Industrial. These include technologies for processing natural raw materials (oil, wood, ore, etc.) or semi-finished products obtained from it (metals, parts and components of any product). They require strict adherence to the sequence of technological processes and operations. Replacing one process with another, changing their sequence often reduces the

effectiveness or makes it impossible to achieve a positive result.

2. Social. For such technologies, the initial and final result is a person, and the main parameter of change is one or more of its properties. Social technologies are more flexible than industrial ones. However, strict adherence to the sequence of even the most effective processes in the social sphere does not guarantee the achievement of the necessary efficiency. After all, man is a very complex system, it is influenced by many external factors of different strength and direction, so it is impossible to predict the effect of a specific impact on it. The specificity of social technologies is the ability to adapt them to any conditions, as they are able to correct the shortcomings of processes and techniques of the technological process. However, these technologies are quite complex in organization and implementation. On this basis, statements about them as technologies of the highest level of the organization are based.

What industrial and social technologies have in common is that the end result of their use is a product with given properties.

Although the concept of "pedagogical technology" has been around for many years, there are still various approaches to its definition. But there is a common notion of technology as the construction of the learning process according to a certain scheme. In addition, common in all definitions is the direction of pedagogical technology to improve the efficiency of the educational process, which guarantees the achievement of planned learning outcomes.

It is legitimate to distinguish between such concepts as "educational technology", "pedagogical technology", "learning technology (education, management)", as each of them has its own hierarchy of goals, objectives, content.

Educational technology. It reflects the overall strategy (overall plan) for the development of education. The purpose of educational technologies is to solve strategic tasks for the education system: forecasting the development of education, design and planning of goals, results, main stages, methods, organizational forms of the educational process. Such educational technologies are the concepts of education, educational laws, educational systems. In modern Ukraine, such educational technologies are the humanistic concept of education, the Law of Ukraine "On Education", the system of continuing education and so on.

Pedagogical technology. Reflects ways to implement educational technologies in the educational process. Pedagogical technologies answer the question: how can we achieve the goal, implement the plan defined by educational technology? Therefore, each specific pedagogical technology reflects the model of the educational process, combining a certain content,



forms and means. Such technologies include: new information technologies, valeological, Montessori pedagogy, Waldorf pedagogy, etc.

Learning technology (education, management). This type of technology models the way of mastering a specific educational material (concept) within the relevant subject, topic, issue. In many ways, learning technology is similar to a separate technique. After all, didactic technology covers the content, forms, methods of teaching. Learning technologies include interactive technologies, and educational technologies include TRVZ.

Recently, the term "innovative pedagogical technology" has come into use. Some researchers interpret it as a purposeful systematic and consistent implementation in practice of techniques, methods of pedagogical actions and tools that cover the holistic educational process from defining its purpose to achieving the expected results, others - as a comprehensive, integrated process involving subjects, ideas, ways of organizing innovation and ensures the effectiveness of innovation. Other approaches to innovation include not only the creation of new tools, but also significant changes that are manifested in a new way of working, style of thinking. In this context, innovative approaches are considered that transform the nature of learning in relation to its target orientation, the interaction of teachers and students, their position in the learning process.<sup>234</sup>

The complexity and versatility of pedagogical activities opens space for the creation and dissemination of many pedagogical technologies. At the same time, a wide range, variety of pedagogical technologies necessitate their classification. Different authors each divided the technology into groups. For example, G. Selevko according to the level of application divides technology into:

- general pedagogical (concerning the general principles of educational processes);
- subject (designed to improve the teaching of individual subjects);
- local and modular (provide for partial changes in pedagogical phenomena).

I. Dychkivska singles out technologies:

- system ("house of a free child" M. Montessori, Steiner's anthroposophical school, "School of Dialogue of Cultures" by Bibler, technologies of developmental learning);
- modular and local (technology of development of G. Altshuler's creative personality, technology of early learning of M. Zaitsev).

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<sup>234</sup> Дичківська І.М. Інноваційні педагогічні технології : навчальний посібник. Київ: Академвидав, 2004. 352 с.

According to Russian teacher V. Kukushin, technologies are: traditional, game, collective learning methods, group technologies, technologies of personality-oriented learning, integrative learning, developmental learning technologies, computer (information) technologies, ethnocultural, programmed learning technologies.

