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LUMEN, 2020

The monograph presents the results of international research activities on the pedagogical education and professional training development in the modern socio-cultural environment. Theoretical and methodological principles of the professional training for future specialists in the field of pedagogy and educational policy strategy during socio-economic changes in Ukraine and EU countries are studied, common conceptual trajectories of the preschool education modernization are offered. Psychological, pedagogical and social aspects of education for children of different age categories and children with special educational needs are substantiated. Particular attention is paid to the use of innovative technologies in the educational process. The progressive ideas of Vasyl Sukhomlynsky's pedagogical heritage in the practice of a modern educational institution are highlighted.

The work is intended for research and scientific-pedagogical workers in the field of education, graduate students, students, as well as professionals who are interested in modern approaches to pedagogical education and professional training.

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Preface

Acquire new knowledge whilst thinking over the old,
and you may become a teacher of others.
Confucius, philosopher

In view of the rapid civilizational changes taking place in the world from the second half of the XXth century to the present, associated with the formation of post-modern society, nowadays there is an urgent need to create such system of pedagogical education that provides national heritage and established European traditions. It helps the training of pedagogical professions who are able to provide a professional activity on democratic and humanistic principles. Teacher training is an important issues for all countries and this volume underline the realities and solutions for preschool, primary, for various fields of training of educational system from Ukraine, Poland and Romania.

An implementation of educational policy as the state priority function aimed at development and self-realization of the individual, satisfaction of their educational and spiritual-cultural needs, as well as need to be purposeful, creative, responsible and competitive in the labor market. In international legal acts, documents of international organizations of a global nature (UNESCO, the Council of Europe, the Organization for International Cooperation and Development, the International Labor Organization, etc.), the XXIst century teachers are proclaimed the creators of social changes. The training of the educational elite, its pedagogical qualifications, general culture, spirituality significantly affects the future of any country. That is why it is important fully to consider the new requirements for teacher training, which should not only be oriented in typical pedagogical situations, but also to organize educational activities in the context of current trends i.e. the desire to ensure a European identity in the pedagogical training that are realized through the European standards of the pedagogical education quality and the European educational space

creation; transition to the university level of pedagogical education; dominance of two main models in pedagogical education: parallel and sequential; introduction of the European credit accumulation system; educational mobility development; growth of the social role in pedagogical activity. The trends knowledge in education provides a basis for its prediction and real revival, its systematic management, overcoming empiricism in pedagogical science and practice. Such changes are the important means of innovative renewal of the pedagogical education system in both Ukraine and European countries, as they direct future teachers to professional activity in new, competitive conditions for the educational sector development.

There are the reasons for our recommendation upon this book to be readied by the future teachers (students in Science of Education Faculties) and the teachers who want develop their competences, educational managers for improving quality of in-service teacher training or stakeholders for educational domain.

The purpose of the monograph is to identify cross-cutting trends in education within the European Union in order to implement them further in the system of higher pedagogical education of Ukraine, to actualize the problem of creating a renewed system of pedagogical education, which will have advanced development focused on new conditions of information society, increasing dynamic of educational reforms with simultaneous expansion of variability of national, interstate, interuniversity approaches, decisions, positions, models in line with uniform, but not unified, social transformations of higher education.

The implementation of the results of the proposed scientific achievements in practice will qualitatively contribute to raising the level of the education specialists' professional competence.

The collective monograph **«Trends and prospects of the education system and educators' professional training development»** reflects the study results by the Department of Pedagogy and Psychology of Preschool Education in Yuriy Fedkovych Chernivtsi National University, Ukraine and Faculty of Science of Education from Stefan cel Mare University of Suceava and Aurel Vlaicu University from Arad, Romania and a number of researchers and teachers from Republic of Poland.

Mariia Oliinyk and Otilia Clipa

PART 1

PSYCHOLOGICAL AND PEDAGOGICAL TRENDS OF THE MODERN EDUCATION SYSTEM

Mariia Oliinyk, Otilia Clipa, Małgorzata Stawiak-Ososińska (editors)

European Educational Policies on Teacher Training for Early Childhood Education

Otilia Clipa, Liliana Mâţă

Nowadays, for entire world is consider a priority to invest in Early childhood education and to realize upon this European educational Policies. On September 2019, the European Commission had published the comparative report about Data on Childhood Education and Care in Europe and this document describes the main policy measures to ensure access specifying which countries guarantee a place in Early Childhood Education and Care from which age and it show how investment in this field have many benefits in entire life of this people. In many educational policies are highlighted the values of early age education and their effects on the children's social and emotional integration within that society. In these debates, many countries focus their educational policies to teacher training for early childhood education and we described in this chapter. We propose a special profile and competence of this teacher for early childhood education.

1. European context

Over the last few decades, European education policies have increasingly discussed the subject of Early Education as a field of training and research that brings along a number of new openings to other interdisciplinary fields and to new concerns of specialists and practitioners in the field of education, of research in the fields of pedagogy, psychology, neurology, nutrition, sociology and even economics, which are cumulated and add value to argument that early childhood years are crucial in the development of intelligence, affectivity, social behaviours (Kjørholt & Qvortrup, 2012; Lantieri, 2017; Stan, 2016; Vrăşmaş, 2014), but also of character (Hekman, 2014).

Very serious arguments came from the economic perspective of investing in early education which would mean that all material and human resources that we train in this type of education prove their full effectiveness in the further development of the human personality that is integrated and involved in community development.

Until the last two decades of the last century (XX) the concept of early education referred to pre-school education of children, carried out

from 3 to 6 years. Early education was considered a systematized activity, carried out in specialized institutions such as kindergartens and was known as preschool education. The 1990 World Conference in Jomtien, Thailand – Education for All – introduced a new concept: «lifelong learning» and with it the idea that education starts at birth. Thus, the concept of early education expanded, falling below the age of 3, and was expressed by the phrase «early development of the child» – including education, protection and health. This led to a new discourse in early childhood policies, through a convergent approach of the social, educational, health (health and nutrition) fields.

European Education Policy documents emphasize that Early Childhood Education and Care (ECEC) – the pre-primary education phase – is an essential part of European education policy. The interim report on the of the strategic framework for European cooperation in education and training (ET 2020) implementation concluded that «today's need for flexibility and permeability between learning experiences requires policy coherence from early education and schools up to higher education, vocational education and training and adult learning».

As the first years are the most formed in a person's life, ECEC lays the foundation for successful lifelong learning (Eurydice, 2018; Eurydice, 2019). After a brief introduction to the context of European policy on early childhood through education and care, this issue briefly describes the main measures of educational policies to ensure the access by specifying which countries ensure qualitative early education.

The document makes a brief presentation in which ECEC services are available free of charge both indoors and to those parents who pay the highest fees. Aiming to provide an overview of ECEC quality, this document includes information on governance, staff qualification requirements and the content of these trainings. Attention is also drawn to the various ways in which countries monitor the quality of ECEC, as well as the measures that allow for a smooth transition to primary education.

Limited support for early education through public investments may have undesirable effects, while a significantly higher investment is the explanation for the increasing of the access to early education among OECD countries. In order to avoid the development of a qualitative system, the OECD recommends the allocation of public funds to private services, *the training of specialists in early education and the development of a specialized curriculum* (OECD, 2018).

Nowadays, early education means the pedagogical approach that covers the life period from birth to 6 years, the moment of the child's entry into school and, at the same time, the moment when important transformations take place in the child's development. And in this

perspective, the professional development of practicing early childhood educators is considered critical to the quality of experiences provided to the children.

This new perspective on early childhood, while considering the evolution of the family and its role in society, as well as new discoveries and theories on child development, has driven another discourse of many governments on integrated services and led to a focus of the specialists and of those who reconstruct socio-educational strategies and policies concerns. Towards the idea of:

- opportunity for the care of young children outside the family, in specialized services and, therefore, the transition from private care in the family to that in public services called out-of-home care and education services,

- offering a program in which should develop all aspects of the child's life (physical, psychomotor, cognitive, linguistic, emotional, social),

- providing an ecological model of early development in which the effects of the child's family environment influences and those of the institutions and society in general should harmonize,

- the training of the qualified, well paid, stable staff, with expertise and experience, small number of children/teacher and efficient educational management,

- creating a suitable environment for the development of young children in order to try ensuring social equity, supporting research on child development during early education and the insertion of the results in the educational field (Cheridan et al, 2009).

The new perspective on the family and the young child, as well as the significant moments of the 1990s in this field, which significantly marked the policies on early child development, have significantly contributed to shaping the basic principles of the United Nations Convention on Child Rights, which emphasize that the well-being and development of the child are the result of a convergent approach, including the child's health, education and protection.

Early education is the way in which children in the first years of life can learn to adjust to the requirements of the environment helped by the parents and the people trained for this. Early education refers to the learning moments of the child up to 6 years old. It means, the child's development, learning, care and protection.

Early education will lead to:

- increasing access to pre-school education (children between 3 and 6 years old) and creating early education opportunities for children between 0 and 3 years old, including for children belonging to minority groups;

- improving the quality of early education through an adjusted curriculum, a specific teacher training and through the formation of social, cognitive and emotional development standards (Clipa, 2014),

- ensuring the legal access to a quality education during the early education (0-6 years) of children from disadvantaged and vulnerable groups (Hart & Risley, 2013);

- improving the efficiency of the education system by introducing alternative, community opportunities for children from the rural isolated areas (Hayes, Filipović, 2018).

In the long run, early education must lead to an improvement in the quality of the education system in general, by providing early education to children aged 0 to 6, so that they are better equipped to cope with the challenges they may face during and after primary school.

Early childhood development determines success both in school and life (Clipa & Gavriluta, 2017; Măţă, 2014). A critical time for shaping future performance is from birth to the age of five, when the brain develops rapidly to build the cognitive and character skills needed for success in school, health, career, and life. Early childhood education promotes cognitive skills, along with attention, motivation, self-control and sociability – character skills that turn knowledge into know-how and people into involved and active citizens (Heckman, 2014).

This period is the most important because children develop rapidly, and the developmental process is neglected at this stage, later being much more difficult and expensive to compensate for these loses.

In addition to the legislative framework that marks the directions of educational policy in the field of early development, a series of events and actors at international and national level have contributed to the promotion and orientation of concerns towards early education 478/5000.

In a special document about *Early Childhood Counts* is underline new trends of early childhood education, the author, J. Evans, summarize actual trends of early childhood education programs from entire world based on three principles:

- socially accepted principles determined by the international educational policies,

- principles determined by the development and learning for early education (influenced by research and specific studies),

- general operational principles (determined by every educational program) (Evans, 2000).

The training of educational staff for this period is, in Europe, university or pre-university training (ISCED level 3 or 4). Usually, those who work for the ante-preschool period have a lower level of training than those

who work in the preschool period. The differences between countries are numerous and are regulated by national laws. In France and Greece, childcare workers are trained at tertiary level and have the same number of education years as pre-school teachers, but have different training routes. In the Scandinavian countries there is only one type of training and one educational profile for those who teach throughout the early period of education and are better prepared than when they work and are trained separately. There are also countries where they do general pedagogical training and have to take a post-graduate course for early education (Czech Republic, Slovakia). There are countries where the integrated system for early education prevails (Finland, Norway, Iceland, Sweden, Latvia) and countries where families can choose that their children attend the same or different education (pre-school and before pre-school) (Denmark, Spain, Cyprus, UK). There is a tendency to train teachers with a more general training in education for this age, reflective practitioners who can adjust educational activities to specific contexts. In the figure below you can see the types of training for the early education teacher.
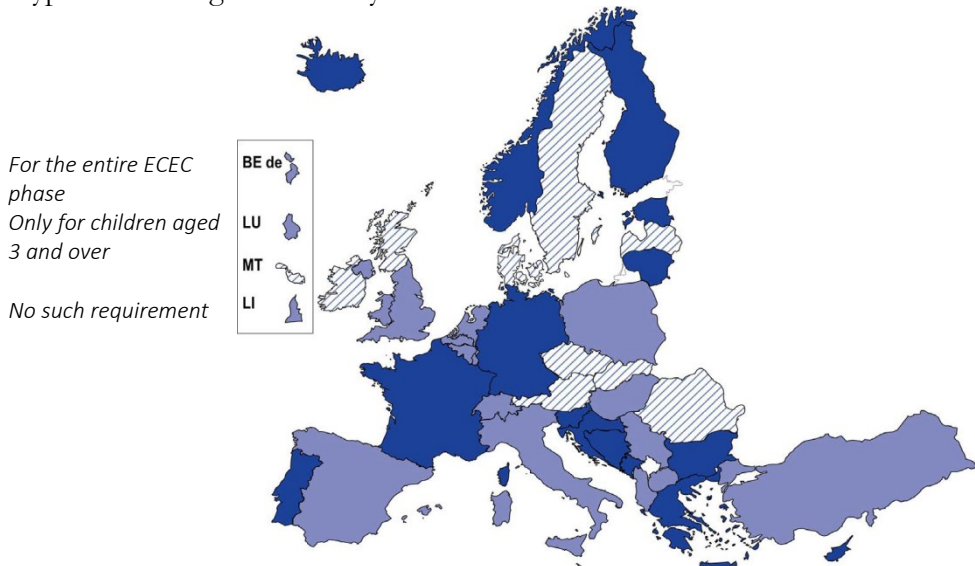
Explanatory note
The Figure shows whether at least one staff member per group of children in centre-based ECEC must have a Bachelor's level (ISCED 6) qualification or higher related to ECEC (or education) according to top-level regulations.

Fig. 1. Staff with a minimum of a Bachelor's level qualification (ISCED 6), 2018/19 (source Eurydice)

In order for this profession to become more attractive, several European countries have provided candidates with several training routes: in order to be able to easily advance their careers, shorter training routes and continuous training programs for people already employed. There are countries where, based on a degree in Education or Socio-Human Sciences, you can take a post-graduate course and become a childcare worker.

In Spain, to become a Teacher/Schoolmaster requires 4 years to get a bachelor degree with 240 credits (of which 20% practice), and for preschool there is the position of main technician of early education after 2 years of university pedagogical training (ISCED 4) with 120 hours. The Early Childhood Education teacher can also teach in Ante-Preschool Education Centres.

In Italy there is a tendency to move to university training to be able to teach at these ages. Pedagogical training is required through license studies in order to be able to work as teacher and specialization courses to work as a child care teacher (600 hours – 1000 hours, depending on the region).

In England there are different professions for early education, such as: early education teachers, educators, early education practitioners, teachers for early education, preschool assistants. Until 2014, the training was at the high school level, but now the regulations provide a bachelor degree.

We can conclude that, in Europe, there are several alternative training routes to work in the education of pre-school and ante-preschool children and that the opportunity to train these professionals through undergraduate studies can be created.

2. National context

At present, the early education of children aged 0-3 years takes place mainly at home, in the family, because in Romania, the age of children acceptance in kindergarten is 3 years old or in the system of nurseries belonging to the Ministry of Health, Ministry of Labour and Ministry of Education (cf. law 263/2007). Nurseries are centres with daily or weekly schedule, in public or private system. The nurseries are established by decision of and are subordinated to the local council. The number of children for a group would be 6 children, on average, not less than 3 and not more than 8 (Education Law 2011).

The National Education Law (2011 with subsequent additions) includes provisions on educational services for children during ante – preschool and pre-school. The amendments to the Education Law (February 2020) provide for amendments that «at the parents' express request, children aged at least 2 years can be enrolled in preschool education», appropriate

basic funding being ensured from the state budget, based on the standard cost per pre-schooler established by Government decision. Also, the Education Law specifies that funding for ante-pre-schoolers will be provided through MEC starting with 2021-2022 (art. 9, paragraph 2).

The Methodology regarding the elaboration and approval of the school curriculum, curriculum framework and curricula, was elaborated and promoted, in 2019 by order no. 4,694 / 2.08.2019, Curriculum for early education (0 – 6 years) which has an updated vision on early education reflected in the Curriculum for early education, the Curriculum for early education and the Methodology for implementing the Curriculum for Early Education. This update linked:

- the provisions and recommendations promoted at European level by the European Commission and the Council of the European Union strategic documents on education and early care,

- correlation with the legislation in force (National Education Law no.1 / 2011, with subsequent amendments and completions, Government Decision no.1.252 / 2012 approving the *Methodology for the organization and functioning of nurseries and other ante-preschool early education services),*

- the need for a systemic approach to early education, which includes both ante-preschool and pre-school education, correcting their fragmented approach from practice so far (Ciolan et al., 2017).

In these national documents, the staff responsible for ante-preschool education is that of childcare-teacher, and for the preschool level: educator, schoolmaster, preschool teacher. They are trained at high school level (ISCED 3 or 4) through the Pedagogical Colleges that offer the Educator-Childcare degree.

In Romania there are not many classes of Childcare established in Pedagogical High Schools due to the low motivation determined by the current employment possibilities, the legislative ambiguity in this regard and the difficulties related to the organization of pedagogical practice. In some universities there is a master's level training with the title of Early Education (carried out as a result of a European project) designed to deepen the information and skills to work in the field of early education, but they do not offer a distinct qualification.

We can say that this age is justified both by the physical development, as well as by the mental and social development of the child, but also by the specific legislation regarding the institutions that can take care of children up to 3 years old. However, we can see a growing demand for groups of children between 2-3 years or even under 3 years. It is certain that this is a beneficial thing for children, because their presence in kindergarten, along with the older ones, leads to the acceleration of social

skills, which is this age's main goal. Institutionalization can be difficult both for children and especially for the parent who has to separate from him, even for a few hours. Therefore, the preschool teacher has the main role in making the accommodation of the child in the nursery or kindergarten as easy and most pleasant. The teacher must know very well the age and individual peculiarities of the children, to communicate with the parents, to assure them that all the roles of the parents will be taken over by the human resource of the institution, without them risking diminishing the affection that the child feels for them.

This adjustment to younger ages is even more important and therefore, the training program meets the training needs of the pre-school teacher, but also of the parents in this regard.

Early education is a global and functional type of education, adapted to the individual needs and characteristics of the child, a pedagogy of action and communication, focused on the child, as the author of his own development. It offers an individualized education program designed to support the child's development as a person, providing conditions that facilitate physical, social-educational, language and cognitive development in ways that integrate various fields.

The modern educational offer, seen through the eyes of early education provides:

- for children: the possibility of individual personality development; free choice of game; developing independence in thinking and action; free affirmation; self-confidence; self-respect and adequate self-esteem; relationship development; psychological comfort; ability to identify and solve problems; learning to be creative, inventive.

- for the institutions responsible for educational policies: awareness of educational policies to regulate the role of early education in European institutions, regulation of the Romanian institutions status dealing with the education of 0-3 years children, regulation of educational opportunities in the Romanian state of younger children 3 years, analysing educational policies that provide equal opportunities for early education for children from different and disadvantaged backgrounds,

- for the family: awareness of the role of equal and equitable partner in the educational process, together with the kindergarten; accepting the idea of responsibility; acquiring new parenting skills (tolerance, acceptance of the child as it is)

- for the pre-school teacher: participation and involvement; continuous reception of the new; empathy; communicability; opening; flexibility; permanent assessment of the child; mentality change, openness to early education and children under 3 years of age issues,

- for society: awareness, acceptance and respect for children's rights; changes in mentalities, a new educational conception, that of the child seen as a community member; opening the opportunities for early education institutions development in small communities, developing democratic relations. All these elements combine to constitute an authentic education program for the ante-preschool and preschool child, a program that supports the integral development of each child.

The purpose of the Early Education undergraduate program could be providing basic vocational training for the pursuit of early education activities and optimizing educational activity in public or private, governmental or non-governmental institutions aiming at providing early education services. The program puts froward specialized theoretical and practical courses to ensure the training of specialists in the field of education sciences qualified for:

- carrying out didactic and educational activities with children from 0 to 3 years and 3- 6/7 years;
- carrying out the activities of global development of ante-preschool and preschool children;
- supporting physical development, health and hygiene;
- supporting social and emotional development;
- supporting the development of language and communication, building the premises for reading and writing;
- supporting the development of learning abilities and attitudes;
- supporting the development of world knowledge and cognitive abilities;
- carrying out psycho-pedagogical knowledge activities for children aged 0-6 years (identification of growth and development potential, identification of developmental difficulties);
- carrying out pedagogical assistance activities for the child and the family, by supporting the parents in developing parenting skills;
- pedagogical interventions regarding the optimal development of the children's personality through the maximum harnessing of the available potential and the integrated addressing;
- elaboration and implementation of early education programs for children and families, in order to optimize their personal and adaptive functioning in the community;
- elaboration of specific intervention plans for health, education, leisure at an early age
- carrying out fundamental and applied research activities in the field of early education, as well as applying the results in the specialized practice and disseminating them within the community of practitioners.

In order to be able to develop the skills of the early education teacher, the childcare worker, we could consult the needs analysis carried out in Romania and the models of good practice from the most advanced European training systems:

Padua University, Italy
https://www.unipd.it/en/educational-offer/first-cycle-degrees/school-of-human-and-social-sciences-and-cultural-heritage?tipo=L&scuola=SU&ordinamento=2019&key=SF1334,

Agder University, Norway
https://www.uia.no/en/studieplaner/programme/BACBLU,

Turku, Finland
https://www.bachelorstudies.com/Bachelors-Degree-Programme-in-Early-Childhood-Teacher-Education/Finland/University-of-Turku/

University Cardinal Heherra, Spain
https://www.bachelorstudies.com/Early-Childhood-Education-Primary-Education/Spain/CEU-ESP/

University of Coruna, Spain
https://www.bachelorstudies.com/Degree-In-Early-Childhood-Education/Spain/Universidade-da-Coru%C3%B1a/

University of Somerset College, UK
https://www.bachelorstudies.com/Bachelor-Early-Childhood-Studies-(Top-up-year)/United-Kingdom/Somerset-College/

Conclusions

We conclude with a positive thought about various models of teacher training for early education and about complexity of the competences of these professions. It becomes necessary to be done through bachelor programme or master courses.

The proposal of a license for the training of specialized teachers for Early Education could be in line with current European policies and national policies that encourage the development of this issue in training, educational research, and internationalization by combining curricula.

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Heckman, J. (2014). *The Myth of Achievement Tests: The GED and the Role of Character in American Life* (ed. with J.E. Humphries and T. Kautz). Chicago: University of Chicago Press

Kjørholt, A. T. & Qvortrup, J. (2012). The Modern Child and the Flexible Labour Market: *Early Childhood Education and Care*. London: Palgrave Macmillan

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Rethinking Goals of Education in the Digital Era

Nadia Laura Serdenciuc

This article points out a few coordinates of the educational process analysis in the contemporary society, marked by global challenges and invaded by the information technology. Viewing education in terms of restructuring, for a better response to the individuals' and to the society' needs, raises the question of redefining learning outcomes in the light of general educational finalities, shaped by the specific traits of the digital era. It is not about a formal restructuring, regarding the phases of the process, but it is related to the effort of reframing the core values of approaching the personality development, taking in account a continuous perspective of permanent education in a digital environment.

Keywords: *educational goals, digital era, educational experiences, digital competence, effective teaching practices.*

As a process oriented towards the human personality development, in correspondence with the society needs, education accompanies the whole life-span of an individual fostering the gradual changes during developmental stages and intends to activate the given potential to the maximum of its growth. There are different viewpoints marking the process of educational goals formulation: the expectancies from the part of the society, the philosophical orientation of the educational institutions responsible with instruction and training, the available pedagogical means of action, and the formation needs of the beneficiaries. C.O. Houle (1974) sustains that the lifelong learning approach places learner's viewpoint regarding the formation needs above the educator's perspective. The global approach of the socioeconomic systems functioning adds the targets of access and quality as referring to education (Toukan, 2017). Facing global challenges, education provides specific responses entailing the societies changes related with a sustainable future (Agirreazkuenaga, 2019).

Educational experiences in a contextual perspective

The educational goals can be analyzed at a macrostructural level (pointing to the general orientation of the educational systems and to the

desired results in terms on personality development for a future social integration) or at a micro-structural level (in accordance with a specific educational path, viewed as a chain of educational experiences, generating specific learning results in terms of cognitive, attitudinal-affective and behavioral changes). In a methodological way, we can separately analyze the learning results, based on the types of changes that an individual undergoes, as consequences of the provided educational experiences, but, in fact, we can identify some composite structures that integrate different learning results in a potential matrix of a future action (problem-solving type), activated in specific contexts, and these structures are named *competences* (Clipa, Mihalache, Serdenciuc, 2016).

Linking educational goals to a list of learning results describing the expected behaviors for elementary and secondary learners, R.S. Brandt and N.C. Modrak (1980) mention the following set of *goal statements*: basic skills, self-conceptualization, understanding others, using the accumulated knowledge to interpret the world, continuous learning, mental and physical well-being, participation in the economic world of production and consumption, responsible societal membership, creativity and coping with change.

R.J. Krumsvik (2011) affirms that in the latest years of the 20th century and from the very beginning of the 21st century there is a change of power between the two analyzed concepts: *knowledge* and *competence,* in favor of the second one. The prevalence of competence in the educational policies agenda aims to change the educational discourse and the teaching practices. The need to act in a more efficient manner, using integrated structures of cognitions, attitudes and behaviors, in the context of a problem-solving process, generates a new competence-based approach in education. The competence perspective opens a two-sided view: on one hand we are interested in the types of competences that constitute educational aims and need to be developed in the potential beneficiaries, and, on the other hand, we are interested in preparing teachers in a way they could understand and adjust their teaching actions to the new characteristics of expected educational results, associating the psycho-pedagogical competencies to the scientific competences. There is also a new dimension added by the contemporary society to the above described coordinates of education process development. That is the digital approach that shapes differently the need for developing competencies, the type of competencies and the positioning of the information technology in the hierarchy of the curriculum variables. That means a reconsideration of the *learning culture* and becomes a guiding value in the initiatives of reforming education. Information and Communication Technology (ICT) and its implication on teachers education

is analyzed by R.J. Krumsvik (2011) in terms of a correspondence between «self-awareness» and «practical proficiency» generating certain levels of evolution between a low perception and a high achievement regarding digital competence. As the «self-awareness» and «practical proficiency» operate on following levels: *adoption, adaptation, appropriation* and *innovation,* the correspondent perspective between the two of them unfolds the four stages of the model of digital competence for teachers and teachers educators: *basic digital skills* (ICT is viewed as a tool that gives access to culture)*, didactic ICT-competence* (related to the ability to use digital tools in the teaching process in order to achieve «competence-based aims»)*, learning strategies* (involve the restructuring of learning in terms of planning, tutoring, differentiation strategies, combining «teachers' digital competence», digital resources and learner's «digital confidence») and *digital Bildung* (an acquired meta-perspective implying reflections on technologies' role in the development of society) (p.45). Even if the author argues on the difficulties raised by the efforts of transferring at the level of educational practices the intention of developing the digital competence of teachers and teachers educators, the proposed stage model is very useful in order to distinguish between the hypostases of tools and aims shapers of ICT and to underline that the users' perspective regarding digital opportunities is only a starting point in developing a much more elaborated educational approach of education and of its components in the digital era.

Triggers of change in education

The metamorphoses generated by the integration of the information technologies in education are placed by theoreticians under the sign of a «revolution» (A. Collins, R. Halversont, 2010), influencing learners' needs, interests and decisions. Comparing the evolution of educational systems in close relation with the transformation of society generated by the economic changes, authors conclude that digital era triggers «the second educational revolution» (the first one representing the industrial revolution). The amplitude of changes is due to numerous consequences regarding structural, functional and operational dimensions that characterize the educational space. Collins and Halversont associate the first revolution with a creation process regarding schooling and the second revolution is placed under the sign of restructuring. Consequently, an extended approach is proposed, education being developed during and beyond schooling, in a lifelong approach, and a few coordinates are added as direct implications of the technological potential manifested in education, as shifted versions from the traditional perspective to a contemporary, modern, digital approach:

changing the focus from an «uniform learning» to a much more «customized approach» (responding to different learning needs), viewing teacher not as an exclusive knowledge source but sustaining the need of accessing various learning sources, introducing new perspectives for assessment in a more specialized manner, different from the standardized approaches, an increased reliability on external resources, beside the internalized knowledge, the need for a proper balance between «coverage and knowledge explosion», prioritizing an active approach in learning, based on «doing» versus passive assimilation, The authors also think that the second educational revolution helps redefine the whole schooling and learning by accessing different options which contribute to a more permissive perspective of learning: home schooling, work learning, adult education, learning centers, computer games, web communities, technical certification (obtained apart from a school specialized learning path), internet cafes. Education outside school gains in importance as much as technology opens new gateways for exploring the real or the virtual environment and simplifies the access procedures in a complex interdependent perspective, connecting people and things.

Considering competences as integrative structures that combine knowledge, skills and attitudes, European structures sustain a framework of key competences that help individuals meet different challenges in a lifelong learning approach of personal development, social and professional integration: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression (European Commission, 2006).

The humanity builds a whole different view related to the intention of dealing with the current challenges in terms of big data processing and fostering the «machine learning approach». A.J. Means (2018) points out that the educational process is crucial in building the future of humanity based on «values, cooperation, technical capacity, ethical commitment and social imagination». Redirecting educational experiences from achieving objectives to developing competences is based on a different type of engagement of learners, following a competence-oriented approach in teaching practices (European Commission, 2019).

Digitally-oriented approaches of educational experiences

Within the formal educational process, we can distinguish three phases. The visible phase for everyone is the direct interaction of the teacher

with beneficiaries during specific activities. There is well known that an important phase precedes it- the lesson design phase – during which teachers focus on establishing the scenario of the educational activity, deciding what are the learning process expected results, the specificity of contents involved, the appropriate methodology and the necessary assessment tools. The third phase develops after finishing the educational activity and is focused on appreciating the quality of educational process, functioning as a regulation tool. In a traditional approach the teacher is involved in all the three phases and he stimulates the participation of students during the second phase, sustaining the transfer of learning after the educational activity is complete, by encouraging the student's independent work beyond the classroom. The digital era changes the weight of students' involvement in the educational activity and gives them opportunities to explore learning content before the actual interaction with a teacher using online resources and pre-recorded video materials. This perspective is possible due to a current concept of *flipped classrooms,* that allows focusing face-to-face interaction on active student involvement (T. Green, 2015). The instruction is a result of a blended learning and the focus on different types of interactions (teacher- students, student- student, student- teacher), during the educational activity, becomes a priority valuing the benefits of social learning. In conclusion, the goals of education undergo a change of emphasis from cognitive-type targets to attitudinal- affective aims, causing, at the same time, behavioral changes.

There is another dimension added to the world by the development of information technology: *the digital environment.* That is why humanity has to restructure its resources in order to cope with the new challenges. The process of social integration must be articulated to the necessity of responding properly to the specificity of the digital environment. Y. Eshet-Alkalai (2004) pleads for the necessity of the digital literacy which is not limited to some skills associated with a user profile, but involves «a variety of complex cognitive, motor, sociological and emotional skills» (p.93) activated during the process of solving different problems in a digital environment. These types of acquisitions are not acquired automatically as a result of the individual-digital environment interaction but should be developed in a systematic way though specific educational activity. This generates the need for restructuring educational goals and re-signifies the learning process in correspondence with digital coordinates. Instruction shifts from the delivery mode to an exploring approach extended beyond classroom, sometimes preceding the teacher's intervention.

The students' engagement in learning is founded on specific learning needs. The learning needs are developed in close connection with the living

environment. The so called *Gen-Z* learners, born in an interconnected, global world, are much more sensitive to the «fast delivery of content» associated with «complex graphics», have a «need for speed», are expecting «instant gratification», are more flexible related to the task switching and integrate their gaming experience into solving problems situations (focusing on developing different strategies of learning before moving to the next level) and their learning disposition is close related to a challenge-type approach, points out H. Harwati (2018), based on a literature review. Taking in account that the curricular perspective focuses on developing the educational experiences oriented towards meeting the learning needs, that implies an effort of restructuring the curriculum components rethinking goals, contents, methodologies and assessment in accordance with the above mentioned specificity. The author discusses the various hypostases of technologies manifestation and their possible extensions in learning contexts: cloud computing can be used for expanding access to shared resources, mobile technology adds the flexibility of time and of the geographical coordinates to learning, Massive Open Online Courses (MOOCs) meet, in a free way, the formation needs of the potential beneficiaries around the world, *games and gamification* help «simulating real world experience», augmented reality adds a new dimension to materials and objects, virtual reality shift users in an «non-physical world» which they can perceive as a real one, experiencing sounds, images and other stimuli that give the impression of reality.

Beside an active development of the individuals' potential, education is concerned with preparing future society members for pursuing a professional career. Digital era brings not only a few coordinates in terms of a specific content delivery and the technologies presence in the classroom is not enough for responding today's challenges as long as there are also changes in the world of work, placed under the incidence of segmentation and automation and affected by the «changing communication, collaboration and knowledge creation» (P. Altass and S. Wiebe, 2017). Authors emphasize that the knowledge-based economy and the integration of the information technologies in all sectors of the social life open the way for a *digital economy,* in a perspective where digital tools lead not only to consumerism but, properly used, can sustain the «meaningful engagement, creative expression and critical thinking».

A redefined perspective on the educational finalities

Analyzing the expected results of the educational process requires some specific answers to many *why* questions. When these questions refer to

a long duration path in education we have in mind goals, but when we look at the specific instructional situations we think about objectives (N. Noddings, 2005). The presence of competencies links the different type of changes, achieved through an integrated effort and during various learning experiences, in the perspective of complex outcomes as potential structures that can help an individual in his attempt of solving problems in a particular context of action. N. Noddings (2005) emphasize on a particular hypostasis of educational finalities placed under the significance of *aims*. The author considers that this concept covers a deeper meaning related to a philosophic significance of the educational action. This approach leads us to a certain vision on education developed in accordance with cultural values at a given time in the evolution of the society. If the educational vision points out to a prospective direction of personality development and formation, educational aims allow us a functional approach that can be segmented at the different levels of generality, in terms of specific goals and objectives.

The interconnected, globalized world should propose a flexible, de-centered perspective on educational aims, transcending a specific local reality, as a result of global educational policy networks (F. Rizvi, 2007).

The *smart* approach, associated with a specificity of different devices designed to «improve users experience in common operations» in a more sustainable, friendly and flexible way, leads to the perspective of a *smart education»:* as a process of personality development and formation supported by ubiquitous smart technologies (M. Coccoli et al., 2014). It is very important to make a distinction between aims and tools even if sometimes a context generates some reflections that can be transferred in a plan of expectancies, becoming finalities. Education develops itself as a permeable area in this direction. As an example, we can discuss the axiological hypostases, in the context of personality development. The value is the same time a context of formation because it provides benchmarks for content selection and its pedagogical processing for obtaining an understandable view on reality, in a perspective suitable for different learners. But education expresses its formation expectations in terms of values with the intention to sustain the internalization of axiological coordinates, as future bases of reasoning, attitudes and action. We can explore in a same perspective the presence of the digital environment in the educational process: the teaching-learning process can be managed in a more efficient way using the qualities of technological devices but we should value more the possibilities of considering technology as a vector in designing educational aims, taking in account that the whole world goes through reshaping according to smart, digital, global coordinates. S. N. Katz (2001) discusses the process of «reinvention» of educational institutions in terms of «virtual institutions» but

also points out the questions that arise together with this new approach, many of them being left without a satisfying answer. The author pleads for a reconsideration of the role and responsibilities of educational actors in the given situation, suggests a reevaluation of the opportunities and needs created by technology «in terms of intellectual and educational priorities» and emphasize on the position of humanity towards technology, the same time as a user and as a powerful creator, having the possibility to make technology serve its goals of evolution.

Conclusion

Humanity begins with engaging in the process of bringing world close to its needs and expectations, having as mediator the informational technology, and ends being itself a subject of change, at least referring to the communication process and to the significances associated with learning. The digital environment, as a context, reshapes cognitive, social, emotional needs of people. Shifting focus in education from objectives to competencies, raises the self-awareness in terms of available resources and activates the certain dimensions in the potential of action. The vision on education is developed as a gateway connecting the real and the virtual world, expanding knowledge sources, responding and, at the same time, creating learning needs, integrating learning outcomes, dealing on a larger scale with data packages and with learning approaches, engaging in a different manner the potential beneficiaries, preparing them for the integration in an interconnected, globalised world, where technology acts like a powerful tool, but a manageable one, because the humanity should not only exercise the users skills but also remember to act from the position of a creator.

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Prospects and Continuity of Preschool and Primary Education in the Light of History and Modern Challenges

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The article is devoted to the analysis of the problem of ensuring the continuity of preschool and primary education on the example of the alternative educational institutions in the history of pedagogy. Moreover, the current state of the problem and recommendations for training of specialists of «Preschool Education» and «Primary Education» is taken into acount. The conditions and directions of ensuring the prospects and continuity in the education and training of preschool education and school are determined.

Keywords: *comprehensive education of personality, principle of continuity and prospects, free education, preschool education, primary education, continuing education.*

Introduction

In the context of the implementation of the reform requirements of all levels of education according to the requirements of the New Ukrainian School in Ukraine, a number of problematic issues arise that need to be addressed in the course of making certain changes. Among them there is the problem of continuity during the organization of the educational process at the levels of preschool and primary school education which have become particularly relevant in pedagogical science and practice.

Law of Ukraine «On Education» (2017), the Concept of the New Ukrainian School (2016), State Standards for Preschool (2012) and Primary General Education (2018), emphasize the importance of implementing a person-centered approach to the pedagogical process based on the principles of child-centeredness and the correspondence to the natural abilities. Therefore, one of the main tasks of educational reforms is to achieve integrity and real continuity between preschool and primary education.

The coherence of the first two levels of education does not mean that there are no more problems in the implementation of the principle of continuity between preschool and primary education. It is necessary to rethink the goals and content of continuity between preschool and primary

education, their reorientation to address the problems of personality-oriented learning and education. To find ways in order to solve this problem, we propose to turn to the achievements of the history of pedagogy, namely the theory and practice of alternative educational institutions, as well as the ways of the solution of the problem of the continuity between preschool and primary education in accordance with modern law.

The purpose of the study is to reveal the basic principles and ways to ensure the continuity and prospects of the first two levels of education.

Objectives of the study:

1. To reveal the basic principles of ensuring the continuity and prospects of the first two levels of education on the example of alternative educational institutions.

2. Outline the problem of continuity between preschool and primary education at the present level.

3. Identify the main ways of the implementation of both preschool and primary education in accordance with current legislation.

Theoretical basis

The problem of continuity was studied by O. Zaporozhets, G. Lublinska, S. Rusova, V. Sukhomlynsky, E. Tikheeva, K. Ushinskyi; modern researchers Sh. Amonashvili, A. Bogush, T. Gushchina, N. Kirdyaeva, O. Kovalenko, A. Kurlat, V. Markova, N. Ponomareva, L. Shinkaryova and others.

The main principles of ensuring the continuity and prospects of the first two levels of education are illustrated on the basis of legislative documents: the Law of Ukraine «On Education» (2017), the Concept of the New Ukrainian School (2016), State Standards for Preschool (2012) and primary general education (2018) and others.

Discussion

The beginning of the experiments is associated with the emergence of secondary educational institutions, which were named – the new schools. At the turn of the XIX-XX centuries in Western Europe and America there were about twenty-five of them, most of which were based on the ideas of free education and bringing up.

In particular, these are:

a) «free schools» – «Prevo» (P. Robben), «Little Republic» (G. Lane), «Summerhill» (O. Neill), «Free School» (L. Hartmann) and others;

b) «new» schools – «Abbotsholme» (C. Reddy), «Biedels» (J. Bedley), «De Roche» (O. Demolen), «Vickersdorf» (G. Vineken), etc;

c) schools of progressive education – «School of Professions» (J. Dewey), Dalton Primary School (E. Parkhurst), «Free School» (K. Stevenson), etc;

d) «home schools» – Schools of home education and upbringing (B. Otto, A. Schultz, etc.). As the research has shown, the proposed educational systems were not only models of free education and training (in various aspects), but also varieties of «personality pedagogy» (F. Hansberg, L. Gurlitt, G. Charrelman), supportive and correctional pedagogy (O. Decroly, M. Montessori, partly the ideas of R. Steiner), pedagogy of guardianship (humanism) (B. Otto, P. Petersen, P. Robben, S. Faure, O. Schulze), correctional pedagogy (G. Lane, O. Nill) (Barylo, 2004). They provided a complex indirect effect (without external coercion) on children and adolescents, provided their physical and spiritual growth. The specific conditions of the new school were formulated: the peculiarities of child's psychology, joint education, labour training, free activity of the child that meets the interests and needs, etc. were taken into account.

We can trace all this in the activities of new educational institutions. One of them is a school for boys, founded by Cecil Reddy (1858-1932) in 1889 in the countryside of Abbotsholme (England). The curriculum was dominated by scientific training. The pupils worked in workshops every day. A lot of time was devoted to sports, aesthetic education of pupils. The school had student self-government. Initially, the idea was to make this school a certain union of pupils, family, church, as if a state within a state. Only 11-year-old boys were admitted to the school in order to «live» in it for 8-9 years.

The motto of the school was: «Freedom is the submission to the law». C. Reddy was convinced that a fundamental pedagogical laboratory was needed for a fundamental change in school affairs, where «noble Englishmen» would be formed. This school had to solve two interrelated tasks: to develop the nature of each child and to adapt this nature to a certain type of subsequent activity of the pupil. General education provided at school was to ensure the harmonious development of the child, including physical education, work, the disclosure of creative talents, intellectual, moral, religious education into the educational process. In the course of their work, the students got acquainted with tailoring and shoemaking, cooking and jewelry and many other economic activities, whether agriculture or industry. With the aim of intellectual development up to 15 years, boys received general education based on the study of a wide range of theoretical disciplines, and from 15 years the number of subjects increased due to

commercial, industrial and agricultural business (State Standard of Primary General Education, 2018, pp. 510-511). In the process of training, young people underwent a practical internship related to the future specialty. The main task of such an organization of school work was to arouse a healthy interest of students in nature and human life, the development of will and character, as well as the acquisition of a certain amount of practically necessary knowledge. Activity and ingenuity were especially encouraged at school. Hence, students themselves invented moving games, organized theatrical performances.

The activity of the Experimental Laboratory School, founded by the American philosopher-pragmatist and educator J. Dewey (1859-1952) in Chicago in 1896, was aimed at meeting the needs and developing the abilities of children. In the organization of school work Dewey demanded consideration of the basic impulses of natural growth of the child: social (need for communication with other people), constructive (need for movement during the game), research (need for knowledge and understanding of things); expressive (need for self-expression). Children from 4-5 years old to 14-15 years old studied in the laboratory school. The training course was divided into two-year stages. In general, the ideas of the American teacher contributed to greater consideration of the essence of children's nature in the educational process, the search for new forms of educational work (the results of such searches were complex programs, project method, etc.) (Levkivskyi, Dubasenyuk, 1999).

However, the name of J. Dewey is associated with the idea of utilization of education in the American school, inreducing its intellectual saturation for most students. A well-known theorist of modern schools was the Swiss educator, professor at the University of Geneva Adolf Ferrier (1879-1960), who headed the International Association of Supporters of «New Schools» (1912), which formulated the general organizational and didactic rules of new schools (30 characteristic features). In 1899, A. Ferrier created the «International Bureau of New Schools». This «International Bureau of New Schools» became a center around which various areas of reformist pedagogy were grouped until the 1930s. The «International Bureau of New Schools» defined the general requirements for «new schools». These were boarding schools organized by private individuals or public pedagogical organizations. Schools should create an environment that ensures the physical, mental and moral development of children and prepares them for practical life (Levkivskyi and Dubasenyuk, 1999).

The School of Life (Hermitage) of the Belgian teacher and physician Jean-Ovid Decroly (1871-1932), established in 1907 in Brussels, gained notable popularity. In the elementary classes of the Hermitage, the so-called

centers of interest played the role of the bases of education. The interest centers grouped the learning material according to the children's needs. They identified the needs for food, protection from bad weather, dangers, solidarity, recreation and self-improvement. Educational material was drawn from the environment – nature, school life, family, society. J.-O. Decroly began working with children with disabilities, and later founded a school for healthy children aged 3 to 18, calling it a «school for life, through life».

The task of teachers is to create a curriculum according to the interest centers. Thus, in school the child must find opportunities to establish their relationship with the social environment (school, family, society), with animals and plants.

J.-O. Decroly recommended to conduct all training by means of observation, association and practical (abstract and concrete) expression of the studied material. Excursions were widely used in the school of J.-O. Decroly. Modeling, handicrafts, drawing and other types of creative work were practiced. The teacher developed and proposed a number of didactic games, which he divided into series according to increasing difficulties (Matvienko, 1999).

Tested approaches to the organization of students' educational activities by J.-O. Decroly have shown an impact on Ukrainian teachers in the 1920s.

Thus, based on the generalization of the achievements of world pedagogy, in particular the schools: Abbotsholme of S. Reddy, the Laboratory School of J. Dewey, the activities of the «International Bureau of New Schools» of A. Ferrier and the School for Life of J.-O. Decroly, we can conclude that the principle of continuity at the stage of preschool and primary education is crucial. It should ensure a smooth, natural transition of the child from the position of preschooler to the position of junior high school.

Nowadays, the continuity should be seen as one of the fundamental principles of continuing education, which provides a gradual transition from the previous age to a new one, a combination of the child's newly acquired experience with the previous one. On the one hand, it provides the focus of educational work in the preschool institution on the requirements that will be imposed on children in school. On the other hand it presupposes the teacher's support for the level of development achieved by senior preschoolers; the knowledge, skills and experience of children acquired in the institution of preschool education and family; for their active use in the educational process, enables the holistic development of children's personality during training in the first two parts of the education system.

This solution of the problem will solve the problem of continuity between preschool and primary education at the present level (Savchenko, 2011, p. 8).

The continuity creates a space for the implementation in the pedagogical process of preschool and primary school of a single, dynamic and promising system of education and training, which contributes to the convergence of conditions of education and training of senior preschoolers and younger students. Due to this, the transition to new conditions of schooling is carried out with the least psychological difficulties for children. This ensures their natural and comfortable entry into new conditions, which helps to increase the effectiveness of education and training of students from the first days of school. Preparing for school is an important part of an educator's job.

The positive consequences of the child's physical and socio-psychological development are studied and comprehended. At the present stage of development of the educational system in Ukraine, the strategic goal of preschool and primary education as the first steps in the system of continuing education is the development of the child's personality, acquisition of vital competence, its focus on creativity and self-realization. Holistic development of personality involves the development of the whole set of its qualities, which in the psychology of personality are grouped into four substructures: orientation, experience, mental processes, biopsychic properties.

According to current legislation and regulations, continuity is one of the prerequisites for continuity of education, which to some extent should ensure the unity, interconnection and consistency of purpose, content, methods, forms of education and upbringing, taking into account the age characteristics of children at adjacent levels of education. Nowadays, the legal framework for preschool and primary education is quite clearly defined. The Basic Component of Preschool Education and the State Standard of Primary Education determine the priority of the competency approach for solving the main tasks of preschool and primary education. These documents are designed to ensure the gradual formation of the child's personality, its physical, cognitive, social, aesthetic development, gaining some practical experience necessary for usage in future life (Bogush, Belenka, Yakymenko, 2012).

Conceptual principles of the reform of general secondary education «New Ukrainian School» (2016) for the period up to 2029 proclaim the construction of education at all levels with maximum consideration of individual physical, psychological, intellectual characteristics of the child of each age group. Among the key components of the New Ukrainian School formula we find:

- new content of education, based on the formation of competencies necessary for the successful self-realization of the child in society;

- a thorough process of education aimed at the formation of socio-moral values;

- pedagogy based on partnership between student, teacher and parents;

- child-centeredness, focus on the needs of the pupil in the educational process;

- a new school structure that will promote the acquisition of new content and the formation of life competencies;

- a modern educational environment that will provide the necessary conditions, tools and technologies for teaching students, educators and parents in the educational institution and beyond.

Thus, we have outlined requirements for the organization at the state level, conditions and quality of education for both preschool and primary school – these first steps, the first links in the system of continuing education. Speaking about the methodological and theoretical principles of implementing continuity in the education system as a whole, it is important to emphasize first of all the general principles on which modern education is based and which relate both to preschool and primary school. They focus on the development of children's personality, which is the ultimate goal of improvement of all educational systems. The principles of humanization, integration, and differentiation are pervasive to them, and thus preschool and primary school are integrated into the system of continuing education.

Modern trends in preschool and primary education have much in common, in particular, focus on the characteristics of the child, creating favorable conditions for the formation of its proper orientation, self-awareness, positive self-esteem, self-esteem and respect for others, constructive motives, inclinations , needs of character, cognitive, mental processes, etc.

Therefore, the only strategic goal is the development of personality, vital competence of the child, its focus on creativity and self-realization. In this regard, we can compare the starting points outlined in the Basic Component of Preschool Education and in the State Standards of Primary Education for the unity of methodological principles. In particular, the State Standards clearly states that the primary school should continue the line of preschool development, consolidate and develop in the conditions of school education the heritage of preschool childhood. And this is an important step forward, which should demonstrate the evolutionary development of the child. Changing the social status of the baby does not mean that he, himself, has changed radically. Thus, we should not sharply differentiate between the

goals and objectives of both stages of education (Bogush, Belenka, Yakymenko, 2012, p. 17; Clipa, 2014).

Coherence in defining the goals and dominants of the development of the child in both primary levels of education does not mean that there are no more painful problems at the regulatory level. These are primarily aspects related to the child's preparation for school.

In real practice and in science there are still differences in understanding the concepts of preparation for school, readiness for school, school maturity. The hierarchy of tasks for each stage of a child's life has not been definitively defined yet.

We proceed primarily from the fact that the traditional functional approach should be replaced by a pedocentric one, which focuses on the fullness of the child's life at each age. The previous paradigm of our education was based on a functional approach: a preschooler prepares for school, a schoolboy – for a higher education institution, so the child was considered from a functional position, depending on the change of its status in society. Both training requirements and research have already been adjusted for this.

The Concept of Continuing Education is based on the factors that determine the quality of the educational process, the principle of taking into account the individual, age and typological characteristics of each child. In particular, the parameters related to the education of preschool children are defined here: children who have turned 6 on September 1 of the current year and who according to the results of medical and psychological examination have no contraindications to systematic schooling enter primary school. Nevertheless, it is not possible to cover all six-year-olds with schooling, as it is necessary to take into account the level of readiness of children for this new activity (Draft Concept of Education Development, 2014).

Thus, preschool education should not see its main purpose only in preparing children for school. First of all, it should create the necessary conditions for the full realization of their abilities of five or six-year-old children, the improvement of their physical and mental development (Stadnenko, 2013).

The Concept takes into account the requirements defined by the Law and the Basic Component of Preschool Education. In particular, it states that every child before school must receive appropriate training that meets the requirements of the Basic Component of Preschool Education (2012). But it is known that today preschool, like school, develops not in a unified version of the same type, but in different types and variants.

This means that the implementation of the Basic Component can be carried out in various organizational forms. There is a question of scientific

and practical nature: what the approaches to the training of preschool children and children who do not attend them should be like. According to the State Statistics Service of Ukraine, stated on January 1, 2019, there are 14.0 thousand preschool education institutions (legal entities) in Ukraine, which educate 1.3 million children. From them in the cities – 5,8 thousand establishments (39%) in which 970 thousand children (75,9%) are educated. In rural areas 9,1 thousand establishments (61%) in which 309 thousand children (24.1%) are educated.

According to statistics, 74.4% (children aged 3-5) are covered by preschool institutions in Ukraine (83.7% in cities; 56.2% in rural areas). The organization of school preparation for the remaining 25.6% of children is a scientific and normative problem. In previous experience, we have only one form of their solution – preparatory groups at schools (today, 1.8 thousand groups for preschool children are organized at secondary schools, which cover almost 24 thousand children).

Modern life has changed a lot, and at the moment it is important to make proper use of the possibilities of preschool education not ignoring the variable approach to this and the number of hours of training and the organizational conditions of its implementation (9. Concept of Education of Children of Early and Preschool Age, 2020)

But all this is only the external side of the problem of continuity, because there are more significant aspects that aim us to understand this very concept. From the psychological point of view, it is necessary to highlight the aspects well developed in the Basic Component (2012), which puts the child at the center of pedagogical efforts, reveals his personality – «Child's personality», «Child in the natural environment», «Child in society». They do not transfer the preparation for learning to the subject level, but use the indirect influence of different activities in order to carry out speech development, development of imagination and thinking, spatial representations of children and so on. It is a departure from subject-centrism and a holistic view of the usage of opportunities in various spheres of preschool activities, which should ensure the appropriate level of socialization, emotional and speech development of the child, his self-realization and so on.

The State Standard of Primary Education (2018) outlines the following key competencies: fluency in the state language, ability to communicate in native and foreign languages, mathematical competence, competencies in natural sciences, engineering and technology, innovation, environmental, information and communication, cultural, civic and social competence, entrepreneurship and financial literacy, lifelong learning. These competencies are formed on the basis of competencies inherent in preschool

age: health, communication, subject-practical, play, sensory-cognitive, natural-ecological, artistic-productive, speech, social and personal-assessment (according to the Basic component of preschool education).

Leading activities of senior preschool children (communication, play, movement, cognitive, household, artistic and aesthetic (modeling, drawing, application, design, listening to music, singing, choreography, theatrical) should be preserved and enriched in primary school This will allow a gradual transition to learning as a new leading activity in the first (adaptive-playful) period of primary education.

Common to all key competencies are cross-cutting skills such as reading comprehension, the ability to express one's opinion orally and in written form, critical and systematic thinking, creativity, initiative, the ability to justify a position logically, the ability to manage constructively emotions, assess risks, make decisions, solve problems, collaborate with others. The formation of key competencies of children in primary school make the base for the basic qualities of the child's personality acquired in preschool age: observation, curiosity, arbitrariness, independence, initiative, responsibility, sensitivity, creativity, interpersonal positive communication and others.

According to the State Standard of Primary Education (2018), the educational process in primary school is organized in cycles, taking into account the age characteristics of physical, psychological and mental development of children aged 6-10 years. The first cycle of primary education – adaptive-game (1-2 forms); the second cycle – the main (3-4 forms). This innovation creates the preconditions for a gradual psychological and comfortable transition of the child from play to learning, which are the leading activities of children in preschool and primary school age, respectively.

Thus, if preschool education today has changed qualitatively in terms of understanding the essence of the child's preparation for school and the realization of the age opportunities in the sixth year of life, then primary school can not remain within its old notions of relying only on the subject readiness of their youngest pupils teaching. We must create such conditions in primary school that those qualities, skills, achievements of preschool, the formation of which has not yet been completed at the level of preschool age, could fully develop in primary school and at the same time contribute to the formation of priority, leading activities (Zagarnytska, Belenka, Boginich, 2009).

The range of didactic methods and techniques for teachers should be expanded with developmental games and exercises, logic problems, problem questions, game technologies that activate children's thinking and

imagination. It is necessary to organize systematic observations, research activities, using the development environment of the group / class.

In the educational process of both preschool and primary school, communication between an adult and children in the form of dialogue should be the leading one. At the same time, the adult must recognize the child's right to proactive statements, reasoned defense of their proposals, the right to make mistakes. This will promote the development of the child's activity, initiative and self-esteem. It is advisable to create emotionally significant situations, to maintain dialogic communication between children.

It is also important to provide the child with the opportunity to interact and share experiences with peers and adults. Then children will be able to show initiative, creativity, imagination, responsibility on the basis of their experience.

Preschool teachers should activate children's thinking, promote conscious perception and assimilation of familiar and new information, encourage them to ask questions, make assumptions, find independent solutions, check their correctness and more.

Conducting the organized educational and cognitive activities it is important to use systematically a variety of classical and innovative pedagogical technologies, methods and techniques that have proven themselves in modern didactics, to combine rationally verbal, visual and practical methods (Instructional and methodical recommendations, 2018).

Preschool teachers, thinking about the prospects of child development, should create the conditions for better entry of young students into full-fledged educational activities. This means creating a precondition for a 6-year-old child to form an organization, basic prognosis, the ability to be aware of their actions and work in a random mode, and so on. The guideline here, of course, is the requirements of the section «Formation of general educational skills and abilities», which opens the curriculum of primary school (State Standard of Primary General Education, 2018).

If we talk about why primary teachers should learn from preschooler ones, we should first highlight the aspect that is insufficiently developed in primary school. These are, in particular, various means of implementing an individual approach to the child. Personality-oriented approach is, in fact, a long-known principle in pedagogy of individualization and differentiation. The new orientation of the pedagogical system is based on deep knowledge of the child.

And if preschool teachers are well aware of this, then primary school teachers still need to learn a lot, to convince them of the benefits of meaningful psychological study of each student. Our leading tasks can be outlined in one key phrase: «From the management of each educational

institution to the management of the education of each child» (Savchenko, 2011).

The modern vision of solving the problem of continuity is to create conditions for the implementation in the educational process of preschool and secondary schools of a single, dynamic, promising system of personal creative growth of the child.

Ensuring the effectiveness of such a system should include:

1. Establishing cooperation between the preschool and secondary school on the basis of a cooperation agreement, which defines the purpose of cooperation, rights and responsibilities of the preschool and school. The agreement is signed by the heads of educational institutions every year in August.

2. Discussion, preparation and approval of the annual plan of joint work between the preschool and secondary school.

Results

Approximate scheme of interaction between preschool and secondary school:

- educational monitoring of educational quality by educational institutions (systems of consistent and systematic measures carried out within the annual work plan to identify and track trends in the quality of education in educational institutions, establishing compliance with actual results of educational activities to its stated objectives, and assessing the degree, direction and causes of deviations from the goals);

- drawing up a plan of joint activities in accordance with the tasks that need to be solved at a particular stage of work;

- holding round tables with the participation of administrations and methodological services of educational institutions, parents of children of future first-graders;

- approval of a joint action plan at methodological associations of primary school teachers and educators of preschool education institutions.

The main directions of methodical work in order to ensure interaction:

1) mutual attendance of open classes in preschool institutions and lessons in primary school;

2) questionnaires for teachers of preschool and secondary schools on the issues of comprehensive development of the child's personality;

3) holding Open Days in preschool and general educational institutions for parents of senior preschool children, educators of preschool institutions and primary school teachers;

4) participation in joint pedagogical councils, workshops, round tables, conferences, consultations, thematic exhibitions, etc.;

5) joint methodological associations of creative groups of educators of preschool education institutions and primary school teachers;

6) involvement of teachers of both preschool and primary school to participate in joint pedagogical projects, development of guidelines and advice;

7) mutual exchange of accumulated pedagogical experience between educators of senior preschool children and primary school teachers on interesting issues of succession of continuity;

8) self-education of teachers of preschool and primary school, professional development;

9) interaction of preschool teachers and primary school teachers on the implementation of continuity in three areas: informational, educational, methodological and practical.

10) development of individual, collective and non-traditional forms of methodical work in increasing the level of competence of teachers in solving the problem of continuity of game forms of educational activity of preschoolers and primary school pupils.

Work with senior preschool children and elementary school pupils includes:

- conducting excursions to the school;

- organization of joint exhibitions of children's works, competitions, etc. both in preschool and secondary schools;

- visiting theatrical performances, museums both in preschool and secondary schools;

- visiting by children of senior preschool age the holiday of September 1 (the beginning of the school year) dedicated to the Day of Knowledge, the holiday «Farewell to the Primary School» and other events in the secondary school;

- joint participation of schoolchildren and preschoolers in project activities, etc.

Work with parents involves:

- meetings of primary school teachers with parents of pupils of senior preschool groups at parent meetings;

- conducting Internet meetings, Internet consultations, webinars, forums for parents of future first-graders;

- acquaintance with the psychological patterns of development of the child of senior preschool and primary school age;

- questionarie of parents of future first-graders on the personal growth of children, the level of preschool maturity for counseling ;

- organization of work of «pedagogical living room» for parents of pupils of senior preschool age concerning preparation of children for school;

- organization of Open Days for parents in a general educational institution;

- organization of work of Parents' clubs and other forms of interaction.

The activity of both psychological services of preschool and general secondary education institutions also requires coordination of actions. Interaction of preschool and primary education institutions in the work of social and psychological services may include:

- implementation of a single psychological and pedagogical control over the dynamics of children's development;

- study of the level of development of basic personality traits of senior preschool children as a condition for successful learning in primary school;

- analysis of the conditions for successful adaptation of first grade students to school life;

- application of correctional and developmental methods while working with children of senior preschool and primary school age who need an individual approach;

- conducting joint methodological activities.

The success of interaction is determined by a number of factors created by pedagogically competently organized developmental, educational environment that meets the psychological and physiological characteristics and physical capabilities of children.

Work on the organization of continuity should be carried out by pedagogical teams jointly and systematically. Only the interest of both parties and the parent community will solve the problems of continuity of preschool and primary education, will make the transition from preschool to primary school painless and successful for the child (Instructional-methodological recommendations, 2018).

Conclusions

Thus, the task of the school is to educate an educated, cultured, comprehensively developed person who will create in the new millennium. Preschool, as the first link – cannot but respond to significant changes in the development of primary school. Preschool teachers must ensure that the child is ready to go to school, and it is determined by the fact that the child, while still a preschooler, understands the need to prepare for school. The joint work of preschool educators, teachers and families in preparing preschoolers for school is important here (Stadnenko, 2013, p. 5).

Summarizing the above, we can say that the main condition for ensuring the prospects and continuity in education and training is the focus of the pedagogical process of preschool and school on the comprehensive development of the child's personality. Given this, it is necessary to link curriculum, methods and forms of education in preschool and primary school.

Let's outline the main areas of continuity in the education of preschoolers and primary school children:

- determining the prospects in learning from preschool to the end of primary school; subordination of its purpose and tasks to each of these age periods;

- constructing the main educational lines of study in the 1st grade, taking into account all the experience gained in preschool childhood;

- giving priority to the development of productive and creative types of both educational and artistic speech activities as a basis for the formation of productive imagination and creative thinking, children's independence, initiative;

- ensuring the connection of the leading activities of adjacent periods of study, reliance on the relevant for this age period type of activity;

- creating conditions for the formation of elements of the leading activities of the next age period.

Higher education institutions face the task of training new generation specialists. Teachers and educators must be ready to build an educational space in the school and preschool institution, consistent with the values of humanistic philosophy, psychology and pedagogy. This presupposes not only the formation of humanistic values in future teachers, their personal maturity, broad outlook, high level of education, but also practical ability to create an appropriate educational environment, build relationships with students on a partnership basis, ability to understand themselves and others, specific situations. The stated humanistic values of education, ideas of personality-oriented pedagogy, practice of psychological and pedagogical support, humane pedagogy, pedagogy of understanding and partnership should form the basis of professional training of future teachers of schools and preschools.

Modern education requires developed reflective skills of teachers and educators, which must be formed at the stage of education in higher education and manifested in the age and individual characteristics of children, organizational and semantic characteristics of the educational process. Successful professional activity of a modern teacher is impossible without the ability to quickly navigate in a significant flow of information, without the active use of modern technologies.

Professional document management should be optimized in order to free up time for effective organization of pedagogical work. Computer literacy of teachers is a condition for their rapid orientation in the information space, participation in domestic and international professional cooperation, successful lifelong learning. In the context of continuing education, teachers of primary and preschool education need to improve constantly their professional level (Concept of education of children of early and preschool age, 2020).

When training specialists of «Preschool Education» and «Primary Education», lecturers in higher educational institutions should follow the offered tips while working with students:

- to form students' creativity, creativity, responsibility;

- to involve them in active independent cognitive activity;

- to acquaint with normative documents of preschool and primary education, to train them for the correct selection of didactic methods, receptions, means, forms for maintenance of continuity;

- to emphasize to future primary school teachers the use of game techniques, continue to form pupils' creative imagination, thinking, do not set homework of an educational nature, conduct a lesson of 35 minutes;

- to make the use of authoritarian style in communication with children unacceptable.

Thus, the continuity of preschool and primary education is ensured by the unity of approaches to the organization of life of a child of six and seven years of age, regardless of socio-pedagogical conditions of education: preschool, first grade, primary school group, family education and more. The activities of educational institutions to ensure continuity should be carried out by pedagogical teams jointly and systematically.

The joint efforts of pedagogical teams of preschool and general secondary education institutions and the parent community will ensure a psychologically balanced and successful transition for the child from the previous level – preschool education, to the next – primary education, and the presence of internal communication in the content of educational work, forms of organization of activities in preschool and primary school provides the integrity of the process of development, education and upbringing of the child.

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Educational Programs Integration as an Important Factor in Enhancing the Professionalism of the Primary and Preschool Teacher under the Conditions of the Higher Education

Natalia Machynska, Halyna Boiko

The article covers education integration, application of the integrated approach in developing educational programs for the vocational training of experts in primary and preschool education; different approaches to the interpretation of the concept of «integration» are analyzed. It is noted that the use of interdisciplinary links was a prerequisite for the emergence of an integrated approach in education. The sequence of implementing integrated educational programs in the practice of higher education institutions is determined; the advantages and problems of using integrated educational programs in the vocational training of preschool and primary school teachers are characterized. The most effective ways of developing integrated educational programs are identified; the expediency of using the experience of training specialists for preschool and primary education of the Republic of Poland and Romania is shown.

Keywords: *integration, integrated approach, vocational training, educational programs, interdisciplinary connections, higher educational establishments.*

Introduction

Education is a social institution which lets everyone improve himself as a person, a specialist and a citizen. Thanks to the teacher's activity, the state educational policy is implemented in creating the intellectual and spiritual potential of the nation, development of national science, technology and culture, preservation and increase of cultural heritage and the constitutional right of Ukrainian citizens to have general secondary education. During the historical and cultural formation of society, thanks to the teacher, the man of the future was formed. The aforementioned issues demand on the problem of professional and pedagogical training of teachers, their professional development and professional competence. Competence

approach is considered as one of the important conceptual principles, which determines the modern methodology of updating the content of vocational education of future professionals in higher educational establishments.

In the context of Ukraine's integration into the European educational space, reforming the education system under the requirements of the Bologna Process, achieving the goal of modern education requires the transition of the domestic education system to a new concept of education for children and youth. Trends in the implementation of the Concept of the New Ukrainian School (NUS) provide for ensuring the conditions for the realization of the personal potential of each individual who must be capable of independent scientific knowledge, development and implementation of innovative technologies, professionalism, general and professional culture, professional competence development in the higher educational establishment (HEE) in the future education.

The «Agenda for the XXI Century» states that «education is the foundation of sustainable development» and the main tool for creating a humane, equal and attentive to human problems society in which each individual must have his human dignity. Obviously, the main reason for the emergence of education for sustainable development (ESD) is the awareness of the need for changes in the educational paradigm to ensure the further sustainable development of society, economy, and preservation of the environment. Sustainable development education implies the transition to an economically and socially oriented model of learning, which should be based on broad interdisciplinary knowledge, based on an integrated approach to society. It will allow making and implementing decisions at local and global levels which will be aimed at improving the quality of life that does not threaten the ability of future generations to meet their needs (Law of Ukraine, 2018).

To solve these problems we need a teacher / educator who is not only properly trained in various types of pedagogical institutions, but also ready for the lifelong professional growth and improvement of professional skills.

Right now there is a need to train specialists in two related specialties, namely, a preschool teacher and a primary school teacher, which has turned up due to the need to ensure continuity in education, development and personality formation of children at the stage of preschool and primary school age.

The purpose of the study is to analyze educational programs for training future teachers in the certain higher educational establishments of Ukraine, which must be based on the principle of integrated learning; to study the experience of some foreign countries and suggest possible ways of

its implementation in organizing the educational process at the higher educational establishments of Ukraine.

The task of the research is to analyze the normative-legal base of providing vocational training for the future teachers; to analyze the scientific and theoretical achievements of researchers in this area; to substantiate the feasibility and necessity of developing and implementing an integrated educational and professional training program «Preschool education. Primary education» in the practice of free economic education.

Theoretical basis of the study

The goal and objectives of the study required to apply several methods. *Theoretical methods (analysis, synthesis and comparison)* were used to study the evolution of the concepts «differentiation», «integration», «integrated learning», highlight their common and distinctive features; analyze and compare the content of various educational programs built on the integration principle; *theoretical methods (generalization and specification)* are used to identify certain areas of educational programs in preschool and primary education; *empirical methods, in particular the method of pedagogical observation*, were used by the authors to study the experience of organizing the educational process in integrated educational programs at the University of Jacz Kokhanowski (Kielce, Poland) and Stefan Cel Mare University (Suceava, Romania).

The concept of «integration» was introduced into science in 1857 by G. Spencer who was linking it to the concept of «differentiation». Integration is dialectically connected with the opposite tendency, namely, the dismemberment and specialization of parts of the whole. If integration seeks to combine all the elements to make the system work to its maximum effect, then differentiation seeks to weaken the relationship between the elements to maximize the efficiency of each of them.

The concept of «integration» in the general scientific aspect is its natural opposition to the concept of «differentiation». There are different approaches to the interpretation of this concept, in particular:

- integration is an appropriate combination and coordination of actions of different parts of the whole system (Dictionary, 2009);

- integration is a process of interpenetration, consolidation, unification of knowledge, which is manifested through the unity with the opposite process of dismemberment, delimitation, differentiation (Antonov, 1989);

- integration is a process of interaction of elements with the set properties that is followed by establishment, complication and strengthening

of essential communications between these elements on the basis of sufficient grounds; as a result, an integrated object (integral system) with qualitatively new properties is formed; the individual properties of the initial elements are preserved in the structure (Kostyuk, 1998);

- integration is a process and result of creating the inextricably linked, unified issues; the process of convergence and connection of sciences, which operates along with the differentiation process; it is the highest form of interdisciplinary relations embodiment at a qualitatively new level of education (Kozlovska, 1999);

- integration (from the Latin. Integrum – whole, integratio – restoration) is the state of integration of individual parts and functions of the system as a whole, as well as the process leading to such a state; unification and coordination of actions of different parts of the integral system (Law of Ukraine, 2018).

Therefore, the analysis of different definitions of the concept «integration» allows us to state that integration is considered from the standpoint of interaction, unification, interpenetration, convergence, restoration of unity of two or more systems.

Sustainable development is such kind of development that enables the needs of present and future generations to be met. This is a balanced development of the country and regions, in which economic growth, material production and consumption, as well as other activities of society occur within the limits determined by the ability of ecosystems to recover, absorb pollution and support the lives of present and future generations (Law of Ukraine, 2018).

The obligatory result of such unification should be the formation of a new integral system, which is characterized by new properties and relationships between all structural elements.

Integrated Learning (Adapted from the Natural Curiosity: A Resource for Teachers University of Toronto OISE) is learning that is based on an integrated approach. In this regard, education is considered through the prism of the general picture, and is not divided into separate disciplines.

The concept of integration in education is quite multifaceted and may include changes that take place at different levels. The formation of unity between the individual elements is common to any integration process and is peculiar by identifying common features between them.

There are the following degrees of integration:
- subject stage (among objects of research or complex problems);
- problematic stage (among research methods);
- horizontal stage (in natural sciences);
- vertical stage (between groups of sciences).

Interdisciplinary links play an important role in education integration and the emergence of integrated learning. Their psychological and pedagogical justification was represented in *Man as a Subject of Education* (section «Association of Ideas») by K.D. Ushynsky, where the author clarifies the need of interdisciplinary links implementation in terms of psychology.

In the twentieth century Yu. Samarin, B. Ananiev, the psychologists, Yu. Babansky, I. Lerner, V. Onyschuk, and M. Skatkin, the teachers, made a significant contribution to the development of the theory of interdisciplinary relations. Thus, in particular, in the 1960s, interdisciplinary links were considered in various aspects:

- as a didactic means of improving learning effectiveness;

- as a condition for the development of cognitive activity and independence of students in educational activities;

- as a means of implementing scientificity principle.

It was during this period that research on interdisciplinary links in terms of intensifying learning and raising its scientific level was carried out, and some attempts to substantiate the concept of interdisciplinary links as a didactic principle of learning were made. In the 1970s, interdisciplinary connections become one of the central topics in didactics. Therefore, the research results are reflected in the definition of the main areas of learning process improvement. They reveal the methodological function of interdisciplinary links, namely:

- the scientific level of education is increased;

- the implementation of such links contributes to the involvement of students in the systemic method of thinking, expands the scope of knowledge, combining elements of knowledge of different disciplines;

- interdisciplinary links provide a system in the organization of subject teaching, encourage teachers to self-education, creativity and interaction with other subject teachers.

The emergence of integrated learning is the result of a high level of interdisciplinary links implementation. Being a new phenomenon of the educational process, integration is based on the areas of knowledge, scientific ideas, concepts that are common for several subjects. Integrated learning is a necessary component of updating the national education system, which is based on the following principles: accessibility, scientificity, sequences, systematicity, integrity, logic, vertical themes. It is an integrative approach in education that can return a child to the joy of learning, «… when a person wants to learn, when he/she goes to school, reads, writes, learns and feels joy and human pride at the same time. Learn, because learning is good and makes you happy» (Sukhomlynsky, 2016, p. 349).

The main goal of every educational reform, including the current one, is the implementation of the provisions of the Concept of the New Ukrainian school aimed at the improvement of education quality. Which factors ensure the quality of primary education?

Let's select the most influential of them:
- full and timely coverage of all children of primary school age;
- versatile use of the achievements of the preschool period;
- modernization and rehabilitation of the educational environment;
- introduction of methods of personally and competence-oriented teaching, education and development of younger students;
- manufacturability of teaching methods;
- monitoring of the educational process;
- adequate training of teachers, etc. (Concept, 2016).

Discussion

An essential feature of pedagogical work lies in the fact that this activity is based on a constant continuous process of interaction of different categories of people. It strengthens the role of personal relationships in teaching and emphasizes the importance of moral aspects. Its result is also specific as a person who has mastered a certain part of social culture, is capable of social self-development and fulfillment of certain social roles.

The Professional Standard for Teachers (2020), which should be introduced into the Ukrainian education system since 2021, provides for the formation of various groups of general and professional competencies to ensure the effective organization of the educational process. We consider that among the professional competencies defined by the Ministry of Education there are those that should be inherent in both primary and preschool education. In particular, it is *A2. Subject competence, which involves the ability to use subject knowledge in the educational process and the ability to integrate subject knowledge from different educational areas* (Professional Standard, 2020).

Teacher's work is a type of activity, which is peculiar for its psychological and pedagogical influence on students, taking into account their age and individual characteristics, needs and interests, hobbies, spiritual world, but at the same time, purposeful management of learning and personality development (2015, p. 285).

The Standard of Higher Education (2019) for specialty 012 «Preschool education», area 01 «Education / Pedagogy» for the first (bachelor's) level of higher education, section «Special professional competencies» states: *Ability to enhance children's basic qualities of personality*

(arbitrariness, independence, creativity, initiative, freedom of behavior, self-awareness, self-esteem) in early and preschool age is more than significant (2019).

A teacher is a specialist who has special training and professionally conducts educational work in various educational systems. Pedagogical activity is a professional activity aimed at the formation and development of the pupils' personality.

Professionalism is the ability acquired in the process of educational and practical activities; it ensures the competent performance of professional duties, certain level of skill and art of performing a specific type of tasks, according to different levels of their complexity (2015).

Professional competence is a basic characteristic of a specialist's activity; it includes both semantic (knowledge) and procedural (skills) components and has the main essential features, namely: mobility of knowledge, flexibility of methods of professional activity and critical thinking. Researchers have proposed the following understanding of professional and pedagogical competence: it is a complex multilevel stable structure of one's mental traits, which is formed due to the integration of experience, theoretical knowledge, practical skills, significant personal qualities for the teacher and has outlined essential features (mobility, flexibility and critical thinking). These changes set new requirements for the work of our fellow citizens: the quality of their training and professional competence, the level of socio-professional mobility, competitiveness in the labor market and in various areas of production (Concept, 2011).

The purpose of the integrated educational and professional program «Primary education. Preschool education» for Bachelor's level is enhancing future teachers' professional competence as well as personality traits that will be manifested in the ability to solve complex specialized and practical problems in professional and pedagogical activities involving theoretical principles and methods of pedagogy, psychology and individual teaching methods and are characterized by complexity and uncertainty of conditions (Pavlo Tychyna Uman State Pedagogical University, 2019).

The main goals of the educational-professional program «Preschool education» (Kamyanets-Podilsky National Ivan Ogienko University, 2020) for Bachelors, specialty 012 «Preschool education» are the following: training for development and education of children of early and preschool age in educational institutions and families so that they will be able to solve complex specialized tasks, characterized by complexity and uncertainty of conditions by applying the theory and methods of preschool education; to form professional competencies for the implementation of the concept of «New Ukrainian School», training of the future primary school teachers in the educational areas defined by the State Standard of Primary Education, at

a level consistent with professional and academic qualifications, perform professional functions in inclusive education, organize speech therapy work with children.

This program is integrated; it provides training for two related specialties: bachelor of preschool education and primary school teacher; bachelor of preschool education and assistant teacher-speech therapist.

Results

The basis of pedagogical skills is professional competence. On the one hand, the teacher's knowledge is directed at the disciplines he/she teaches, and on the other hand, at the students, whose psychology he/she must know well. While preparing for the lesson, the teacher considers its content, methodology, perception peculiarities of students of this age, class, and their own capabilities. Consequently, professional competence is the knowledge of the subject, methods of its teaching, pedagogy and psychology. The task of the higher educational establishment is to help students master the basics of pedagogical skills for a conscious and productive beginning of professional activity. It involves enhancing humanistic orientation, mastery of thorough knowledge, development of pedagogical abilities, basics of interaction, preparation for professional analysis of a variety of pedagogical situations. In our opinion, all those aspects should be reflected in the student's professional readiness, which will have the maximum effect in the integration of educational programs.

In the Pedagogical Competence Concept (2011), researchers propose a model of pedagogical competence that integrates different types of competencies, revealing the general abilities of the teacher in different aspects of the pedagogical process. We are talking about cognitive-intellectual, diagnostic, design, organizational, prognostic, informational, stimulating, assessment, analytical, psychological, social, civic, communicative, reflective, creative, methodical, research competence, etc.

We believe that some competencies are simply necessary for professionals who will receive training in the content of the integrated educational program «Preschool Education. Primary education». They are the following:

- social competence is the teacher's ability to adequately assess the surrounding reality on the basis of complete knowledge about it, which allows to understand the basic laws of the social situation, the ability to find information in an uncertain situation and confidently build their behavior to balance their needs, expectations, meaning and requirements of social reality, the ability to satisfy desires, based on norms;

- psychological competence means the teacher's ability to adequately assess their own abilities, capabilities, level of demands, psychological characteristics; choose the most effective behavior in a given situation; to regulate one's own emotional states, to overcome critical pedagogical situations, etc;

- prognostic competence is the teacher's ability to determine the direction of their activities, their specific goals and objectives at each stage of educational work, and to predict the final result (Concept, 2011; Kowalczuk-Waledziak et al., 2019).

Analysis of these educational and professional programs makes it possible to argue that the professional readiness of the student, the future specialist of preschool and primary education is an integrative personal quality and an essential prerequisite for effective activity after graduation. Student's professional readiness helps the young specialist to be successful in performing their duties, apply knowledge, experience, maintain self-control and restructure in the event of unforeseen obstacles in the educational process of preschool and primary school.

The fulfillment of the tasks of the educational process aimed at training specialists in integrated educational programs depends on a combination of many interrelated and interdependent factors. We believe that the professional training of primary school teachers – preschool educators should be organized in order to integrate into the European educational and scientific space by combining the academic and applied components of education on a research and innovation basis. Development of integration educational programs is a new direction in professional training of future specialists in pedagogical education. Using foreign experience and preserving the unique national educational feature, *we offer some areas of developing educational programs.*

The first area. It is expedient to involve researchers not only in a specific professional field, but also in the development of educational programs for the related professions. We believe that such cooperation will ensure the optimal selection of competencies that future professionals should master. It is also important to coordinate the content of educational programs with employers' associations and adjust them according to the needs of the professional area.

The second area. In the process of educational programs approbation it is necessary to involve university students in carrying out scientific researches, beginning from the first year of study. Selection criteria should be such qualities of applicants as analytical and critical thinking, readiness for experimental actions, internal mobility, motivational focus on obtaining results.

The third area. Employers of those educational institutions that serve as a basis for professional practical training of the future teachers of preschool institutions and primary school should be involved in the development of educational programs. The most expedient example can be the heads of educational complexes «institution of preschool education – comprehensive school«.

The fourth area. In the process of approbation and development of integrated educational programs it is important to introduce students' exchange programs within domestic and foreign higher education institutions. Based on the studied and tested content of the educational process organization at the foreign educational institutions it is significant to develop the ways to implement the experience gained in the curriculum.

The fifth area. At the stage of educational program development it is necessary to ensure adjustment and coordination of the content of education, curricula and programs with employers and university students at different levels. The main goal is to focus on the main components of professional and pedagogical competence, development and implementation of new courses that will contribute to the formation of professional and pedagogical competence of future teachers of preschool and primary education.

A separate aspect of developing educational programs on the principle of an integrative approach is to expand the opportunities for involvement of people with special educational needs in educational programs. We believe that the creation of an educational program of professional training on the basis of an integrative approach will contribute to the maximum implementation of the individual trajectory of each student, which will ensure the mobility of higher education, as well as expand opportunities for educational services for people with special needs. We are also convinced that it is expedient to envisage the possibility of introducing integrated educational programs for simultaneous study in several educational programs in a number of higher education institutions, which provides for the active introduction of distance learning (development of e-courses) for people with special needs, in particular.

Conclusions

Integration, integrated approach, integration in education is an alternative direction of developing educational programs for training specialists in two related specialties: preschool and primary education. We believe that this approach will contribute to the effective formation of professionalism of primary school teachers and educators of preschool

education in a higher educational establishment. Professionalism, as an integrated collective concept, covers a set of theoretical knowledge, practical experience and professional skills achieved by a person, which is determined by professional competence. It is the foundations of professionalism that are formed in the conditions of higher education, and depend on the skills of teachers and researchers. We believe that it is advisable to focus on the development of joint educational programs based on programs of foreign educational institutions, as well as the development of their own experimental educational programs, where it is advisable to provide internships for foreign applicants, introduce the practice of participation of leading higher education institutions in the educational process of free economic education, to ensure the connection of the university educational process with additional and corporate training in others.

In this context, we focus on studying the experience of training specialists for primary and preschool education at the University of Jan Kokhanowski (Republic of Poland) and the University of Stefan Cel Mare (Romania), which was being studied by the authors from 2017 till 2019 under a cooperation agreement, concluded between the aforementioned institutions of higher education and Ivan Franko National University of Lviv.

Prospects for the further research are seen in the systematic training of higher education professionals (development of training programs and training sessions, theoretical and practical seminars, professionally-defined internships), which should become a prerequisite for organizing the educational process in higher education institutions.

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Academic Mobility: Problems and Consequences

Mariia Oliinyk, Olha Poznanska, Sławomir Chrost

The author analyzes the concept of academic, personal, professional mobility in the given article. The peculiarities of the educational programs of Ukrainian higher education institutions and the programs of European educational institutions are characterized. The problems of academic mobility in Ukraine are outlined and the ways of their elimination are determined.

Keywords: *academic mobility, academic mobility of students, professional mobility, problems of academic mobility, joint educational programs.*

Introduction

«In the conditions of new socio-economic relations, which are increasingly asserting in Ukraine, pedagogical science cannot but raise the issue of specialists professional mobility, as the labor market determines the increased requirements for the quality of young specialists training capable to competition for the working places» (Ivanchenko, 2005). The process of globalization, integration, democratization aims to improve drastic the quality of Ukraine school and higher education systems. European integration is impossible without providing conditions for the free movement of people, goods and services in the European space, and the latter, it determines the need to the fastest adaptation of the Ukrainian education system to the common European criteria and standards.

European integration is a voluntary commitment by Ukraine to modernize its higher education system in order to bring it closer to European education. It is an invitation to think carefully about all the advantages and disadvantages of educational integration, designed to enhance the accessibility of higher education, its openness and the fulfillment of citizens' equal rights in obtaining educational services, a certain status, profession, work.

Nowadays, higher education in Ukraine is undergoing the update: the new legal framework has become improved; it has become different in organizational terms, in new qualifications, in the content of education and

its results, and so on. It is important that today the world has become more open, where the crowds move freely, communicate, and interact in a single information space. European integration creates favorable conditions for the development of science and education. Ukraine gets through the stage of accelerated transformations and raises the question not only of the justification of the education modernization, but also about its inevitability. It is becoming increasingly necessary to move from adaptive learning to personally oriented, to increase the mobility among students, graduate students, doctoral students and teachers.