So, today there are many different pedagogical technologies. G. Selevko carried out their detailed and extensive classification. In particular, in the direction of modernization of the traditional system, the author identifies technologies:

- on the basis of humanization and democratization of relations;
- on the basis of activation and intensification of children's activities;
- based on the effectiveness of organization and management;
- on the basis of methodical and didactic improvement of educational material;
- environmentally friendly;
- alternative;
- integrated technologies of author's schools.

According to this classification we will further consider the technologies offered for study in the course "Pedagogical technologies in primary school".

In 2006, G. Selevka's "Encyclopedia of Educational Technologies" was published, which includes about 500 technologies of teaching and education. This indicates that the educational space is undergoing constant change, constantly updated. However, it is obvious that the existing huge number of pedagogical technologies requires their further organization, systematization, analysis, testing, which will find the best ways to improve the pedagogical process through the use of pedagogical technologies.<sup>235</sup>

In our opinion, the real pedagogical process in a higher education institution is best combined with local and modular pedagogical technologies that require only partial changes in pedagogical phenomena. Such technologies allow to diversify the educational process, using in each lesson exactly the technology that will be most appropriate, given the purpose, content of work, number of participants, opportunities of the institution, students and teachers. The teacher, in turn, enriches his own pedagogical treasury, rises to a new level of pedagogical skills, mastering

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<sup>235</sup> Селевко Г.К. Энциклопедия образовательных технологий [Электронный ресурс]. В 2 т. М., 2006. Т.1. 816с., Т.2 816с. URL: <http://www.alleng.ru/d/ped/ped028.htm>.

modern innovative approaches to the organization of the educational process.

We offer our own view on the possibility of using certain modular and local technologies in classes in pedagogical disciplines.

Interactive learning technologies have become especially popular in recent years. Researchers O. Pometun and L. Pirozhenko divide them into four groups: interactive technologies of cooperative learning; interactive technologies of collective and group learning; situational modeling technologies; technologies for processing discussion issues.

One of the technologies of cooperative learning is to work in dynamic pairs. It can be used to assimilate, consolidate, test knowledge and more. Such activities provide an opportunity for all students to express themselves, promote the development of communication skills, critical thinking, the ability to evaluate themselves and others. In addition, with such an organization of the educational process, students can not evade the task.

We work in dynamic pairs when studying the principles of teaching (in pedagogy) or research methods (in the course "Fundamentals of Scientific Research"). Each student acts as an "expert" in one of the principles (methods), developing 3-4 questions about him. After that, students form pairs and ask each other prepared questions about "their" principle (method), evaluating the answers of a friend. Then there is an exchange of communication partners. As a result, each student should interview all other members of the group and answer their questions. Thanks to this work, it is possible to test and evaluate the knowledge of a large number of students in a short time.

Collective learning technologies involve the simultaneous joint (frontal) work of students. A kind of general discussion is the "Microphone" technology. It gives everyone the opportunity to speak in turn or answer questions from a teacher or other student. We use this method of work when discussing and analyzing pedagogical situations in classes on the basics of pedagogical skills. Passing each other an imaginary "microphone" (pen, pencil, ruler, etc.), students take turns speaking about the proposed situation or problem. At the same time, only those who have a "microphone" have the right to speak. Opinions should be formulated quickly and concisely (0.5-1 minutes). The answers are not commented or evaluated, only at the end of the discussion a general conclusion is made.

Working with this technique allows you to effectively work on the form of expression of their own opinions, compare them with others, to develop the ability to speak briefly, but in fact and convincingly.

The use of another technology of collective-group learning "brainstorming" seems to us appropriate when studying the components of

pedagogical skills of teachers in the course "Fundamentals of pedagogical skills". Yes, but in the first stage we ask students to think about which teacher can be called skilled, what are the characteristics of an ideal teacher? And we propose to collectively create the image of such a teacher. In the second stage, each student independently (in writing) determines as many as possible (at least five) basic, in his opinion, the features of the ideal teacher. After that, in the third stage, we ask students to form groups of 3-5 people. Within each group in the process of joint discussion it is necessary to determine the 5 most important features of a master teacher. The next, fourth stage, is that the representatives from each group write on the board the results of the cooperation of its members (ie, 5 main features of the ideal teacher), and justify the choice of their group. At the same time, in the process of collective discussion, 4-5 basic (the most important, the most common, qualities of a skilled, ideal teacher) are determined. The last, fifth stage of the "brainstorming" is devoted to comparing the results with the components of pedagogical skills presented in the manual on "Fundamentals of Pedagogical Skills".