The main task of the modern university is to raise the efficiency of students' preparation for future professional activity, integration into the modern social environment. Particularly relevant is the problem of the active personality formation, which can show the mobility both in the learning process and in professional activity.

The formation of a single world educational space is due to the convergence of different countries approaches to the education organization, as well as through the recognition of educational documents of other countries. The European Higher Education Area (EHEA) and the European Research Area (ERA) form the modern European Knowledge Society. A common European educational space, on the one hand, contributes to the growth of student mobility and teaching staff, and on the other, academic mobility is a prerequisite for the common educational space formation. In the framework of international cooperation, education acquires objectivity, transparency, competitiveness, and the role of Ukrainian universities is twofold i.e. to provide the proper education for its students and to maximize the use of student creative potential in the educational space of advanced countries to ensure the prosperity of Ukrainian universities in the future.

Academic mobility as a whole is an integration process in the field of education, enabling students, graduate students, and teachers to participate in a variety of educational or research programs. The main goals of such programs are to improve the quality of education, to develop intercultural exchange, and to train future qualified specialists. Participation in academic mobility programs gives the student the opportunity to receive a high-quality European education in the chosen field of study, to expand their knowledge in all areas of European culture, to feel as a full European citizen.

One of the main tasks of academic mobility is the creation of the European Higher Education Area. That is, to make sure that a student or a teacher from any European university has the opportunity to work freely in a specialty not only at home but also abroad.

Exchange of experience and knowledge is another important goal. International academic mobility allows the intellectual elite representatives of different countries to share theoretical and practical information about their achievements. And there are also joint studies that can bring the wealth to humanity in the future. Equally important is the cultural exchange. In addition to knowledge, participants of academic mobility programs have the opportunity to get acquainted with the living conditions in other countries, to study their culture and language.

Thus, choosing a job after graduation, the graduate will already know what it is waited for him/her if he/she decides to go to work in another country.

Academic mobility of students, graduate students and teaching staff is one of the priority areas of the university international and educational activity, the purpose of which is to improve the education quality, increase the research efficiency, develop the management system and raise the competitiveness of graduates in the domestic and international services and markets as well as the study and implementation of the best practices of foreign higher education institutions.

The formation of a single world educational space is due to the convergence of different countries approaches to the organization of education, which requires the recognition of educational documents of other countries. A common European educational space, on the one hand, contributes to the growth of student mobility and teaching staff, and on the other, academic mobility is a prerequisite for the formation of a common educational space. Student mobility is one of the basic principles of the Bologna process, to which Ukraine has joined since 2005. The very formation of mobility is a leading structural component of vocational training in many educational institutions.

Analysis of the recent researches and publications

Nowadays, a number of scientists investigate the academic mobility problem of future specialists in the field of education, they are as follows: A. Artyushenko, S. Brynev, V. Vertegel, N. Gulyayeva, Y. Klimenko, N. Kovalisko, V. Kozyrenko, I. Svityashchuk, V. Tryndyuk and others. The searches for the new ways to improve the professional training of specialists in higher education in the context of the requirements of the Bologna process are devoted to the works of I. Bekh, O. Bilyk, S. Goncharenko, I. Ziazun V. Kremen, V. Lugovyi, J. Talanova, N. Nichkalo, S. Sysoyeva, etc.). Various aspects of mobility and academic mobility of student youth are dedicated to the research of V. Astakhova, S. Brynev, S. Verbytska, L.

Gurch, N. Dmytriyeva, O. Dyadchenko, L. Znovenko, D. Yerova, O. Isak, O. Kuchay, R. Prim, L. Sushentseva and others.

The purpose of the article is to identify the causes and consequences of insufficient academic mobility and its effective use for providing high quality professional training in higher education of Ukraine.

The main material

Teacher education is an important component of the higher education system, as it should contribute to the reproduction of the teaching potential in the educational sector, provide high quality teacher training, and directly affect the optimal solution of educational problems, which actualizes the need for a fundamental study of the foreign countries experience in the studied field. Particular attention is paid to the modernization processes of the system of future primary education teachers in the Eastern Europe countries, which are aimed at coordination with the demands of the modern labor market in the developed European countries, since the economic, political, social and technological transformations in these countries take place approximately in the same conditions, as in Ukraine, though more advanced.

Modern pedagogical professionals need to work effectively both within their own country and in the international global space, possessing the knowledge, skills and abilities inherent in the profession.

One of the Ukrainian labor market important problems is the imbalance in the professional training of specialists and their demand in the modern labor market. Today, the employer is de facto distant from the process of formation and control of such a public institute as a «state order» and does not participate in developing the content of education. As a result, the market does not meet the qualifications it needs, or their qualifications do not meet the requirements of employers. That is why ensuring the academic mobility of professionals is the key to solve the problem of training competitive professionals in the current labour market.

Academic mobility of students, graduate students and teaching staff is one of the priority areas of international and educational activity of the university, the purpose of which is to improve the quality of education, increase the efficiency of research, improve the management system and increase the competitiveness of graduates in the domestic and international services and markets as well as the study and implementation of the best practices of foreign higher education institutions. Forms of academic mobility are student exchange programs at a partner institution of higher

education, language and scientific internships, educational (research, productive) practice (Vertegel, 2014).

Scientists distinguish different approaches to the interpretation of the concepts of «mobility», «academic mobility», «and professional mobility». The scientists differentiate the following characteristic in the concept of «mobility»:

- teacher mobility in Ukraine is the extension and borrowing of experience at another educational institution (Sectional meeting «Mobility of teaching staff and students in Ukraine. Advantages of exchange of ideas and experience», 2005).

- mobility of teaching staff can be considered as the second most important form of the higher education globalization; international mobility of teaching staff is conditioned by research and scientific work, but in some regions and certain areas of education, such as management and business administration, there are special schemes of regional and international training for young researchers and teachers (Gurch, 2018).

- set of individual characteristics and capabilities of a person, which is manifested in the ability to act quickly and to have the scientific intelligence (Artyushenko, 2012).

Yu. Klymenko points out that from the point of psychological science, mobility is interpreted as liveness, the ability of an individual to move through cognition and professional spheres; in pedagogy, the concept of «mobility» is understood as an internal self-improvement of the person, based on stable values and the need for self-development, a symptom of his/her inner freedom (Klimenko, 2011).

Academic mobility has been reflected in the research of both national and foreign researchers. Surely: – Academic mobility – is an opportunity for participants in the educational process to implement pedagogical, scientific and pedagogical, scientific and/or innovative activities carried out on the principles of expression and creativity freedom, dissemination of knowledge and information, conducting research and using their results and implementation taking into account the restrictions established by law (The Law of Ukraine «On Higher Education: Current Law», 2014);

- academic mobility implies the students participation in the educational process of a higher education institution (in Ukraine or abroad), the passing of educational or productive practice, conducting scientific studies with the possibility of recalculation in the established order of the mastered disciplines, practices, etc. (Exemplary Provision on Academic Mobility of Students of Higher Educational Institutions of Ukraine Order of the Ministry of Education and Science of Ukraine № 295 dated 29.05.13);

- academic mobility of a student in Ukraine is an opportunity to study one or more semesters in another higher education institution during the study period, where specialists in the same specialty are trained with disciplines (credits) and periods of study; to develop intellectual potential more effectively, as the student can choose independently the educational institution, courses, subjects (Gurch, 2018);

- an important component of the process of higher education institutions integration into the international educational space, as well as the period of study of the student in the country where he/she is not its citizen (Brynev, 2018);

- an important qualitative feature of the European space, which involves the exchange of people between higher education institutions and states (Zgurovsky, 2018);

- it is an opportunity to choose the best training options for the training of a modern specialist (Gulyayeva, 2005);

- academic mobility is an opportunity for students to study for a limited period of time at another university (Svituashchuk, 2018).

Professional mobility is a logical extension of an academic mobility. Professional mobility is the capability and ability to successfully switch to another activity or change the type of work; involves mastering a system of generic professional methods and the ability to effectively use them to perform certain tasks in related industries and relatively easy to move from one activity to another. Occupational mobility is a form of social mobility, which is a process of employees' change of work place (Goncharenko, 2011).

Personal mobility is the ability of a person, as a result of a deep awareness of the purpose, analysis of external and internal conditions of its achievement, to make optimal decisions about the course of action, to create internally a program of action, consciously mobilize their own individual and psychological capabilities to achieve the goal, to adjust them in the context of the specificity of the collective action subjects, to carry out self-assessment, self-correction in the course of performing the action and independently to analyze the results of the activity as a whole (Artiushenko, 2012).

The situation with academic mobility today remains quite critical in the universities of Ukraine. The source of information on direct links between Ukrainian and foreign universities, their effectiveness and experience is rather limited. In most cases, this information is limited to specifying the contact persons responsible for international cooperation or to a short list of international projects.

According to the Center for the Study of Society, in 2013, 29,000 Ukrainians chose European education. The top ten countries are Poland, Germany, Russia, the Czech Republic, Italy, the United States of America, Spain, France, Canada and Austria. According to intergovernmental and interdepartmental agreements, about 200 persons annually go abroad to study. Within the framework of direct agreements between Ukrainian and foreign universities, annually about 4 thousand people are sent abroad. According to the budget program of study and internship at foreign universities, last year 353 persons were recommended for tuition or internship abroad. In fact, only thousandth of 1% of the total number of Ukrainian students use this academic mobility path (Foreign students have added more than 4 billion hryvnias to Ukraine, 2013).

The abroad tuition and internship at the expense of universities or the state make up less than 10% of the officially announced number of «mobile Ukrainian students». Most academic exchanges of students occur through the bilateral agreements between universities in Ukraine and Europe.

In particular, for students of the Department of Pedagogy and Psychology of Preschool Education, the Faculty of Pedagogy, Psychology and Social Work of Yuriy Fedkovych Chernivtsi National University, in terms of activating the students' mobility, there are: introduction of such courses as «Fundamentals of Academic Mobility» and «Technology of Professional Pedagogy» into the curriculum; ensuring the participation of undergraduate and graduate students in high-quality short-term mobility programs, in particular within the framework of inter-university agreements between Stefan cel Mare (Romania), the Pedagogical University of Krakow (Poland) and our institution there are planned the following activities: exchange of students for the pedagogical practice, exchange of students for the purpose of studying individual disciplines, joint management of students' scientific work scientific conferences, seminars, symposia. Such foreign training and internships are carried out on the basis of a bilateral agreement between Yuriy Fedkovych Chernivtsi National University and the universities of Suceava and Krakow.

There are certain criteria for the classification of a common curriculum in European countries, as follows:

- programs are developed and/or approved jointly by several universities;

- data from the National Academic Recognition and Mobility Information Center;

- students (each party) participating in the study program at other institutions;

- students' presence in universities participating in inter-university programs has a comparatively equal duration;

- the periods of study and exams passed by students in the universities participating in the program are fully and automatically recognized;

- teachers of each of the participating universities also teach in other institutions, jointly develop the curriculum and form joint admissions and examination committees;

- upon completion of the entire program of study, students receive either national certificates from each partner institution, or are issued joint (often informal) certificates or diplomas.

Based on the above requirements, joint programs (double or joint bachelor's and master's degrees) comprise a small percentage of international cooperation programs at higher education institutions. The most desirable forms of legal regulation of joint educational activities are higher education institutions prefer cooperation agreements, joint activity agreements, and partnership agreements. In terms of mobility, which is a mandatory requirement for joint programs, the situation is not entirely favorable. As a rule, mobility is carried out only towards the countries of Europe, America, and Canada.

There are a number of common programs where mobility is not provided at all. (Such programs are provided for students to study only in Ukraine, whereby they can take courses (modules) in a partner institution, provided they independently pay for all expenses related to travel and accommodation in another country. In other words, the very logic of exchanged programs is broken. The same applies to teacher mobility, which is minimal in some projects. The number of students enrolled in one program is small (on average – 10 people, in some cases – 20 people).

At the same time, the programs are developed jointly, through repeated and detailed negotiations and approvals regarding its content and teaching and evaluation methods, changes and revisions to the initial plans, texts and programs. The program of the partner institution and courses of the Ukrainian program are taken as the basis for the new program, as a rule. In terms of the number of joint projects, the USA and Canada are slightly less involved in joint programs, with the most intensive cooperation being in the content of the academic disciplines. There are no such global centralized programs cooperation as with European countries, but mutual interest in working together in the field of integration into the international educational space is clearly present.

The motivation for creating joint educational programs is similar in universities in Europe and Ukraine;

- Joint programs are a recognized tool for improving the competitiveness of higher education institutions and, as a consequence, national/regional education systems.

- In the context of increasing globalization and integration processes in the international arena in all spheres of public life, the development of the higher education system must also be pursued in order to ensure its comparability (in the field of mechanisms, criteria and standards) with the higher education systems abroad.

- Through the development of joint educational programs, Ukraine has the opportunity to enter the educational markets of other countries, to promote and export Ukrainian higher education abroad, as well as to create a single European labor market, which is important for the employment of future graduates and thus to motivate their choice; the stage of study at which joint educational programs are implemented is mainly the second, master's stage; often additional education programs are also implemented. The same trends are observed in European countries.

Joint undergraduate degree programs are much smaller; in some EU countries they are not implemented at all. In Ukraine, bachelor-level inter-university programs are not in high demand in the labor market, and common bachelor's programs are pursuing a master's degree (including foreign) rather than entering the labor market. The main form of collaboration at the doctoral level is joint research. Examples of the award in two degrees or their mutual recognition are in the framework of cooperation with the universities of Poland, Romania, and Germany, are very limited and are carried out, mainly at the level of individual contacts.

Shared programs have a number of benefits for participants in the process, including:

- students get new additional opportunities for mastering the profession and developing a new type of thinking, gaining experience in other academic and social conditions, which creates the preconditions for their greater professional mobility and demand in the labor market, the development of the «European citizenship» quality;

- flexible conditions are created for professors to professional cooperation and growth, including cooperation in scientific research with foreign colleagues, establishment of long-term professional contacts;

- Universities receive a kind of added value in the form of better and more attractive educational programs, increase of academic potential, as a result of new opportunities of cooperation with other universities, the experience use and, as a result, an increase of reputation and competitiveness.

Problems are faced by Ukrainian universities and research institutions, staff, students and postgraduate students who have carried out academic mobility. The main problems of academic mobility are related to the non-harmonization of the European Higher Education Area. It is not only the specificity of the Ukrainian education organization and its difference from the European; the fact is that it is too early to talk about the European higher education system. There are educational systems in each country that are sometimes quite different from one another. At present, only few steps are being taken to harmonize the European educational space, and the main driver of this process is politicians, not universities. Neither the tendencies of integration and globalization, nor the scientific and technological progress speed, which requires special flexibility and variability of education, can be ignored; however, it is impossible to ignore the historically formed features of the education organization, especially if they determine the quality of education, and are confirmed by data on employment of graduates and successful development of this country.

Both the first and difficult question that arises in connection with academic mobility is the peculiarity of the Ukrainian education organization, such as «department-centricity». This is the presence of a large variety of fundamental subjects taught in the faculty, as a mandatory preparatory stage of further specialization. The volume of them both in quantity and in volume has considerable differences.

Secondly, «department-centricity» determines the early (almost from the second year) specialization of the student. Programs in Europe do not require undergraduate specialization.

Thirdly, the complicated thoughtfulness of educational programs in Ukrainian universities is recorded in the consistent development of courses, within which variability is possible only to a very small extent. The problem of introducing two-level training for the Ukrainian university is not just a problem of dividing the curriculum into two stages, it is a problem of its radical revision, but also a problem of creating a fundamentally different organizational and personnel structure of universities, which provides not the departmental system, but the directorate of educational programs and contracts with specialists for the implementation of this program (lecturing, conducting classes, tutoring and so on). However, in such circumstances, first of all, the scientific activity becomes problematic (chairs usually represent the formed scientific teams; the creation of teams within the educational programs organization is an additional task). Second, the department is responsible for specialist training, quality and modernization of education. These functions may be delegated to the directorate, but it is a replacement of the responsibility of the scientific team for the responsibility

of one or two education managers. In most cases, it seems that such a replacement will be defective. An analysis of the transitioning practice in Ukrainian universities to a two-level system shows that most universities were inclined to understand their existing programs as «integrated masters» programs, i.e. to enroll in a bachelor's degree program with mandatory continuing education for master's degrees. Now for universities it is essential to save a large number of budget places for the preparation of masters or specialists retention.

Another, equally acute, issue is the status, rules of issuance and of educational documents. One of the major problems of our education in the world market is the lack of recognition the diplomas of most universities at the international level. Ukraine's accession to the Bologna Process is, of course, a significant step towards the reconciliation of Ukrainian standards with the European ones; this is the basis for international accreditation, but a host of mechanisms that inhibit the real process. Foreign countries, the buyers of educational services do not consider the Ukrainian matriculation certificate to be the equivalent of local comprehensive secondary education documents, and Western employers look at Ukrainian diplomas with skepticism.

Ukraine needs to sign a convention that recognizes the educational document of another country that has signed this convention, unless there is a significant difference in the content of the training programs. If a specialist arrives in a signatory country, they are required to recognize his or her education certificate. And if they do not admit, then no citizen should prove that their diploma can be recognized, and this country must prove that it is impossible. Such a convention has been signed by many European countries. Thus, students and specialists with Ukrainian diplomas who come to the West will have a kind of a presumption of competence. In Europe, the workplace is the responsibility of the doctors' association, the engineers' association, the lawyers' association, that is, the system of diplomas recognition through professional associations, and here everything depends not on interstate agreements, but on the specialists' opinion in a particular field. They are given the right to recognize or not to recognize a Ukrainian diploma. Naturally, no one wants to allow competitors to enter the market. So, they overstate the requirements for recognition of education documents. They make the demands that are the only one in the world.

Another important problem related to academic mobility is the problem of implementing individual educational path. State educational standards do not provide the individual educational trajectories. Principally, they are not banned either. Therefore, the procedure for the implementation of an individual educational trajectory in accordance with Ukrainian law

would look as follows: – the student, in agreement with the university where his/her studies are conducted, and also with another university chooses courses and term (one or two semesters) study at another university; – is sent or expelled from the university where his/her studies are taking place (or he/she is taking an academic leave – but his reasons for studying at another university are not provided); – attends and successfully completes courses at another university of Ukraine or abroad; – returns to the university, where he/she asks for these courses to be transferred, which can sometimes not be done because of the mismatch of their curricula, and also because of the differences between the language of instruction provided by the statutes of the educational institutions and the language in which the courses were taught; – renewed for study (if there are places!) Either with the loss of the course or passes the subjects provided by the curriculum for the given level of study individually with the permission of the educational institution or its department authority.

We will continue the list of academic mobility implementation problems related to the lack of education standards. It is necessary to pay attention to the different ratio of the classroom and independent work hours, while in most of the Ukrainian standards the correlation is 1: 1, then the European and American standards are more likely to have a correlation of 1: 2, and even 1: 3. There is a discrepancy between the courses complexity. In terms of complexity, the semester course of German educational institutions, for example, is equal to the one and a half semester course of Ukrainian universities. However, the total number of courses per semester is lower in the curriculum (approximately 2 classes per day are required for the required number of credits, while in the Ukrainian university it is 3-4 classes). There is also no unified system of student performance evaluation. Thus, even considering the financial difficulties of individual academic mobility, it becomes clear that the implementation of an individual educational path is difficult to implement, it needs to be refined to meet the requirements of individual academic mobility (both internal and external).

Another problem is the language of instruction. The Law on Education does not provide the possibility for higher education institutions to teach in our universities within the framework of the educational program in English (or other foreign) language. Such an opportunity is determined by the educational institution itself and in Ukraine the number of institutions of higher education, where the teaching of individual courses is rather limited, most of it is used in medical educational institutions. Basically, at the discretion of the university or faculty management, courses of other educational institutions may be credited to the student individually. The possibility of courses credits taken at a school other than those stipulated in

the charter does not imply that impedes the development of academic mobility. Therefore, the problem of the teaching language can be easily resolved in the case of changes to the university statute and does not require special state regulation.

One more problem is the financing of academic mobility by the Ministry of Education and Science of Ukraine proposes to fulfill at the universities expense, funds for higher education support and development, grants, host party funds or personal funds of academic mobility participants. In conditions where the state finances only salaries to teachers, scholarships to students and part of the funds for public utilities, Ukrainian universities are not able to organize academic mobility at the proper level.

Conclusions

Thus, the state of academic mobility in Ukrainian universities today is not sufficiently high and its development provides (Fedorova, 2014):

– the opening of an international university subsidiaries in Ukrainian universities for organizing student exchange;

– the creation of an information database on world, European and national universities, international mobility programs;

– the internationalization of curricula;

– the web pages development that would reflect the processes taking place in the consortia created;

– the creation of the necessary tutorial system, which would allow practical realization of students' needs for mobility;

– the organization of services for students' adaptation in the new environment;

– ensuring the proper level of preparation of students for study at a foreign university through special courses, conferences, specialized training programs;

– the new system development of advanced training and retraining for the teaching staff, which would satisfy the implementation of an important European principle – «lifelong learning«;

– to organize a system of scientific degrees in Ukraine that meets international standards. For many scientists, mobility barriers in Europe scientific and educational spaces would disappear.

Thus, academic exchanges can be seen as a means of developing and updating educational programs of higher vocational education in Ukraine. This will allow the recognition of educational programs implemented by Ukrainian educational institutions in the European educational space, ensure transparency and recognition of competences and qualifications in order to

increase student mobility, professional mobility of professors and administrative staff of higher education institutions should be considered as a system of education while studying foreign experience, to increase the educational programs competitiveness in the world market of educational services.

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Professional Training of Pedagogical Disciplines Teachers in the Master's Education

Nadiya Shcherbakova, Kateryna Shcherbakova

The article deals with the actual theoretical and methodical problem of improving the professional training quality of pedagogical disciplines by future teacher in the conditions of the master's studies.

The attention is focused on the creation and implementation in the educational process of the of higher education institution the organizational and pedagogical conditions that ensure the formation of teacher's readiness for professional activity.

The purpose of the article is to substantiate the theoretical and methodological foundations of future teacher preparation on the basis of an andragogical model. The model is based on the organization of the future teachers' independent work through the use of different theories and innovative technologies.

Structural and functional model includes such elements as: aim, motivation, educational process organization, ways to activate students' independent activity and its result as the readiness of higher education students to teach pedagogical disciplines in higher education institutions.

The investigated work allows us to argue that the organization of the educational process on the basis of personal, contextual, theoretical, methodological and activity approaches with the use of undergraduate educational projects in the independent work provided the experimental methodology with sufficient efficiency.

Keywords: *future teacher preparation, andragogy, educational projects, personal, contextual, theoretical and methodical, activity approaches.*

Introduction

Scientific research of national and foreign scientists and teaching experience of the article authors proves that improving the quality of professional training of specialists depends, first of all, on the organization of the educational process in higher education and the motivation of higher education students to solve educational problems put forward by the society.

In the legislative and regulatory acts on higher education (the Law of Ukraine «On Higher Education», the National Framework of Qualifications, the Concept of organizing the preparation of masters in Ukraine, etc.) state policy of Ukraine is aimed at the development of two-stage professional training (bachelor's and master's degree), to increase the prestige and social status of the teacher, providing the conditions for the professional and cultural growth.

The building system process of professional training in the magistracy is carried out due to its peculiarities, namely: goals and objectives of education, the level of the higher education applicants motivation for pedagogical activity, initial professional experience and readiness of future specialists who have already had a bachelor's degree (Artemova, 2015; Gromkova, 2012; Kremin, 2005; Oliynyk, 2015; Vitvitska, 2003 etc.).

The analysis of scientific research and pedagogical practice shows that one of the driving forces of the future teacher's professional training is, first of all, an increase in his / her competence and creative potential. This is achieved by quickly modifying the content of the educational material and mastering it on a subject-subject basis. The organization of different forms and types of training in higher education is based on competent, active, theoretical, methodological and contextual approaches (Aristova, 2008; Artemova, 2015; Verbytskyi, 2009). At the same time, modern national scientists (Belenka, 2018; Zharovtseva, 2006; Oliynyk, 2015 et al.) consider professional training as a purposeful process of direct mastering by a future specialist of a theoretical and practical base of a certain profession.

We consider the teacher's professionalism of the higher educational institution as the most powerful factor of socio-cultural, spiritual, intellectual development of pedagogical intelligentsia, who is intended to provide the preparation of higher education applicants for practical pedagogical activity.

The outcome of this process is: the teachers' readiness as activity subjects to perform professional tasks in different conditions and at different levels of production organization, its competence in the content, organization and methods of implementation of this process.

In modern pedagogical literature, the term «professional training» is equated with the term «professional education». Thus, S. Goncharenko characterizes the professional education as training specialists of different qualification levels for employment in one of the branches of national economy, science, culture; as an integral part of a unified system of public education, and the content of vocational education includes an in-depth review with the scientific foundations and technologies of the chosen type of work, the inoculation of special practical skills and abilities of the

formation of psychological and moral qualities of the person, important for work in a certain sphere of human activity (Goncharenko, 1997).

In M. Oliynyk's studies, the professional preparation of the future specialist in preschool education is considered as a process aimed at the formation of a system of basic professional competences, among which the author identifies *key* (social, communicative, general cultural, cognitive), *general and multicultural* (linguistic, speech, ecological) and *competencies* that are a prerequisite for the modern educator formation (Oliynyk, 2015).

One of the professional training areas of specialists in pedagogical activity, in particular to teaching special disciplines in higher education institutions, is the focus on the integration of the content of education, which allows the systematic presentation of information in new organic relationships, which affects the knowledge quality, students' skills and pedagogical experience (Belenka, 2018).

Subject integrity, according to scientists (Belenka, 2018) provides an opportunity to establish order and unity, thoughtfulness, coordination between the elements of knowledge. The above-mentioned research by scientists is certainly a significant contribution to solving many aspects of our problem. However, they do not pay much attention to the peculiarities of teacher training in higher pedagogical education, including preschool and elementary.

A comparative analysis of pedagogical science data and the results of mass pedagogical practice show some contradictions in the organization of the specialists' educational activities that is: the effectiveness of innovative educational concepts has been proved in theory, but mass pedagogical practice is very slowly trying to turn them into real activities. On the other hand, the progressive pedagogical experience of innovative pedagogues is not always theoretically justified to the level of pedagogical technology that gives a stable positive, predicted educational result. The way to overcome these contradictions depends on the quality of professional training of future teachers of pedagogical disciplines, in particular preschool and elementary direction even during their study in higher education institutions.

The obtained results of work with the students of the magistracy allow presenting their own experience in the preparation of the pedagogical disciplines future teachers on the andragogical model of teaching.

The purpose of the experience organization: theoretically substantiate and experimentally test the impact of created organizational and pedagogical conditions on the level of professional readiness of future specialists to teaching.

The task of accumulating experience:

- to characterize the state and development prospects of the problem of teacher training in pedagogical disciplines;
- to define and theoretically substantiate organizational and pedagogical conditions for ensuring the professional training of future teachers of higher education institutions for professional activity;
- to analyze directions for content design and implementation of innovative technologies according to the andragogical model of the specialists' professional training.

Methods of experimentally experienced search:

- *general scientific* is analysis, synthesis, systematization of scientific information, which presents the problem of the professional training; problem-targeted analysis of legislative and regulatory documents, scientific and scientific and methodological studies on the problem;
- *comparative and meaningful* is the prognosis and interpretation of the analysis results to study the experience of organizing preofessional training of higher education applicants in the magistracy according to the andragogical model;
- *empirical and diagnostic* is questioning, testing, pedagogical observation, interviewing, innovative technologies introduction in the process of education by the second-level higher education students, the obtained data analysis, their quantitative processing.

The theoretical part of the work

The source of the study is based on the content of state and regulatory documents in the field of education, in particular the requirements for the quality of the future specialists training in teaching pedagogical disciplines in higher education institutions, scientific works of national and foreign scientists (monographs, dissertations, articles), materials of scientific conferences devoted to the actual problems of higher education, the study of progressive pedagogical experience.

A retrospective analysis of the formation and development of higher education training systems in the field of pre-school and primary education shows that in the early twentieth century, when public preschool education was actively involved in society, the activities of Froebel courses in Kyiv and Kharkiv occupied an important place in Ukraine. These courses worked as pedagogical institutes. Their activity can be considered as the beginning of formation of the national system training of highly qualified specialists. The training of specialists was carried out in two stages: the first stage (2 years)

covered the preparation of kindergarten teachers; the second (1.5 years) provided the pre-school instructors, kindergarten organizers and teachers of various levels pedagogical institutions. Significant theoretical and practical contribution to the development of the training specialists program of that time made S. Rusova, N. Lubinets, T. Lubinets, etc.

In the context of determining the content, forms and methods of training future teachers were most effective in the 50-80s of the XX century. Significant at this stage of development of the higher school were the studies of O. Abdulina, F. Honobolin, I. Ziazyun, N. Kuzmina, O. Moroz, V. Slastyonin, A. Shcherbakov and others.

In the 1990s, domestic higher education institutions gained considerable independence. Professional training of specialists at the appropriate levels was carried out and still is fulfilled by higher education institutions (universities, academies, institutes and colleges). Educational institutions have the right to award higher education applicants i.e. future teachers, an educational degree, including a master's degree. This degree is awarded as a result of the successful completion of their educational and scientific and master's program.

Describing the content of professional training, scientists emphasize that it is a system of organizational and pedagogical measures that ensure the formation in the personality of professional orientation, general scientific competence, practical experience and professional readiness, which in turn is defined as a subjective state of a person who considers to be capable and prepared for the performance of certain professional activities and seeks to maintain it (Dubovytska, 2004). The end result of training is a willingness to innovate. Thus, I. Dychkivska characterizes professional readiness as a natural result of special training and self-determination, training and self-determination, education and self-improvement. It is important that the author emphasizes the importance of the formation of the mental active and an effective state of the individual, the nature of his/her quality, the system of integrated properties. One of the teacher's important qualities, according to the author, is his/her readiness to the innovation (Gromkova, 2012)

We share N. Batechko's opinion (Batechko, 2013) that the development of a master's program in Ukraine can be considered as a catalyst for innovative development of production and high technologies. We emphasize that master's training is more individualized and in-depth compared to a bachelor's degree. First of all, it provides the conditions for the creative development of a talented personality of a future specialist.

Master's studies are a special, self-sufficient period in the professional development of a future teacher. Students enrolled in magistrates are referred to as higher education graduates and sometimes

simply undergraduates. Modern scholars characterize the students of the magistracy as professionally trained specialists, competent in the relevant field of education, who already have a bachelor's degree and are motivated for further education, self-education and educational activity through life (Aristova, 2008; Artemova, 2015; Gromkova, 2012; Kremen, 2005; Verbytskyi, 2003 and others).

We consider the preparation of the future teacher in the magistracy, on the one hand, as a reproduction of cultural and historical experience, and on the other it is as a mechanism for shaping the modern specialist's readiness for creative pedagogical activity in the context of a globalized educational space. At the same time, studies in the magistracy are described by scientists as the education of adults with the involvement of an andragogical model and taking into account the social and psychological features of an adult and a professional (Vitvytska, 2003).

In preparation for teaching and management, undergraduates study various pedagogical disciplines in theoretical, methodical and practical aspects. Master's studies change the motivation of future professionals. Thus, the focus on the habitual status of the future educator changes to the status of future teacher, organizer-manager of the education system. They not only consciously accumulate professional knowledge, but also formed beliefs according to each studied problem: knowledge of effective technologies, forms of pedagogical activity organization, both professional and creative; skills in working with scientific and scientific and methodical literature; readiness and ability to develop perspective curricula, programs, educational and methodical complexes, texts of various kinds lectures, system of seminars, practical, laboratory classes, ability to organize independent activity of students-bachelors and much more.

Higher education students acquire the skills of introspection and self-correction, the ability to implement innovative technologies in the organization of the educational process, and a readiness for activities is formed in them that in the future will enable them to organize the activities of those whom they will teach. In addition, future teachers acquire the skills to do their own scientific work and to manage the scientific work of students (future tutors). In particular, undergraduates master the methods of writing abstracts, research projects, preparation of reports, presentations, scientific articles, qualifications and experience (Shcherbakova, Shcherbakova, 2018).

Experimental and experienced part of work with recommendations

Introducing into the pedagogical process of the Department of Preschool Education of Mariupol State University the normative course «Teaching Methods of Preschool Education» provides an opportunity to form an idea of the teacher's professional activity at the magistracy, to teach to characterize it as a professional and creative, to obtain knowledge about andragogy education and training andragogical model, to form the ability to analyze methodological and organizational and methodical aspects of the given issue (Shcherbakova, 2017).

Considering the fact that the students of the magistracy have already higher education and some experience of pedagogical activity, we aimed to organize their education with the andragogical model involvement (Artemova, 2015). It should be noted that the organization of bachelors training is based on the traditional pedagogical model of the future tutor preparation. This specialist training model has been usual, proven for decades. In such an organization of educational process the leading role is played by the teacher. He/she plans the educational process, stimulates students to acquire new knowledge and mastering general and special professional skills, controls and evaluates the quality of student achievement (Vitvytska, 2003). Unfortunately, on the basis of this model, the pedagogical process in higher education institutions is often organized not only during the bachelor's degree but also the master's.

As the experience of working with the students of the magistracy shows, in their professional training the attention should be emphasized on the active participation in this process by the higher education applicants themselves, their readiness to cooperate with the teacher and fellow students. Consequently, students in two higher education degrees work in parallel at higher education institutions: future bachelors and masters. But since undergraduates have already received higher education, it is natural that there should be a different andragogical model of education in which they are active participants not only in the discussion of problems but also in the planning and creation of the content of the educational process.

In comparison with the pedagogical model, the most important characteristics of the andragogical model are found in the active organization of independent activity of the undergraduate students, with the emphasis, first of all, on the problematical character and interactivity. Future teachers are systematically involved in the development and organization of didactic tasks of varying complexity, formulate the goals and objectives of individual information-didactic units (modules), project the results of the

undergraduate students' learning activities, learn to analyze and to structure the scientific information, compare theory and practice, and etc.

The readiness of the future educator to teach the methodology of preschool education is considered by us as an integrated characteristic of the individual, which reflects a sufficient level of development of his/her professional potential; as a generalized and ultimate result of its purposeful preparation and includes the following components: value and content, emotional and volitional, methodological and cognitive, etc.

Adult learning and education is a key component of a holistic and inclusive life-style education system, which includes formal, non-formal and informal learning, which directly or indirectly refers to both young people and older people. In connection with this, recently the term «andragogy» is much more actively used. In Greek, it means «pedagogy of adult learning and education.» The goals of the future teacher preparation for professional activity in educational institution are realized on the basis of an andragogical model.

The content and structure of the future teacher's preparation of preschool education methods based on the andragogical model are presented in Fig. 1.
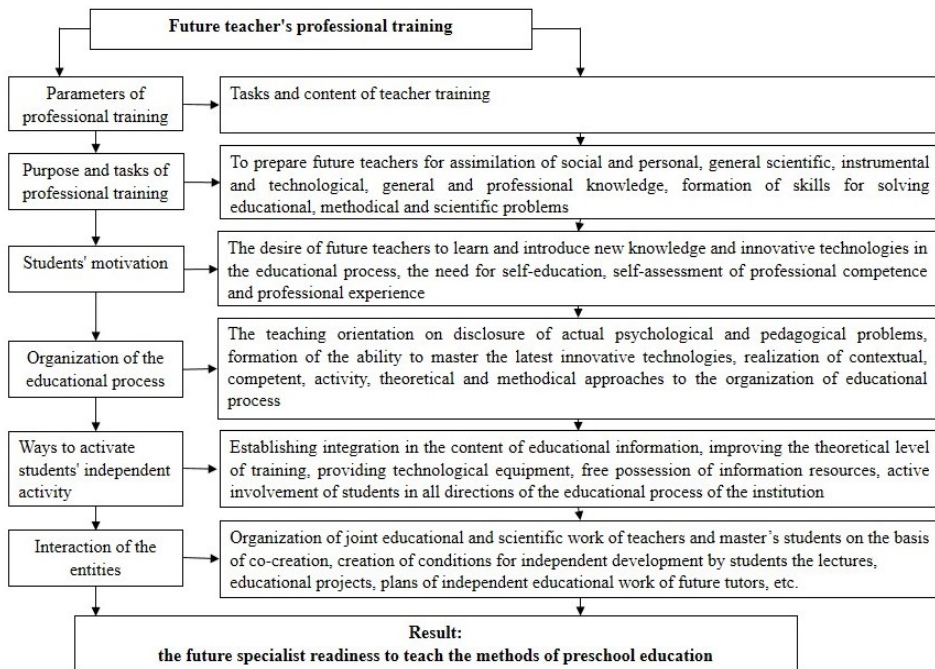
Fig. 1. Structural and functional model of the future teacher preparation to the preschool education methods

The active participation of students in the work on this model allows future teachers to consciously build a self-education trajectory and motivates them to gain knowledge independently, using Internet resources, independent research and experimental activities.

Important indicators of future teachers' readiness for professional activity are their ability to creatively solve current educational problems, positive attitude to this process, readiness to build the educational process on the principles of integration, differentiation, individualization and democratization. The future teacher initiates his/her activity that contributes to the scientific, theoretical, technological basis of the training, improves the skills. His/her readiness means that he/she knows modern methodological approaches to the organization of educational process in higher education, understands the process of higher pedagogical education development and preparation of the future teacher as an active subject of professional activity organization in the system of pre-school education, has certain own professional achievements.

In organizing the process of teacher training in higher education institutions, we shared the views by L. Artemova, who, based on the research of M. Knowles, K. Kapp and others, demonstrates the experience of organizing the educational process in the course «Higher Education Pedagogy», based on the andragogical model of teaching undergraduates (Artemova, 2015).

However, in our experience in the planning and organization of the teaching activities of the master's students to their study of the course «Teaching Methods of Preschool Education», the focus was more on their readiness for the independent activity. In this regard, in organizing their educational activities, we primarily focused on the problematic and integrated content of training, as the most important characteristics of the andragogical model. Undergraduate students were systematically involved in the development and implementation of didactic tasks of varying complexity (reproductive, reconstructive and creative), independently formulated the goals and objectives of individual information and didactic units (blocks), developed programs, models of individual credits, content modules of specific educational disciplines. As a rule, seminars and practical classes included tasks of research, search character (educational and scientific projects of different types: informative and cognitive, organizational and active and creative). Thus, undergraduates were offered the following problematic tasks to discuss: «Do the state and personal values of education always coincide? How do you see the meaning of the personal value of education?» or «Explain the category of «educational outcome» in the logical order: literacy → education → professional competence → culture → mentality. What is the essence of

continuity between these components of education?» In practical and seminar classes, the highest score was given not by students who found and copied the wise conclusions of modern scholars, but by those future teachers who formulated their own opinions on the problem and were ready to defend them, based on generally accepted theoretical provisions or comparing them.

We considered the preparation of the future teacher as a longitudinal process of improving his/her professional readiness. Generalization of the received data, which characterized the individual features of the master's professional training for teaching, made it possible to determine their readiness levels. In this regard, three levels of teacher professional readiness were conditionally distinguished: *beginner – reproductive, basic – reconstructive, and high – creative*. The content of each level can be characterized by distinguishing two components: competent and practical and behavioral. Fig. 2 presents the characteristics of future teacher's readiness for professional activity.
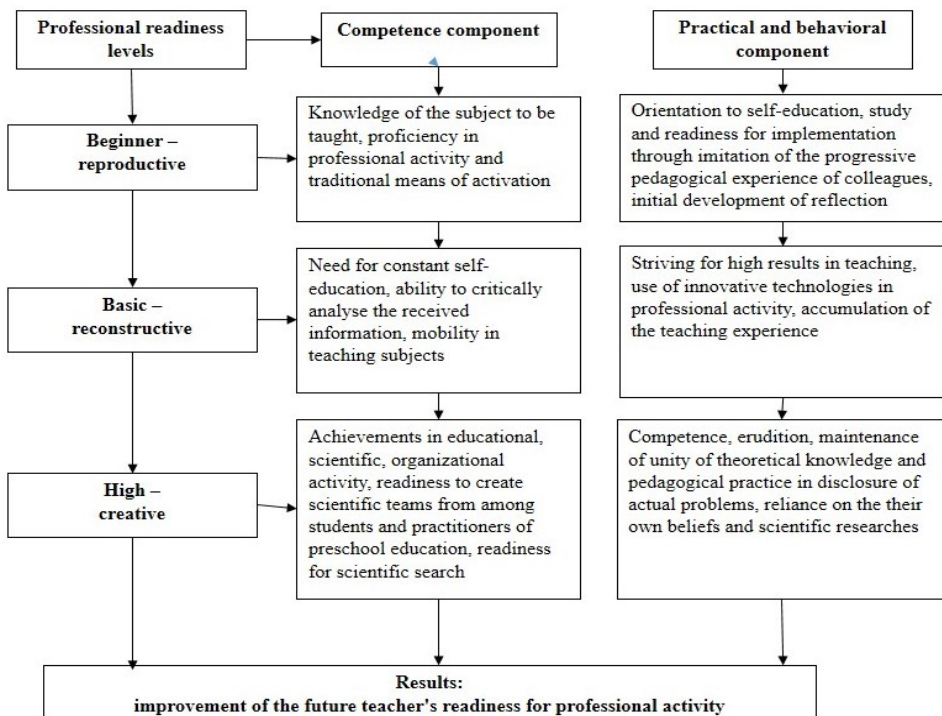
Fig. 2. Characterization of the levels of the future teacher professional readiness of preschool education methods

Thus, characterizing the future teacher professional readiness, we relied on the following indicators: interest, independence, and self-criticism, desire for self-education and self-improvement, erudition, competence, self-realization, creativity.

Based on this, you can define the content of each level. Thus, for the *elementary – reproductive* level, the character is as follows: the future teacher possesses the content of the discipline, has appropriate knowledge of teaching methodology, and seeks to adapt the message to the characteristics of the audience, their learning. He/she defines the purpose and structure of the class adequately the of the students readiness that he/she works with, shows the independence and self-criticism, focus on self-education and self-improvement. But the student is not confident enough about his/her readiness for teacher qualification, is not ready to justify the system of application of active and interactive teaching methods. The higher education applicant has a reserve of professional knowledge, uses the statements of renowned scholars, tries to study and seeks to replicate the experience of his/her teachers i.e. the pedagogical education masters.