Usually, students are interested in participating in the "brainstorming", are actively involved in the work. At the same time, memorizing and understanding the components of pedagogical skills is more effective, because future teachers are active participants in cognition and find the answer to the question, taking into account each other's opinions.

Situational modeling technologies involve the inclusion of participants in the learning process in the game (game modeling) during the lesson. Under such conditions, students are given maximum freedom of intellectual activity, which is limited only by the rules of the game. Future educators themselves choose the roles in the game, make assumptions about the probable development of events, look for ways to solve the problem situation, take responsibility for the chosen decision.

Among the large arsenal of situational modeling technologies, role-playing (role-playing) has significant opportunities. The purpose of role-playing games is to determine the attitude to a specific life situation, gain experience, master certain skills. The game can simulate certain events, specific activities of people (business meeting, conversation, discussion of the plan, etc.) and the situation in which the event takes place or the activity takes place. Players have the opportunity to analyze and creatively use their own experience to simulate events and actions.

Situational modeling is used by us during the study of the topic "Teacher skills in the organization of individual conversation" in the course "Fundamentals of pedagogical skills". Students come together in pairs. Each couple receives a description of a particular problem situation, based on

which you want to simulate a teacher's conversation with a student or one of his parents. This is followed by a collective discussion and analysis of what is seen and heard, other options for solving the problem are put forward, the mistakes of the "teacher" and "student" in the role play are noted.

One of the means of stimulating cognitive activity in the learning process is the technology of elaboration of discussion questions. The discussion is seen as a public discussion of a controversial issue. Participation in discussion discussions develops critical thinking, gives the opportunity to determine their own position, deepens knowledge of the issue under discussion.

We involve students in the discussion while studying the discussion of the types of work in the basics of pedagogical skills and considering the issues of "Classroom system and its alternatives" (pedagogy), "Development of the Ukrainian national education system in the Ukrainian Renaissance - XVI-per. . sex XVIII century ", (History of pedagogy)," Pedagogical heritage of AS Makarenko and modernity "(Fundamentals of pedagogical skills), etc.

In our opinion, the PRESS method is an effective way to develop discussion skills. This technology teaches future teachers to develop and formulate arguments, to express opinions on the issue in a clear and concise form, to persuade others. Students receive cards that indicate the four stages of the method:

- 1) express your opinion, explain what your point of view is (starting with the words I believe that ...);
- 2) explain the reason for the emergence of this opinion, ie what the evidence is based on (start with the words Because ...);
- 3) give examples, additional arguments in support of your position, name the facts that demonstrate your evidence (For example ...);
- 4) summarize your opinion, draw a conclusion (Thus ...).

The proposed structure allows students to more clearly and logically build their own statements, argue their views and influence the interlocutor in the discussion.

Project technology can also be used in pedagogical disciplines. For example, the implementation of a collective project can be an effective completion of the history of pedagogy: each student prepares and draws up (on a sheet of a certain size) basic information about one of the outstanding teachers, then prepared sheets are placed by students on a specially made "timeline" »In chronological order. Such work encourages students to rethink, summarize the material studied, to express their creative abilities, and also serves as a means of interest not only for performing students, but

also for all who will be able to get acquainted with the published results of future teachers.

It is effective to use the project method when studying the course "Pedagogical technologies in primary school". Introducing students to a variety of pedagogical technologies, it is necessary to provide both an understanding of the theoretical basis of innovation and awareness of the possibilities of practical application of software. For this purpose, it is advisable to use project activities. The task of future teachers is to develop and appropriate the writing of fragments of lessons using the studied pedagogical technologies. As the fragments are prepared gradually during the course, and some of them are modeled in class, before the end of the course "Pedagogical technologies in primary school" each student will have a folder with the relevant fragments of lessons, which will be a prepared project. Such work contributes to the effectiveness of the acquired knowledge, helps to understand the possibilities of their use in teaching, and the material result of project work (folder with fragments of lessons) will be a good support for students both during teaching practice and in further professional activities.

Project activities can also be successfully used in the process of making a laptop or smart card. Consider them in more detail.

Lepbuk (from the English lap - knee, book - book) - is a homemade interactive folder or notebook, which collects and brightly designed a variety of educational materials on a particular topic of study. The laptop must have different sized pockets, inserts, moving parts, windows, mini-books, etc. with interesting information about the subject of study.