Future teachers of *basic – reconstructive* level of readiness for professional activity have a teaching strategy, have appropriate erudition and professional competences. They can model the mastering level of the students they teach. They aspire to use problematic teaching methods (search, investigative), which corresponds to the specifics of teaching in higher education institutions. But in their practical activity quite often the traditional methods and methods of a discipline teaching prevail. Activation of students in the classroom is carried out without deep didactic justification and self-assessment. The future teacher does not always seek to improve his/her own practical experience as an integrated characteristic of teaching activities (educational, scientific, methodical and organizational).

High – creative level of future teacher's readiness for pedagogical activity is characterized by the fact that the specialist directs the teaching of his subject to the formation of the personality of the future specialist. Forms and methods of educational activity he/she subordinates to the goal of the creative level realization of mastering students' knowledge, which can be characterized as the belief. They are good at the innovative pedagogical technologies. Important criteria for evaluating the effectiveness of educational activities are reflection and self-critical analysis. Projects activities of the students he/she works with according to specific pedagogical situations. The educator can organize educational dialogue, discussions, relies on scientific (preferably own) research. In pedagogical activity seeks to achieve high results.

Introducing future masters to this characteristic of their levels readiness for professional activity, we suggested them to make a self-assessment of their own teaching readiness. By identifying themselves with one of the readiness levels, undergraduates attempted to argue their choices. Most of the future masters considered themselves basic – a reconstructive level of readiness for teaching (55-65%). About 10-15% of respondents said that they were already ready for teaching activities, identifying themselves at a high – creative level. While 20-25% of the respondents were more self-critical and perhaps unsure and did not see themselves in the teaching profession. They considered themselves ready only to work with preschool children.

In order to substantiate their choice, future teachers had to first determine the criteria by which they had to prove the objectivity of the choice. And that was hard for them to do.

There were some differences of full-time and part-time students in the assessment of themself as teachers. A large number of full-time undergraduates believed that «principally they are ready to teach methods». Basically, they were excellent students.

The monitoring of the future teacher readiness, conducted by us at the end of the second and third semesters, made it possible to obtain more objective data and to prove the effectiveness of the organizational and pedagogical conditions for teacher training of the preschool education teacher created by us.

Therefore, we characterize the results obtained at the beginning of the study (beginning of the second semester). Unfortunately, there were no future high-level creative specialists. 40-45% of respondents were referred to the basic – reconstructive level. The rest (55-60%) of the number of master's students had indicators of initial – reproductive level of teaching readiness. That is, they had theoretical and methodological knowledge that, unfortunately, could not be characterized as their own beliefs. However, they did not show confidence in their readiness for activity. As a rule, these students were eager to independence, but in practice mostly used ready-made plans, abstracts, in practical teaching activities repeated (copied) the masters' experience in pedagogical education.

In order to increase the level of readiness of future specialists for teaching activities, we have identified and implemented in the educational process the following organizational and pedagogical conditions for training the educators:

1) organization of the educational process by the andragogical model on the basis of contextual, competence, activity and theoretical and methodological approaches;

2) activation of future teachers' independent work through the use of different theories and innovative technologies;

3) fulfillment of educational and professional program in the work of future teachers of pedagogical disciplines unity of such its components: educational, scientific, methodical and organizational.

The organization of professional training of the undergraduates on the androgogical model allowed future teachers to build their own self-education program and motivated them to gain knowledge independently, using internet resources, independent, educational and experimental activities.

Important indicators of future teachers' readiness for professional activity are their ability to creatively solve current educational problems, positive attitude to this process, willingness to build educational process on the principles of integration, differentiation, individualization and democratization. The future teacher himself/herself initiates his/her activity; this is facilitated by the scientific, theoretical, technological basis of the preparation. He/she creates his/her skills. Their readiness means that they know the modern methodological approaches in the organization of the educational process in higher education, understands the process of education development and preparation of the future teacher as an active subject of the pedagogical process has certain professional achievements.

We attached particular importance to the methodology of teaching higher education students to ask questions of different levels of complexity and different cognitive orientation: reproductive, developing. Developing questions reveal the essence of the issue, summarize it, and contain research principles.

In order to future teachers be ready to teach pre-school teaching methods after graduation, they systematically perform relevant teaching, research, practical and research tasks from all the methods they have learned during their previous studies (at the bachelor's level). At the same time we understood that the future teacher should know the content and features of each technique. But we thought it was easier to know how to learn how to practice the principles and methods of teaching on the one methodology that each undergraduate chose at the beginning of the course. As an example there are such subjects as: «Theory and Methods of Logical and Mathematical Development of Preschool Children» or «Methods of Native Language Development,» «Fundamentals of Fine Arts with Methods for Guiding Children's Imaginative Activity», etc.

The tasks were different, for example, to draw up a program for conducting a problematic seminar for pre-school education institutions teachers; to develop test tasks for quality control of professionally oriented

knowledge of the future tutor, etc. Undergraduates created educational and search projects of various types with appropriate methodology under the guidance of the teacher; developed individual modules of work programs according to a specific methodology of their choice; made supporting summaries of the lectures, based on modern information; made lists of basic and additional literature, prepared information and methodological support for the organization of independent work and recommendations for the fulfillment of individual tasks of undergraduate students; developed the abstracts for integrated and complex classes for preschool children, etc.

So, for the future teacher (specialty 012 Preschool education) in teaching the course «Fundamentals of Fine Arts With a Method of Directing the Pictorial Activity of Children» the content of these tasks can be as follows: to develop a lecture on the topic «Mastering a variety of technologies to engage preschoolers» or «Fine arts educator in aesthetic education of preschool children"; to compile a list of basic and additional literature for training a problematic seminar on the topic «Basic, copyright and additional programs in the visual, musical, theatrical and literary arts"; to develop test tasks for quality control of professionally oriented knowledge of the future tutor; to make an annotated list of literature on educational topics separately «Methods of teaching preschoolers to the drawing; applications; construction and embossment"; to help the educator to develop a lecture notes of the integrated application class on the theme «Ukrainian national clothing – a festive costume», taking into account different technologies in the method of its conduct; jointly with the tutor to develop the structure and content of the oriented notes for classes in circles with gifted children, who have expressed creative ability to draw, apply, design, sculpt, decorate; to develop a thesaurus dictionary to help the future tutor to study the course «Fundamentals of Fine Arts with Methods for Guiding the Children's Imagery « and etc.

Similar tasks were carried out by the candidates of master's education according to teh pedagogical disciplines of specialties: 012 Preschool education and 013 Primary education.

As evidenced by their own experience in the magistracy, an understanding of the essence of psychological and pedagogical concepts, an awareness of action ways, as well as the development of professional abilities contributes the various forms of independent work in different methods of pedagogical disciplines. The future teacher after active participation in the educational process of studying the discipline «Teaching Methods of Preschool Education» and after the professional-pedagogical (assistant) practice clearly understood the principles of constructing the content of the teacher's preparation such as: humanistic orientation, scientific, systematic,

consistent development, communication of theory and practice, multifunctionality, dynamic of the program variable part, unification and differentiation, informativity, training adaptability, etc.

The particular importance in the preparation of the pedagogical disciplines tutor is the constant saturation of the educational process with the professional activity elements, such an approach in pedagogy of higher education is called the *contextual approach* (Verbytskyi, 2009). The contextual learning is the creation of a situation where the future specialist not only reproduces in practice the accumulated theoretical knowledge, but is gradually immersed in unpredictable pedagogical situations. In such situations, the higher education applicant seeks to actively solve practical problems in the professional activity. A special function in this regard is performed by laboratory classes and development of research projects of various types. Preparation of any type projects is a purely independent work, it is a logical link between teaching and pedagogical practice, it is a reflexive way when a future educator independently creates and practically analyzes a short, specific fragment of the pedagogical process. This is the living connection between theory and practice.

The concept of contextual learning can be implemented in two ways. The first is from mastering theoretical knowledge to putting it into pedagogical practice; the second is from practical testing or observation and evaluation of practical actions from the modern theories points. Both the first and second approaches can lead to the accumulation of one's own experience. In this approach, different theories of learning are used to solve pedagogical problems. One is the theory of problem solving.

According to the *personal approach*, it was important to use ascertaining data: the level of psychological and pedagogical knowledge of students, their willingness to choose the forms and means of mastering educational material. It provided the creation of a comfortable, conflict-free environment for the personal growth of the future teacher, education of such individual qualities as humanity, tolerance, respect for the others opinion, sociability, courage in expressing his/her own opinion, readiness to discuss, to defend the beliefs.

The resolution of problematic situations forces the future specialist to make connections between the individual structural components of the studied phenomenon. For this purpose, it is important for the student to be able to abstract themselves from the concrete, to carry out a decomposition analysis of pedagogical phenomena and to learn to differentiate the connections between the elements in theory and to draw on these very connections (Verbytskyi, Dubovytska, 2004 etc.).

The *activity approach* formed the basis of the future teacher's professional training; it ensured their active involvement and the educational process at lectures, seminars and individual classes in the system «teacher-student», «student-student», and «student – academic group». In such a dialogue, future teachers designed, presented and argued how theoretical teaching material can be put into practice. The teacher was an active participant in the dialogue and helped students to solve problematic issues.

One of the didactic and methodological foundations of vocational training is project technology, which we considered as a system of educational and cognitive tasks and ways of interaction of the educational activity subjects, which allows to solve a specific problem by independent individual or collective theoretical and empirical actions of the educational recipients with a compulsory presentation of the work results.

In high school pedagogy, project technology is often defined as a model of person-centered learning. This is due to the fact that project technology as a certain system, which involves the interaction of taught that is the tutor and studied that is students – the applicants for higher education of the second level. In this case, the future specialist perceives himself/herself as an equal subject of such interaction. Project technology involves a set of interrelated tasks performed by students whose activities have some significant characteristics. Their actions are focused not only on assimilation and integration of actual knowledge, professional skills, but also on their independent acquisition. As a result, a corresponding personal pedagogical experience is formed.

To qualitatively prepare the future teacher for teaching pedagogical disciplines, it was necessary to provide them with information about the content, purpose, tasks, forms and methods of such a process. For this purpose, in the content of the training course «Teaching Methods of Preschool Education», a content module «Use of Educational Dialogue in Organizing the Educational Process with Students» was given. The main tasks of this module were: to form an idea of the essence of educational dialogue as a unity of educational, pedagogic, development and self-educational functions on the basis of the scientific researches and pedagogical practice analysis; teach them how to analyze facts and phenomena, participate actively in discussions; to develop projects of different types, where each speech situation is a functional unit of oral speech, requires their direct and active participation and interaction with the teacher and classmates, and in further communication with the undergraduate students.

While developing the content of this module, we relied on the following characteristics as: adequacy of the purpose and specific task of

general pedagogical preparation of the future teacher; a purposeful orientation on the formation of readiness for the organization of dialogue education in the future pedagogical activity in the students of higher education; context i.e. providing a link between the study of a theoretical course and the professional activities of a future teacher. The content of the module included the following topics:

Theme 1. Educational dialogue and its use in the modern educational process.

Theme 2. The purpose, content and structure of general pedagogical preparation of future educators for the organization of educational dialogue with children.

Theme 3. Communicative orientation of projects in the course «Teaching Methods of Preschool Education».

Purposeful work with students was carried out in stages. On the lectures, seminars, this information logically included in the structure and content of the training course, which allowed students not only to learn the educational dialogue theory, but also to realize the need to master the skills to organize it to ensure effective professional activity in higher education institutions.

The theoretical preparation of higher education applicants was to acquaint them in detail with the nature, functions, and types of educational dialogue, structuring the necessary interactions between the subjects of dialogue. We explained to future teachers the importance of properly formulated questions for conversation, discussion, debate; how to identify and resolve potential dialog interaction difficulties. Gradually their actions changed from reproductive to research. Therefore, the main element in working with projects was communication and problem discussion.

An important element in the future teacher professional development is his/her active participation in scientific and scientific-methodical activity. During the course of magistracy, future teachers need to develop a need for research activities, a willingness to independently create new educational and research projects that will be implemented in the original scientific searches of future specialists. At this stage, they should develop general scientific and research skills, namely: to perform a literary search, to compile a bibliography and to carry out a theoretical analysis of primary sources; substantiate the urgency of the problem, identify the contradictions between the data of science and pedagogical practice; clearly define the scientific apparatus of the research; apply scientific methods of cognition; substantiate the theoretical novelty and practical relevance of the study; logically build and conduct research; to have scientific language, to draw up the results of the study in figures and tables; prepare a presentation

or poster presentation layout; to defend the results of the research in an appropriate form, to organize their own cognitive activities.

The master's educational professional program includes two approximately the same components in scope: 1) educational and 2) research. At the final stage of study in the magistracy the students pass three types of practice: organizational and methodical, professional and pedagogical (assistant) and research (writing, project and defense of the qualification work).

In the course of studying at the magistracy, higher education students acquire knowledge about science, its relation to education and the society development; about the essence of scientific activity; the content and types of scientific and pedagogical research, intellectual property, basic requirements for the organization and conduct of scientific research. Gradually, students acquire professional skills of the future practicing teachers, the pedagogical disciplines teacher, who is ready to organize their own professional activities, including their own research. The result of this activity is the protection of qualification work. The main task of its author is to demonstrate the level of their professional qualifications, the ability to independently conduct a scientific search and solve specific research tasks, to analyze the obtained experimental data, to argue the results dynamics. Qualifying work is the intellectual property of its author.

The future teacher, by his/her own example, is convinced that to write a qualification, he/she needs to have a broad erudition, a fundamental knowledge base, to have a scientific research methodology, modern information technologies, acquisition methods, processing, storage and use of scientific information.

One of the professional training areas of the future educator is his/her readiness to control and evaluate the results of teaching undergraduate students. Indicators of this area are their ability to perform tests, questionnaires, analyze the results of exam sessions, compare the results with the data of previous years, identify positive (negative) trends in learning and identify their reasons, analyze the student competitions results in the field of preparation, etc.

Monitoring data at the end of the third semester showed significant positive changes in the levels of future teachers' readiness for their professional activity. These changes are reflected in Table 1.

Tab. 1. Dynamics of future teachers' readiness for professional activity

Monitoring stages	Readiness levels		
	Initial – reproductive	Basic – reconstructive	High – creative
The beginning of the second semester	55-60 %	40-45 %	–
The end of the third semester	10-15 %	60-65 %	25-30 %

The data obtained indicate that the graduates of the magistracy in the process of such training were aware of the need to create and implement appropriate organizational and pedagogical conditions that ensure the purposefulness, representativeness, objectivity and systematic control. Due to their experience, they have mastered the rating system in self-assessment of professional competences, which characterize their readiness, motivate to constantly improve their own achievements, increase initiative, responsibility, and creativity in independent professional activity.

Therefore, such a system of professional training of the future specialist allows the teacher of higher education institution to carry out individualization and apply differentiation of training.

Conclusions. Prospects for further investigation

The scientific and pedagogical experience of the authors on the problem of professional training of pedagogical disciplines teachers has allowed to systematize scientific data in this field of education and to present some of their own approaches and suggestions for solving our problem.

The experience of purposeful work shows that the andragogical model directs the activity of future teachers to the realization of educational goals of master's preparation for the professional activity; provides his/her natural cognitive need for self-education, readiness for educational, scientific, methodical and organizational activity.

Creating appropriate organizational and pedagogical conditions for the future teachers' professional training allows to take into account the level of each higher education student readiness to work independently, helps to develop in them reflection, self-criticism, an opportunity to organize themselves in educational and scientific teams, to take responsibilities, to bring the started to the end and to reasonably prove their position.

The results of this work prove the prospect of further scientific research on the introduction of other innovative technologies in the preparation process of the pedagogical disciplines future teacher and improvement of the appropriate organizational and pedagogical conditions for effective assurance of his/her readiness for professional activity.

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Vocational Training of Preschool Teachers

Liubov Kostyk, Tetiana Babiuk

The problem of communication in the information society is one of the most important. First of all, it is related to the educational sphere, because it aims at providing a comprehensive preparation of a person for the modern life in the world of various connections, communicative opportunities of social relations. Professional communication is the main form of the pedagogical process, the productivity of which is determined by the goals and values of communication accepted by all its subjects as the norm of individual behavior. It is revealed in the process of joint communication activity of people (subject-subject interaction), mediated by the exchange of information, in the process of which each of its participants acquires universal experience, social, pedagogical, communicative, moral and other values, knowledge and ways of communicative activity. He identifies, reveals and develops his own mental qualities, is formed as a person and as a subject of communication. In this sense, communication, communicative activity are important factors in a person's mental development.

Keywords: *communication, pedagogical language of the teacher, professional competence, linguistics, language culture.*

Introduction

At the present stage of development of Ukraine a special attention has been paid to the problem of creation of such an educational system, which would ensure the formation of personality of a new type with a high level of spirituality and culture, having the ability to think creatively, to identify his position among the others, to respond flexibly to changes in the environment and to be able to create them. One of the tasks of modernization of education in Ukraine is the formation of the linguistic personality, who would possess the abilities and skills to use language tools freely and creatively in terms of his needs, interests and intentions. Therefore, special importance is paid to the problem of training in the field of preschool education, which has been designed to ensure the education of active linguistic personality (Goncharenko, 2006), which would be

characterized by the mature desire to express himself, his capabilities, to reveal his individuality, peculiarity, his abilities, aptitudes and desires. The teacher possessing a high level of communicative linguistic competence should appear in pre-school institution as there is an urgent need to refocus the ultimate goal of mastering the native language from gnoseological aspect (rules, linguistic notions, and the like) to «communicative pragmatic» aspect, in terms of which the language will be primarily an instrument of self-expression and means of communication (Yermolenko, Matsko, 1995). One way of solving this problem is the professional training of the future teachers to develop communicative and speech skills of preschool children. So it requires new directions in the students' professional training.

Methods

The following methods in the scholarly research process have been used:

- General scientific – analysis, systematization, classification to summarize information from scholarly sources, which present the problems of the influence of Ethno-Pedagogy on the formation of a conscious citizen;

- Comparative – predicting the implementation of these methods of education and their creative use in modern education.

Discussion

A modern specialist of preschool education should not only speak competently, as noted by A.M. Bogush, but to be speech competent person who is able to use language adequately and appropriately in particular situations, expressing his thoughts, desires, intentions, requests and the like, to use intonational means of expressiveness of speech (Bogush, 2006), to own a system of knowledge, abilities and skills needed to help the child to solve interpersonal issues of verbal communication, to create such conditions under which the child will feel a desire to express his thoughts, feelings, moods, share them with peers and adults. At the same time, such specialist has to possess a high level of speech culture, mobility, subjective readiness for lifelong learning, as well as to have the ability of self-improvement, and to have a creative attitude to teaching. High speech culture of a preschool teacher is an important part of his professional skills, erudition, intelligibility. T.M. Kotyk has singled out the factors that effectively contribute to the formation of readiness of professional speech of future specialists. These factors comprise the structure and technology of learning, basing on the following principles: professionally oriented approach to the organization of learning, differential-systemic language

training, the formation of vocational readiness, the integration of system-descriptive and communicative-activity approaches to the construction of educational courses, and didactic resonance. Formation of vocabulary readiness, as the author notes, includes the following stages: formation of linguistic, linguo-didactic, communicative competence by means of purposeful use of disciplines of linguistic and linguo-didactic cycles, combined on the basis of professionally oriented educational training; • correction of acquired knowledge, skills, abilities in vocational activity, mastering the skills and abilities of pilot projects with children; bringing the training to the final state by means of a special workshop on the methodology of teaching the Ukrainian language, which is closely related to the disciplines of the linguistic and linguo-didactic cycles that have been previously studied and practiced (Kotyk, 1996).

The communicative aspect of pedagogical activity has been investigated by N. Kuzmina, O. Shcherbakov, V. Kahn-Kalyk, O. Leontiev, L. Savenkova and others. Partially, aspects of this problem have been disclosed in the publications by N. Volkova, S. Doroshenko, M. Andrianov, B. Kandynskyi, G. Pocheptsov and others.

Some studies have been devoted to vocational training, in particular, to the general communicative and vocational training of the teacher. We believe that the communicative component is an indispensable issue of the vocational training of preschool educators. This is due to the educational tasks of developing children's language ability (The basic component of preschool education, 1999), and the need to master the specifics of the teacher's communication.

New conceptual approaches to language education of children is the task to develop language ability, which is interpreted in the context of the formation of speech competence, requires appropriate teachers' training for professional and methodical activity. Such training, according to A. Bogush, covers the formation of different types of competences: linguistic, speech, communicative, vocational, vocational-communicative (Bogush, Gavryk, Kotyk, 2002).

Mastering the course «Preschool Linguodidactics» (theory and methodology of teaching children their mother tongue) as a professional methodical discipline, presupposes the formation of the following factors of professional competence: theoretical and methodological, linguistic, cognitive, linguodidactic, projective and diagnostic, corrective and axiological (Preschool didactics, Bogush, Gavryk, Kotyk, 2002). Their combination determines the content and structure of professional and methodological training of the preschool teacher/instructor, needed for the development of children's language abilities. At the same time, the

effectiveness of the use of linguomethodic competences depends on the level of formation of the teacher's professional language, his ability to carry out communicative, educational-communicative interaction with children.

Professional training of future teachers involves the mastery of the whole complex of communicative-speech skills. I.A. Lutsenko has developed the concept of training of future teachers the formation of the preschoolers' communicative-speech activity. The main role has been assigned to the pedagogical communication, the ability to hold speech in the context of person-oriented approach to teaching. Pedagogical speech embraces: didactic, educational, organizational, expressive, ethical, aesthetic, function of influence, ability to be a voice partner of a preschooler (Lutsenko, 2001). Future educators should be familiar with the speech characteristics of the sexes, because this knowledge will help optimize speech activity of the preschoolers in same-sex and opposite-sex groups. The identification of the child with the representatives of the relevant sex group, the desire to meet social, speech standards is an important condition for personal development of kids. For a long time, this work has been virtually ignored in Ukrainian curriculums, so the teachers had to self-navigate the issues related to the gender of a child. The modern vision of this problem requires teacher's knowledge concerning the formation of the traits of femininity and masculinity, use of speech means in respect of representatives of different sexes. Sex features in the speech of boys and girls must be taken into account by the teacher in the process of formation the preschoolers' communicative skills. Studying the course «Theory and Methodology of Development of the Native Language», future teachers should acquire knowledge and skills to:

- monitor, evaluate, analyze their own speech, to vary the speech statement in accordance with the goals;

- to master the methods and techniques of pedagogical influence, which develop flexibility and the adequacy of the speech behavior of a child, develop his ability to analyze emotional and informational content of communicative situations;

- to apply the acquired elements of diagnostics of the child's speech development , taking into consideration the child's history of life, age, sex and individual peculiarities;

- to choose samples of different genres of folklore, fine arts and literary works, to develop the imagery of speech;

- to model such communicative situations, which would require the child's flexibility, variability and creativity when using means of communication; to create a favorable communication environment;

- to develop children's language skills, speech experience of interaction with adults and peers;

- to foster in children respect for native language, culture of verbal communication;

- to carry out professional verbal communication with children on the principles of humanization and democratization, as well as person-oriented approach and the like.

Linguodidactic principles of using communication, as a leading methodological tool for language learning and language development, are the provisions of the communicative-activity approach. In particular, its implementation at the stage of preschool childhood is associated with the maximum approximation of the educational process, its components: objectives, content and methods to the real processes of communication, the development of communication as an activity, teaching children specific speech ways to achieve communicative goals in life situations when talking to the adults and peers, using spontaneous speech practice throughout the child's life in a pre-school setting for the purpose of communicative competence.

Its optimality and developmental potential is ensured by the high level of professional mastery of the components of educational and developmental communication by the teacher (Lubina, 2001).

The psychological principles of the formation of vocational and communicative skills as a condition for effective language learning and the development of children's speech are the studies by L. Vyhotskyi, O. Luria, S. Rubinstein, O. Zaporozhets, M. Lisina, T. Pirozhenko on the influence of an adult when communicating with a child and development of child's speech, as well as the interconnection of speech and communication development.

Specificity of professional activity of preschool teachers, who work with children of preschool age, puts forward its requirements to the most important characteristics that should be inherent in their speech, namely: spirituality, ability to lead the dialogue, content, orientation, normativity, imagery, emotionality (Wolfovski, 2001). We believe that spirituality is the main characteristic that should be inherent in pedagogical speech. Regarding the spiritual-pedagogical rule of «say things which can remain in the child's soul forever» the pedagogical spirituality is, first and foremost, the importance of each word addressed to the child, the anticipation and use of its influence and educational opportunities.

The need to study the pedagogical speech of the teacher, as a factor in the development of children's speech, was pointed out by E. Tikhieva and O. Fleorin. In particular, E. Tikhieva singled out both «cultural» and her own

methodical requirements for teacher's speech. She pointed to the need to reconcile the structure and content of speech with the age and development of children, their interests and experience, to regulate the pace and power of voice, to have methodical skills, the ability to apply techniques to influence the speech of children in different situations of communication. Especially modern is E. Tikhieva's demand for the caregiver's expression in his speech of interest, attention, love for the child, care for him/her.

The structure of the speech environment includes purposeful language learning and language development. K. Krutii considers the artificial speech environment as a methodical tool and distinguishes in the structure of the «educational speech environment» specially organized speech activity, joint activity of the adult and the child, independent speech activity. In the context of modern speech communication theory, we consider it necessary to broaden the meaning of the concept of «speech environment», and thus to encompass the totality of the means of speech communication and the conditions under which it occurs. It is important to take into account the fact, that the level of personal development environment created by the teacher depends on the nature of communicative orientation (dialogical or monological), style of communication (Bekh, 2003).

A modern feature of professional speech communication is its personal orientation. Such pedagogical communication satisfies the expectations of the child and urges the child to subject-subjective relations with the adult. It is based on the satisfaction of children's need for communication: understanding, compassion and empathy, the constructive use of the child's natural need in a good attitude of people who are meaningful to him/her. And as a consequence – the achievement of developmental effect in the communicative-speech sphere, the formation of internal motivational mechanisms of communication: the need for communication with adults and peers, the development of motives for communication, interests.

Communication at the personal level is possible, according to O. Leontiev, provided the teacher has personal motives for communication. This determines such a relevant area of study of pedagogical communication, as the formation of value-motivational determinants of interaction with children. Studies have shown that the degree of a teacher's benevolent attitude to children influences his or her choice of communication style – authoritarian or democratic. In particular, the kindness of a caregiver is a preference for a positive, emotional tone, the ability to mitigate negative appeals; flexibility – taking into account age and individual characteristics, status of the child in the group, refusal of stereotypical treatment; validity, motivation of the preschool teachers'

appeals, fairness of assessment testifying the reasoning. Speech means of communicative influence of teachers of authoritarian style are proactive negative assessments of a global character, non-tactful and rigid forms of treatment, stereotyped template assessments. It has been found that the style of communication is expressed in some form of speech, sometimes only because the teacher has no other examples, life and professional experiences of using humanistic speech communication. According to M. Lysina, specialized speech communication of an adult with a child serves as a communicative factor – a special, indispensable condition of its general and mental development. Specifically, the potential for speech development at an early age is the type of contact that is organized by an adult: emotional, voice and joint contact. These specific contacts create the optimal climate for the first words to appear, encourage the child to accept the speech task and to identify the means for solving it (Lisina, 2005).

In the psychological and pedagogical literature, the term «contact» is used to mediate the concept of «communication». Thus, characterizing the needs of the adults in communication, M. Erastov emphasizes the need for psychological contact, namely: personal, emotional, cognitive, activity. O. Kirichuk distinguishes between such types of contact as: spatial, mental, social and pedagogical. L. Savenkov introduces emotional and cognitive contacts into his structure, which he considers as the stages of development of pedagogical communication.

Analysis of different classifications of contact, as a structural unit of communication, shows that they can be implemented independently, serve as a prerequisite for the emergence of the following, more complex, to form a different purpose structure. Thus, a specific structure of specialized speech communication, aimed at creating conditions for the emergence and development of speech, is formed by contacts of an adult with a young child. We believe that these contacts are also vital in the process of communication with pre-school children, but they should be developed at a higher level than in early childhood, at linguistic, substantive and organizational levels, that should be deepened and developed. In such a condition, they can be considered as the sought-after structure of the communicative factor in the development of language ability in preschool children.

Emotional contact with an adult emerges in children shortly after birth and develops peculiarly. The criterion for making emotional contact is a positive emotional state of a child in the presence of an adult and the expression of affection addressed to him. The influence of emotional contact on speech development at an early age is determined by the fact that before speaking a child prompts the desire to imitate an adult, to do what

he/she does (Lisina, 2005). Emotional contacts are the main content of the situational-personal form of communication. But with the transition to higher forms of communication, their importance does not diminish, but rather increases, as the commitment of the child and the adult to one another in more complex forms of communication involves the assessment of practical actions and intellectual efforts, ability to engage in interesting activities and the level of understanding achieved. At preschool age, emotional contacts continue to act as an impulse for speech communication, as an atmosphere of emotional comfort is a prerequisite for the development of a child's language ability. Therefore, emotional contact, as a form of psychological contact, the stage of pedagogical contact, which directly influences the origin and nature of speech flow, is a necessary component of the structure of personal speech communication, which provides effective deployment of other types of contact.

An important component is the adult's contact with the child in the process of joint action. At an early age, practical contacts have a positive effect on the organization of the orientation of the child in the speech situation. Through such contact, the child identifies the key components of the situation – the adult, the subject of communication, oriented in the communicative-speaking task that he puts before her (Lisina, 2005). The experience of joint practical actions allows the child to master the next higher form of communication – situational-business, in which she learns ways to solve new communicative-speaking tasks. The positive impact of business contacts that are based on the interaction of speech and practice, in older preschool age is determined by the object-oriented nature of communication that arises in connection with the activities engaged in children: subject, play, work. The implementation of joint practical actions involves the organization of teacher's practical and speech interaction with children and children with each other. At the same time, the content of practical activity is the subject of organized communication. The tutor makes an interactive contact and through communication guides the practical activity of children, while developing their speech. Otherwise, the subject of his special educational actions is the achievement of speech interaction between children, the teaching of interactive activities of speech communication – planning joint actions, the exchange of business influences. Therefore, contacts in the course of joint actions in communication with children of preschool age turn into a more complex form of contact – interactive, in the course of which there is interaction between the educator and children, children with each other, and also in the interaction there is development of different types of children's activities.

The next component of the communication factor is voice contacts. At an early age, their importance in maintaining communication lies in the fact that they are an expression of the affective attitude of the adult and the child to one another, presenting him/her the possibility of using the sounds of voice for communication (Lisina, 2005). Voice contacts do not last long, and when the child learns first words, speech contact occurs between him/her and the adult. Speech contacts introduce the child into the world of language, communication, and open opportunities for speech in solving various tasks of life. The success of a speech interaction with a child during contact depends on the teacher's ability to interpersonal accommodation. Adaptation to the child, as a speech partner, can be either prepared or spontaneous, short-term or long-lasting. The understanding of the teacher's early and pre-school children's speech is based on prepared accommodation, during which the selection of content, forms of speech utterances and linguistic means takes place. The techniques of spontaneous adaptation involve changing of the rate of speech, voice, repetition of the question, reformulation of the question addressed to a particular child, correct answer, reflection of children's speech in the teacher's speech.

Speech contacts are pivotal in the structure of personal speech communication. The influence of teacher's communication on the development of language ability in children is most fully revealed here.

At times, students underestimate the role of language and speech process in their professional development and daily communication, although this is where their role is extremely high. Very often the responsibility for misunderstanding during communication is transferred to the partner, although both interlocutors use depleted vocabulary, carelessly formulate thoughts, poorly possess expressive means of communication, facial expressions and mime.

The term «culture of speech» is used to define a particular level of embodiment of speech in everyday oral and written communication. Important characteristics of the culture of speech are correctness, content, appropriateness, sufficiency, logic, accuracy, clarity, brevity, simplicity and emotional expressiveness, imagery, colorfulness, purity, emotionality. Proper pronunciation, free, easy operation of a word, avoidance of vulgarisms, words-parasites, stress on the main thoughts, phonetic expressiveness, intonational diversity, clear diction, measured pace of speech – are necessary elements of the language culture of personality. Formation of correctness is provided by trainings (exercises), work with dictionaries, special linguistic literature, writing of texts, listening and analysis of correct speech (Volkova, 2006).

Conclusions

Formation of the language personality of the preschool child requires a preschool teacher's practical skills necessary for the creation of the speech developing environment which would encourage children to express their feelings by verbal means. The students study theoretical course during the lectures and through independent study of basic and additional literature. Students must not only learn the material theoretically, but also develop skills to apply the theory in practice.

Effective mastering of knowledge and skills is possible only when there is the combination of different types and forms of work. Seminars are advantageously carried out with the use of active forms of learning. These forms are debates, discussion of abstracts and reports prepared by the students. The seminar-discussion is organized as the process of dialogic communication between teacher and students, in which a future specialist learns to express his thoughts accurately, gets the opportunity to defend his own point of view. Effective form of seminar is the discussion suggested by the students about the challenges that the future caregiver can face in practice. Using the principle of 'the round table' promotes the growth of students' speech activity, increases the number of the statements, the opportunity to bring everyone into the process of communication appears. These types of work contribute to the development of communicative abilities of students, encourage them to voice interaction. Classroom work is combined with students' independent work, which involves theoretical study of the required material, in particular scientific and pedagogical heritage, as well as practical implementation of several tasks aimed at consolidation of the acquired speech knowledge and skills. An important direction in the training of future specialists is the students' internship in preschool, where they have the opportunity to apply the acquired knowledge and skills and to become familiar with all aspects of the profession of an educator. Such an organization of learning will facilitate students to acquire the skills, necessary for the formation of the speech personality of a preschooler, namely:

- the ability to treat the word not only as a tool for child's reproduction of the information that had been heard from an adult, but as a way of revealing child's inner world;

- remember that the word is an individual category;

- be able to differentiate the concepts of «language» and «speech», give priority to the speech development of preschoolers, teach them to speak, to convey a variety of life experiences through words;

- focus not only on the active vocabulary as the main indicator of speech development of a preschooler, but also take into account the passive

vocabulary, since it is an important indicator of the personal formation of a pupil;

- to develop a speech personality in a broad life context;

– - to give more space in the life of the child to personal communication;

- to relate the development of speech to all spheres of the child's life: «Nature», «Culture», «People», «I», enrich the vocabulary of the child with new vocabulary (Kononko, 2005).

The vocational training of students is largely implemented in practical and seminar classes. The principle of joint activity in the process of group educational work is best implemented there, which provides collective efforts and conditions for the formation of students' communicative skills. During their conduct, the main task of the teacher is to create adequate professional motivation by identifying connections-transitions to future professional activity as a creative process. Therefore, the most effective forms of learning organization are the classroom and research activities (the ability to review, abstract, make annotations, reports, speeches). At the seminar, each student builds his or her presentation in one way or another according to the classical scheme: introduction – presentation – conclusion. Therefore, it is difficult to avoid repetition in the students' answers, there is actually a general conversation at 'the round table', and each student can speak with a broad thought and give a short reply, express approval, agreement or disagreement (Kurliand, Khmeliuk, Semenova, 2005).

Forming a socially active personality requires the use of non-standard forms of pedagogical interaction. One of the examples is a game as a means of developing the creative potential of a future specialist. Game activities perform the following functions: stimulating (arouses interest among students); communicative (mastering elements of communication culture of future specialists); self-realization (each participant of the game realizes his abilities); developmental (development of attention, will and other mental qualities); entertaining (having fun); diagnostic (detection of deviations in knowledge, skills, behavior); corrective (making positive changes in the personality structure of future professionals).

Game methods are multifaceted, and each of them contributes to the development of a particular skill in one way or another. Taking this into consideration, exercise games (crosswords, puzzles, quizzes), game discussions, game situations, role-playing and business training games have been singled out. Role play encourages students to reorient themselves. They realize that they are not just students who reproduce the content of the material studied to the audience, but people who have certain rights and responsibilities and they are responsible for the decision made. Teacher-

student relationships are replaced by player-player relationships, in which participants provide each other with assistance, support, creating an atmosphere that facilitates the assimilation of new material, students' acquisition of a particular activity (Fitsula, 2006).

Realization of educational-educational interaction, pedagogical influence of the educator on children is carried out by means of speech, so its specificity significantly influences the effectiveness of the communicative process. Because of this, the culture of speech is an important indicator of teacher's professionalism. Every teacher should constantly work on improving his or her pedagogical skills, minding that the results of his work depend on it. Therefore, it is necessary to pay more attention to the development of speech, to increase the requirements to his language culture, to develop the skills of effective communication, oratory.

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Impact of Museum Pedagogy on Educational Environment

Nataliia Filipchuk

The article is dedicated to development and consolidation of museum pedagogy in educational environment, growth of its impact on the young generation with the purpose of preserving national identity, encouraging love and respect to cultural heritage of the people. Use of a museum in educational process is seen as a novel technology of personal development by means of art. Forms and methods of interaction between participants of cultural-educational process, peculiarities of use of interdisciplinary and polyartistic approaches in building a cultural-pedagogical dialogue have been generalized. The article emphasizes that a significant factor of museum pedagogy is pedagogical mastery of workers of a cultural institution (museum) and an educational institution (kindergarten, school, college, gymnasia, university etc.). The phenomenon of «pedagogical mastery» itself in museum pedagogy is the main prerequisite for a productive dialog, communication with visitors.

Keywords: *museum pedagogy, museum, education, upbringing, culture.*

Introduction

Modernization of Ukrainian education, consolidation of the role of a museum in the life of modern society have made it necessary to perceive and evaluate the vast cultural heritage accumulated by humankind in a new way and form a need to communicate with it. Pedagogy, as science with certain theories and values, does not exist in isolated space, thus all processes which take place in culture have their impact on it. Currently pedagogy is getting more oriented towards humanistic, democratic and cultural values, anthropological approach to the variety of cultural achievements is gradually getting a higher priority. The system of national education is witnessing active changes, not only normative and structural, but also content-related. Integral approach to use of certain forms and methods of pedagogical influence is being widely used, its efficiency is being worked on.

Interaction of a pre-school educational institution, school with museums, theaters, enriches theory and practice of educational-instructional

process, contributes to formation of the system of values of the young generation. In these terms both museum and theater can do a lot for modern education. Self-awareness, self-development, self-fulfillment of an individual are much more successful if a child sees examples and paragons in culture and art, if a child makes a choice, organizes and researches on his/her own. Thus, democratic communication with the world of museums contributes to formation of the outlook foundation of a personality.

Theoretical basic

The received research outcomes helped define contact areas of museum pedagogy in the system of pre-school, school and higher education, specify functions and clarify main directions of development of museum pedagogy in modern society. Particularly important are individual elements of the system of educating children by means of museum pedagogy, its impact on formation of nationally conscious personality. It has been stated that peculiar attention from the side of education should be paid to popularization of museums, search of new forms of cultural-educational interaction, which is impossible without formation of society's respectful attitude to the values of museum culture, increase of its social status, building positive motivation of citizens, especially youth. Active implementation of museum pedagogy in educational process will contribute to overcoming of negative frequent practice of disintegration of cultural environment and educational institutions.

Discussion and research results

The statement saying that «a museum, as modern museum experts see it, is a special educational environment» is an axiom and cannot be discussable for Ukrainian pedagogy (Voronina, 2011). Significance of a museum lies not only in collecting, studying, storing, caring for a depositories and properties, but primarily in «transferring» museum culture to the society. Demand for it also created when one learns their history, spiritual and material cultural heritage of the People and the Humankind and thus is able to forecast their way to the future. Besides, the world in the XXI century is getting more and more contradictory, aggressive, with growing tendencies for threats and challenges. Political and technological solutions for providing stable growth of the world are not enough to humanization of the Human with efforts to establish the universal principle of ethical responsibility «for all which is alive».

That is why the process of increasingly persistent interference of culture in the content and philosophy of education is natural since through

culture and education problems of progress and humankind survival will be solved. This topic is getting even more sensitive in connection with the EU passing the strategic «Green Deal» (2019) which demands from all communities and states moral-ethical standards of behavior in Human-Nature and Human-World relationships.

Cultural paradigm in education is turning into one of the most important directions of Human «humanization» strategy. This point is quite topical for educational policy if you take into account that the European states in the XXI century place special emphasis on the role of culture and art. Society development, educating young generation is seen in the context of active implementation in the content of culture of cultural values, improvement of school art education. Culture is becoming that effective means with the help of which identity, international dialogue, understanding between states and peoples are kept and strengthened. A new task arises not only to widen a range of competencies for the young by creating better conditions for creative development, but also to educate self-respect and respect to «different» in the environment of European and world communities. All these stipulate need for activating cooperation of educational and cultural institutions, more persistent implementation of principles of culture compatibility in kindergartens, schools, namely through museum pedagogy as well.

With this purpose in mind in 2006 the European Parliament and the Council of European Union approved Recommendation on Key Competencies for Lifelong Learning (European reference framework) which include «cultural awareness and expression» (Recommendation, 2006).

«White Paper on Intercultural Dialogue» by the European Council (2008) emphasizes a significant potential which is held by cultural and educational institutions: museums, monuments, kindergartens, schools. The fact of the European Parliament passing the resolution of art education acquiring a mandatory status on all educational levels actualizes systematic introduction of museum culture, education, museum pedagogy in general European educational environment for more effective formation of key competencies by pupils.

It is a positive fact that in many European countries the ideas mentioned above are already being incorporated in school and pre-school curricula. For instance, a Romanian pre-school presupposes development of art education among young pupils through music, art, motivation talent show events being in a constant interaction with museum culture. What stimulates it (active cooperation of school and museum) is also syllabi of optional courses in Romanian language, national culture, civilization and mass use of information and communication technologies in modern study

process. European educational systems focus greatly on balance of real and humane (humanitarian) education and thus give opportunity to actively introduce in its content art classes, museum culture. In Poland a lot of attention is given to studying integrated art subjects (since 2001). In grades 1 through 3 music classes are held together with Polish language classes, folklore classes, dance classes, nature classes (songs about certain seasons) etc.. Main school curriculum has an integrated course in art and in gymnasia pupils study Polish culture for three years. Hungary can boast profound studying of art subjects. Music, choreography, acting, painting, filmmaking subjects in elementary school (main study curriculum) take 16% and in high school – over 10%. In high school gymnasia curriculum a music history class is mandatory. Extremely popular direction in art on all levels of school education is choir singing. Integrated studying in Swedish elementary schools moves to secondary schools, where the subject of art is studied over 3-4 hours. It is clear that all above said in structural, contextual and quantitative ways does not mean the mentioned approaches are optimal since paradigm shifts always take place, preferences change, new times call for new demands, challenges and needs. Still it is obvious that one cannot leave out, ignore culture (spiritual and material), experience, knowledge, beauty created by humankind. A person's intentions and actions (according to Christian ethics too) have to acquire not only state of god's acts, a god given art, but also a culture act. Culture is becoming increasingly in higher demand as a civilization valued for education. In a narrow sense, it is a key element of European reference framework of main competencies which are needed by people for self-fulfillment, social life and social unity. In a broad, global context, it is necessary for humankind to survive, interact and progress. It is worth mentioning that humanization of the world and own «I» has to be supported by both deep all-human values and values of national cultures, since even in the circumstances of globalization, integration and neutralization of many entity peculiarities needs for mutual learning, connecting, cooperation of local and national units will grow. As the Nobel laureate Czeslaw Milosz said, «it is a friendly competition of nations and each of them, even the smallest, is essential because together they are like rainbow colors…» (Milosh, 2015).

The above mentioned processes of art education, strengthening of culture constituent in the contents of education, starting from pre-school and elementary, prove that a required prerequisite for its improvement are museum culture and education. This phenomenon became visible in the early XX century in cultural-educational and science environment, when the new notion of «museum pedagogy» came into practice and theory connected with such German pedagogue-scientists and art experts as A. Lichtwark, A.

Reichwein, H. Freudenthal. In 1913, a noticeable event of international level took place in Mannerheim – the conference «Museum as an educational institution». Two decades later (in 1934) a German scientist K. Friesen was the first to introduce this term in science vocabulary. The newly created branch aimed at transferring cultural experience on the grounds of interdisciplinary and poly-fiction approaches through a pedagogical process in the circumstances of museum environment. Obviously, this discipline developed through museum culture on the intersection of culture studies, museum studies, pedagogy and psychology and aimed at activating educational and instructional work, starting from children of pre-school age and elementary school. It had universal character and good traditions behind, having started its history from first children's museums opened in the USA in the late XIX century. The first children's museum was opened in 1899 in Brooklyn (New York, USA), on the territory of Ukraine the founder of such institution in Kharkiv in 1920 became F. Schmit. Museum education in Ukraine had been developing long before this official date, though. On the Ukrainian lands, divided by two empires (Russia and Austria-Hungary), despite all difficulties, museums were being built. It was mainly thanks to the aware segment of the population, public organizations, that collecting and studying of cultural heritage was organized. Museum studies were seen as an essential constituent in preserving cultural and historical values, formation of national consciousness, intellectual, spiritual, aesthetic development, especially of the young. In the 1870s, a valuable museum collection was made up at the People's House in Lviv. From the beginning of its compilation in 1868, antiques were collected by «Prosvita», Stavropihiyskyy Institute and Shevchenko Scientific Society in particular. In the 1870s, this scientific and informative activity was strongly supported by I. Franko, M. Hrushevskyy, F. Vovk, V. Hnatiuk and many others. Later three museums were founded on this ground: a cultural and historical one, a nature science one and a museum of historical and military artifacts. Metropolitan A. Sheptytskyy created a church museum in Lviv in 1905 which was reorganized three years later into a national museum. Similar situation could be observed in other cities of Galicia, Bukovyna, Volyn and Transcarpathia. The following museums were created: in Chernivtsi (folklore); in Peremyshl (painting gallery); in Stanislav (seminary), as well as in Ternopil, Kolomyya, Mukachevo, Zalishchyky, Lutsk, Truskavets, Ostroh etc.

Famous Austrian researcher of the XIX – early XX centuries R.F. Keindl in his work «History of Chernivtsi» describes the current state of affairs in museum activity of Bukovyna, «Since University was opened in 1875, social life has had various new impulses which are very useful for

scientific research of the motherland. One outcome of such intentions is a regional library founded in 1851 and a regional museum opened in 1863. In 1888 an industrial museum was opened» (Kaindl, 2015). Museum institutions were a center of attention of famous educators, pedagogues, writers, sponsors, church leaders. Even then certain cooperation between newly-created museum institutions with educational institutions was observed.

Modern museum pedagogy implies different kinds of interaction of educational institutions with museums, as well as among participants of a cultural-educational process. Tours, lectures, museum classes, conferences, seminars, readings, presentations, meetings, museum workshops, «Open doors» days, museum quests, performances are used depending on the category of visitors, museum profile and mission, purpose and tasks which are being pursued by the museum or educational institution. A significant and defining marker is age category, as well as education level, and even place of residence. Ukrainian scientists who research the problem of a museum as an educational environment state that certain acceptable kinds of interaction are always formed according to characteristics of museum audience. In the workbook «Museum as a communicative and educational environment» (2017) it is stated, «For adult audience the museum offers the followings kinds: lecture, consultation, meeting, presentation, concert, memorial, conference, colloquium, training. For children the following events are offered: museum class, museum quest, interest group, study class, workshop…» (Verbytska, 2017).

Peculiarities of functioning of principles and directions of museum pedagogy arise on all stages, starting from a pre-school one and up to university and post-graduate ones. Level of professional competencies and requirements to pedagogical mastery are in high demand both in work with children of pre-school age and students or graduates.

It is worth mentioning that museum studies is being actively introduced in pre-school education system, so knowledge of young children's and their parents' psychology, analysis of socio-cultural environment, ability to use adequate technological and methodological tools and means, fulfilling concepts of educational character are becoming significant constituents for improving interaction in cultural-educational environment. This is encouraged by the purpose and a number of tasks set to museum pedagogy, the main one among which being creating high-quality conditions on the level of pre-school education for development of personality by means of versatile and multifaceted museum activity. Having analyzed Ukrainian experience of best pre-school educational institutions in terms of their interaction with museums, one can single out a number of

principal tasks which need to be addressed within the model «museum – pre-school educational institution». Among them will be the following: a) forming in children positive attitude to cultural-historical heritage by means of museum pedagogy; b) forming an image of a museum as a keeper of cultural-historical heritage artifacts; c) development of interest to museum exhibits; d) broadening and deepening children's knowledge by means of museum culture e) involving children of pre-school age in forming and keeping museum exhibit fund; implementation of active kinds of work by teaching staff; conducting cultural-educational work among children, parents, pedagogues, public; forming Ukrainian identity etc (Voronina, 2011).

Analysis of activity of a number of pre-school institutions in Ukraine shows development of positive tendencies in the area of museum pedagogy which are formed thanks to implementation of progressive pedagogical practices, scientific ideas, those of Ukrainian and European pedagogues in particular, integrated approaches to using museum science, pedagogy, psychology and culture studies knowledge. A positive effect is that on the level of interaction of museum culture and a pre-school educational institution a significant component of search and research activity is being established. Such direction, despite peculiarities of pre-school children's age and psychological state, has become an essential constituent of child's development tanks to implementation of best samples of national and foreign education experience, the system of pre-school education by Sofia Rusova in particular. On all stages of search and research kind of work forms and kinds of museum communication, content component had as support thorough scientific-methodological grounds, high-quality knowledge of children's psychology, effective technological mechanisms with the purpose of waking interest in child's nature to culture in museum environment. An obvious theoretical and practical outcome for pedagogical staff of pre-school educational institutions has become thoughtful and systematic application of this scientific-pedagogical heritage which resolves an eternal conflict of the optimal balance of rational and emotional components in the early period of personality formation. It is an essential part in the system of activity education process, interaction of a kindergarten and a museum.

Though Sofia Rusova did not formally cover the notion of «museum pedagogy» in her pedagogical work, her ideas and conclusions are very reasonable and topical for the modern period. They give understanding of optimization of contents, volumes, value characteristics in the process of child's entering the world of museum culture, educational-instructional environment. She wrote, «An interesting question arises before us after we

have proven to ourselves that education is needed: what exactly should claim the most of our attention – body, feelings or mind?» (Rusova, 1996). Then she furtherly develops her idea that the two directions, the two opinions of the priorities for person's education had been coexisting in pedagogy since long ago. The first one focused on determining significance of mind, intellect, thought, cognition; the other one, on the contrary, had development of will, emotions, feelings as its priority. Both these tasks are in fact crucial in personality formation within the idea of development of a person, a citizen, a professional. They are in an unbreakable union, mutual dependency and both contribute to personality development. All social institutions, starting from family, school, church, community, in one way or another, to a certain extent, possess the potential of impacting a person from the youngest age. Museums, culture institutions, school take up a prominent place in this process. A museum, as no other institution, in cooperation with an education institution, has a unique potential to considerably influence a person's intellectual-emotional growth while enhancing, assisting this spiritual need by «culture material» a museum holds. Thus, the need of society, family, school, personality stipulates the contact, connection, interaction with those social institutions which possess the ability to «feed» culture. What is important, «culturing» as a result of interaction of museum environment and a visitor, can take place on any stage of human evolution. One should support the approach which says that educating personality is necessary (and possible) starting from youngest age when basic psychic reflexes are expressed and emotions, psychomotorics, impressions are not impacted by considerable defects and deformations. Rusova says, «in these years children are most open to impressions and one has to take care of those impressions, encourage all abilities and provoke independent thought in order to process all the impressions, satisfy activity need and educate good social feelings. In this period a child perceives more than he or she can in later years…» (Rusova, 1996). Thus, Rusov's pedagogical concept deals with an important aspect of educational-instructional, cognitive process in which a child has to be involved since early, pre-school age. The abovesaid is a weighty reason for justifying implementation of the principles of museum pedagogy in the system of pre-school education. Engagement of cultural, artistic, ethical and aesthetical contents contained in museum environment is reasonable and has its psycho-pedagogical grounding. Practical experience acquired by numerous Ukrainian pre-school educational institutions proves quite high efficiency of educational process built on cooperation and interaction with museums which were created and are functioning both in educational institutions and outside them.

This tendency, aimed at activation of educational work with children of pre-school age through museum culture, has a universal character and good traditions, having started its history from first children's museums opened in the USA in the late XIX century. The practice of cultural-educational interaction on pre-school education level is widely used in neighboring countries – Romania, Poland, Slovakia, Hungary… Contact with culture, history, art, offered in those forms and by those means, which take into account age and psycho-physiological peculiarities of pre-school-aged children, speeds up and increases intuitiveness of child's sense, process of its transformation into interest and motivation. The more clearly and interesting a museum subject, exhibit, display is presented, the more masterfully a museum pedagogue as a psychologist, methodologist, museum scientist builds a dialogue and interaction with young visitors with subject-subjectivity in the niche of museum pedagogy, the more chances a museum gets to be «the third home» for family and children.

Of course, introduction of museum pedagogy in pre-school education system possesses lots of constituents of social, psychological, organizational-pedagogical directions. First and foremost, it is important to resolve the issue of engagement of pre-school-aged children in social education, which currently equals to 56% in Ukraine. Another important aspect is the problem of accessibility for population, including young and pre-school-aged children, to cultural institutions (museums). Not enough public attention is paid to the issue of introduction of museum pedagogy, with consideration for positive foreign experience in this area. Contents of pedagogical education needs improvement according to the requirements of the time, and systems of national education require strengthening of culturological content thus modernizing the system of training and retraining of teaching staff, museum experts within global processes of education «culturing». Children have their natural interest, so they constantly need new knowledge, impressions, hobbies. Thus, big-scale socially significant task of modern pre-school and elementary education is to optimally engage in educational-instructional process 4,000 museums controlled by Ministry of Education and Science of Ukraine, as well as most industrial, departmental, communal, national ones, the majority of which are aimed at children's and youth audiences.

It is true that one needs to create and know such places and museum spaces which could be interesting and at the same time informative for children. For effective introduction of museum pedagogy in instructional and educational process it is important to correctly select a cultural institution – a museum which possesses the quality of being in demand among children and youth. For instance, in Kyiv among them there is

«Magnet» interactive museum – first in Ukraine educational and entertainment center for children, created for studying (in the form of a game) science laws and natural phenomena. The main part of this interaction is children's active participation in a scientific experiment, and every exhibit, museum item, offered for examination, is accompanies by an explanation, a dialogue interaction among a museum expert, a pedagogue and a pupil. Same approach is used for tours, museum classes in «Pyrohovo» ethnographic museum, «Ukrainian Village» ethnographic park museum where six historical-cultural regions of Ukraine are presented: Middle Naddniprianshchyna, Podil, Polissia, Slobozhanshchyna, South and the Carpathians, «Savka Hamlet», «Sea Fairytale» Oceanarium, Kyiv Museum of Railroad Transport, «Eden Garden» display at the National Botanic Gardens named after Hryshko, Metropolitan Museum. Especially popular are popular scientific works in the National Nature Sciences Museum of the National Academy of Sciences of Ukraine, which is over 100 years old and where over 30,000 exhibits are currently on display telling about life on Earth, evolutional processes, peoples which populated Ukraine in old times, as well as Kyiv Planetarium, astrological school, astrological art room. Practice shows that emotional impact on children is quite strong since the «Great Zeiss IV» device is installed there which lets see around 7,000 stars of Northern and Southern hemispheres. It is essential for educational-instructional and creative process that the planetarium has an astrological art room (an art room for space painting) for children aged 4-11 and an astrological school for children aged 6-11. The planetarium conducts classes on astronomy, geography, nature sciences. A space café, a play zone, a spherical cinema where one can watch starry sky demoes with spherical movies, digital slides, videos etc. create artistic and dialogical atmosphere in the environment of museum culture.

Original forms and methods of educational work are typical of cultural-educational interaction of a pre-school educational institution, a school and a museum in Lviv museums (state nature sciences museum, glass museum, «Secret drugstore» interactive museum, museum for people's architecture and everyday life items, «Arsenal», «Under Black Earle» drugstore museum which is the oldest and the only acting in Ukraine and Europe drugstore and museum); Kharkiv museums (nature museum, railroad museum, museum of scientific discoveries, doll museum, historical museum, literature museum, maritime museum, planetarium, House of Scientists where science clubs for children and adults work); Odesa museums (museum of interesting science, paleontological museum, wax figures museum, football museum, museum of anchors, Odesa observatory, geological-mineralogical museum, Odesa movie studios,

museum of modern art, museum of fleet, historical and culture museum, museum of rare books, art museum, literature museum, numismatic museum, archeological museum «Steppe Ukraine») and many other cities of Ukraine.

For effective interaction of a pre-school educational institution (school) with museum environment it is important to create a model of optimal communication of the museum with users for each particular case, which is one of the most essential issues of museum pedagogy. A museum status, its intellectual and content possibilities, visitors' «quality» stipulate the level of precision. Depending on specifics and conditions of museum environment, a degree of scientific information, accessibility, number of details, educational impact, motivation of a child (pupil). In connection with this, it is necessary to hold an important and essential approach when museum communication, that is a «conversation», «dialogue», «expression» have to match interests, level and abilities of the consumers (recipients). «Scissors» (mismatch) between two interdependent and interrelated subjects in the process of interaction lead to failure in achieving the goal. Even high level of professionalism in knowing a certain subject, problem or phenomenon cannot guarantee success in perceiving cultural phenomena. Too «intellectualized» information and a professional's «speech» not always can be «heard» by a child. The point is not to ignore principles of scientific approach and objectivity, but to consider physiological, age, psychological, intellectual, social characteristics of the visitors. Thus, it is about keeping to the crucial pedagogical principle – accessibility. Ukrainian Pedagogical Encyclopedic Dictionary defines it as follows, «accessibility (feasibility) is a didactic principle according to which studying is built with consideration for pupils' level of preparedness, their age and individual peculiarities. According to this principle, pedagogically grounded programs, workbooks and teaching methods are made. The precondition of conscious knowledge acquisition and activity is study material accessibility…» (Honcharenko, 2011).

Museality is able to work if main pedagogical principles are taken into account while communication is performed. Not only the accessibility principle should be considered during a contact, a meeting, a dialog with children, young pupils who do not possess proper life experience. Subject-subjectivity in the process of interaction is also essential. As famous European museum experts have it, «communication is transfer of information with the help of signs or systems of all kinds which requires an addressee…». and cannot only be seen as simple transfer of information (Vaidakher, 2005). Effect of communication depends on character, style, interaction method between (minimum) two subjects – a speaker and a

recipient. Thus, on the level of both general and museum pedagogy cooperation and collaboration are required. This is a general didactic and methodological rule that is applied to all categories of an educational process. Productive action, interested position, mastery in perception or transfer of knowledge information will always not be enough from one side only. It is necessary to create the atmosphere of subject-subjectivity in the process of cognition, studying, instructing, educating. Famous Ukrainian pedagogue I. Ziaziun, while grounding ways and means for achieving scientific-pedagogical and educational outcome, wrote that «for motivating a cognitive process and forming the outlook one should encourage education turning into self-education, studying into self-studying, education into self-education. That is why mastery of a pedagogue (museum pedagogue – author's remark) is stipulated by three constituents: theory, technique and methods of working on study material, its organization and implementation into action» (Ziaziun, 1997). Without knowing «the material», which should be understood both as museum culture and people – museum visitors, it is impossible to form the atmosphere of cooperation, process subject-subjectivity, pedagogical interaction. Impact has to be made through cooperation, taking into account significance, topicality of the museum material, as well as methods and forms of «communication» between a museum expert – pedagogue and a visitor. A pedagogue becomes similar to an actor who has to carefully consider of number of criteria which should be applied when working with people. So, as famous European museum experts believe, one has to adhere to minimum four elements during parties interaction: «quantity (as informative as is needed), quality (truthfulness), relevance (only what is important for communication), manner of speaking (be clear)» (Ziaziun, 1997). When a deep layer of museum culture is on one side and a museum visitor is on the other side, especially when the visitor is a pre-school-aged child, a schoolchild, who came to the said environment for cognition, excitement, research or pure satisfaction, possibly even without motivated wish, then it creates high requirements to a pedagogue, a museum expert. Even their natural abilities and potential do not guarantee success. Work and self-improvement, which mill make them masters, are required. Only such masters are able to awaken a thought, persuade, excite, invoke aesthetical and ethical, citizen's feelings. Pedagogical goals are often fulfilled through performing artistic action, as a professional combination of many creative features of a teacher, in order to impact Person's feelings, though and spirit. That is why it is logical to compare performing and pedagogical professional mastery. V. Nemyrovych-Danchenko wrote, «Performing art is unbelievably complicated, and the things that let an actor possess audience's attention are versatile: contagiousness, personal charm,

intuition, speech, plasticity, gestures beauty, ability to embody a character, work, love to what they do, taste etc.?» (Nemirovich-Danchenko, 1953). For education, manners, mastery of a pedagogue there are no trifles, secondary things, since pedagogical culture consists of a full range of quality and required characteristics. It is worth understanding that successful «transfer» to community of museum culture can only be performed with high pedagogical culture.

Grounding on the underlying principles of pedagogical classics, one should single out significant aspects of features a museum pedagogue has to have for effective cooperation. A mandatory rule of behavioral norm is continuous improvement a pedagogue has to do in various facets of professional action, in spite of natural potential. In order to pursue this goal, not only assiduity, but also moral-ethical education, internal and external «neatness», «high culture» have to make an essential element of the individual characteristics, which will considerable enhance subjects' interaction. In connection with the above said, criteriality in professional activity and pedagogical mastery assessment has to be widened because a relationship, communication, as well as impact of a subject of museum environment, have to presuppose multicomponent action – intellectual-cognitive, psychological, moral-ethical, methodological-technological, aesthetic, outlook-forming, which are interconnected. Compatibility of a pedagogue and a pupil is built on similar qualities and impacts a pre-school child, a pupil, a student morally, aesthetically, intellectually, spiritually. During the communication it is necessary to possess good vibes, kind intentions, creative mood, natural attitude and sincerity. Social demand, «collective mood» also considerably influences assessment of phenomenon, object or fact essence. Natural subjectivity in attitude to museum exhibits is defined by: a) qualitative characteristic of a museum subject; b) level of a museum expert (a pedagogue) preparedness; c) a visitor's individual state; d) social needs, challenges of the time etc. Specialists claim that «one subject can be semantically described in a number of ways, not only depending on the mood of an individual who is looking at it, but also on the society which is using it and its collective thoughts». In fact, interpretative exhibiting of authentic (and not only) objects as one of the main communication directions is mainly stipulated by particular social-political regime, tasks and goals of the social environment which created and is accompanying functioning of the museum. Having defined an outlook-forming, ideological and knowledge paradigm, having provided selection, audit and storage, society (state) has to provide access to cultural values, to make contained information public and open.

It has been practically proven that communication can be either ecological, that is successful, or unecological (unsuccessful), conflictogenic, destructive. A museum pedagogue has to possess lots of qualitative characteristics and communication sides, namely: a) communicative, when exchange of information takes place between those who communicate; b) interactive, when organization of interaction between individuals takes place; c) perceptive, when process of intersubjective perception and cognition takes place, with communication and the atmosphere of mutual understanding.

In addition, quality of another very important constituent has to be ensured for reaching optimal communication – museum display. Firstly, a museum collection (fund) has to hold such resource of cultural values, museum exhibits, on the grounds of which one can compile displays of various kinds and themes. The point of existing and functioning of this social institution lies in its ability to display available objects and thus prove that they are stipulated by social or individual interests. That is why museum display is a dominant element of activity and functional interaction among museum subjects. This expressive means against the background of various kinds of supportive museum forms of sharing knowledge, information, valuable elements is the most essential and has no alternatives in the context of achieving an educational goal. Museum display is a dominant factor in the system of communication process. The quality of its compilation and compliance of its presentation for public display with the principles of pedagogical mastery determine formation of a person's consciousness as a motivational ground for an action, development and establishment of the system of values, acquisition of new knowledge, support of a citizen's position. While the main mission of the museum as a social and cultural institution is development of a person, society, state according to the established values, museum pedagogy is an optimal means (tool) for this action through contact and interaction with museum environment, museum exhibits. As a pedagogical subject, it embraces a wide range of education aspects – intellectual, humanitarian, spiritual, ethical, aesthetical, civil, ecological (Vaidakher, 2005).

Effectiveness of museum pedagogy in action in pre-school, school or museum environment increases firstly on condition of an optimally compiled display which proves understanding the topicality of certain problems and tasks; secondly on condition of proper level of preparedness of museum employees (pedagogues) in broad context; thirdly on condition of certain potential of cultural-historical values of a particular museum collection as a basis of display presentation. Such displays, which are the reflection of challenges of the time, social requests and needs, have been corrected and transformed by a shrewd museum pedagogue, are able to

«speak» to the visitors (pupils). The mentioned forms of activity (interaction) can ensure a high-quality result in the case when a museum tour guide, a teacher will be able to provoke in certain audience motivated interest while forming a subject-subjective relationship in the process of phenomenon, fact, tendency studying and cognition.

Thus, concluding from what was said above, it is necessary to single out in this context an extremely important factor of museum pedagogy – pedagogical mastery. One should consider significance of this qualitative characteristic for an employee of both a cultural institution (a museum) and an educational one (a kindergarten, a school, a college, a gymnasia, a university etc.). In museum pedagogy such phenomenon as «pedagogical mastery» is a main sign that communication, a dialogue with the visitors can be productive. A communicative function is becoming a poor and ineffective one if in a particular educational-instructional situation a teacher, a pedagogue, a tour guide do not possess mastery of using methods and means of pedagogical interaction.

Most profound and systematic knowledge requires from a pedagogue skilled reflection since even mastering technologies does not makes one a master. In order to become one, it is necessary to possess personal professional uniqueness, have own activity style, conceptual professional thinking and outlook. High mastery is a prerequisite in the process of transferring to a subject knowledge and value attitudes, which find their place in spiritual and material culture (national, all-human). That is why specialists in the area of museum pedagogy add to the qualitative score of «knowledgeability» «methodology» of knowledge of an employee who creates in museum environment. Criteriality of the score lies in knowledge, positions, abilities, attitudes to «somebody» and «something. A personality of those who perform communication with «others« in cultural-educational (museum) environment is evaluated from the point of view of intellect and professional competencies, technological-methodological abilities, psychological level of preparedness with clearly expressed «I«-positive concept. So, the essence of pedagogical mastery is supported by intellectual, psycho-pedagogical, methodological-technological and mandatory civic constituents. It is the connection of such qualitative characteristics of a pedagogue-museum expert, a teacher which ensures a possibility to successfully «perform a reflective management of children's development«. Another not less important function of positive psychological attitude of a museum pedagogue is internal demand for self-development, mastering new knowledge, encouraging to search more optimal forms, methods, means, technologies in cultural-educational museum environment. The higher is the

subjects' level of culture, the more perfect is rational-emotional perception of the world.

Conclusions

Modernization of education, starting from pre-school education and elementary education, requires significant changes in the contents of educational-instructional process defined by basic national and European legislative and normative documents. It requires broadening of educational space, involvement of new social-cultural institutions in educational-instructional activity and improvement of pedagogical technologies, especially wider use of high potential of museum pedagogy.

The key prerequisite for organization of informational, educational-instructional, research work of a museum and an educational institution is pedagogical mastery of museum and school workers. Its peculiarities (by contents, form and methods) are defined by both museum kind or profile and target audience and their interests, as well as by social demands. Interaction of cultural (museum) institutions and educational institutions has to be based on gnoseological and axiological principles.

Modern researchers, scientists-pedagogues see the stated goals and motivations in the context of high-priority tasks of museum pedagogy, while its functionality and action are especially important for pre-school and elementary school levels of school education.

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PART 2
SPIRITUALITY, HISTORY
AND MODERNITY
IN THE CONTEXT OF THE
EDUCATIONAL PROCESS

European Partnership for Promoting Mental Health at School – Opportunity for Teachers Personal and Professional Development

Aurora Adina Colomeischi

Introduction

Considering the actual living environment on the global dimension as being extremely challenging, life giving to each person many occasions of confronting with difficulties but in the same time giving each one the opportunity to find solutions, to strive and to develop and flourish, the large community of thinkers and educational politicians bring out the idea of a specific education for the 21ˢᵗ century. It is already known that the future is uncertain and it can't be predicted. The people need to be open mind and to be ready for it. But a question arises: How the new generation could be ready for a future which can't be predicted? In a position paper E2030 an international group of specialists try to offer an answer to these complexity of an unpredictable future (OECD, 2018): students will need to develop curiosity, imagination, resilience and self-regulation; they will need to respect and appreciate the ideas, perspectives and values of others; and they will need to cope with failure and rejection, and to move forward in the face of adversity; their motivation will be more than getting a good job and a high income; they will also need to care about the well-being of their friends and families, their communities and the planet. The Organization for Economic Co-operation and Development (OECD) has launched *The Future of Education and Skills 2030 project (2018)* which is trying to find answers at least for two main questions: 1) What knowledge, skills, attitudes and values will today's students need to thrive and shape their world? 2) How can instructional systems develop these knowledge, skills, attitudes and values effectively? Education 2030 shared vision states that in an era characterized by a new explosion of scientific knowledge and a growing array of complex societal problems, it is appropriate that curricula should continue to evolve, perhaps in radical ways.(OECD, 2018) The main goal of the future education is to help every learner to reach his/her full potential, to develop as a whole person and to build a future of well-being of individuals, communities and the large planet. We could notice this requirement and the

future students to become more aware of their social responsibility not only for themselves and their small communities but also for the entire planet. It is needed of a concentered energy derived from all over the people to maintain the healthy planet and to face the dangers which are over the world.

Education 2030 Project

The premises of Education 2030 consist in some challenges detected as being prominent into nowadays world: environmental (such as global warming), economic (such as the consequences of the rapid growing of the scientific knowledge, financial interdependence, cyber-security, privacy protection) and social (continuous growing of population, migration, reshaping countries and communities, terrorism, wars). Now we could add to all these the pandemic situation confronting all over the world. Being aware of all these challenges it appears a need for broader education goals, focused on the individual and collective well-being, the concept being related more to the quality of life than to the wealth and access to the resources. This means «health, civic engagement, social connections, education, security, life satisfaction« (OECD, 2018, p.4) Education has a tremendous role in providing the development of the knowledge, skills, attitudes and values that enable people to become active, responsible and engaged citizens. In order to navigate through a complex and uncertain world, students need to be equipped with strong tools, and the representatives call it learner agency – agency which requires the ability to frame guiding purpose and identify actions to achieve a goal (OECD, 2018). A concept underlying the learning framework is «co-agency» – the interactive, mutually supportive relationships that enable learners to progress towards their goals. Co-agency is derived from the teachers' awareness upon the fact that the students need to be recognize as individualities but also they need to be acknowledged within their entire network of relationships. Agency could be developed at least through two ways: first is a personalized learning environment (each student would cultivate his/her own passion, will develop his/her own learning project, individually and in collaboration with others) and the second is building a solid foundation through literacy and numeracy, digital literacy, data literacy, physical health and mental well-being. The OECD presents a learning framework for the 2030 that shows how the future students will navigate their lives and the world:
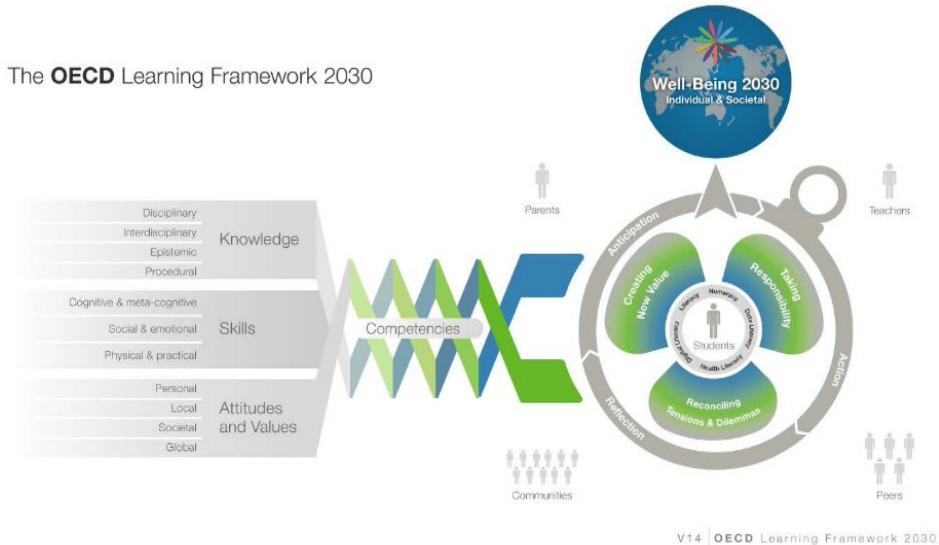
Fig. 1. The OECD Learning Framework 2030 (2018)

The OECD Education 2030 project (OECD, 2018, p.6) has identified three types of competencies, the *transformative competencies*, which are going to address the necessity for young people to be innovative, responsible and aware. These are to be:

- Creating new values – adaptability, creativity, curiosity, open-mindedness

- Reconciling tensions and dilemmas – systems thinking, thinking and acting in a more integrated way

- Taking responsibility – acting ethically, self-regulation, self- control, self- efficacy, responsibility, problem-solving, adaptability.

All these complex competencies are going to be developed within a framework consisting in reflection, anticipation and action. Reflection is important to analyses things from different perspectives, anticipations mobilizes cognitive skills to foresee what would be needed in the future. After these process of reflection and anticipation, responsible action will contribute to the development the inter-related competencies necessary for engagement within the world.

European Council Recommendation regarding the key competences for 2030

The Recommendation (2018) suggest that the member states should support the development of key competences paying special attention to:

raising the level of achievement of basic skills (literacy, numeracy and basic digital skills) and supporting the development of learning to learn competence as a constantly improved basis for learning and participation in society in a lifelong perspective; raising the level of personal, social and learning to learn competence to improve health conscious, future-oriented life management; fostering the acquisition of competences in sciences, technology, engineering and mathematics (STEM), taking into account their link to the arts, creativity and innovation and motivating more young people, especially girls and young women, to engage in STEM careers; increasing and improving the level of digital competences at all stages of education and training, across all segments of the population; nurturing entrepreneurship competence, creativity and the sense of initiative especially among young people, for example by promoting opportunities for young learners to undertake at least one practical entrepreneurial experience during their school education; increasing the level of language competences in both official and other languages and supporting learners to learn different languages relevant to their working and living situation and that may contribute to cross-border communication and mobility; fostering the development of citizenship competences with the aim of strengthening the awareness of common values, as referred to in Article 2 of the Treaty on European Union and the Charter of Fundamental Rights of the European Union; increasing the awareness of all learners and educational staff of the importance of the acquisition of key competences and their relation to society.
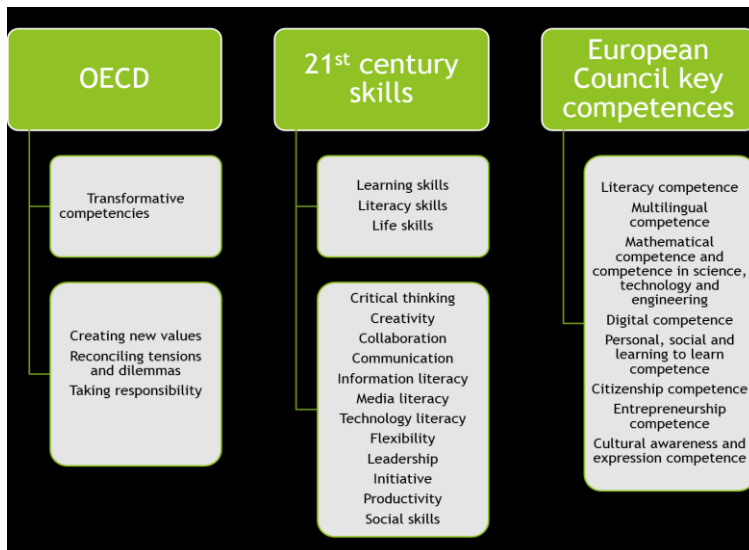
Fig. 2. Competences for the curriculum development

PROMEHS – A European Project – development of a curriculum to promote mental health at school

European Union through its Educational Program ERASMUS+ offers the great opportunity to develop strategic partnerships in order to enhance, optimize or develop new educational policies and practices. In this section we intend to present a recent partnership experience which is in working progress and which is intending to promote a new educational policy to foster mental health promoting at school, beginning with the preschool education and continuing with primary and secondary school. The partnership is comprised by universities and local political agencies from 7 European countries and will develop a research based curriculum for mental health promotion.

This curriculum is based mainly on the key competence which refers to the personal, social and learning competence. This includes three specific aspects:

- Personal – self-awareness, physical and mental well –being
- Social – interpersonal, interaction and working with others
- Learning – lifelong learning strategies and career management skills

An overview of recent and on-going projects funded by the EU European Commission and academic literature reviews (Cefai et al., 2018) shows the interest and the need to integrate this set of competences and skills into the curricula of European education systems.

Development of social and emotional competences is indicated as one of the key aspects of inclusion in schools and school systems (Downs et al, 2017). The evidence furthermore shows that academic learning and social and emotional learning support one another. Social and emotional education enables students to regulate their emotions and deal with stress, cope with school requirements, solve problems more effectively, have healthier relationships, and work more collaboratively with others, providing thus a foundation for effective learning and academic success (Cefai & Cavioni, 2014). A meta-analysis of over 200 studies (Durlak et al., 2011) reported that students who participated in social and emotional learning programs, scored significantly higher on standardized achievement tests when compared to peers who did not participate.

Taking into account these considerations the PROMEHS Project is focused to provide a social-emotional frame of learning, using experiential methodology to enable children to be more aware of their own personal life, to act more consciously, to interact in the most appropriate ways with their peers and adults, to cope with difficulties and to overcome the mental challenges.

The EU Framework for Action on Mental Health and Well-being (2016) recognizes mental health promotion at school as one of the main priority of the public health agenda. Schools are an ideal setting in which to promote mental health for children and youth, providing an opportunity to reach large groups of children during their formative years of cognitive, emotional and behavioural development (Weare, 2000).

Although a number of initiatives aimed at reducing mental problems at school have been carried out in the last decade, a review of the current educational national policies in many EU countries reveals a lack of priority to wellbeing in schools as well as lack of comprehensive evidence-based programs to promote mental health in schools (Cefai et al., 2018; EC, 2016). Furthermore, mental health policies have not been assigned the same importance and priority across EU Countries.

Furthermore, a large number of scientific studies underlined that students learn more effectively, including their academic subjects, if they are happy in their work, if they are able to manage negative feelings and believe in themselves, when like their teachers, when they build positive relationship with peers and feel school is supporting and caring them (Weare, 2000).

In the school context, mental health promotion is more than the prevention of mental illness and it is not just only about preventing bullying, violence and at-risk behaviours, it also becomes about encouraging all who learn and work in schools to set and fully achieve their academic and life's goals, to love, to feel joyful, satisfied, full of life and to care about others.

Mental Health Promotion in schools is related to creating supportive and caring environments that promote and sustain positive mental health for everyone, both students and school staff.

The literature, in line with the WHO's framework for mental health (WHO, 2017), suggests a whole school approach to mental health promotion and prevention, including both curricular and systemic approaches, focusing on all children at universal level, including students, teachers, school leaders and parents, and addressing the issue specifically in the curriculum as well at classroom climate and whole school levels (Weare & Nind, 2011; Cefai, Bartolo, Cavioni & Downes, 2018).

The main aim of the PROMEHS project is to develop an evidence-based curriculum to promote positive mental health at school. The curriculum will seek to enhance the social and emotional well-being of students, improving their attitudes towards self, others, and learning, as well as reduce conduct problems and aggression, emotional distress and anxiety. The curriculum will be developed on the basis of existing knowledge on what has been found to work in mental health promotion in schools, both in

terms of content as well mode of delivery and implementation (eg. Weare & Nind, 2011, Durlak et al, 2011).

Teachers are now facing a range of new challenges to address students' emotional and social needs. PROMEHS will provide high-quality training for school staff as one of the most impacting and effecting factors in mental health promotion in school (Durlak, 2015).

PROMEHS will provide a systematic framework for the development and implementation of a universal curriculum, including a theoretical framework, activities for students, teachers and parents and guidelines for the school community and policy-makers. The findings and outcomes will then serve as the basis for national educational policies in the Member States in relation to mental health promotion in school. PROMEHS will be implemented in the six partner countries: Italy, Croatia, Greece, Latvia, Portugal, and Romania.

The theoretical framework underpinning the experimentation methodology is the *evidence-based intervention* approach. The effectiveness of PROMEHS over time will be demonstrated in rigorous scientific evaluations using the training study methodology.

PROMEHS curriculum

The curriculum will cover three main area of addressability: two of them represents the promoting mental health dimension, and the third is related to prevention dimension. The first two areas are described by the social – emotional learning approach, based on the CASEL SEL model, the second is related to resilience enhancing through school education. The third part of the curriculum is designed to meet the needs of prevention related to externalizing and internalizing mental health problems.
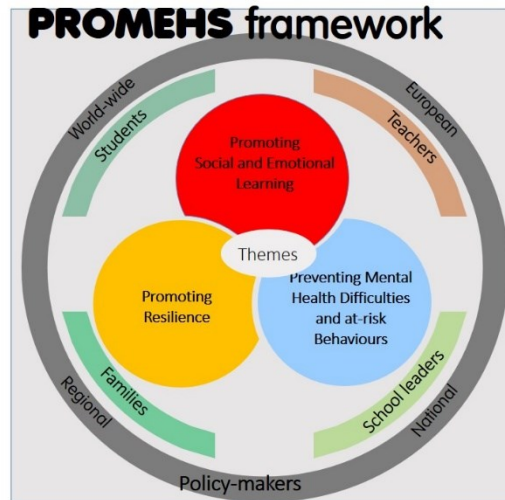
Fig. 3. Theoretical model of topics addressed by the PROMEHS curriculum (according to the Application Form, 2018)

The curriculum will be delivered by trained teachers and will include a series of activities to strengthen personal and interpersonal skills such as self-awareness, self-management, social awareness, relationship skills and responsible decision making, and to reduce behavioural problems and at-risk behaviours (fig. 3). These skills will serve as the building blocks of mental health and wellbeing in children and young people. The curriculum will be developmentally appropriate with different activities based on different ages and developmental stages of children and young people, including different sets of activities for kindergarten children, primary and secondary school students. It will also address the needs of children with individual educational needs and those from marginalized backgrounds, but presented within a universal framework for the whole class. The curriculum activities will also follow the «SAFE» procedure (CASEL, 2013) using a sequenced step-by-step training approach and active forms of learning focusing specific time and attention on skill development, and being explicit in defining those skills that need to be promoted. PROMEHS will help to foster safe and caring learning environments that build students' sense of belonging, connectedness and motivation to learn.

Social-emotional learning (SEL) represents one of the main targets for education of XXI century, being demonstrated that the non-cognitive skills, named also soft skills make a real difference related to performance in academic settings or at work, being valued for employment, cost effective from an economic point of view. As we could noticed within different

competences frames, these non-cognitive skills appear to be some of the important skills the future generation needs in order to accomplish their potential and to adjust efficiently to the world. PROMEHS curriculum is centered on the model promoted by CASEL which figure out five main dimensions for SEL skills: self-awareness, self-management, social awareness, relationship skills, responsible decision-making. CASEL recent frame promotes the whole school approach and an integrated approach to SEL development, putting the five areas into contextual environments such as school, family, community at large. Self – awareness is described by the ability to recognize and understand one's own emotion, thoughts and values, to understand their influence on human results *such as performance, behavior). Based on this capacity one is confident and aware about his/her own strengths and limits, could develop as a congruent person, experiencing self-efficacy, having a growth mindset, developing interests and a sense of purpose.

Fig. 4. 2020 CASEL's SEL framework (casel.org)

Self-management includes the abilities to manage emotions, thoughts and behavior effectively in order to achieve goals; this means the capacity to delay gratification, capacity to be tolerant at frustration, manage stress, self-motivation, capacity for setting personal and collective goals, planning and organizational skills.

Social awareness includes the abilities to understand the perspective of others, to understand the feelings of others, including those belonging to different cultures. These abilities could be: compassion for others,

recognizing social norms, showing gratitude and empathy, understanding the organizational influence on behavior.

Relationship skills includes the abilities to initiate and maintain healthy and supportive relationships. This means the capacity to communicate clearly, listen actively, cooperate, work collaboratively, provide leadership, seek or offer help.

Responsible decision – making includes the abilities to make constructive choices about personal and social behavior. This means to manifest curiosity and open-mindedness to identify solution for personal and social problems, to evaluate personal, interpersonal, community and institutional impacts, to evaluate the benefits and consequences of various actions for personal, social and collective wellbeing.