As the practice of foreign schools shows, lepbooking is an effective educational method that allows you to develop a diverse creative personality. It is not for nothing that it is widely used in educational institutions in Italy, France, the USA, Great Britain, etc.

The use of laptops in the educational process is especially relevant in the implementation of the New Ukrainian School. This creative project allows you to learn in a playful way, combine creativity, knowledge and research of new, repetition and consolidation of learning, systematization of knowledge and just an interesting kind of joint activities of teachers and students, parents and children. The main advantage of a laptop is that it is created by hand and designed to your liking. Notebooks can be created together with a teacher, individually or in a group of students. In the latter case, the teacher must clearly divide the tasks among the participants.

Lepbuki in the educational process of general secondary education can be made both individually (at home with parents) and in groups. The support of a native is very important for first-graders. The child feels

protected when mom or dad is around. Therefore, finding the necessary information and design of laptops becomes an interesting and fun activity for children. Working together leaves pleasant impressions and pleasures in children and adults.

The school most often develops projects related to certain educational topics. If children do not have sufficient experience of project activities, the teacher usually coordinates them directly: he chooses the topic of the project, which is subject not only to the interests of students, but also to the needs of the participants and the needs of the situation. performance, etc.

But it is necessary to remember that project activity should be directed not so much on deepening of knowledge of pupils on a certain question, how many on acquisition of experience of independent performance of tasks, ability to formulate tasks, tasks to work and to set tasks. potential, to show creativity.

In a higher education institution, we offer to make laptops for students at home, as a project of independent work, in groups.

The topic and complexity of a laptop can be different. But it is best to make laptops on some partial, not on general topics. For example, you can make a general notebook on "Pedagogy". But it will be very clear - it is unlikely to be able to fully reflect all aspects of science or discipline in a limited amount of laptops. Therefore, we offer students to create their own projects on each specific topic, so you can provide more specific, extensive information, to reflect in more detail each topic, which will be much more productive.

Stages of creating a laptop:

**Choice of theme.** The topic of the notebook can be both general and narrow: it is devoted to certain significant events, the topic being studied, and so on.

Drawing up a plan. Before you start creating a project, you need to plan in advance what exactly should be in the laptop.

**Creating a layout.** That the contents of the future laptop were clearly laid out on the shelves, in what order and where exactly the components of the project will be placed.

**Preparation of components.** The more components of homemade, the more interesting it is. Yes, you can prepare special figured envelopes, 3D-postcards, puzzles, pockets-books or accordions, sliding or rotating parts, doors or windows, notebooks with blank sheets for notes and more.

**Combination of base and components.** Creating an idea is half the battle, because the end result depends not only on the quality of the selected material, but also on the neatness of the design. Therefore, when creating a

notebook, you need to make an effort to draw and glue all the components carefully.

So, after the topic is chosen, you should make a plan and make a layout of the future laptop, because a laptop is not just a picture book, it is a textbook. Therefore, you need to think about what it should contain to fully disclose the topic. There are no limits to the imagination: the ways and forms of presenting information can be any. From the simplest - text, to games and developmental tasks (crosswords, puzzles, riddles, quizzes, etc.). And place it all on different elements: in pockets, notebooks, mini-books, accordion books, on moving circles, in envelopes of various shapes, etc.

Kids can't build a laptop quickly, so it takes several lessons to make in one day; several days; thematic week (students process information daily and can supplement the notebook). Students also need time to model and make a laptop, so the task of preparing such a project in the study of pedagogical disciplines, they receive in advance.

Using a laptop has its advantages:

- assists in organizing student presentations;
- promotes the organization of material on the topic being studied;
- helps to formalize the results of joint activities and can be a form of presenting the results of the project or topic;
- promotes the organization of individual and independent work of students;
- This is a great and great way to present all available information in a compact form.
- if necessary, you can repeat what you learned at any convenient time by opening a laptop and reviewing a book made by your own hands;
- allows you to develop the skill of independent collection, isolation and systematization of information, which is especially important in today's information society;
- if the laptop is made by a group of participants, it promotes the development of communication skills, teamwork, etc.