Resilience is conceptualized as the capacity to cope with the adversity in a healthy way, so the results resides not only in surviving but also in striving. Resilience means the capacity to bounce back after difficulties and to grow after encounter conflicts. Resilience could be enhanced through educational intervention, so that is why PROMEHS include into the curriculum for mental health promotion.

Preventing mental health difficulties and at risk behavior means that teachers will be informed about the possible risks to appear such as externalizing problems (violence and aggressive behavior) or internalizing problems (anxiety, depression), or addictive behaviors (substance abuse, technology addiction)

Teachers professional and personal development – results of an exploratory study

The present study intends to develop a general understanding upon the impact the mental health promotion program could have on the personal development of teachers. In a survey conducted in pandemic times (May-June 2020) 955 teachers answer to multiple questionnaires investigating variables such as resilience, life satisfaction, mental health, wellbeing. We tried to find out the differences between teachers in terms of their previous professional training in counselling, emotional education or mental health, as well as their opinion related to using some emotional education elements within their pedagogical approach.

Tab. 1. Differences in terms of previous training in counseling

	Previous training in counseling	N	Mean	Std. Deviation	T test
Resilience	yes	648	40,1590	6,13282	t(953) = 2.908, p= 0.004
	no	307	38,9055	6,40523	
MentHealth	yes	646	64,2864	11,04592	t(951)= 2.517, p= 0.012
	no	307	62,2964	12,12166	
Wellbeing	yes	639	195,9562	25,84505	
	no	303	188,6106	27,41223	t(940) = 3.995, p=0.000
Burnout	yes	643	32,7387	13,86248	
	no	305	36,0984	15,86467	t(946)=-3.324, p=0.001

The sample consisted in 955 teachers, 787 females and 168 males, 499 from urban area, 456 from rural area in north east of Romania. The average age of the sample is 36 years old and the average experience in teaching is 12 years. The teachers practice their didactic activity at preschool level (226), primary education level (308), gymnasium level (257) and high-school level (149).

We have tested two hypothesis:

H1: There are differences in wellbeing, resilience, mental health and life satisfaction in terms of previous training in counselling / emotional education / mental health.

H2: There are differences in wellbeing, resilience, mental health and life satisfaction in terms of implementing of social emotional elements within pedagogical approach.

Results:

H1: In order to test the first hypothesis we used t-test for independent samples, having independent variable the previous training in counselling/ emotional education/ mental health and the dependent variables life satisfaction, resilience, mental health, wellbeing and burnout.

Related to previous training in counselling, we found out significant differences for resilience, mental health, wellbeing and burnout of teachers, so that teachers who had a previous training in counselling show less burnout and a higher level of resilience, mental health and wellbeing than those who did not.

Tab. 2. Differences in terms of previous training in emotional education

	Previous training in emotional education	N	Mean	Std. Deviation	T test
Life_satisfaction	yes	506	28,5277	4,43570	
	no	449	27,5323	4,56202	t(953)= 3.415, p=0.001

Teachers who had previous training in emotional education experience a higher level of life satisfaction compared with those who did not have a training in emotional education. Also, teachers who had a previous training related to mental health promotion show higher levels of life satisfaction and mental health in comparison with those who did not have such a training.

Tab. 3. Differences in terms of SEL Implementation

	SEL imple ment	N	Mean	Std. Devi ation	t test
Life satisf actio n	Little or not at all	88	26,06 82	5,543 55	
	a lot	461	28,58 35	4,272 77	t(547) = - 4,806 , p=0. 000
Resili ence	Little or not at all	88	36,55 68	7,651 70	
	a lot	461	40,90 02	5,836 43	t(547)=- 6,060 , p= 0.000
Ment Healt h	Little or not at all	87	57,91 95	13,11 773	t(545)= – 5,967 , p=0. 000
	a lot	460	65,75 00	10,83 268	
Well being	Little or not at all	85	179,9 059	26,13 045	t(539)= – 5, 779, p=0. 000
	a lot	456	197,0 724	24,95 819	
Burn out	Little or not at all	86	41,05 81	17,11 989	
	a lot	457	31,99 34	13,55 617	T(54 1)= 5,440 , p= 0.000

H2: (Table 3) We have tested the hypothesis regarding the differences between levels of life satisfaction, resilience, wellbeing, mental health and burnout in terms of the extent of implementation of emotional education elements within pedagogical approach. We have used t test, as independent variables we have used implementing emotional education elements with two dimensions: little or not at all implementation versus a high level of implementation. (We split the sample and considering only those who implement or not emotional education elements). Results show that there are differences of life satisfaction, resilience, wellbeing, mental health and burnout in terms of implementation extent of emotional education elements. Teachers who implement at a great extent the SEL elements are experiencing higher level of life satisfaction, resilience, wellbeing, mental health and lower level of burnout in comparison with teachers who implement at a very low extent SEL elements in their pedagogical approach.

The results showed that providing teacher training on subjects as emotional education or mental health promotion could contribute also to the enhancing of wellbeing of teachers. In the same time, teacher who are open to promote SEL elements in their pedagogical approach are prone to experience better levels of wellbeing, life satisfaction, resilience and mental health and lower level of burnout.

Conclusions

These results give us confidence that the PROMEHS project will contribute to the enhancing the quality of life of teachers so they could be more engaged in their didactic mission. The project intends to develop an educational policy in order to be implemented through the schools within partnership countries and beyond. Guidelines and recommendation for policy makers and stakeholders on mental health promotions in schools will be delivered. The intervention for teachers training in the area of counseling and mental health promotion could also contribute to the enhancing the resilience and wellbeing of teachers so they will be better agents in pursuing educational aims.

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Attitude towards Teaching Career in Ten Years

Liliana Bujor

This study aims to capture the dynamic regarding the attitude of the first year students towards the teaching career. To identify the level of attitudes towards the teaching profession, we used a research method based on a questionnaire investigation, as method of analysis, and two different cohorts of students: cohort 1 was represented by students enrolled in 2010-2011 academic year and cohort 2 by the students enrolled in 2019-2020. The cohort, the environment and the gender gave us interesting results about the attitude towards teaching (total score, attitude towards others, work and self-attitude). The results showed that there are significant differences between cohorts in terms of attitude towards teaching career. So, we can say that there is a dynamic towards careers that must be integrated in educational policies and in the career orientation plans.

Keywords: *attitude toward teaching, attitudinal dimensions, gender, environment.*

1. Problem statement

According to Fishbein & Ajzen's Theory of Planned Behavior (TPB), subjective attitudes and norms are predictors of intentions and behaviors. A person's attitude towards a specific behavior is conceptualized according to the consequences of the perception of that act and of the person's values (Cook, Lounsbury, Fontenelle, 1980). A large number of studies have explained attitude's influences by TPB (Gwernan-Jone, Burden, 2009). The behavioral aspect of attitude refers to the actions oriented directly towards the object of the attitude as well as to the intentions of action. According to certain authors, attitude is a hypothetical construct that represents an individual's like or dislike for an item and influences his interaction with the surrounding world (Fishbein, Ajzen, 1975). Attitudes of individuals towards their profession have an effect on their performance. In the teaching profession, perceptions and attitudes impact professional competences and achievement and play a significant role for a success's career.

In order to be a good teacher, there is a set of requirements organised on three type of attitudes: (1) *towards work,* (2) *towards others* and (3) *self-attitude* in teaching career. If the future teacher develops a positive attitude towards this profession, would be much easier to form the abilities and competences that would be associated with the professional performance.

2. Methodology

2.1. The objective of the paper:

The study aims to identify the attitude towards teaching career of the first year students, enrolled in the psycho-pedagogical module, in the academic years: 2010-2011, 2019-2020, from the perspective of the dynamics conferred by the 10-year interval established between the two measurements.

2.2. The hypotheses:

1. The attitude towards the teaching career (total score, score on factors) presents significant differences depending on the **academic year**.
2. The attitude towards the teaching career presents significant differences depending on the **environment** of origin: urban, rural (for each cohort).
3. The **attitude** towards the teaching career presents significant differences depending on the gender (for each cohort).

2.3. Research design and procedure:

The Tool for Psychometric Evaluation of Student's Attitudes Concerning Teaching Career (SATC) (Schipor, Bujor, 2010) was applied in the first semester of the academic years 2009-2010 and 2019-2020 (October), during seminars of Educational Psychology.

The psychometric properties of the instrument are adequate to obtain statistically valid data: SATC fidelity is measured by the internal consistency – coefficient Alpha Cronbach, $\alpha = 0.88$.

The tool measures the attitude towards the teaching career through 21 items, grouped in three dimensions: (1) the attitude towards others (e.g. *my results in the work at the department would be better if I choose to collaborate with others than to work individually*), (2) attitude towards work (e.g. *teaching activity would bring me professional satisfaction*) and (3) attitu*de towards self (e.g.* I am more suitable than most people I have known for the teaching work).

The self-report questionnaire allows obtaining a total score, and three separate scores for the different types of attitude, depending on the score given by respondents on a Likert-type scale, in 5 steps (1 – total disagreement, 5 – total agreement). The completion of the questionnaire took place in the pencil-paper version, without a time limit (average time – 10 min.)

2.4. Characteristics of the Study Population

This study was attended by 336 first year students corresponding to the two academic years analyzed (1. 2010-2011, 2. 2019-2020). For cohort 1, assimilated to the academic year 2009-2010, we have 172 students (51.2%), for cohort 2, represented by the academic year 2019-2020, we have 164 students (48.8%). The distribution according to the environment of origin is approximately equal, 195 students (58%) come from urban areas, 141 (42%) from rural areas. The average age is M = 20.62, SD= 4.97.

3. Results and Discussions

Results of the hypothesis 1

The attitude towards the teaching career (total score & factor score) presents significant differences depending on the academic year. The attitude towards teaching career (total score) presents significant differences between the averages of the two cohorts, t (335) = 8,178, p <0.001; the mean of cohort 1 (M = 87.02; SD = .58) is significantly higher than the mean of cohort 2 (M = 80.33; SD = .56).

The attitude towards teaching career (score on the scale the attitude towards others in teaching activity) presents significant differences depending on the analyzed cohort. Attitude towards teaching career (score on the scale attitude towards the others in the didactic activity) presents significant differences between the averages of the two cohorts, t (335) = 24.79, p <0.001; the mean of cohort 1 is significantly higher (M = 37; SD = 3.81) than the mean of cohort 2 (M = 27.41; SD = .26).

The attitude towards teaching career (score on the scale the attitude towards work) presents significant differences depending on the academic year. Attitude towards teaching career (score on the scale attitude towards work in the teaching activity) presents significant differences between the averages of the two cohorts t (335) = - 5.13, p <0.001; the average of the cohort 2009-2010 is significantly lower (M = 25.34; SD = .25), compared to the average of the cohort 2019-2020, (M = 27.38; SD = .30).

The attitude towards didactic career (score on the scale the self-attitude) presents significant differences. Attitude towards the teaching career (score on the

scale *self-attitude*) presents significant differences between the averages of the two cohorts t (335) = - 33.22, p <0.001; the mean of cohort 1 is significantly lower (M = 16.47; SD = .15) than the mean of cohort 2 (M = 25.55; SD = .23).

The results of the hypothesis 2

The attitude towards teaching career presents significant differences depending on the environment (for each of the two cohorts).

By measuring the direct and interaction effects, we found that the environment does not determine significant differences between the students of the two cohorts in terms of attitude towards the teaching career (total score and score on the three scales);

The attitude towards the teaching career is influenced only by the cohort, not by the environment. We do not have a significant interaction effect, F (1) = .775, p = .379 of the two independent variables taken simultaneously (cohort and environment) on the dependent variables *attitude towards teaching career*, total score (Fig. 1).
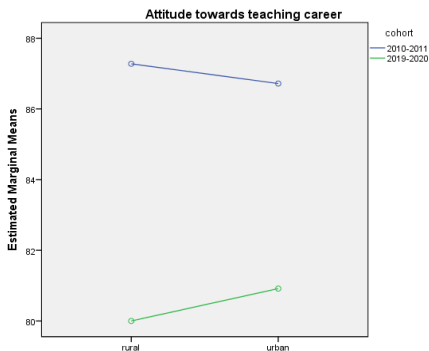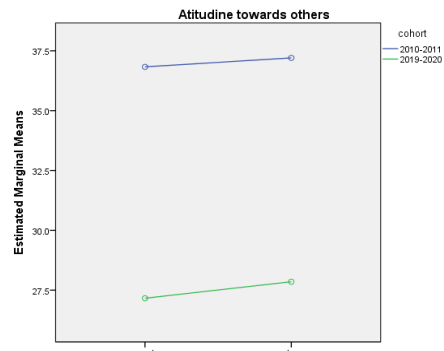
Fig. 1   Fig. 2

We do not have a significant interaction effect, F (1) = .156, p = .693 for two independent variables taken simultaneously (cohort and environment) on the dependent variables *attitude towards others in the teaching career* (Fig. 2). Neither for *the attitude towards work*, F (1) = .570, p = .414, respectively *the attitude towards self,* F (1) = .817, p = .367, there is no interaction effect, the cohort remaining the only independent variable that influences the attitude towards teaching career.

It is interesting that, for these three types of attitudes, the hierarchy of scores changes: cohort 2 values less the teaching career (total score) and the teaching career reporting to work with others, instead, students in the

last academic year focus more on work and self in teaching career (Fig. 3, Fig. 4).
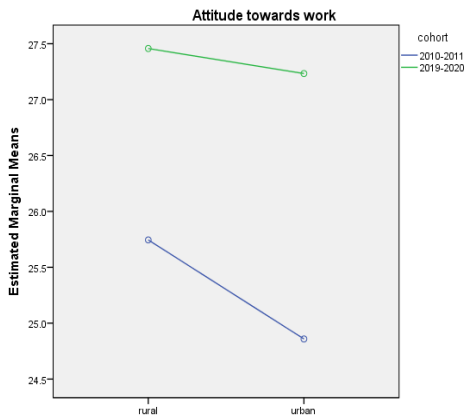
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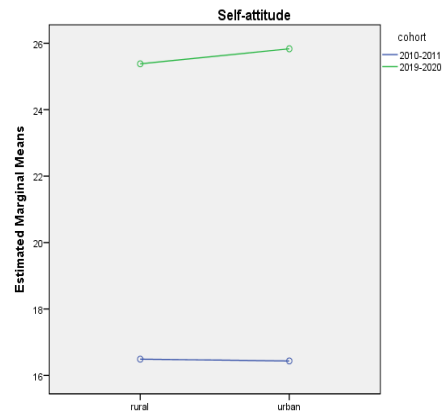
Fig. 4

The results of the hypothesis 3

The attitude towards teaching career presents significant differences depending on the gender (for each cohort).

By measuring the direct and interaction effects, we find that gender determines significant differences between the students of the two cohorts in terms of attitude towards teaching career only for the subcomponent *attitude towards work*; $F(1) = 9.329$, $p = .002$ (Fig. 7). Instead, we have no interaction effects between gender and cohort, the only one that influences the attitude towards the teaching career: total score, $F(1) = .022$, $p = .883$, (Fig.5), the attitude towards the others, $F(1) = .000$, $p = .983$ (Fig.6), self-attitude $F(1) = .009$, $p = .361$ (Fig.8) being the cohort.
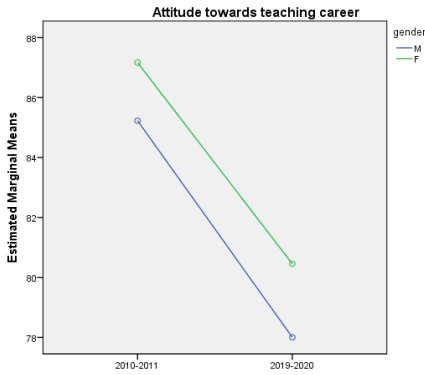
Fig. 5
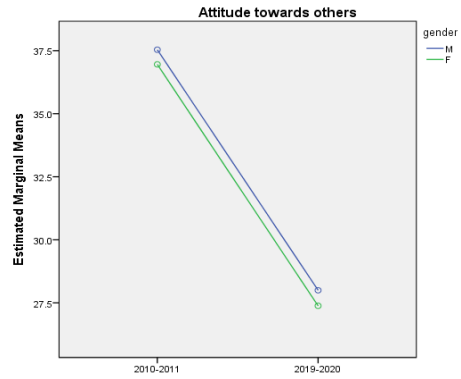
Fig.6
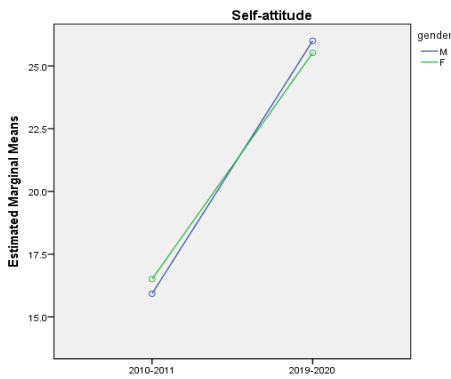
Fig. 7
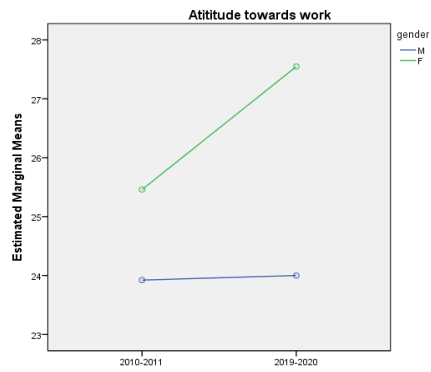
Fig. 8

Conclusions

The independent variables taken in consideration (*cohort, environment* and *gender*) influence the attitude towards the teaching career. The students of first cohort express a more positive attitude towards the teaching career and they focus on others (the actors of educational process), more than on themselves. The results are consistent with those of other studies: there is a negative perspective regarding the teaching profession sustained by the fact that the respectability of the teaching profession has been disregarded (Gun, 2012). Contrary, the actual students see the teaching career more like a personal opportunity and they are more interested in the teaching career in relation with themselves and with their own activity. The future teachers, although their beliefs and their affective experiences regarding the teaching

career are associated with positive values, they do not equally manifest the intention to exercise the associated behaviors (Andronache et al., 2014).

Because the teaching activity is a social profession, with a major implication on the qualitative relationships, we consider that our results can be valued in organizing teacher training programs emphasizing on the preoccupation for interactions, relationships and mutual exchanges. Gender doesn't lead to differences, except regarding attitude towards work. The girls are more assumed and express this attitude in terms of behaviors. We know that, in general, the teaching activity is considered to be more like a woman's activity. Thus, we can explain these significant differences through the existence of a gender stereotype related to this professional activity.

In conclusion, it is worth mentioning that the formation of future teachers' attitude is a *must do* during a psycho-pedagogical training. Developing a correct attitude towards self, others and work can be considered a tridimensional approach with major implications on the career performance in general, and for the teaching activity in particular.

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Theoretical Aspects of the Problem of Trust in Psychology

Halyna Chuyko, Yan Chaplak, Tetiana Koltunovych

The article deals with a theoretical analysis of the main aspects of understanding the phenomenon of trust (such as: types, features, principles, structure, functions, manifestation of trust) and its role in human life in psychology.

Authors note that common to interpretation of trust is implicit thought of the scientists about the apriori capacity of each person to define, who is worthy and who should not be trusted.

The authors argue that trust is a complex attitude towards another person, manifested in a subjectively justified confidence in the reliability and honesty of the person; in the expectation that they will not try to intentionally or consciously harm us. Trust is especially important for both full-valued interpersonal relationships, the functioning of society; is the foundation of a mentally healthy personality and their well-being.

Keywords: *communication, trust, distrust, risk, attitude, interpersonal relationships, hope, safety.*

Introduction

Not only interpersonal relationships, effective business or personal communication, but also the existence, functioning and development of every society since its existed, whether this was realized or not, based on trust as the foundation of all that exists in the world and has a future. This circumstance caused the increasing of the interest to the phenomenon of trust in western psychology as early as the middle of the last century, while the problem of trust was «reaching» for a few decades to domestic and post-soviet psychology, what reflected as the processes dominating in the soviet society so as the objective process of technization and informatization of postindustrial society to some extent. This process naturally began earlier in the developed countries of the West, causing the increasing of social vulnerability and alienation of human within the society, which worsened the relationship and raised the problem of trust both between people and society and to its abstract systems as a whole.

Just the trust, as a sign of humanity, makes possible healthy relationships between people and a sincere, open and communication, which based on mutual respect and appreciation of the other person's individuality, is necessary in the life and different activities of each person.

The role of trust in pedagogical communication is particularly significant, but imperceptible (because we rather notice the absence but not the presence of trust), and therefore – underestimated: without it, it turns into a subject-object interaction, an imperative strategy for influencing the child, depriving of opportunity to find a common language with her. But it is impossible to teach a child, and, moreover, to educate her as a deserve person without her trust in the caregiver.

All this explains, why interest in the problem of trust in psychology emerged relatively recently (although rightly, in our opinion, T.P. Skrypkina notes, that trust had long ago been «given the role of the condition of the very fact of the existence of a number of very heterogeneous socio-psychological phenomena: from friendship, love, authority to joint solving of tasks, different forms of cooperation, influence and mutual influence» (Skrypkina, 2000, p.13). But this did not harm the emergence of a large number of studies in various scientific fields and genres concerning the problem of trust (J. Rotter, E. Erikson, E. Giddens, P. Shtompka, A. Seligman, T. Williams, J. Catlett, J. Simpson, K. Rotenberg, H.-W. Bierhoff, B. Vornefeld, T.P. Skripkina, Ye.P. Ilin, A.B. Kupreychenko, S.P. Tabharova, T.S. Pukhareva, I.V. Antonenko, I.Yu. Leonova, D.P. Lysenko et al.).

However, to date, not only the united holistic psychological concept of trust is absent, there is no agreement among scientists even in interpreting of this phenomenon, under which everyone understands his own: from the most widening, especially in Russian science, is «position», «attitude» (T. Skripkina, A. Kupreychenko, D. Lysenko, S. Tabharova, T. Pukhareva), – to the specific (mainly of foreign scientists) «generalized expectation» (J. Rotter), «stake (bet)», «expectation» (P. Shtompka), «the mechanism of social interaction» (A. Seligman), «the role» (G.-V. Bergoff, B. Vornefeld) or going out of its bounds (A. Seligman) – with accenting its obvious connection with morality of personality (S. Tabharova, E. Giddens, P. Shtompka). In addition, Ukrainian psychology still rarely addresses the investigation of the problem of trust. Therefore, the analysis of the phenomenon of trust seems to us actual and timely.

The purpose of the article is to theoretically analyze the main aspects of understanding the phenomenon of trust in psychology, its role in human life.

Research methods

The article uses a system of methods of general scientific search: analysis of scientific literature on the problem of work, synthesis, comparison, classification, systematization, comprehension, interpretation and inductive generalization of theoretical data which are relevant to the outlined problem field and purpose of work.

Author's understanding of the phenomenon of trust in psychology

Basic approaches to interpreting of trust

J. Simpson points out that there are 2 main approaches to understanding the trust to another person, interpersonal, which shaped historically: 1. Dispositional: «trust entails general beliefs and attitudes about the degree to which other people are likely to be reliable, cooperative, or helpful in experimental game situations or in daily-life contexts» (Simpson, 2007). 2. Since the 1980s, trust «started to focus on specific partners and relationships» – dyadic (interpersonal) trust is the psychological state or orientation of a truster (whom they believe), from which a person is in some way independent (that is, the first requires the cooperation of the second to achieve valuable outcomes (consequences) or resources) (Simpson, 2007). This approach concludes that trust in relationships increases when: the result of each partner's own interest means the best to his or her partner or relationship; both partners believe that their partner's actions is best for the relationship, even if it harms their own interests (Simpson, 2007).

The dispositional direction found that individuals who were more disposed to danger had low self-esteem, less differentiated and poor self-concept (unformed), less inclined to trust; interpersonal – that trust was increasing when everyone relied on a partner as one who valued relationships and is more friendly, or both demonstrated behaviour self-sacrifice or favor (Simpson, 2007). Thus, S. Jourard proposes the term «trust norm» as an indicator of «personal health», meaning the ability to respond with trust to the trust according to the obligations in the dyad (Kornev, 2012). If a person does not know how to trust, it is difficult for they to build their relationships with people, notes Ye.P. Ilin, however, is much worse, if people do not trust them (Ilin, 2013, p.13).

Definition of the concept of trust in domestic and foreign psychology

Let's note that even dictionaries define the concept of trust in different ways. So, if the D.M. Ushakov's dictionary (Ushakov, 2013) emphasizes the moral nature of trust (it is «a conviction in someone's

honesty, decency; the belief in the sincerity and integrity of someone»), while the great psychological vocabulary focuses on the social role of trust (this is the «mental state, through which we rely on any opinion that seems to be authoritative to us, and therefore we refuse to independently investigate a problem that we can investigate» (Meshcheryakov & Zinchenko, 2008).

And just this definition cannot be considered as complete: we disposed to believe, not only because this allows us not to waste time researching a certain question about which an opinion authoritative for us exists. We trust, both when there is no possibility to explore something ourselves and when «authoritative thought» is absent (I mean, not «because» but even «despite»). So, V.Yu. Kravchenko found that «the ability of a person to a priori share the phenomena and objects of the surrounding world, as well as other people, their future actions, as their own, with signs of security (reliability) and significance (value) is the psychological basis of trust» (Kravchenko, 2009).

In this context, it is worth, following other scientists (Ilin, 2013; Leonova, 2015) to mention S. Castaldo, who, as a result of pursuering content analysis of the 72 definitions of trust, identified as a circumstance that scientists in reality call the trust different phenomena, so as fundamental understanding of the concept of trust: trust is directly related to expectations, persuasions, wills or attitudes; it manifests itself concerning to various objects: other people, groups, organizations, social institutions; trust is often defined through action or behavior, as a way of manifestation of trust; definitions of trust include the results and consequences of its discovery; the interpretation of trust means the riskiness of a decision-making situation.

According to J. Rotter, who gave (in our view, quite rational) a definition of trust one of the first, it is a generalized expectation of a person that they can rely on the world, promise, verbal or written statement of another person or group (Frager, Fadiman, 2002, p. 756).

It should be noted that the definition of trust by T. Skrypkina cite in many works mostly Russian and native authors: as a special attitude that arises in the inner world of the individual, as «… the ability of a person to a priori endow the phenomena and objects of the surrounding world, as well as other people, their possible future actions and their own foreseeable actions, with the properties of security (reliability) and situational utility (significance)» (Lysenko, 2018, p.124). At the same time, T. Skrypkina notes that «a priori knowledge» is not so in the true sense of the word (as knowledge that precedes experience), since it may contain previous experience (Skrypkina, 2000, p 86).

Another scientist defines trust in another interesting and non-trivial way, as «the readiness to let in a person into their personal intimate zone, the readiness to share by personal or secret information ... the basis of spiritual openness ... so «openness» and «trust» are commonly used as synonyms (Kozlov, 1999). A similar opinion was expressed by A.B. Kupreychenko, considering «the emotional-positive attitude, interests and openness of the subject towards the partner» «the primary basis of trust and its initial form» (Kupreichenko, 2008, p. 55).

T.S. Pukhareva regards trust as «a subjective attitude to personality of another person's based on a positive prediction of their future deeds», to oneself and to the world as a whole, which has an emotional and feeling basis and reflects the inner position of the person (Pukhareva, 2011, p.9). Then I.V. Antonenko came to the conclusion that «trust was a meta-attitude, that was, an attitude that was a generalization of the totality of the subject's attitudes to the object, beyond these attitudes and was an independent attitude of a higher level», «generalized attitude», obviously, was underlining the importance, complication and complexity of the phenomenon of trust (Antonenko, 2014, p. 42).

Ye.P. Ilin adds that generalized trust is «an outlooks attitude that expresses the individual's readiness to consider that others deserve the trust» (Ilin, 2013).

P. Shtompka understands trust as «expressed in the action expectation in relation to partner that his reactions will prove beneficial to us, that is, made in the context of uncertainty stake on a partner with an account at his favorable for us actions in answer» (Kozhemyakina, 2009). He divides his own interpretation of the concept of interpersonal trust into the following components: 1) expectations of the honest and contractual behavior of others regarding us; 2) our obligation not to violate other people's expectations from our actions; 3) limitation of themselves interests for the benefit of those whom person trusts (Sigitova, 2017). In addition, the scientist believes that trust is based on morality as «the basis of purposeful social actions that coordinate with the general conception of the justice» (Sigitova, 2017). The point, in our opinion, is that trust endow on another person with certain virtues (sometimes – involuntarily and not entirely justified), at the same time depriving the trusting person (the subject of trust) of psychological protection, so it is natural that initially it was thought as ethical category and now objectively and naturally related to human morality.

The opinion of the Polish scientist is supported by Ye.P. Ilin, noting that trust is «one of the important concepts of the sphere of moral foundation of behavior, acting as an ethical category of morality» (Ilin, 2013). And E. Giddens adds that trust in people involves «personal

obligations, following of which... Is regarded as a manifestation by individual of theirs decency» (Giddens, 2011, p. 222).

It should be noted that the research of S.P. Tabharova also argues that the ethical nature of a person's actions and the observance of moral norms of business conduct can affect on trust / distrust (Tabharova, 2008) to them; that a person has a different attitudes to the observance of moral norms, depending on whom them interact with: a person whom trusts or distrusts, with someone who does not trust them.

A. Seligman examines trust in the context of the concept of social role, noting that trust penetrates into social relations, when there is a possibility of deviation of the individual from the social role in the «free space» of roles and role's expectations (Seligman, 2002, p. 21). That is, when a person switches from one system of social roles for performance another, when they receives a temporary freedom from it, their will (and the person herself) manifest itself opaque (closed) to another person, on the one hand, and «is not reduced to the roles performed by them» (Seligman, 2002, p. 67), – on the other, a trust (Seligman, 2002, p. 21), connected with the «list of moral norms», arises at the time and as a consequence of this.

In addition, trust become the respond to the emergence of risk as a component of role's expectations as a result of «the transformation of social roles and the arising of role segmentation, which limited systematically defined expectations of role behavior» (Seligman, 2002, p. 197): social roles changed, and the mental world of another person is radically different from ours, and we had lost the confidence of what to expect from a performer of a certain role – the way out is only: to learn to trust people, inspite of their social roles, taking into account the risks and potential consequences. After all, one cannot be sure of the actions or intentions of another person that is why A. Seligman notes that person is forced or inclined to trust, when the opportunity to understand or verify another person is absent (Seligman, 2002).

According to T. Williams, trust is the feeling that the other person will not do anything that will harm our interests, while the individual demonstrates a readiness (desire) to avoid vulnerability (insecurity) or risk, based on the expectation of the other person's behavior (Williams, 2014).

J. Sipmson, for his part, asks, why, despite the importance of trust, in particular, in relationships, there are not much researches on this problem, and finds a regular and quite logical, in our opinion, answer: trust is a «complex multidimensional construct» – it is difficult to define, measure and explain it; it can form in different ways and have different meaning at different stages of the development of relations; it arises and changes in situations that are difficult to observe and study (Simpson, 2007).

To sum up: all definitions of trust a priori imply the objective capacity of each person to be so wise or insightful as to determine, who is worthy and who should not be trusted, though in reality it is not so easy, it is human's peculiar to make mistakes as well as to doubt.

As for us, we can trust a person if we have the confidence or at least the expectation that they do not want to harm us, and even if they find themselves in a situation where they have to do it, regardless of their own decision or desire, they will warn about this or try to reduce the harm to us from their actions other way.

P. Shtompka also defines three dimensions of trust, according to the ontological status of it: 1) trust as a characteristic of relationships (one-sided or mutual) – is rational in nature, focused on profit and minimizing losses «on the basis of balanced assessment of present information», which is insufficient; that's why uncertainty and risk are present; trust is based on cooperation; 2) trust as a personal trait – is the «basic trust», «momentum of trust», «fundamental credulity», which explains the elements of emotionality and irrationality in the displaing of trust; 3) «cultural context» of trust, norms that reserve or encourage its manifestation. They are also levels of trust – relational, psychological and cultural. The basis of trust at the first level is «an assessment of the information from the view of how extent the parties of the relationship are trustworthy» (the cognitive side of trust); on the second level, – personal experience, «individual, biographical genealogy». The third, cultural level is based on a genealogical foundation of trust of another scale – on the collective, historical experience of society; these are the value-normative systems that influence our attitude to other people. In this case, there are «cultures of trust», «where a positive experience of trust prevails», otherwise, a «culture of mistrust» is formed (Shtompka, 2012).

Types of trust

The researchers of trust traditionally note that the basis for the formation of different types and levels of human trust, the degree of their credulous, is a «basic trust» in the world, which, according to E. Erickson, is formed at an early stage of ontogenetic personality development, when the child successfully solves the first psychosocial crisis (conflict of trust and distrust). At that time the child is completely defenseless and dependent on others. «A child, raised by adults, who consistently respond to its needs, develops trust by the end of the first year of life» (Catlett, 2016). According to E. Erickson, «trust implies not only» that someone had learned to rely on the constancy and identity of those around him and takes care about him, but also that «he can trust himself» (Giddens, 2011, p. 226).

Trust in others «develops in conjunction with the formation of an inner sense of credibility that further provides the basis for stable self-identity«; trust includes the «reciprocity of experience», «... the child forms the basis of a sense of identity, which in the future will combine with the feeling that «everything is all right», the sense of self and the awareness that it becomes, what other people expect to see in it ...» (Giddens, 2011, p. 227). J. Bowlby concluded on this basis that basic trust was guite indispensable for the healthy mental development of personality throughout life, and D. Winnicott added that parental «predictability» was crucial to strengthening a child's trust (Catlett, 2016). T.P. Skripkina also notes that a lack of basic trust in childhood can manifest itself in pathology in adulthood (Skripkina, 2000). According to E. Erickson, the emergence of hope as a «strong faith in the fulfillment of passionate desires» is the result of achieving balance between trust / distrust (Fragger & Feudimen, 2002, p. 229).

A.B. Kupreychenko, continuing (in her words) the ideas of B.F. Potshnev, inclined to regard basic trust as «more primary, than a sense of independence», associating it with the instinct of self-preservation as a manifestation of «basal distrust of personality» (basal distrust is a sense of danger of the surrounding world, the desire to avoid adverse environmental factors) (Kupreychenko, 2008). It is not necessary to say what «more primordial», in this case, in our opinion, because instincts are innate, so we can say, for example, about the simultaneous appearance of trust and distrust in the world in the newborn. However, another «reading» of the situation is possible too: a child enters the world, or with a sense of natural distrust to it, because just this world that destroys its unity with the mother, the integrity and harmony of its world, – but just this the child perceived as a source of basic trust; or with experiencing the stress of destroying its former world and uncertainty about the future. Just is in this sense formation at the first stage of development of the child of the basic trust / distrust in the world and its further development acquires significance, according to E. Erickson. In addition, E. Giddens notes: «this period, obviously, brings to the psychic life a sense of inner disunity and all-encompassing nostalgia for the lost paradise, which becomes prototypical even in the most favorable circumstances. Basic trust is confronted just to the combination of feeling of deprivation, a sense of separation, and a feeling of abandonment throughout life» (Giddens, 2011, p. 139).

At the same time, the factors that determine the level of trust and the formation of the basic trust of the personality in the process of socialization divide, according to I.V. Antonenko, into the following groups: subject's, object's, environmental and situational (Antonenko, 2006).

There are different grounds of the classifications of types of trust, as noted by A.B. Kupreychenko: object, subject of trust (sometimes they are not identified); the spheres of its application; formal and dynamic characteristics; a combination of different levels of certain types of trust and distrust; grounds and degree of the expression of the components of trust and distrust as a psychological attitude; functions of trust (Kupreychenko, 2008).

However, in Russian psychology, the division of trust into such types: trust in oneself, in another person, in the surrounding world is the most spreading. Trust in the world is «the specific attitude of the subject to another object or fragment of the world, which lie in the experiencing the actual importance and security of these objects ... for the person» (Skripkina, 2000, p.97). The scientist notes that «man and the world» form a indivisible inseparable ontology, so other types of trust «have the status of only relatively independent socio-psychological phenomena» (Skripkina, 2000, p. 118). Self-trust is «a form of value attitude to one's own subjectivity in combination with a value attitude to external conditions of activity» (Skripkina, 2000, p. 168). In addition, trust in another person «means a valuable attitude towards the personality of another man, based on ... a positive prediction of their future actions» (Skripkina, 2000, p. 190).

According to T.P. Skripkina, the duality, «bipolarity», which is inherent to trust, manifest as the orientation of the human psychics: 1) to trust in the world as a condition of interaction with it; 2) trust in oneself as a condition of activity of the personality. «Trust in the world is always connected with trust in oneself .... In the case, when trust in the world and trust in oneself are not interconnected, the system «person and the world«» (Skripkina, 2000, p. 234) disintegrate. At the same time, «man aspires to harmony with the world and themselves», and this happens, when the trust in the world and the trust of the person towards themselves are balanced. However, balance does not mean the development of a personality, that become the result from the «situational unconformity» of the human to the world, or themselves; when a person get into new (uncertain) situations and circumstances, that do not correspond to their interests and opportunities; to which their need to adapt. In essence, solving the situation of cognitive dissonance, person aspires to restore the «trust» balance by choosing from two opportunities: to trust their's own needs and desires, or to deepen trust in the conditions and requirements of the world. As for us, the choice can correlate with a person's personal qualities.

P. Shtompka also distinguishes several types of trust (understanding it as a «bet«): the primary «targets» (trust's objects) of trust settle down as concentric circles – from the closest interpersonal relationships to more

abstract orientations towards social objects. It is *personal* trust in relation to those, with whom we enter the direct contact, including «virtual» personal trust (in particular, in relation to celebrities); *categorical* trust (gender, race, age, religion, well-being); *positional* – trust / distrust to certain social roles (mother, doctor, friend, tax inspector, spy, etc.); *group* (football team for fans, student group for professor); *institutional* (school, university, church, bank), including «*procedural*» trust in institutional practices and actions (trust in science, democracy, the free market); *commercial* (to products of a certain kind, country-producer, firm, author, etc.); *systemic* (to social systems, orders and regimes). That is, the object of trust, its level of generalization here becomes the basis of division (Freik, 2006).

J. Hoskins proposes to distinguish «thin», «dilute» trust (thin trust) – the unconscious, intuitive, when we know little about the object of trust, and, accordingly, «compact», «concentrated» trust (thick trust), «which we are guided by in situations, when there is enough information about the person or organization, which we had chosen for establishing a trusting relationship» (Hosking, 2016).

J. Catlett, in turn, emphasizes unconditional trust (naivety) and conditional, based on sober reasoning and past human experience (Catlett, 2016).

R. Levitsky and B. Banker identified already three types of trust: based on calculation (accordance between expectations and promises); on knowledge (experience, predictability of human's behavior) and on the identity (common interests, life principles, etc.) (Ilin, 2013).

We disposed to distinguish two occasions (types) of trust (to the world, society, other people, ourselves, to symbolic sign systems): trust «because» and trust «despite». Thus, in the first case, we inclined to trust because our experience testify that a particular object is trustworthy; in the second, – we are forced to trust (to «bet» on trust, rely on someone or something) because of lack (absence) of information, despite the absence of confirmation of experience.

Formal and meaningful features of trust

The main characteristics of trust

According to T.P. Skripkina, «the basic formal and dynamic characteristics of trust in another ... are the measure, selectivity and partiality, which manifests in the fact that person, as a rule, aware of whom, what, and how much they can trust» (Skripkina, 2000). Also, in the opinion of K. Rotenberg, an essential aspect of interpersonal trust is the principle of reciprocity or mutual quality, which pertains to the bidirectional influence of

trust between individuals: how much A believes in B, influences how much B trusts in A. Such trust, as scientist considers, potentially achieves by the behavioral and verbal reciprocity: partners must correspond to mutual expectations (Rotenberg, 1994, p. 154). T.P. Skripkina calls this the «congruence» of trust, noting (and we fully agree with her) that trust relations are not always reciprocal; moreover, man just not always aware of this (Skripkina, 2000, p. 190).

Equally important quantitative and qualitative characteristic of trust is its constancy / dynamism. On the one hand, it should be noted that J. Hosking considers that trust cannot be permanent, because it is based on emotions (Hosking, 2016). People's relationships and attitudes towards the world and themselves in it would be incredibly complicated, ultimately slowing the development and improvement of society, and sense in the existence of trust would disappear, if trust must be confirmed every time (by the famous proverb «Trust but verify!»), on the other hand.

Therefore, trust is a relatively constant, dynamic phenomenon, manifested in the subjective confidence in the reliability and decency of another person; a phenomenon with its rises and abatements, trust can be lost and destroyed (betray), at the same time destroying human freedom of action.

The structure of trust

Russian psychology, understanding trust as an attitude, tends to distinguish traditionally emotional, cognitive and behavioral components in its structure (as in a social attitude) (Kupreychenko, 2008; Skripkina, 2000). Thus, the cognitive component: includes the prediction of the consequences of the intended deed, based on knowledge and understanding of the world, people, types of interrelations and relationships, social and behavioral norms, as well as on knowledge of oneself and assumptions about one's capabilities, based on past experience. The emotional-evaluation component includes… the supposition of the level of security of the particular object, with which the subject intends to interact, and the assessment of the significance of the interaction situation as a whole and… an assessment of one's own capabilities in the given situation and the possible consequences of the planning mode of behavior for the personality. (Skripkina, 2000, p. 226).

A behavioral strategy, corresponding to trust, is then choosing.

And in foreign psychology K. Rothenberg's structure of trust is the most developed. Scientist considers trust as a complex phenomenon, a process, which consisting of three bases: reliability (to fulfill of word or

promise), emotional trust – the expectations, «reliance on others to refrain from causing emotional harm, such as being receptive to disclosures, maintaining confidentiality of them» (Rothenberg, 1994, p. 153), and honesty – telling the truth and behave accordingly without harming or manipulating – two domains of behaviour: cognitive and emotional (affective) (relative to the three bases of trust) – and two dimensions of the target of trust (whether to trust a person and whether they have the appropriate qualities for this): the specificity of trust – to generalized others or in a specific persons; and degree of acquaintance (from strangers to very familiar with) (Rotenberg, 1994).

The determination of the trust's structure by J. Simpson: the subject's possibilities (properties), the object's abilities, and the purpose of the situation (Simpson, 2007), which can be illustrated by the statement: «I trust you a secret», – is the simplest, though not less reasonable and completely logical.