Given all the benefits of using a laptop in the educational process in general and in the New Ukrainian School in particular, we consider it necessary to use the work of making laptops with students in the study of pedagogical disciplines. After all, future teachers must be ready to organize such work with children at school. Therefore, we offer higher education students to make laptops for each topic in the course of pedagogy, as well as various modern pedagogical technologies while mastering the course of educational technologies. Such work is usually performed as a pair or individual. In addition, the production of laptops can be organized as an independent work, as a project activity with subsequent protection in the



audience. Thus, by making notebooks for each topic, students receive a brief visual reproduction of the main material of the course, which can contribute to effective reminder, updating, repetition of the studied information. Thanks to such work, students master the theoretical material more consciously, and the formation of the necessary competencies of future teachers is more effective

Another effective tool in the learning process that can be used as a project is the Mind Map, a chart used to visually organize information. It is also called: mind map, memory card, intelligence card, mental card. But the purpose and algorithm of creation do not change: with the help of a knowledge map you can structure information in visual form.

Usually, people use text descriptions, lists, tables or diagrams to record their thoughts or ideas. On the one hand, it allows you to reflect your thoughts on paper, but when there are many, it is not always easy to highlight the most important thing, to structure information.

In the late 1960s, Tony Busen, a psychologist and educational consultant, came up with the idea of creating diagrams of connections that he made radial - built around a central thought or problem. This technology is called Mind Mapping. It was first introduced in the spring of 1974. Cognitive mapping was also studied by other experts, including Russian scientists Katerina Vasilieva, Yevgeny Volkov, and Western researchers John Clark, Heiner Muller, and Jamie Nast. In Ukraine, the methodology for using smart cards is being developed by Natalia Gavrish and Inna Kindrat.

Today, a knowledge map is a collection of diagrams and diagrams that visually demonstrate thoughts, theses, related to each other, and united by a common idea. Such a map allows you to depict a certain process or idea in full, as well as keep in mind a significant amount of data, demonstrate the links between individual parts, memorize (record) materials and reproduce them even after a long time in the knowledge system of certain objects or in a particular field.

Knowledge maps are a convenient and effective technique for visualizing thinking and an alternative to ordinary (linear) writing. They are used to formulate new ideas, capture and structure data, analyze and organize data, make decisions and more. This method has many advantages over conventional conventional recording methods. Unlike linear text, knowledge maps not only preserve facts, but also demonstrate the relationships between them, thus providing a faster and deeper understanding of the material.

Using knowledge maps, we get the following opportunities:

- improve memory, recall facts, words and images;
- generate ideas;

- inspire the search for a solution;
- demonstrate concepts and diagrams;
- analyze results or events;
- structure the work (abstract, report);
- summarize what has been done;
- organize interaction in group work or role-playing games;
- effectively structure and process data.

To create a smart map, a theme or basic concept is written in the center of a horizontally placed sheet of paper so that it is convenient to focus on it in the future. Then write down the essential, key words, or concepts that characterize the main word in the form of an image. Keywords are placed on multicolored branches that diverge from the central theme. Different colors help the structured perception of the topic, because they allow you to classify information, distribute it according to certain criteria.

Links on the knowledge map can be associative, graphic or otherwise. It is important to place words on branches, not in diamonds, triangles or other shapes. It is also important that the branches should be alive, flexible, and not separate equal segments. This will allow the map to look dynamic.

You can develop topics not only on the main branches, add information to the sub-branches, branches of the second, third level, etc. It is good if the length of the line is equal to the length of the word. This makes it easier to perceive information and it is more economical in terms of filling out the knowledge map. You can write words of different sizes in block letters, change the size of the letters and the thickness of their lines depending on the importance of the keyword.

The intelligence map will be effectively enriched with pictures. Yes, for the central theme, which is written in the middle of the sheet, the picture is required. Sometimes a mental map can fit into a picture.

Empty spaces are not desirable, however, the branches should not be placed too tightly. An A4 sheet is used for a small mind map and an A3 sheet for a larger one. A holistic map of knowledge shows that students are well versed in the topic.

When studying pedagogy, we involve students in creating intelligence maps on various topics of the course. Higher education seekers can display central concepts and basic information on A3 or A4 sheets, with or without drawings, working individually, in pairs or in groups.

At the same time, the basic rules of creating an intelligence card remain constant:

- radiant construction,
- structuring a map that reflects the process of our thinking,

- variability of technical features of map construction.

But in any case, such activities allow participants in the educational process to more comprehensively develop theoretical material, understand the links between the main categories of the topic, to show creativity, the ability to cooperate, etc.<sup>236</sup>

Today, life puts forward a public demand for the education of a creative person who is able to think independently, generate original ideas, make bold, non-standard decisions. The main condition for successful learning and the formation of a creative personality is the presence of three components of intellectual activity aimed at mastering something fundamentally new:

- 1) a high level of formation of elementary cognitive processes;
- 2) high level of active thinking;
- 3) high level of organization and purposefulness of cognitive

processes.

The teacher's task is to create an atmosphere of creativity, search for something new, questioning known truths. He must master certain technologies for the development of creativity, productive activities and implement them in their work with children.

Achieving a creative level of personal development can be considered the highest result of any pedagogical technology. But there are technologies in which the development of creative abilities is a priority. Among them, the leading place is occupied by TRVZ - the theory of solving inventive problems, which effectively promotes the development of technical creativity in general and creative personality in particular. It was created in 1946 by Russian researcher, science fiction writer Heinrich Altshuller.

Altshuller's theory is based on the fact that problems vary in complexity, and in order to solve complex problems, it is necessary to simplify them with the help of special techniques, after which the problems become easy to solve.

The results of psychological and pedagogical research show that when a child is 3-6 years old, his creative imagination and fantasy reach the highest development. But if a three- or four-year-old child thinks out of the ordinary, sometimes even intuitively, then later this ability disappears, because children are taught to accept what is ready, proven by all. Even younger students are so oppressed by stereotypes of thinking (in TRVZ -

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<sup>236</sup> Федорчук В.В. Сучасні технології навчання у підготовці педагогів. Навчально-методичний посібник / автор-упорядник В.В.Федорчук. Кам'янець-Подільський, 2021. 164 с. URL: <https://ru.calameo.com/read/-005652160fef03533f43e>

psychological inertia) that it is impossible to teach them to think creatively. Therefore, the methods of TRVZ should be used in working with children as early as possible, even in preschool institutions, because in old age children show psychological inertia.

Psychological inertia is a barrier to creating, applying something new.

Such psychological barriers may be:

- fear of interfering in someone else's industry, generated by narrow specialization (the ark was built by amateurs, professionals built the "Titanic");
- fear of appearing incompetent, which creates a fear of criticism;
- fear of authority;
- fear of the ideal as something unattainable, unreal;
- inability to perceive the object in an unusual function, ie creative blindness.

To eliminate these barriers, it is necessary to adhere to the basic principles of stimulating creative activity, which include:

1. creating a safe psychological base for the child, to which he could return, being "surprised" by his own discoveries in the process of finding non-standard solutions;
2. maintaining the child's ability to be creative, the inadmissibility of disapproving evaluation of creative attempts;
3. tolerance for unusual ideas and questions, the need to answer all children's questions, etc.

The TRVZ system was adapted to work with children in school and kindergarten. The works of G. Altshuller "Algorithm of Invention", "Creativity as an exact science" became the basis of the so-called creative pedagogy. Subsequently, in special studies (V. Bukhvalov, B. Zlotin, G. Ivanov, S. Ladoshkina, A. Nesterenko, T. Sidorchuk, L. Shragina, M. Shusterman) were developed methods and techniques of teaching students on the basis of TRVZ, as well as the basic principles of TRVZ for children of preschool and primary school age were adapted (A. Strauning, O. Nikashin). The essence of this technology is the formation of systematic, dialectical thinking, the development of creative imagination, inventive ingenuity. Using it should not just develop children's imagination, but teach them to think systematically, creatively, understand the unity and contradictions of the world around them, see and solve problems. Only a creative person can do that.

Among the methods of TRVZ we see the "focal object method" (MFI) as effective. Its essence is to transfer the properties of one object to another. Focal (Latin focus - cell) are objects that are in focus, in the

spotlight. Using this method, the following tasks are set:

- 1) Invent something new, modifying or improving a real object.
- 2) Introduce children to something new or consolidate previously acquired knowledge, considering the subject in an unusual perspective.
- 3) Write a story or tale about the object under consideration, using the found features (in whole or in part).
- 4) Analyze a work of art or painting.
- 5) Develop a new type of activity, walk, moving game, etc., choosing the phrase that you like best or meet the goal. Phrases are chosen unexpectedly. When developing a new activity, it is necessary to clearly define what is being considered - form or content.