Functions of trust

Trust functions are traditionally distinguished by many researchers of this phenomenon (Skripkina, 2000; Pukhareva, 2011; Kupreychenko, 2008; Nakhabich, 2013; Ilin, 2013, etc.). O.O. Dvoryanov even combined them into three blocks:
- Personal functions: existential, cognitive, harmonization, socialization, motivation, evaluation, social security, social relaxation, referentiality, authenticity, communicative, selective, assertiveness;
- Organizational functions: integration, social adaptation, coordination, emotional identification, socio-psychological, group motivation, resource, social efficiency;
- Public functions: constitutive, regulative, constructive, tolerance, broadcasting, legitimization, comparative, systemic technological (Nahabich, 2013).

However, in our opinion, it is possible and worth not to multiply the functions of trust from one scientist to another, which is quite possible, taking into account its role in society, but to confine oneself to the most important, fundamental and most generalized function of trust allocated by T.P. Skripkina (other functions we think derivative): trust binds person and the world into a united entire ontological system, enabling them to get to know and transform the world by testing their possibilities (Skripkina, 2000). Trust unites people in interaction and interrelations, opening opportunities for sincere communication and self-disclosure. We support the scientist's view that «it is just trust that enables a person not to be afraid to join the

relation with a world, which they does not fully know, to choose their own goals and realize them, considering themselves ... as a value» (Skripkina, 2000, p. 118).

Trust in the context of alike and related concepts

Trust, faith, hope, confidence

Attempts to differentiate the concepts of trust from alike in content (faith, confidence, hope, etc.) quite often appear in the scientific literature, just like as different variants of the list of trust's functions. So, D.P. Lysenko points out «a large number of theorizations in the study of the connection and differences of trust with alike in content and related concepts» and cites some of them (Lysenko, 2018, p. 202). In particular, S.M. Mykolyuk considers that faith is the innate quality of man, and trust is the result of experience (Lysenko, 2018). It should be noted that we are not inclined to consider faith as innate property of man; in our opinion, it is no different from trust here, also a result of positive experience. In addition, we think that attempts to represent trust and faith as a component (or form) of one another are not entirely appropriate: both can exist without each other. Thus, V.P. Zinchenko, who regards trust as one of the fundamental states of man, compares trust with faith, considering it as «accepting opportunity for reality» (Sigitova, 2017). But there are many opportunities, so trust is needed to choose whom (in what) to trust. Moreover, the basis of trust is the personality's traits of the person, who trust. We fully agree with the scientist that this is more important than the person (character) of the one we trust. After all, we are inclined, when necessary, to trust even strangers who have purely external signs of professional competence: it is enough for a man to put on a white coat in the hospital – and we will take him seriously as a doctor – and trust their recommendations and diagnoses.

According to A. Seligman, confidence, unlike trust, is the result of expectations that are mutually supporting. The scientist also notes, that trust is vitally important into relationships, whereas within society, «confidence, not trust», is need (Lysenko, 2018, p. 203).

But E. Giddens examined this question most detailed:

… an individual who is not considering alternatives, is in a situation of certainty, while one, who is considering these alternatives and trying to take measures concerning the risks, determined in such a way, involve in a situation of trust. Person responds to the frustration by accusations against others in a situation of confidence; he or she must assume part of the guilt and may be sorry that trusted someone or something in a situation of trust. (Giddens, 2011, p. 148).

A.B. Kupreychenko also adds that confidence can also be a consequence of the peculiarities of the situation, for example, to occur in the circumstances of uncertainty (Lysenko, 2018).

N. Luman, trying to differentiate the concepts of trust and confidence, identifies three criteria: the presence of a situation of choice (confidence, unlike trust, does not anticipate alternatives); nature of interaction (interpersonal – with trust, social – with confidence: «person and organization», «person and society«); social character (confidence – is the result of socialization, trust – «arises in the risk of making an independent decision»). According to N. Luman, certainty «means more or less the general attitude that familiar things do not change» (Sigitova, 2017).

In our opinion, the criteria for delineating these concepts are not really absolute: confidence is not always the evidence of a person's choice of the «only possible» – an optimal behavioral strategy, and trust, in turn, may be of such a level that does not imply an alternative choice. Confidence can express the highest level of trust in a partner in the interpersonal relationships; and in «human – society» relationships trust can be more important than confidence. Finally, trust is also the result of socialization in a certain society. That is, we tend not to separate these concepts, but to consider them related: confidence, in our opinion, reflects the degree of trust of a person both to the society and its functional components, and to the partner for communication in interpersonal relations. In particular, the connection of these concepts, in our opinion, evidence by the fact that in the Russian language it is a one-root words. In addition, this reveals their connection to the concepts of «faith» and «faithfulness«: trust in one, who is true to his word or duty. And the connection of these words may manifest in such a sequential chain: faith – trust – confidence. Faith in this context is trust without a single argument or confirmation, a priori. Trust is the result of previous experience: we trust a person or an organization if we have already encountered with their reliability, integrity, honesty, behavior or actions that confirm trust. That is, in essence, trust requires a reason, and for faith occasion is enough. Finally, we are confident enough in relationship's partners, if we have repeatedly «tested» on ourselves or loved ones their faithfulness; their actions correspond to our expectations and their promises.

In this context, P. Shtompka offers his triad of concepts: hope, confidence and trust. Hope (its opposition – humility, disappointment) is characterized by passivity, contemplation, distance, desire to avoid any obligations, uncertainty; it is presentiment, which has no rational explanation that the events will develop as it was planned. The second orientation is confidence (it is opposed to doubt). It is also passive, though there are a goal-orientation and a belief in something positive in it. «Confidence can be

defined as a sense of hope associated with conviction», doubt – as a sense of humility, associated with distrust» (Sigitova, 2017). The third orientation – trust – manifests itself in situations where, despite the uncertainty and risk, we still act. Trust contains two major components: 1) special expectations (about how the other will behave in the future situation) and 2) conviction, confidence in action (bet) (Freik, 2006).

Trust and risk

It is worth noting that the concept of trust scientists directly relates to risk. In particular, P. Shtompka believes that to trust means to act as if there is no risk, «to take the risk out of brackets». As a result, a display of trust is connected with risk, with the possibility to get many negative consequences: 1) the risk that others will not behave as expected, despite of the trust; 2) the risk connected with the act of trust itself: a negative psychological «precipitate» if someone did not justify our trust; 3) cases of risks related to the actions of trusted people who know and accept our trust (betrayal of a loved one, friend, etc.); 4) risk in situations, when we trust someone to worry about an object of value to us (eg, a child, grandparents) (Freik, 2006, p. 11). According to N. Luman, trust «must be understood precisely in its relation to «risk», a term that arises only in the period of the modernity» (Giddens, 2011, p. 146).

H.-W. Bierhoff & B. Vornefeld also argue that trust and risk are complementary terms in social relations. Focusing on risk is generally based on mistrust, while trust is associated with less doubt about security. And those «who trust in others do not look for high security before they act» (Bierhoff, 2004). In addition, the level of trust is the result of a degree of risk assessment.

E. Giddens compares risk to fortune, as they both imply danger «as a threat for achieving the desired result«; however, the scientist notes that «allowable risk» – as a minimization of danger – «almost always plays a major role in maintaining trust» (Giddens, 2011, p. 152).

Risk, in P. Shtompka's opinion, is alike to trust: similarly oriented to the future (unexpected, threatening); can be natural; caused by uncertainty; associated with the subjective involvement of the individual. Risk manifests itself in trust in 4 types: 1) the possibility of future disadvantageous events, completely independent of our trust; 2) trust in those, who do not deserve it; 3) the other knows about the trust and feels morally obliged to justify it; 4) what is of value to us is trusted to another person, who agrees to this themselves (Stompka, 2012, p. 95–97).

Trust and distrust

Finally, it is somewhat paradoxical, but in the psychology of trust the curiosity of scientists is particularly intriguing with the question of whether the concepts of trust and distrust are contrary, being antonyms, from the point of view of linguistics. So, trust and distrust are relatively autonomous psychological phenomena that have both similar and different characteristics, according to S.P. Tabharova: signs, conditions of origin, criteria and functions in the regulation of the subject's life. The main functions of trust are social cognition and exchange. The main functions of distrust are self-preservation and insulation (Tabharova, 2008).

A.B. Kupreychenko tries to reliably differentiate the concepts of trust and distrust, because, in her opinion, there are «simplified approaches» to their interpretation, – as «opposite and mutually excluding and thus interconnected in psychology» (Kupreychenko, 2008, p.46). So, «trust and distrust should be considered as independent phenomena. Despite the overall common positive emotional background of trust and negative background of distrust, phenomena ambiguously influence in interpersonal relations: moderate distrust can promote more effective contact, too high trust – can have negative consequences, according to D.P. Lysenko (Lysenko, 2018, p. 204). A.B. Kupreychenko considers these concepts to be independent of each other and distinguishes such their signs, as «expectation of benefit» (sign of trust) and «expectation of harm» (sign of distrust), to which by the meaning the dichotomy of «the expectation of good – the fear of evil», according to the scientist, is corresponded, explaining this by the fact that in philosophy, trust is an «ethical category that reflects moral relations» between people (Kupreichenko, 2008, p. 91).

In our opinion, it should be noted here that the fact that the sign of trust is not necessarily to be an «expectation of benefit» (such trust is associated not with ethical understanding but with economic, material benefit; for trust (in particular, «background's» (Giddens, 2011)) is enough not to expect harm. Similarly, distrust is not directly related to the expectation of harm or fear of evil – we can simply not hope that a person will fulfill their promise in response to our request. That is, A.B. Kupreychenko elects the most extreme criteria / marks to determine trust / distrust, while «forgetting» about the different stages of their manifestation in a continuum «complete trust – absolute distrust». In addition, the trust is not always good, and distrust – not always evil: it is wort to take into account the objects of trust / distrust and the context of their displaing in the ethical evaluation.

On the one hand, we fully agree with A.B. Kupreychenko's position regarding the non-equivalence of the consequences of violation of trust / distrust it is obvious. On the other, – it raises doubts as the validity of the scientist's statement that «if the expectation of trust is not justified, nothing terrible will happen ...», but when «the expectations of distrust are confirmed», «we can lose something highly significant», admitting a dangerous partner to our territory (Kupreychenko, 2008: 51). In our opinion, betrayed trust, – is really awfully, it is a psychic trauma; while trusting a dangerous partner (not worthy of trust) is at least a mistake, and if person venture to this they should blame themselves for the loss of «high value». The scientist concludes, as a result, that the «defining trust and distrust as mutually exclusive phenomena» is illegitimate and that they are ambivalente (Kupreychenko, 2008) (let's note that earlier the scientist used the concept of «dichotomy», in our view, more appropriate to trust / distrust).

In this context, it should be noted that ambivalence implies the simultaneous manifestation of psychic phenomena (in particular, feelings) (Chuyko, 2000, p. 77), that can hardly concern to trust / distrust: first, it is impossible to simultaneously mainly or completely trust and distrust is one person; second, the reduction of these phenomena solely to the affective dimension (level of feelings) have significantly impoverish their meaning. Ambivalente opposites, in the context of philosophical ambivalence, constitute integrity, these are just this obvious extremes that «meet» (which, in our view, cannot concern to trust / distrust). In addition, ambivalent phenomena do not usually contain an «intermediate» concept that is equidistant from both basic (extreme) concepts, whereas such concept can be distinguished in a situation of trust / distrust – indifference, especially this is obviously if personificate concepts of trust / distrust in objects «ours» / «strangers». We usually trust the promises of «ours», friends, but not of our enemies – but we can be indifferent to both: neither trust nor distrust.

P. Shtompka proposes to use the term «mistrust» for neutral situations, where they are keeping from the manifestation both trust and distrust. Mistrust is a temporary, intermediate phase of the process of building / violation of trust, when one's former trust is lost or one's former distrust is dissipated (Freik, 2006).

S.P. Tabharova notes that trust «implies an interest in a partner, an expectation of mutual benefit (including related to restriction, censure or punishment), positive emotional evaluations of this person, a readiness to do good deeds towards them, openness and relaxation«; and distrust «includes awareness of the risks that appear in the openness of the subject and the partner of interaction, feeling of danger and negative evaluations of the

partner, alertness and tension (to respond to aggression or to show outstripping hostility), differentiating trust and distrust somehow descriptively (Tabharova, 2008).

According to I.V. Antonenko, trust is a «meet-equivalent positive meta-attitude of the subject to the object, based on the predictability of the object's positivity that stipulates the success of the subject's activity», whereas «distrust is a counter-equivalent negative meta-attitude of the subject to the object, based on the predictability by him of object's negativity or unpredictability of object's attitude, which stipulates unsuccessfulness of the subject's activity» (Antonenko, 2006, p. 11).

Taking into account of the definition of trust / distrust of S.P. Tabkharova and I.V. Antonenko, it becomes clear, why P. Shtompka affirms that distrust is a «mirror» reflection of trust (Shtompka, 2012). A.B. Kupreychenko rightly explains in this context that trust and distrust «have a value basis and therefore may manifest as a conscious position or an unconscious attitude to the values of a partner or object» (Kupreychenko, 2008, p. 473).

That is, in reality, scientists mainly argue that trust / distrust are different, using the opposite (antonymic) in the meaning words: positive – negative (object's estimates); successful – unsuccessful activity of the subject; expectation of benefit – expectation of harm.

E. Giddens propose his own view on the trust / distrust correlation, which somewhat different from the previous, points that «for people, distrust means doubt about the honesty of the intentions that demonstrate their action» (Giddens, 2011, p. 232). Distrust, however, according to the scientist, is too faint term to express the fundamental opposition to basic trust. If trust is not developed, «the constant existential uneasiness increases. Therefore, in the deepest sense, the opposition to trust is such mentality, which can best be described as existential anxiety or horror» (Giddens, 2011, p. 232).

In addition, as S.P. Tabharova proved, the criteria of trust and distrust in certain categories of people differ. The number of criteria of distrust in the partner diminishes, and the criteria of trust – increases with increasing closeness and degree of acquaintance with him partner. Majority of the positive characteristics is the most important for trusting in a loved one, of negative characteristics – for distrust in a stranger (Tabharova, 2008).

We also note that we tend to trust loved ones, even knowing almost all of their pluses and minuses, whereas if we dispose to people mostly negatively, considering them as not enemies or malefactors, at least as detractor, or indifferent, we do not trust, even knowing that they have positive qualities; that is, in the relationships, the main criterion of trust / distrust is the character of those relationships itself.

The mail manifestations of trust

Trust in interpersonal relationships

Awareness (conclusion) that another person is trustworthy is determined based the following factors:

- This person has collaborated with other people before;

- They were involved in a conflict situation with another person in the past, in which a common solution was found;

- This person said they intended to cooperate;

- It can be concluded that the other person has realized that «his / her own interests are best served by cooperating, because a mutual dependence is given» (Bierhoff, & Vornefeld, 2004, p. 50).

In addition, one can rely on information about the particular person from third party persons, who are trustworthy, if no own experience of cooperation with them, were (Bierhoff, & Vornefeld, 2004).

It should be noted that J. Simpson sees an interesting paradox in the fact that dyads with long-term relationships are accustomed to behaving in stressful situations to the benefit of others and relationships (this incorporate in the personality structure). That's why, to test the validity of their trust, they invent the diagnostic trust situations, where the interests of the partners are fundamentally different among us and from the point of view of the relationship as a whole. As a result, if partners confirm the disposition to trust, changing in new situations again; this increases the trust (Simpson, 2007, p. 267). We completely agree with the definition of the situation as paradoxical: in fact, we see no sense in either recheck a loved one or in creating a special situation for this purpose: life is more difficult than any artificially created situation. In addition, it is, in our view, a paradox, partly deprived of logic: the attempt to test a person, especially one, who had fully trusted, is in fact the evidence of a loss of former trust in they, doubt in they, and not a verification of trust: if trusting genuine – this does not require new confirmations of trust; a person we consider to be decent, reliable, responsible and honest, remains the same, regardless of time or situation.

O.I. Dontsov, Ye.B. Pereligina, O.Yu. Zotova, & S.V. Mostykov, in turn, identify three conditions that promote mutual trust between the parties or establishing a strategy for corporate behavior: the presence of third (neutral) persons (mediators), whose function is to facilitate the interaction, especially in a conflict situation; the nature of the communicative relationships of the cooperative parties (presence the necessary information

about the partner) personal peculiarities of the interaction's participants (Dontsov, Pereligina, Zotova, & Mostykov, 2018; Skripkina, 2000).

According to E. Giddens: «personal trust becomes a project on which its participants «work», and which requires one individual to disclose to another. Where this interaction cannot be controlled by fixed normative codes, trust must be gained (in ways of demonstrative cordiality and openness)… Relationships are connections based on trust, where trust is not initially given, but is producing, and where the work connected with this means a mutual process of self-disclosure» (Giddens, 2011, p. 257).

I.V. Antonenko adds that trust in interpersonal relationships is a second time result of mutual activity. The criterion of the degree of trust is the success of the actual activity in achieving the goal of the activity (Antonenko, 2006, p. 16).

Loss of trust in all, as P. Shtompka rightly explains, «is equivalent to the loss of common sense in everything that happens in the circle of everyday life and at all other levels of the social structure of society» (Shtompka, 2012, p. 15). If only deprive of trust the external and stop trusting ourselves, as «all other social relations and institutions are destroying, the world is fragmenting and broking down into separate parts» (Stompka, 2012, p. 15).

Sh. Glass proposes four principles for strengthening of the trust in close relationships: honesty and integrality – to be honest and sincere (open) in interaction (including yourself); non defensiveness – to learn not to defend yourself in communication with a partner, to perceive him and yourself realistically, to be open for feedback; understanding the difference between yourself and your partner without perceiving it as a cause of disagreement or distrust; direct communication – expressing thoughts and feelings directly, being aware that words must correspond to the actions (Catlett, 2016).

Trust and types of people

S.P. Tabharova also notes that the combination and the degree of expressiveness of level of the attitude to observing of moral standards, depending on the focus of trust / distrust, allowed her to distinguish five personality types: the first – sincerely-true and categorical in manifestation of trust or distrust, demanding to others, moral, frank, the second is principled, friendly, but strongly differentiates attitudes towards observing of the norms of morality depending on trust / distrust and closeness of relationships; the third is tolerant, but not enough fair and not very truthful, underestimates trust and morality in business relationships; fourth – with an average level of

the attitude to observing of moral norms, which depend from trust and distrust; the fifth is tolerant, responsible, fair, but not principled, aspires to justify trust and overcome distrust (Tabharova, 2008).

We tend to consider that by the degree of manifestation of trust people can be conditionally divided into 3 groups, where the first will make up by persons to whom the validity of their trust to partner will have necessarily proved seriously and for a long time; and even in this case the trust will not be complete, and such a person is guided by the principles, that no one really worth trust and «trust, but verify!» (and most often). Representatives of the opposite group trust so easily that they deserve to be called gullible, because they initially believe in the good nature of man, and in their assessment of whether to trust another person, they rely less on objective confirmation that they can (should) trust, and they will not be betrayed, but on their own impression of the person. Therefore, the chances of them being deceived in their trust are quite high, although in reality they are faced with such situation not more than the rest of the people. In addition, they understand that it is human nature to make mistakes, so it is easier to experience a loss of trust for them. The intermediate group will consist of those, whose level of trust in the interaction's partner depends directly on his personal characteristics and the nature of the relationship, which formed, where the trust was confirmed, was not in doubt, motivating it losing or necessity for it re-verification.

Principles of trust

J. Simpson distinguishes the basic principles of trust: 1) the person determines the degree to which they can trust the partner, by observing whether he displays a transformation in his own motivation in situations related to trust (where the partners make decisions that go against their own interests and supports the interests of the partner or relationship), or not; 2) these situations often occur naturally and unintentionally throughout everyday life, but people can create such situations themselves to test the validity of their trust; 3) individual difference in attachment (devotion), self-esteem, self-determination (self and partners) can influence the increasing or decreasing of trust during the relationship; «people, who are more disposed safety», with a high self-esteem or differentiated self-concept tends to trust more and especially in a long-term relationships; 4) neither the level nor the direction of trust in a relationship can be fully understood without comprehending the positions and actions of both partners, especially in trust-diagnostic situations (Simpson, 2007, p. 265–266).

However, some of the ways of demonstrating of interpersonal trust («Importance of trust», (n. d.)) can also be understand as the principles of its expression: to listen and support each other; to show consideration and care; demonstrate mutual respect for individual boundaries of partner; be dependable for the other person; to feel safe, despite of external circumstances; matchup between words and actions; not control or monitoring each other; trust another person, wherever and with whom he or she is; keep a tight, strong relation.

Conclusions

The understanding of the phenomenon of trust depends on both the science, in which the concept is used, and the situational context. Thus, in the context of the profession, trust is the trust exactly in the professional competence of the professional, and to the world (society) – the trust in its structural systems and institutions, operating under the rules of morality and law. In the interpersonal relationships, trust is connected with the trustworthiness, honesty, decency and frankness (sincerity) of another person about us in matters of vital importance to us. We trust when: we feel safe and secure with the person, they are responsible for their words, and the words do not disagree with deeds, there are mutual understanding, common interests and values. In society, we are more likely to show trust in words, in relationships – to actions and deeds. Trust is a complex attitude towards another person, manifested in a subjectively justified confidence in the reliability and honesty of the person; in the expectation that they will not try to intentionally or consciously harm us.

Trust can be complete and partial, constant and dynamic, without the need for additional testing. The factors of manifestation of trust are: psychological characteristics of the trust subject; properties of trust object; peculiarities of the trust situation (influence of external circumstances).

Trust is especially important for both full-valued interpersonal relationships, the functioning of society, even the existence of the world; is the foundation of a mentally healthy personality and their well-being; in pedagogical communication of the teacher with the child. It is easy to lose it but to gain or restore to its original level and character practically impossible. Destruction of trust is especially painful, because it destroys both the picture of the world of a person and part of themselves, intervening into the life meanings and values of man. Even being stable and well-founded, trust remains the most fragile and volatile psychic phenomenon.

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Conceptualization of Christian Religious Attitudes in Socio-Psychological and World-View Contexts

Olha Palahnyuk

In the conditions of systemic social, and at the same time personal crisis, accompanied by values relativization, the issue of searching the ways out of this state is actualized in the scientific discourse. Overcoming the crisis depends largely on a person who is able consciously to take responsibility for the actions in the living space, which is created primarily by the personal interactions. Therefore, the social responsibility problem, its formation factors, impact on personal and psychosocial maturity has become significantly relevant in the context of social psychology and at the interdisciplinary level.

At the same time, the current socio-political situation in the country, accompanied by military conflict, complex processes of civil society development require an active social, civic, politically responsible position of citizens, especially young people that is socio-demographic group, which acts as a «barometer» of socio-economic and the political state of society and, despite the particular opportunities expansion for self-determination and individual development, it is experiencing spiritual devastation, selfishness, infantilism. The latter leads to the deformation of the youth normative and valuable sphere and require the specialists' close attention.

Thus, the aim of our study is a comprehensive theoretical and methodological analysis and conceptualization of Christian religious beliefs in socio-psychological and philosophical contexts as a factor in developing the social responsibility of the individual.

The problem of social responsibility is closely related to the development in moral and ideological spheres of personality, an important component of which is the attitude as willingness to social activity and responsibility as a result of these actions. The social attitudes analysis identifies those related to religious spirituality and Christian morality i.e. Christian religious attitudes that express personal position, conscious state of being, active human attitude to the world in general and in particular to their self-realization. Based on a comprehensive analysis, it is determined that Christian religious attitudes in socio-psychological and worldview contexts are ideological attitudes that are the need and willingness to treat and act to people, events,

phenomena, life, God considering the Christian morality based on faith and love to God and neighbour. In addition, they can / should be perceived as internal restraints: not freedom, but pseudo-freedom (permissiveness) and act as a natural law of conscience, the desire for the highest, the moral intuition of man.

Keywords: *social responsibility of the individual, personal maturity, college students, social attitudes, worldview (life-purpose) attitudes, Christian religious attitudes, natural law of conscience.*

Introduction

In the conditions of systemic social, and at the same time personal crisis, accompanied by relativization of values, in the scientific discourse the problem of searching the ways to improve this state and transformation of personal and social reality in general is actualized. To a large extent, overcoming the crisis depends on how a person is able to consciously take responsibility for his/her actions in the living space, which is created primarily by his/her personal interactions. Thus, the problem of social responsibility, factors of its formation, impact on personal and psychosocial maturity has become significantly relevant in the context of social psychology and at the interdisciplinary level, especially concerning the realization of the personal life peculiarities in a changing social space. Moreover, within each psychological scientific field there is its own vision of the acmeological features of the personality maturity expression, which provides this multi-layered and diverse phenomenon.

At the same time, the current socio-political situation in the country, accompanied by military conflict, complex processes of civil society development require an active social, civic, politically responsible position of citizens, especially young people i.e. the socio-demographic group, which acts as a «barometer» of socio-economic and the political state of society. However, today, despite the significant expansion of opportunities for self-determination and individual development, Ukrainian youth remains the most vulnerable and disadvantaged group of society. Despite the growing need for self-affirmation, self-determination, self-realization, the phenomenon of gradual primitivization of consciousness and self-consciousness is often observed in modern youth. As a result, there are frequent expressions of spiritual devastation, selfishness, infantilism, which lead to the deformation of the normative and valuable spheres of young people and require specialists' close attention.

The theoretical sources and empirical data analysis testifies to the thorough reflection of the mentioned issues in the scientific discourse. However, special practical and theoretical topicality at this stage is the research problem of the factors and models of social responsibility formation in the individual, in particular to identify ways and means of overcoming personal and social crisis. In our opinion, one of such factors of special interest is, among other things, Christian religious attitudes as the individual psychosocial regulators behaviour, significant components of the world-view in our society and the universal moral values basis. At the same time, they act both as a factor in confirming the spiritual values of civil society and as a kind of its spiritual and moral support.

The aim and objectives of the research are a comprehensive theoretical and methodological analysis and conceptualization of Christian religious beliefs in socio-psychological and ideological contexts.

Theoretical basis of the research

The Christian religious attitudes concept is considered within the research of the formation problem of individual social responsibility, which, as the analysis of scientific sources shows is an essential quality of personal maturity and is especially topical in the college student research as a socio-demographic segment. Thus, the theoretical and methodological basis of the study is the liability provision as a generalizing quality, the result of the individual integration mental functions and the subjective perception of the world M. Boryshevskyi (2010), L.M. Savchyn (2003); K.K. Muzdybayev (2010); subjective paradigm by V.O. Tatenko (2006); generalization of research on the formation of social responsibility as a property of socially mature personality (E. Fromm (2003), K. Jung (1996), W. Frankl (2001), A. Maslow (2003)); responsibility provisions as the subject stable characteristic, a stable feature; higher grade quality; closely related to the moral and ideological aspects of the individual (M. Savchyn (2003) and etc.); the concept of setting as a dynamic state by V.M. Tsvirkun (2001) position on the life meaning; dispositional concept of regulation of the individual social behavior by V.A. Yadova (1975); conceptual principles about the essence and significance of Christian religious attitudes (N. Savelyuk (2017), G. Sviderska (2016), M. Boryshevskyi (2010), O. Klymyshyn (2012), M. Karvatkovska (2011), A. Vovk (2003), L. Hrydkovets (2014)).

Discussion

In the context of considering the human world-view as a scientific problem, we should pay attention to such an important component as

attitude. As the literature sources analysis on psychology shows, recently the attention of researchers is focused on the study of different types of attitudes in the context of the problem of individual activity and self-activity, responsibility as such an activity result. As O. Prangishvili defined, volitional responsible behaviour acts and is experienced as self-activity and self-responsibility, namely the attitude in this case is as an indicator of «readiness for activity and responsibility» (Briñol, 2009; Palahnyuk, 2016).

The «attitude» concept is quite widely used in foreign countries (Ajzen, 2005; Briñol, 2009 and etc.) and national psychological researches (Vasyutynskyi, 2008; Kyyashko, 2010; Naydenova, 2014 and other) and is used to denote a positive or negative evaluative reaction to an object, which is expressed in cognitive evaluations (judgments), emotions and behaviour. At the same time, in the advanced scientific literature a whole synonymous series is used to define this concept i.e. attitude (Moskalenko, 2018; Palahnyuk, 2016; Sviderska, 2016), setting (Karwatkowska, 2011; Walesa, 2006) and etc. Psychological guidance in a broad sense, as noted by researchers is due to primary mental reactions, basic mental orientations and initial parental programming mechanism of the individual self-actualization in the world (Shtepa, 2007).

The study of social attitudes is devoted by modern Ukrainian (Kiyashko, 2010; Naydenova, 2014 etc.) and foreign researchers (Ajzen, 2005; Briñol, 2009). Social attitudes, as noted by L. Naydenova (2014, p. 17), contrary to the attitudes aimed at social objects; and believes that the attitude to oneself can be attributed to social attitudes, if we consider ourselves as a social object, for example, in comparison with others (which is appeared in the social self-esteem phenomenon), etc.

Researchers understand social orientation as: value orientation, internal position, social position, orientation, value and so on. In the semantic aspects of social attitudes, as noted by L. Naydenova (2014, p. 14), there are such components as axiological (values), positional (positions) and perspective (readiness, adjustment). Regarding the question of classifying social attitude to conscious or unconscious sphere, there are different/ opposite positions as some researchers refer them to the conscious, which is formed due to the internalization of social values in the process of its socialization, others consider it as an unconscious attitude to actions. We agree with the opinion by L. Naydenova (2014, p. 21) that the essence of this phenomenon is that it combines two spheres of the psyche existence into the unity, determining the focus of the subject on the diversity of different objects.

According to the research analysis, the concept of «social attitude» has different meanings; however, most authors on the structure of social

attitudes follow the structure proposed by M. Rosenberg and K. Howland, which includes cognitive, emotional and behavioural components (Ajzen, 2005). Analysing this issue, we pay attention to the approach by V. Yadov (1975), which deals with the dispositional concept of regulation of the individual social behaviour. According to this concept, the dispositions of the individual are very close to the concept of «attitude» and a hierarchically organized system with several levels (Palahnyuk, 2016). Based on this, a separate area of the problem we study can be the identification of the manifestation levels of Christian attitudes in the system of young person dispositions.

In studying social attitudes, Ukrainian researchers talk about the possibility of using new methods (implicit, indirect methods) (Naydenova, 2014) and note that the use of modern methods on implicit measurement of social attitudes shows new possibilities for studying the process of change and reconstruction behaviour to various social objects, rethinking the accumulated experience in studying the ways of forming social attitudes.

Thus, social attitudes are seen as an interconnected treatment towards social objects, which is presented as a set of emotional, cognitive and behavioural components.

Also among the searches that study attitudes, it is worth noting a number of works devoted to the study of various social attitudes, including such as legal, authoritarian, political, consumer, religious and others. The study of legal guidelines is inextricably linked with the problems of legal awareness analysis, lawful behaviour, and socio-legal activity. The legal attitude analysis is presented in the studies of A. Vozovych (2017). Our attention is paid to A. Vozovych (2017) view, who, considering the psychological mechanisms of normative and legal regulation of individual behaviour, points out that normative and legal behaviour is normative and moral, religious and proves the absence of differences between manifestations of legal and religious attitudes by age and sex. The attitude to lawful behaviour is considered by her as a potential positive principle in an individual and more as the aim of legal education than the existing reality.

The analysis of authoritarian attitudes can be carried out in the context of the problem of authoritarian personality, which attracts the attention of representatives of philosophy, sociology, cultural studies, social and political psychology (Vasyutynskyi, 2008; Moskalenko, 2018 etc.). Foreign psychologists, studying the authoritarian personality, have defined this concept as a specific psychological type that has such features as reaction, conservatism, aggression, and thirst for power. In particular, there is interesting position of V. Moskalenko (2018) that the manifestation of the psychological characteristics of the authoritarian personality is shown in

social stereotypes and national prejudices, as well as in politics and the education system. The attitudes of the authoritarian personality are uncritical of the existing order and stereotypes of thinking, adopted by stereotypes of propaganda, hypocrisy, in the focus on power and force.

Political attitudes and their influence on the political participation of young people were studied by the researchers' team from the Institute of Social and Political Psychology under the leadership of L. Kyyashko (2010). These guidelines are defined as the most pronounced, clearly understood type of social guidelines of the individual, which determines the methodology of bringing social reality to the human social needs norms. Political guidelines arise from the general social guidelines of the individual and determine the causes and methods of human activity (or inactivity) in order to achieve those social norms and social status, which are set by his/her social attitudes.

Consumer behaviour in society is indicated by the data of the State Statistics Committee of Ukraine, according to which the consumption level of Ukrainians is constantly growing, as evidenced by the growth rate of consumer spending from year to year, which exceeds inflation. In researches (Palahnyuk, 2015) it is identified that Ukrainian society is influenced by the ideologies of consumer and information society, which has led to the formation of consumerist attitudes among Ukrainians, and consumer activity of Ukrainians is only increasing (Moskalenko, 2018); that the development of a consumer society stimulates increasing consumer activity, and consumption is really one of the life leading aspects, the importance of which can be compared with professional activities, education, behaviour in the family circle (Karwatowska, 2011, p. 44); that the style of consumption as a whole can be defined as «stable forms of realization by the persons' consumer habits, stereotypes and values in consumer behaviour in the conditions limited by objective factors» (Palahnyuk, 2016).

Also among researches that study the attitudes, it should be highlighted those that turn to the study of religious attitudes (Savelyuk, 2017; Sviderska, 2016 etc.). The precondition of social responsibility is a choice, which is determined by the life position of the individual that is based on value imperatives, which, in particular, are related to religious spirituality to Christian morality. The spirituality concept is correlated with behaviour that is guided not by the needs but by the individual values. Spirituality is a specific and the highest form of self-regulation and self-determination of the mature person behaviour. Human actions, due to spirituality, always become an action, going beyond a certain situation.

The problem of self-actualization and self-realization in adolescence is actualized, when, according to O.S. Shtepa (2007), personal maturity is

manifested in a sense of adulthood, readiness for independent functioning in the adult world, self-determination through reassessment of the value system. At this age, the level of mental and social maturity formation is sufficient to be the basis of a creative attitude to the world. The emergence of such ability determines the active nature of human behaviour and makes it not to depend on the circumstances, but being the master both over them, and over himself/herself.

M.M. Slyusarevskyi (2007) argues that it is the youth and the middle generation at this stage, despite the open prospect of free choice of life, had the main challenge of fate i.e. «to be or not to be». However, the expression of social tension as the society mental state, which arises in response to extreme influences, is a super-personal analogue of individual psychological states of stress, frustration, depression, aggression, which together turn into a mental state of the whole social organism and gravitate to a certain averaging and de-individualization. Agreeing with the position of V.D. Shulga (2011) on the adolescence neoplasms, we note that only with their appearance a person becomes able to «understand the social significance of their actions considering the interests and needs of another person», independently determine their way of life, their case, which indicates the presence of the latter specific action experience of social interaction and, in fact, states the intrinsic personal motivation to interact with the world similarly in the future.

V.M. Zhukovskyi (2014), analysing the role of religious spirituality in the formation of personal and spiritual maturity, concluded that to develop the right guidelines for social life, which affect the formation of man, is inconceivable without deeper insight into the spiritual sources of these, derived from the spiritual, guidelines, and therefore without experiential immersion in the Christian foundations of life and activity. O. Klymyshyn (2012), N. Savelyuk (2017), M. Karwatowska (2011), G. Sviderska (2016) point out the decisive role of religious values for the young people psychosocial maturity. However, L.M. Hrydkovets (2014) states that the Christian paradigm of personality is one of the least studied areas in psychological science, although it defines the sociality of the individual as a basic component of humanity, which serves as a projection of divine existence.

The obtained results

Analysis of the works by the in-depth psychologist-psychotherapist K.G. Jung (1996) proves that due to conscience a person is able in the process of intuitive and reflexive cognition to comprehend the inner moral

law. Its purpose is to actualize in the psyche of the individual the significance and necessity to obey the eternal universal values, which from the beginning are preserved by its collective unconscious. Only due to this a person becomes capable of personal growth and individualization, that he/she is responsible for (Palahnyuk, 2015; Palahnyuk, 2016). According to K. Golzer, M. Honesker, Christian religious attitudes (hereinafter CRA), formed on the Ten Commandments of God, relate to the human subconscious. They come from the truth, certainly inherent to man. That is, they should not so much influence from the outside i.e. to determine, as to be internal value positions and prohibitions imposed on them.

The significant role of religion in the system of social relations, religious values and attitudes in the formation of personal maturity, in particular young people, pointed out M. Boryshevskyi (2010), L. Hrydkovets (2014), M. Karwatowska (2011), O. Klymyshyn (2012), N. Savelyuk (2017), G. Sviderska (2016), O. Yaremko (2011) and others.

Referring to the Ukrainian social environment, as M. Boryshevskyi identifies, Christian world-views are our mentality characteristics, and it is fair to say that, first, Christianity has historically been and remains the main form of Ukrainians religious world-view, and Christian values are one of the most important moral and psychological factors of formation and development of various spheres in social and spiritual life; secondly, in the Ukrainians national character, religiousness takes one of the most important places, which must be maintained as the most important of the spheres of the persons' spiritual world (M. Boryshevskyi, 2010).

Thus, the universally recognized humanistic potential of the Christian religion is mentioned in the works by N. Savelyuk (2017, p. 113), as she states that the potential is not only and not so much human as socio-centred (at least in the minds of the researched Ukrainians). In other words, the religious identity is connected to the persons' realization to his/her depersonalization, to some extent, in behalf of the large communities of the society, the world and even the universe. The author based on the results of a comprehensive study, states that the religious identity of a person is not only an aspect of his/her social identity, but also, at the same time, a counterweight to the egocentric dimensions of self-consciousness.

Analysing the religious identity of a person in the context of different levels of his/her religious activity, N. Savelyuk (2017) defines religious activity as an integrative form of human activity that periodically experiences certain sacred, not always rationally explained feelings and states (affective aspect); recognizes as true certain typical in his/her environment religious ideas and concepts (cognitive aspect); realizes and accepts religiously relevant needs, motives, intentions (motivational aspect); and also

performs actions corresponding to all these feelings, ideas, intentions (conative aspect).

In the works of Ukrainian scientists (O. Klymyshyn (2012), G. Sviderska (2017), etc.), it is proved that faith in God is a powerful factor in preventing and overcoming the systemic spiritual crisis of youth.

Spirituality and religiosity as a problem of socio-psychological research remains relevant, because it is spirituality that is recognized as specific and one of the essential forms of self-regulation and self-determination of the mature person behaviour. Human actions due to spirituality always become an act, that is, is out of certain situation. Such an opportunity to go beyond the situation is given by the imagination, which allows finding psychological meaning, support in human values, and not in situational regulators (Klymyshyn, 2012; Palahnyuk, 2016).

The analysis of the relevant literature shows that religious spirituality (Christian in particular) to a greater or less extent promotes active participation in public life, without interfering in politics and authority (Boryshevskyi, 2010; Klymyshyn, 2012; Savelyuk, 2017; Sviderska, 2016).

Thus, M. Boryshevsky (2010) believes that faith in God belongs to the value orientations system, and if they are closely related to Christian morality, they motivate the individual spiritual self-improvement. As M. Savchyn (2003), the Ukrainian educator G. Skovoroda, testifies by emphasizing the individual spiritual nature of the person, pointed out that each person is endowed with a conscience i.e. the voice of God, who reminds him/her about the way and purpose of life and directs it to appropriate activities (Palahnyuk, 2016; Savelyuk, 2017).

M. Savchyn (2003) also defines that living with faith in God leads to the growth of spiritual potential, which is seen as the level of acceptance, experience and understanding by the individual «inner human» and real spiritual values (love, faith, hope).

The significant role of religiosity in taking on the role of the subject of one's own life on the basis of created meanings, positions, plans to be responsible and make meaningful life choices is discussed in G. Sviderska's (2016) research, which proves that religiosity positively correlates with responsibility, personal maturity, ability to decentralize, deep feelings and it is noted that a person's religiosity is manifested in activities and behaviour and at the same time directs the personality development.

In the analysis of religiosity S. Chernyayeva (2007) highlights such aspects as cognitive (religious knowledge and ideas, specific, mostly symbolic ways of knowing); motivational (religious needs, values, ideals, beliefs and world-view); emotional (religious experiences, which are characterized by complexity and ambivalence, a combination of opposite experiences with a

tendency to their synthesis); activity (characterized by the coincidence of the religious actions motive with the aim of activity, which is creative, meaningful and leads to personal self-realization). Religiosity, as the researchers note, contributes to the meaningfulness of life, resists alienation, and controls personal development (Palahnyuk, 2016; Walesa, 2006) and note that the peculiarities of its manifestation are related to the religious attitudes maturity.

Thus, O. Yaremko (2011) in the context of studying the socio-psychological features of students' religiosity studied the maturity of religious attitudes (based on the «Maturity Scale by R. Yavorsky's religious attitudes») and identified two levels of their formation, which were assessed by the amount of time devoted to religious practices.

Analysis of empirical research (Hrydkovets, 2014; Lishchynska, 2008; Yaremko, 2011) shows that every second Ukrainian considers himself/herself a religious person, and among student youth 87% identified themselves as Christians. Sociological research also notes the renewal in the worldview of students of the Christian religion importance: and 32.5% of them recognize that God exists, 38.8% of student youth consider themselves deeply religious.

At the same time, the study of religiosity and value orientations of the individual led A. Vovk (2003) to the conclusion that in the youth, in particular in the student environment to some extent lose importance moral values, Christian ideals, consumer attitudes to consumption and comfort. Such data give grounds to state that today the spiritual and cultural development of the individual is often fulfilled in a value vacuum. Public disregard for the basic norms of morality demoralizes society and, firstly, young people.

The processes that take place in our society, according to research, are accompanied by the emergence of such negative phenomena as uncertainty, value confrontation, broken ties, feelings of unhappiness and deteriorating mental health. In scientific discourse they are associated with factors of insecurity, frustration, loss, guilt, repressed aggression, self-blame, violations in the system of personal relationships, distortion of self-identity processes, impossibility of self-realization, low self-esteem, etc. (Boryshevskyy, 2010; Borets, 2017; Vasyutynskyy, 2008; Palahnyuk, 2015, Sviderska, 2016). There is a separate factor of the patterns lack i.e. ethical and cultural, professional and psychological and typological (natural diversity of psychological types of self-realization is actually often limited to one model, that is, successful, capable in competition and promotion in the Western labour market). Instead, the current socio-political situation in the country, the complex process of building civil society require an active

social, civic, politically responsible position of citizens, especially young people

At the same time, it is important to emphasize that the social space in which the life of the individual (including modern youth) takes place is significantly expanding. Its inclusion in various social relations is intensified in the process of complicating activities, when in parallel with the growth of information consumption grows awareness of the need to make decisions with increasing risk and personal responsibility for the results of their activities, which, as defined by Borets, is one of the essential components of reflexive social competence as an integral characteristic of personality development. In this case, the growth of person's social competence, according to the author, is inextricably linked with the system of values, resolution of value conflicts and evaluation of alternatives, and its high level means that it refers to the society members; obtaines moral and ethical norms inherent in this society (Borets, 2017).