Using the method of focal objects, the following algorithm should be followed:

1. When considering or modifying any object, involuntarily choose another object (several objects) that does not relate to the focal word.
2. To choose another object (several objects) children are offered pictures, toys, bright objects.
3. Give 5-10 definitions of the chosen subject (What is it (she, it, they)?).
4. Selected features are applied to the word in focus; the received phrases are considered.
5. When the right or interesting phrase is found, give the focal word the appropriate qualities. To do this, enter into the focal object is not its inherent elements that cause its modification.

Example:

- Teacher: Who will we write a fairy tale about today?
- Students: About the dog!
- Q: So the word in focus is "doggy". Next you need to name words that are not related to the dog.
- In: Table, flower.
- Q: So, the words-helpers are "table" and "flower". Now think and say: what can a table be like? And what is a flower?
- In: Table - desk, high, wooden, kitchen. Flower - bright, fragrant, delicate, red, etc ..
- Q: Let's try to combine these adjectives with our main, focal word - "dog", and imagine what this dog will be like, what will it look like?
- In: Written dog - a dog that could write; or loved to lie on the desk.

Tall dog - a dog of the appropriate breed or one that liked to stand on its hind legs to look taller.

A wooden dog is a toy carved out of wood.

Kitchen dog - dog, painted on a kitchen towel, utensils; or a dog who likes to sit in the kitchen waiting for food.

Bright dog - a dog-lamp, a dog-New Year's toy. Fragrant dog - cake, pie in the form of a dog.

Gentle dog - a dog-pillow or a dog with a gentle disposition.

Red dog - a dog that fell into a bucket of red paint, a dog that was ashamed, etc.

- Q: Which of the imaginary dogs did you like or remember the most?

- In: Kitchen dog, bright dog, fragrant dog, etc.

- Q: Now everyone, choose the image of the dog that you liked the most, and write a fairy tale about him. For example, someone liked a writing dog, that is, a dog that could write. Tell us where he lived, how he learned to write, why it happened to him, what happened to him, etc.

Similarly, children can compose stories, poems, draw pictures, and write holiday scenarios using images that come to their minds when using the focal object method.

Gianni Rodari's fantasy techniques, such as the water circle technique, can also be used to develop children's creative abilities. The children's writer reasoned as follows: if you throw a stone, the water begins to diverge circles. They drag all the objects that are around: a twig, a leaf, a boat, and so on. And from one word can begin a movement that gives impetus to new associations and leads to the creation of a whole story.

Technology of work on reception.

1) Choose the word - "stone" (5-6 letters, without a soft sign, apostrophe).

2) Write this word in a column.

3) Write next to each letter any noun that begins with this letter.

Example:

B - drum

And - turkey

And - iodine

K - crown

And - the bus

4) Write a story using all the words. The title is the word "Fight" (or the word "fight" should express the main idea of the story).

In addition, a sentence can be made from the word "stone". For example: bread.

- Bananas boa treated crocodile sore throat

- There was a pile of pineapples near the supermarket

The squirrel smiled kindly at the poster

The more unusual and fantastic the sentences, the more interesting and original the fairy tales will be. (This word may not be involved in the plot of the fairy tale, but the composed sentence must be in the fairy tale or story).<sup>237</sup>

Multimedia learning technologies should also play an important role in the teaching of pedagogical disciplines. There is a special need for awareness during the teaching of the course "Pedagogical technologies in primary school" for future teachers. After all, acquainting students with various technologies of teaching and education requires showing both specific fragments of methods of work, and visualization of the tools used and the conditions of application of a technology.

History of pedagogy - a subject that involves acquainting students with a large number of classics of pedagogical thought. Their surnames, portraits, dates of life and work, the names of their works definitely need to be visualized for more accurate perception and better memorization. Such opportunities can be provided by the use of multimedia presentations in a lecture.

The course "Comparative Pedagogy" requires students to significantly generalize the material, the ability to analyze, compare and contrast facts. In this, they can also help a multimedia presentation, where the material to be mastered will be clearly structured and systematized. Complementing it with visual images will make the information more accessible and the subject itself more interesting.

Much of the course "Fundamentals of Pedagogical Skills" is devoted to the problem of non-verbal means of communication, to get acquainted with which is absolutely necessary visual images, which are best demonstrated during lectures with a multimedia projector.<sup>238</sup>

In general, using innovative technologies in pedagogical disciplines, we were, of course, interested in the attitude of students themselves to the introduction of innovations. The first step towards clarifying this issue may

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<sup>237</sup> Федорчук В.В. Формування творчої уяви та фантазії майбутнього вчителя на заняттях з основ педагогічної майстерності. Науковий часопис Національного педагогічного університету імені М.П.Драгоманова. Серія 16. Творча особистість учителя: проблеми теорії і практики: Збірник наукових праць / Ред. кол. Мороз О.Г., Гузій Н.В. та ін.. Вип.1 (11). Київ: НПУ, 2004. С. 231-236.

<sup>238</sup> Федорчук В.В. Впровадження інноваційних технологій на заняттях з педагогічних дисциплін. Психолого-педагогічне забезпечення особистісного розвитку майбутнього фахівця з вищою освітою: Збірник наукових праць за матеріалами Всеукраїнської науково-практичної конференції (26 червня 2013 р., м. Кам'янець-Подільський) Кам'янець-Подільський: Медобори-2006, 2013. С. 170-176.

be a survey of students of the Faculty of Pedagogy of Kamyanyets-Podilsky National University named after Ivan Ogienko.

Thus, the survey showed that none of the respondents expressed a negative attitude to innovation, and 80% of students expressed their attitude as positive. In addition, the same number of respondents found their interest in innovation in teaching sustainable. Finding out the nature of this interest, we ranked the motives that excite him, and got the following picture: at the highest level was "interest in creating something of their own, unusual, better than it was", second place went to the opportunity to more fully realize experience, strengths and abilities ", for a slightly smaller number of respondents it is significant that due to the use of innovations they " grow self-esteem, form a new view of themselves and their activities ", and the last argument in favor of pedagogical innovations was the growth of authority among colleagues and students. " Characteristically, for future teachers, self-realization and self-esteem are more important than authority among colleagues and students (what is it: egocentrism or lack of hope to have authority in the team?).

The study found that absolutely all students believe that pedagogical innovations should be introduced in schools (of course, such unanimity may raise some doubts, in fact, as well as the results of any survey), although guided by slightly different motives: starting from the argument "to improve the efficiency of the educational process", through "the opportunity to improve their skills, self-testing, general development", and ending with the chance to "increase their credibility", which again received the lowest number of points from tomorrow's graduates.

The next question was whether the future teachers would apply the innovations in practice. In this case, 50% of respondents said they would apply in part and depending on the circumstances; 40% - unequivocally said "yes"; 5% - do not know yet; and 5% - chose an unequivocal "no".<sup>239</sup>

Of course, here are just some of the possibilities of using some innovative pedagogical technologies in the educational process of higher education. But it is obvious that their application achieves higher activity of students, increases the efficiency of educational activities and the level of their professional competence.

Thus, we can conclude that the successful professional activity of a modern teacher largely depends on his pedagogical skills. Didactic skills,

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<sup>239</sup> Федорчук В.В. Підготовка до інноваційної діяльності як шлях до професіоналізму сучасного вчителя. Науковий часопис НПУ імені М.П.Драгоманова. Серія 16. Творча особистість учителя: проблеми теорії і практики: Збірник наукових праць. Вип.. 5 (15). Київ: НПУ, 2006. С. 174-179.



**«Theory and methods of educational activities in Ukraine»**  
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which are part of pedagogical skills, are aimed in particular at enhancing the cognitive interest of students. One of the ways to form such an interest may be the use of innovative pedagogical technologies in the educational process of higher education.

In our opinion, it may be most appropriate to use such technologies that do not require restructuring of traditional forms of work in higher education, such as information technology, interactive and project-based learning technologies. Practice has shown that such a variety of educational work in the classroom increases the motivation and activity of students, interests them, promotes better learning of the necessary information, which indicates the effectiveness of the teacher.

Of course, an educator who has decided to use innovative technologies should not think that a miracle will happen with their application. Miracles do not happen in education, as in any practical field of activity, and a good tool in general in incompetent hands leads to the opposite results, begins to interfere, burden and confuse. But the successful application of innovations will certainly increase the effectiveness of students' learning activities and the level of their professional training. Therefore, further theoretical and practical development of this problem will help innovative learning to take its rightful place in the practice of higher education and will be an important step towards improving the pedagogical skills of modern teachers.

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