Young people, in particular the students, can be defined as a socio-demographic group, which is characterized by a fairly high level of activity, focus on finding their place in the world, the implementation of life tasks in personal and professional life, etc. (Borets, 2017; Kyyashko, 2010 etc.). This student has psychological stability and thinking lability, which is important not only for effective adaptation to the instability of today, but also for self-realization in various spheres of life.

According to such researchers as Yu. Borets (2017) young people are the least conservative social group in terms of their value orientations; they react most sensitively to social changes, and act as a kind of «barometer» of social economic and political state of society (Borets, 2017; Klymyshyn, 2012, Moskalenko, 2018, Vasyutynskyy, 2008). It is characterized by a negative attitude to the violation of democratic norms, laws and moral principles. We can rightfully call young people, especially students, the «society social nerve» (Borets, 2017; Moskalenko, 2018; Sviderska, 2016; Vozovych, 2017).

Yu. Borets (2017, p. 42) states that student youth is able to analyse the essential aspects of the functioning and development of modern civil society, determine their own active position in it, implement moral and ethical, economic, legal, psychological principles of democracy. It is indicated that civic competence and responsibility in gaining positive experience of participation in public life, assimilation of democratic guidelines and values, cognitive mastery of political and legal culture, etc. ensure mastering the social activity and civic position.

As M. Drozdov (2016) identifies, the essence of youth and the manifestation of its main social quality is the degree of its achievement of

social subjectivity, the degree of social relations and innovation assimilation. At the same time, it should be considered that the essential characteristics and features of such a community as youth are in a state of formation and realization, and especially for such complex entities as citizenship, civic competence, social responsibility, which should be formed, because they underlie human self-regulation and activities in society, the development of personal and social maturity. The concept of citizenship, as noted by Yu. Borets (2017, p. 49), includes an understanding of their rights and expression, the ability to use them in practice, respecting the rights and freedoms of other citizens; personal responsibility, awareness of the necessary legal and moral responsibilities, effective and critical attitude to social reality, moral beliefs, ideals of citizens' equality and the people sovereignty; ability to have a positive dialogue with the authorities, awareness of their civic identity i.e. belonging to the country, society and state.

However, nowadays, despite the significant expansion of opportunities for self-determination and individual development, Ukrainian youth has been and remains the most vulnerable, disadvantaged group of society. Despite the growing need for self-affirmation, self-determination, self-realization, the phenomenon of gradual primitivization of consciousness and self-consciousness is often observed in modern youth. As a result, the frequent manifestations of spiritual devastation, selfishness, infantilism, which lead to the deformation of the normative-value sphere of young people and require close attention of specialists. At the beginning of their own adult conscious life, professional activity or developing family relationships, the young person is faced with the task of being as creative as possible in solving related issues. Every member of this social group at this time should consciously take responsibility for their lives and treat this process as effectively and creatively as possible. It is important to say that such an attitude to the construction of the future will undoubtedly be an indicator of the psychosocial maturity of the individual and the basis of his/her creativity. And therefore, it's most important contribution to the (positive) transformation of social reality in general.

In the context of our study, the scientific investigations of O. Tsvirkun (2001) also deserve attention. He states that the world-view as a spiritually practical way of mastering the world by human and the form of his/her self-consciousness are based on stable structural components, which include those directly arising from human activity to the world. To such stable structural elements of worldview consciousness are determined the worldview attitude, worldview position of human belong worldview or semantic attitudes. The author uses this concept to record the method of

detection, «action» of worldview and worldview consciousness, the subject of which is a person's attitude to the world. This relationship covers the entire system of the subject activities, the person who masters and creates the world of their own existence (Palahnyuk, 2016).

Thus, worldviews in their ideal sense are attitudes that are formed when a person solves worldview problems. They are subject to change when the very meaning of life changes. In this context, summarising the above, such attitudes include Christian attitudes, and therefore it is important to determine their essence with further study of the impact of Christian attitudes on the expression of the individual social responsibility.

Christian religious attitudes, formed on the Ten Commandments of God, concern the human subconscious and, as Cz. Walesa defines, they come from the truth definitely present in human. Denying the ability to know it, not wanting to notice the truth present in him/her, a person voluntarily looks away from what he does not want to see, while claiming that he is not able to know it. Therefore, even without considering oneself religious, a person knows the truth – in the form of the so-called anamnesis of its spiritual dimension. It is a remembrance of the human spirit, which is the basis of a true conscience (Walesa, 2006, p. 125-141). At the same time, in the conditions of attack on the human temptations according to the Ukrainian philosopher E. Sverstyuk (1993), there is only one protection i.e. conscience and the old props of prohibitions imposed on himself or herself (this is the essence of moral resistance of the individual and society) (Palahnyuk, 2016). We think that the key phrase for us is the phrase «prohibitions imposed on ourselves». That is, CRA (Christian religious attitudes) must be intrinsic values-safeguards set for everyone. Thus, the CRA concerns both public spirituality and, above all, religious spirituality i.e. «human-God» relationship. And the Spirit, as O. Donchenko (2011) says, is a source of inspiration for man in his/her life, including in developing relationships with others, with the world on love basis.

The analysis of socio-psychological and theological sources gave grounds to define the essence of Christian attitudes, as the «Decalogue» it is laid down in each person, as a natural law of conscience, as a desire for higher, as a moral intuition and so on. So, when a person feels the need to act/do so, and not otherwise, this is the *attitudes*.

It should be emphasized that in the framework of our study, the guidelines concerning the horizontal plane of Christian religiosity are taken into account (man's relationship with himself/herself and the world). Christian religious attitudes are understood by us as the need and willingness to live and act according to conscience, truth, and God's laws. In addition, they can/should be perceived as internal limiters i.e. not freedom, but

pseudo-freedom (permissiveness). As they say: «I do so, because otherwise I cannot and do not want, because this is my position (social, life)». Violation and not following it is essentially opposite value socially oriented positions. In the religion psychology, they are understood as a conscious and voluntary transgression of the commandments (Palahnyuk, 2016). It is said of such an «act»: «He did not act in a Christian way».

Conclusions and prospects for further research

Thus, summarizing the analysis and the existing theoretical approaches to the problem of attitudes, in particular, worldview (semantic), among which in the context of the formation of social responsibility of the individual are particularly relevant Christian religious, it should be emphasized that in our understanding, *CRA* is a world-view which is the need and willingness to relate and act in relation to people, events, phenomena, life, ourselves, God (i.e. external and internal world), etc., formed on the basis of Christian morality based on faith and love of God and neighbour.

At the same time, attitudes as readiness for social activity and responsibility, as a result of this activity, are an important component of the individual moral and ideological spheres, which are closely related to the problem of social responsibility. Christian religious attitudes, which are connected with religious spirituality, with Christian morality express a personal position, a conscious state of being, a person's active attitude to the world as a whole and his/her self-realization in it.

At the beginning of their own adult conscious life, professional activity or developing family relationships, the young person is faced with the task of being as creative as possible in solving related issues. Every member of this social group at such a moment must consciously take responsibility for their lives and treat this process as effectively and creatively as possible. It is important to note that such an attitude to the construction of the future will undoubtedly be an indicator of the individual psychosocial maturity and the basis of his/her creativity. And therefore it's most important contribution to the (positive) transformation of social reality in general. Thus, CRA in this context is the basis for the formation of self-consistency, integrativeness, self-determination, self-construction and psychological readiness to act as the basis of personality subjectivity, its authenticity, the personal and social maturity formation.

Prospects for further research are seen in our empirical study of the Christian religious attitudes influence on the structural and semantic characteristics of personal maturity, in particular, student youth and the

disclosure of socio-psychological potential of these attitudes in organizing psychological support at the stage of training future specialists.

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Reflexive Competence in the Structure of Future Music Teachers' Training: the Modern Vector of Research

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The article presents an analytical and reflexive analysis of the problem of music teachers' training in the context of educational changes. The peculiarities and specifics of Musical Arts specialists' training are outlined; priorities in the creation of an educational environment in modern higher education institutions are defined as compared to the near and far-abroad countries. Factors contributing to music teachers' training increased efficiency and popularity are substantiated. It is established that such a resource is the formation of reflexive competence. The means of forming reflexive competence in future music teachers are visualization, testing (paper- and computer-based), electronic textbooks, videos, multimedia, and stages within which reflexive competence is formed, where the priority is given to a reflective workshop.

Keywords: *reflexive competence, future music teachers' training, formation means and stage, reflective workshop.*

Introduction

Higher education orientation towards the values of the student's personal development necessitates changes in requirements for teachers' training, their professionalization as the process of the formation and development of professional consciousness and self-consciousness, and the acquisition of key competencies necessary to successfully perform professional functions (V. Bezpalko, V. Hordienko, O. Derkach, N. Kuzmina, A. Markova, L. Masol, 2004; O. Padalka, O. Pekhota, O. Rudnytska, etc.).

One of the main requirements for higher education is professionals' training forming in them the sense of their purpose and role in society. According to the ancient pedagogical truth, the school will be what the teacher will be. Accordingly, pedagogical process success will be largely determined by the teacher's competence – «functional ability to adequately perform certain activities as well as to have sufficient knowledge and skills» (Masol, 2004; Shcholokova, 2011).

Statement of basic materials

In scientific research (O. Babchenko, I. Bohdanova, V. Hasniuk, N. Kuzmina, A. Lynenko, V. Medushevskyi, O. Rostovskyi, etc.), various aspects of teachers' training are discussed. The leading ones are traditional and modern. The former focuses on the training of a musician as a specialist (i.e. a model of training a professional musician), which is associated with the traditional concept of music education at school – to teach music, to teach to play it. The latter, a modern aspect, assesses the need for good music performance but it is not central to the teacher's professionalism. This model ensures the teacher's musical culture, in which their training as performers plays a great role (Kremeshna, 2015; Shcholokova, 2011).

Music education, as well as music teachers' training, originated in the ancient world, in Greece, where music was a compulsory subject for young people. It was a kind of evidence for public concern for the educational and socio-political importance of music education. This tradition has survived to this day in European countries.

In most countries of South and Latin America, such professionals' training is carried out in conservatories or music faculties, which differ mainly in the organization of the educational process rather than programs and teaching methods.

In Japan, the process of creating modern music institutes began earlier than in other countries in Asia and Africa (early 19th century). L. Masol (2004), the well-known American musician and educator, was invited by the Japanese government to organize music education (1879). His work and experience in school music training is a resource that has become traditional in Japan («Mason's Songs»). Musical Arts specialists' training is carried out in higher education institutions such as music universities (formerly the academic school of music), music faculties, and colleges. Great importance in the process of such training is given to the Suzuki method which is based on the development of auditory skills through violin playing.

The centers of music education in India are the Academy of Music, Dance and Drama, music colleges, and music faculties that operate at universities. The best Indian music professionals (playing the sitar and wine, the art of raga, improvisation, etc.) are involved in music teachers' training. Training programs cover a variety of Indian music, as well as reflect its connection with other Arts (dance and drama).

Significant reforms in music education (at all levels) have taken place in Arab countries. In 1959, in Egypt, in particular, in Cairo, conservatories with theoretical and performance faculties began their activities. This is the Academy of Arabic Music, the Institute of Arabic Music studying traditional

music and playing national instruments. Personnel's training for the development of music education in schools is carried out in special institutes training music teachers – the Academy of Fine Arts with a department of music (Baghdad), three branches of the National Institute of Music (research, teaching, and folklore in Algeria). It should be noted that specialists from other countries, including Ukraine, are invited to provide such training.

The experience of training music teachers in Israel is also of interest. Highly qualified professionals – music teachers, performers, composers, and choreographers – who are highly respectable internationally, with proven performance and pedagogical qualifications are trained there. The Faculty of Composition, Conducting, and Music Pedagogy trains school music teachers, music professionals for preschools, and high-level musicologists.

Training is carried out according to different methods and leading systems of music teaching (D. Kabalevskyi, Z. Kodai, etc.). In addition to classes in rhythmics, psychology, methodology, voice training, students undertake an internship under the guidance of teachers at schools and preschools. It is mandatory to attend classes in the main instrument (electively) and in the guitar as an additional instrument.

As a part of future music teachers' professional and competence development, a graduate department organizes master classes, lectures, meetings and the concerts of leading pianists from Israel and abroad. Course study can be varied at students' discretion and with the consent of the faculty administration to implement various joint projects and individual programs. Students who have completed four years of study and successfully passed all exams according to the plan of the Department of Music Teachers' Training for Schools and Preschools receive a bachelor's degree in music pedagogy (B.Ed.Mus.) as well as recommendations and assistance in finding jobs across the country.

In higher education institutions in Russia, Europe, the USA, and Australia, future music teachers' training is carried out taking into account ISO 9000 standard (Cueva, 2014). It is noteworthy that Ukraine has also set to implement and realize this standard. The main determinants of such training content are the following:

- timely provision of technological assistance, taking into account the available reserves and restrictions;

- material support (improvement of musical and technical means);

- resources that promote innovative improvement (computer programs, improvisation, modeling);

- future resource requirements planning.

The modern context of music teachers' training should address the organization of students' activities in those types, forms, and methods that represent a new training strategy – the formation of reflexivity.

It should be borne in mind that music teachers' professional activity has its specifics, which are to create full-fledged conditions for musical and aesthetic training and children's development in classroom, out-of-class, and out-of-school activities.

In the conditions of information educational space, the requirements for future music teachers' training aimed at the facilitation of their professional and personal becoming and development are getting stronger. An important result of such development is the readiness to comprehensively consider complex teaching activity objects as holistic phenomena, to align the goals of teaching with the student's personality development and the trends in school activities with regard to paradigmatic changes in teaching approaches and methods. This level of readiness to perform all the functions of professional and pedagogical reflection is possible to achieve if a future teacher understands the value of the reflective position and seeks to master the ability to implement it.

Instead, teachers' experience shows that the level of their personal and professional self-development (necessary to achieve a new quality of education) does not fully meet the requirements of school and society. In addition, not every teacher is ready to independently carry out their professional self-development, reflectively analyze performed activities, and be aware of their potential, etc.

In this connection, the problem of forming the reflexive competence in the future teacher in the professional training process is becoming extremely important.

By this concept scientists understand the ability to manifest in real practice the willingness to realize teachers' potential (knowledge, skills, experience, and personal qualities) for successful creative (productive) activities in professional and social spheres, to understand the social significance and personal responsibility for this activity outcomes and its continuous improvement.

We consider reflexive competence as a professional quality of personality, which allows carrying out reflective processes effectively and adequately, reflexive ability realization, contribution to development and self-development, and the promotion of the creative approach in professional activities. It leads to the achievement of its maximum efficiency and effectiveness. So, it is possible to identify a direct correlation between reflexive competence and the achievement of the highest results in the future teacher's personal and professional development.

Acmeology studies the highest path to pedagogical professionalism. Acmeology, in O. Anisimov's terms, discloses the concept of reflexive competence from the standpoint of metacompetence, through the knowledge and mastery of the reflection mechanism. It contributes to the adequate development of all other professional competence types. Reflection development plays a crucial role in the educational space of any complexity level, at any stage of teachers' education and self-education under the following conditions:

1) not only the appropriation of the world of objects and ideas but also their transformation, the creation of new ones;

2) awareness and perception of tasks at all implementation stages and the individual's desire to set them independently as needed;

3) identification, the rationale for choosing, and the use of the individual self's resources; ability to make moral choices in conflict situations;

4) the need for the reflection capability as a condition for conscious regulation of one's behavior and activities in accordance with desires and goals, on the one hand, and the awareness of the limits of «one's freedom» – on the other;

5) the desire to proactively, critically, and innovatively reflect on activity results and relationships in the process of forming a proactive professional attitude;

6) the focus on self-development;

7) the presence of internal independence from the «outside world» not in the sense of ignoring it but in terms of the stability of views, beliefs, purposes, their correction and change in accordance with situation requirements;

8) the emergence of creative potential, uniqueness, and individuality, etc. (Sidorov,).

The most effective reflexive competence development is achieved by using reflexive teaching methods and creating acmeological conditions, namely, the presence of a common problem field, its correlation with participants' professional experience, and the removal of interpersonal barriers in organizing collective mental activities and reflective environment. In addition, participants' personal involvement in reflective workshops in the thinking process and activities increasing learning effectiveness is required.

As a result, in addition to increasing subject professional competence expressed in the amount of specific professional activity knowledge, the development of problem-solving skills, the ability to work together and

overcome conflict situations, enrich professional and personal experience – factors contributing to high performance – are realized.

Therefore, the future specialist's reflection should be focused on the self-awareness and identity formation of the subject in their perception of themselves, when there is a differentiation of internal cues and ways to distinguish between «self» and «non-self«; when the subject treats themselves as an object of management, and reflection becomes the main means of self-development, a condition and way of personal and professional growth. Therefore, reflection internal mechanisms as a component of the future specialist's professional activities can be conditionally classified according to the following characteristics:

a) analysis of one's consciousness and activities (self-reflection);

b) understanding interpersonal communication and finding out how others know, understand, and evaluate a «reflective» personality (interpersonal and intellectual) (Kremeshna, 2015; Marusynets, 2018).

In this context, reflexive competence should be «intertwined» in the context of the future music teacher's professional becoming and development.

Transforming into the future music teacher's professional training, reflexive competence is manifested in its following types: cooperative reflection (knowledge of collective interaction role functions and positional organization); communicative (ideas about another person's inner world, psychological determinants of their activities and relationships); personal (ideas about one's actions and relationships, self-perception as an individual); intellectual (knowledge of objects and ways of interacting with them, the ability to introspectively review and track the progress of one's intellectual and professional activities).

Thus, reflexive competence is a complex, personal formation that integrates such reflection types as cooperative, communicative, personal, and cognitive. In a holistic perception, these types of reflexive competence determine the level of its formation in educational activity subjects.

Under these conditions, reflection will contribute to the fact that the activity of the future specialist's personality will acquire a purposeful, subject-oriented nature. This will help a student to better understand and be aware of their professional activities

The means of forming the reflexive competence of future music teachers are visualization, testing (paper-and computer-based), electronic textbooks, videos, and multimedia.

We will describe the stages within which the formation of reflexive competence is carried out (motivational and purposeful, organizational and activity, reflexive evaluation).

The motivational and purposeful stage implies students' familiarization with the profession of a music teacher, its advantages, opportunities for the development of reflection and reflexive competence by means of music, musical perception and musical thinking, and the ability to assess one's position in the chosen activity. The main methods of its realization are a reflective conversation, a reflective dialogue, a portfolio, and pedagogical problem solving.

The organizational and activity stage is aimed at the formation in students of knowledge, skills and abilities necessary for the music teacher's professional activity from the standpoint of reflexive competence, methods and means of its implementation; self-attitude as a future teacher, the ability to adequately assess oneself and the pedagogical situation from the standpoint of a specialist. The methods chosen are role and didactic games, the case method, reflective dialogues, and reflective conversations. They boost the development of the ability to put forward and solve problems taking into account the variability of thought in mastering the key special competences of the studied phenomenon; ensure the formation of a reflexive position and goal-setting («I am a teacher in mastering subject competences», «I am a teacher through the eyes of students«); help to stand one's ground in teaching music to students using innovative technologies; attending and conducting lessons/classes in secondary school, solving pedagogical problems while studying and analyzing musical works.

At the reflexive evaluation stage, preference is given to a generalizing reflective workshop consisting of a reflexive training, project exercises, tasks for modeling students' personal learning progress.

The formation of future music teachers' reflexive competence resulting from the implementation of our model, is checked through the monitoring of:

a) levels of reflexive competence formation (high, average, and low);

b) diagnostics of reflexive competence formation qualities

Given the importance of higher education tasks in the future specialist's professional development, there arises a question about the organization of methodological (procedural) conditions for its provision. Such conditions imply the circumstances which the teacher's relationships with students depend on determining interaction and a solution of integral tasks and contributing to the satisfaction of pedagogical phenomenon actors or participants' requests and interest (Biliakovska; Cueva Davila, 2014).

In scientific studies, researchers define pedagogical conditions as a category that covers a system of certain forms, methods, material conditions, and real situations created to achieve a specific pedagogical goal (Masol, 2004); as circumstances of the education process with allow the achievement of a certain

pedagogical goal (Shcholokova, 2011) and contribute to the transformation (modeling) of possible personality traits into real ones (Kremeshna, 2015; Sidorov,).

Pedagogical conditions are a set of socio-pedagogical and didactic circumstances that affect the learning process and manage it enabling its rationality, the richness of content through the use of effective teaching forms, methods, and techniques (Marusynets, 2018; Cueva Davila, 2014). We consider pedagogical conditions as a reflection of the structure of future music teachers' readiness to work with primary, secondary, and high school students. The main pedagogical conditions that will contribute to the formation of reflexive competence, as we identified at the search stage of the study, are the following:

- future music teachers' motivation for a professionally oriented reflexive position as a priority in personal and professional training;
- creation of educational, developmental, and reflective environment focused on the formation of reflexive competence components;
- orientation of future music teachers to reflexive competence self-improvement.

The described set of pedagogical conditions covers both internal conditions provided by the subject of activity and defined by students' personal attributes (acquired life and art experience, the development of memory, attention, thinking, and other mental processes and phenomena), the formation of their professional qualities (associative imagination, artistic needs, tastes, etc.) and external conditions, under which future professionals' training is carried out.

Internal conditions determine the student's readiness for professional activity, the focus on self-knowledge and the understanding of other subjects of educational interaction; unlocking of professional capabilities in Musical Arts; self-discipline and an exacting attitude towards other subjects (classmates, teachers, and parents); assessment and self-assessment of ambition level results (special and general competences); formation of a reflexive position in educational and professional activities.

The latter is expressed in the fact that, for a student, this process is a special management object, and the individual is the subject of this management. That is, a student can act as an independent person only to the extent to which their self-reflection and reflection mechanisms are formed in terms of their activity management (Marusynets, 2018). Accordingly, the external learning conditions depend on the educational institution's environment where the process of future specialists' professional development takes place. M. Marusynets (2018) argues that in the course of educational activities, there should be created conditions that encourage

students to reflect on their experience, i.e. conditions that enhance the reflection of educational activities and the individual in general. Since educational activity is an activity of a self-change, it is conditioned by :

a) mechanisms of self-changes;

b) systematic (purposeful) formation of reflexive processes (including competences) essential for the self-development of the subject (Marusynets, 2013).

Therefore, the future music teacher focused on the development of reflexive competence should be characterized by the following:

1) the ability to analyze and adequately assess their professional activities and learn colleagues' constructive experience based on thorough theoretical and practical training;

2) the ability to foresee and determine the conditions and means of improving their professional activities;

3) the ability to adjust professional activity and its scientific and methodological support in accordance with social transformations and changing conditions of the present day;

4) the awareness of modern trends in the development of psychological and pedagogical science and the innovative technological means of professional activity, etc.

Given the above, we claim reflexive competence formation to be possible under the condition of a specially created reflective and development environment in higher education institutions.

Let's outline the semantic field of the given concept. In scientific psychological and pedagogical studies, it is considered as a system of conditions for personal development opening up for the specialist's personality the opportunities of self-enquiry and the self-correction of professional resources, the main function of which is to promote the need for reflection – the basic self-development mechanism. Its essential characteristic is dialogueness, which ensures the partnership of interacting subjects' psychological positions.

Cooperation and cooperative creative activities in the innovation process involve the rejection of mentoring, dictation, and contribute to the establishment of a different relationship type: collective search for, the analysis and self-analysis of results. Cooperation in this case does not mean a departure from independence. It's about something else – the rejection of the position that your opinion, your approach are the only correct options. The advantages of the development environment are:

- the intuition of development cooperative creative activities, which provides non-destructive means of self- and mutual development. It means that in solving any task, all participants, regardless of the initial professional

competence level, are subjects of mutual creation in fundamentally excessive, innovative, and open interaction not only with each other but also with different socio-cultural contexts;

- subjective parity achieved through the recognition of the uniqueness and creative self-worth of each of educational interaction participants;

- self-identification polylogueness ensuring the conscious self-actualization and effective self-realization of each individual, taking into account not only the zone of proximal development but also other educational interaction participants;

- the transfer of the received reflexive experience to the professional sphere;

- leveling of status barriers, which allows going beyond the formal lecture material presentation and provides an opportunity to generate new, innovative ideas without any fear of making a mistake;

-shared interests as a basis for the in-depth understanding of each other's ideas, the development of the ability to accumulate not only one's own experience, but also the achievements of the group as a whole;

- systematic activation and development of different reflexive competence types and kinds.

We will describe the essence of the learning environment in the context of the formation of reflexive competence structural components:

- axiological – the formation of motivation in future music teachers for reflection as a necessary condition of future professional activity effectiveness; students' involvement in various types of musical and pedagogical activities, their awareness of professional opportunities and abilities, moral qualities, and psychological attributes that meet professional requirements; the need for continuous improvement of professional qualities underlying the effectiveness of pedagogic work;

- cognitive and operational – mastering the system of knowledge about students' music and aesthetic education; acquisition of knowledge in psychological and pedagogical disciplines about the peculiarities of primary and secondary school students' educational activities; knowledge about psychological and physiological new formations in students, the sensitive periods of music education and music in general; awareness of the essence of reflection and reflective activity, the development of competencies that make up the content of future specialists' professional training; solving pedagogical problems that arise while working with students when they undertake different pedagogical internship types. For instance, the first attempts to give specific answers to the questions: «What am I doing?», «How will I do it?»

- emotional and evaluating – the application of acquired knowledge and skills in the practical learning of professional activity basics by students; the consolidation of the acquired reflexive position; reflection and self-reflection, self-assessment and evaluation of one's own actions: «Why do I do it?» «How do I achieve good results?» (for example, to explain the nature of the artistic image of a piece of music), «Is a type of the deep amplitude of a piece of music defined correctly? Why should it be done this way?» etc. Students become aware of professional activity purpose and objectives, they get motivated to achieve them.

- reflexive and corrective – making independent decisions in music-pedagogical activities, which is carried out based on a sufficiently formed level of reflexive competence; development of professional and personal qualities in educational interaction; self-development, self-improvement and self-correction of professional ambition levels in the formation of reflexive competence. The realization of the outlined component is carried out through a reflective practical course «Formation of the future music teacher's reflexive competence» aimed at their self-knowledge and self-improvement in the process of mastering professional and special competences. The course includes a reflective workshop, project exercises, and assignments for modeling students' personal learning achievements.

The reflective workshop is considered through a specially organized educational and developmental activity, in the process of which the subject acquires knowledge about themselves (as a person and as a professional) through a feedback mechanism. The main attention is paid to the practical implementation of the educational material, in which the simulation of specially created situations is carried out. In such a way, students have the opportunity to consolidate the acquired knowledge, to form relevant skills and abilities, to change the attitude to the chosen profession and its significance as well as to the means by which professional development is carried out. That is, the reflective workshop is a kind of a bridge between theory and practice, which encourages everyone to take concrete actions, provided that moderators (teachers) apply (not passively imitate) scientific knowledge to the requirements of the group encouraging students in such a way to reflect, and self-evaluate their work. Through such self-assessment, students learn the methods of their work classification, decision making about dos and don'ts, when it can be assumed that the goal has been achieved, and what attitudes will be useful in the future (Marusynets, 2013; Cueva Davila, 2014).

The success of the workshop depends on both a moderator and the selection of tasks, the advantage of which is the method of modeling

personal learning achievements with a projection for future professional activities. Here is the procedure for conducting a reflexive workshop.

1. The reflective workshop «Who I am» developed on the basis of students studying pedagogy, psychology and methods of music education, with the actualization of axiological component formation.

Purpose: formation of motivation types, provoking interest in choosing a profession.

Exercise 1. «Actualization of self-motivations»

Participants are invited to make three statements about their goal realization and the means to achieve it (task-performance time is up to 10 minutes for each series). Series 1. «I never …»; Series 2. «I want but probably I can't …»;

Series 3. «If I really want , then …»

Exercise 2. «Agreement».

Each member of the group makes an agreement with themselves and answers the questions: 1. «What do I want to change in myself while studying at university?» 2. «How will I do it?» 3. «What will I get then?»

The agreement should emphasize those behavior patterns that need to be changed, indicate strengths and weaknesses; write down a commitment to be honest with oneself; to state possible changes in oneself, one's communication style, behavior, the circle of acquaintances, entertainments, relations with relatives, and friends; outline specific goals and ways to achieve them. Written agreements are folded into an envelope and handed over to a moderator.

Tasks for discussion:

1. What is my problem? What do I dislike about myself and my life? What worries me?

2. What is the cause of this problem? (Who or what should be blamed for it?)

3. To model the possibilities of solving this problem (which of them depend on me)?

4. What decision do I make?

Exercise 3. «Projection of self-image.

Workshop participants make two short descriptions on a separate sheet of paper. The first one is a description of how a participant sees themselves, their «I-conception» essays). The second one is how other members of the group see the participant. Descriptions must be thorough and true. The descriptions «How I see myself» are put in a separate box. Each self-description is read aloud, and group members try to guess who it belongs to. The authors then name themselves and read their second

description (how the participant is treated by others) receiving feedback from the group members.

Conclusions

Thus, successful training and reflexive competence formation in future music teachers are possible if both internal and external circumstances are fulfilled in the conditions of educational-development and reflective environment in higher pedagogical educational institutions.

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Pedagogical Conditions for Increasing the Level of Educators' Readiness to Create a Positive Image of the Preschool Education Staff

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The article highlights the system of work on the formation of readiness of preschool teacher to build, develop and correct a positive image of the preschool education staff. The scientific investigations analysis in the field of pedagogical imageology, in particular the image of the educational institution and its staff is presented. A number of pedagogical conditions were formulated, which enable the success of the process of increasing the levels of educators' readiness to create, improve and correct the positive image of the preschool institution staff.

Keywords: *image, preschool educational institution image, pedagogical collective image of preschool educational institution, educators readiness to create positive image of pedagogical collective of preschool educational institution, pedagogical conditions of increase in level of educators' readiness for construction, positive image of preschool educational staff.*

Introduction

Education in Ukraine in the context of European integration processes urgently needs an adaptation to market conditions. Nowadays, the educational market is developing dynamically, which requires special attention to the problems associated with the positioning of educational institutions.

Preschool education is an open, social and pedagogical system connected with many public institutions, which are increasingly referred to as a service sphere. That is why the directors of preschool institutions are forced to think about the advantages of their educational institution.

Topical in the context of education reform is the process of forming the image of the organization, in particular, the teaching staff of preschool education, which can be directed not only outside but also inside the organization. The internal image determines the extent to which team members identify it, and thus the motivational characteristics of their

activities in the organization and the effectiveness of its operation and development opportunities. Today, the image of a successful preschool institution providing quality educational services and it comes to the foreground. Creating a positive image of the teaching staff increases the efficiency of the educational institution, makes it possible to fully meet the needs of stakeholders, which are primarily children's parents and the children themselves. Law of Ukraine «On Education» in article 49 notes that public accreditation of an educational institution is fulfilled in order to recognize the quality of educational activities of the educational institution and the formation of its positive image and reputation (Law of Ukraine «On Education», 2017).

The aim of the article is to present the results of checking the system of work to increase the levels of the educators' readiness to create a positive image of the teaching staff of preschool education as an important component of its overall image.

Objectives of the study: To present a brief analysis of psychological and pedagogical researches on the educational institutions and preschool institutions image, in particular the teaching staff; to investigate the state of formation of educators readiness to create, develop and correct the image of the teaching staff of preschool education institutions (PEI) in experimental PEI; to develop a system of work with educators on the formation of readiness to create, develop and correct the image of the PEI pedagogical staff, in accordance with the selected pedagogical conditions and check its effectiveness.

Materials and Methods

To implement these aims and objectives we used the following methods: theoretical, which is the analysis and generalization of scientific literature and methodological publications; studying the teachers experience; comparison, synthesis, systematization and generalization of the received information; empirical research methods: interviews, questionnaires, observations; comparison; pedagogical experiment; research data processing.

Discussion

In the modern constantly evolving world, where educational institutions are fighting for the attention of each individual consumer of educational services, one of the constant concern objects in a competitive environment is its image.

The term «image» is considered from the point of many sciences, such as psychology, economics, marketing, political science, ethics and aesthetics, sociology, pedagogy.

The large explanatory dictionary of the modern Ukrainian language defines the image as an advertising, representative image of someone, for example, a public figure, created for the population (Busel, 2005).

The problems of educational institutions image and modern PEI in particular are a subject of scientific researches of national researchers T. Zhyvayeva, I. Zuyevska, L. Ikhonkina, O. Kononko (2006), K. Krutiy (2011), V. Kuzmenko, G. Nyzhnyk, M. Piskunov (1999), N. Pogribnyak and others.

Thus, M. Piskunov (1999) highlights the following components of the educational institution image:

1. The image of a product or service is people's perception of the unique characteristics that they believe the product acquires. 2. The image of consumers is an idea of lifestyle, social status and character of consumers. 3. Internal image of the organization is the idea of staff about the comfort and reliability of your organization. 4. The image of the founder and/or main leaders of the organization is an idea of the intentions, motives, abilities, attitudes, values and psychological characteristics of the founder or leaders. 5. The staff image is a collective generalized image of staff, revealing the most characteristic features i.e. professional competence, culture and socio-demographic and physical data. 6. Visual image of the organization which is the idea of the organization, the substrate of which is visual sensations that capture information about the interior and exterior of the office, trade and showrooms, the staff appearance, as well as corporate symbols (elements of corporate style). 7. Social image of the organization is the perception of the general public about the social goals and roles of the organization in the economic, social and cultural life of society. 8. Business image of the organization is the idea of the organization as a subject of business activity. Business reputation is a component of the business organization image, well-known doctoral graduates, postgraduates, innovative technologies, faculties variety, new specialties, etc. (Piskunov, 1999).

O. Kononko (2006), among the main image characteristics of the modern preschool education institution, singles out the following: 1) spacious and bright rooms, comfortable furniture, various toys and didactic materials in sufficient quantity, that take care of their health; 2) spotless reputation for a long time; 3) stable, organized, rhythmic work; 4) preparation for school; 5) highly qualified specialists; 6) innovative approaches and experiment are used in the work; 7) developmental environment for the formation of children's life competence; 8) earger to

keep up with the time: it teaches a foreign language, introduces the basics of computer literacy, introduces the child to the modern information space.

According to the analysis of publications and research on the image of the educational institution, the main components of a positive image of preschool education are identified by the scientists, they are as follows: the educational services image, the preschool teacher and staff image, the image of the director, visual (environmental and subject) image.

K. Krutiy (2011) believes that the image of a preschool teacher can be presented as a socio-psychological image, the formation of which is due to the presence of clearly expressed spontaneously or consciously presented qualities of the educator, easily perceived by others at first contact, and meets the expectations of the audience that is the first step towards the formation of an authority (Krutiy, 2006).

M. Piskunov (1999, p. 45-51) identifies the following features of the teaching staff image: 1) professional competence: mobility, cleanliness in the official performance duties, accuracy at work, awareness, highly qualified training; 2) culture: sociability, culture of speech and communication, socio-psychological characteristics of educators; 3) socio-demographic and physical data: age, sex, education, appearance.

Competence [from Latin. competens (competentis) – appropriate, appropriate] – awareness, knowledge, authority (Morozov, Shkaraputa, 2000, p. 282).

In the education encyclopedia, «competence» is interpreted as a range of issues in which a person is well understood; its acquisition by a young person occurs not only during the study of a subject, group of subjects, but also through non-formal education, due to the environmental influences, etc. (Kremen, 2008).

The structure questions and the essence of the concept of «competence» in the field of education are studied by G. Byelyenka (2011), N. Bibik, L. Biryuk (2009), P. Borysov, V. Krayevskyi, V. Kremen (2008), N. Kuzmina, O. Pometun, O. Savchenko, A. Khutorskyy (2002), S. Shyshov and others.

Thus, G. Byelyenka (2011) proposes to understand competence as a set of really formed professional qualities and acquired experience of personal activity. Therefore, it is an internalized (assigned to personal experience) system of knowledge and practical human skills, combined with the development of personal qualities that ensure the success of the use of acquired knowledge and skills. According to G. Byelyenka (2011), the professional competence of the preschool teacher is characterized by his/her ability to perform professional tasks on the basis of professional knowledge and skills that integrate with the development of personal professionally

significant qualities, among which the leading are love for children, demanding, empathy and communication.

The term «competence», as L. Biryuk (2009) notes, disscussing the pedagogical approach, is often interpreted as a measure of compliance of knowledge, skills and experience of a certain socio-professional status of the specialist to the real level of complexity of tasks and problems. The scientist proposes to take the following definition of competence (educational) as a basis: «it is the level of mastery of a set of interrelated personality traits (knowledge, skills, abilities, activity methods) that are determined in relation to a particular activity (subjects and processes) and provide quality, productivity acting on them» (Biryuk, 2009).

Similar competence components are found in the works of Russian researcher A. Khutorsky (2002). He considers competence as a set of complex skills, abilities and methods of activity, grouped into blocks of relevant personal characteristics of the individual, namely: 1) cognitive is the ability to feel the world, ask, look for causes, identify understanding or misunderstanding; etc.; 2) creative can be inspiration, imagination, flexibility of mind, sensitivity to contradictions, freedom of thought, feeling, movement; predictability; criticality; presence of personal opinion, etc.; 3) organizational (methodological) is the ability to understand the goals of educational activities and the ability to explain them, set a goal and organize its achievement; ability to rule-making, reflective thinking, self-analysis and self-assessment, etc.; 4) communicative, due to the need to interact with other people, with the objects of the world and its information flows, the ability to find, convert and transmit information, perform various social roles in the group and team, use modern telecommunications technology (e-mail, Internet), etc.; 5) worldviews that determine the emotional and value attitudes of the individual, his/her ability to self-knowledge and self-movement, the ability to determine their place and role in the world, family, team, nature, state, national and universal trends, patriotic and tolerant personality features, etc. The list of these characteristics is determined by the integrity of human nature, which has physical, emotional, intellectual and value components.

National researchers G. Byelyenka (2011), J. Bolyubash, L. Danylenko, I. Yermakov, I. Zyazyun, S. Klepko, V. Oliynyk believe that the professional competence of an educator is an integral quality of personality that has its own structure that allows the specialist most to carry out the activity effectively, and also promotes its self-development and self-improvement both in system of advanced training, and in the course of self-educational work.

In the real activity of the future educator, the manifestation of professional competence is ensured by the unity of all content-operational and motivational-value components, that is in close connection with professional skill, professional culture, professional and personal readiness.

According to G. Byelyenka (2011), the professional competence of a preschool teacher characterizes his/her ability to perform professional tasks on the basis of professional knowledge and skills that integrate with the development of personal professionally significant qualities, among which the leading ones are love for children, demanding, empathy and communication. The structural components of professional competence, the scientist calls the motives, system knowledge, professional skills and professionally significant personality features. Such qualities as a result of gaining professional experience by a person become stable and over time occupy a prominent place among other components. In terms of training degree in higher institution, the professional competence of the graduate is defined as basic and is considered as the ability to transform personal and educational achievements (knowledge, skills, professionally significant qualities) within the professional activity (Byelyenka, 2011).

The next component of the staff image according to M. Piskunov is the culture, in particular the culture of speech and communication. Speech culture is a necessary element of a person's general culture.

Nowadays, the culture of speech is interpreted in three meanings: 1) features and properties, the totality and system of which speak of communicative perfection; 2) a set of human skills and knowledge that provide a holistic and simple use of language for communication purposes; 3) the field of linguistic knowledge about the culture of speech as a set and system of its communicative qualities (Babych, 1990).

The pedagogical effectiveness of the educator's speech largely depends on the level of language proficiency, the ability to make the right choice of language tools. The pedagogical effectiveness of the educator's communicative behavior depends primarily on what style of communication with children is inherent, what are his/her attitudes to interact with children; to what extent he/she feels the psychological features of the speech situation.

Professional communication of a preschool teacher has a dialogical character. It involves interaction with the PEI administration and colleagues, daily communication with children and parents. Different socio-speech status of communication partners requires the use of different speech tools, changes in their own speech behavior.

The professional speech of the preschool teacher has to meet the requirements of the speech culture. This is an important indicator of the

level of intelligence, education and respect for the speech partner. The professional speech of the preschool teacher has two important components i.e. the technique of speech and the communicative qualities of speech. The communicative qualities of speech, which must be possessed by the educator PEI, L. Zagorodnya, S. Titarenko (2010) include correctness, expressiveness, clarity, accuracy, brevity, expediency and affection.

An important characteristic of the educator speech of preschool children is affection.

Correct pronunciation, free, casual use of words, vulgarisms avoidance, provincialisms, archaisms, dialectisms, plague words, unnecessary foreign words, emphasis on main ideas, phonetic expressiveness, intonation variety, clear diction, psychological use, measured use pauses, the correspondence between content and tone, between words, gestures and facial expressions – all these are necessary elements of the language culture of the teacher and in particular the preschool teacher.

Also important for creating the image of an educator is his/her communication.

Communication is the ability to communicate, make contacts; connection, interaction, contacts between someone or something; sociability (Busel, 2005, p. 262).

The communicativeness of the educator is formed under the influence of many factors, among which prevails professional and personal (a set of professional and personal qualities, which is formed by transforming professionally important knowledge, requirements and skills into personally significant for the educator and manifested in more effective pedagogical activities).

The manner of behavior and communication of the educator fully characterizes his/her inner world, culture, moral and aesthetic values and preferences. The behavior of the educator should be adequate to the situation, considered, positive, businesslike and trusting. It is also necessary to observe such components of the external expression of the educator as posture, gestures, facial expressions, in particular the ability to use a smile, the style of interaction with others. The posture of the teacher indicates the inner state and therefore it must be slender. Confidence, restraint in movements and openness and moderation of the educator's gestures show his/her ability to use non-verbal means of communication and the culture of communication in general. A smile is a means of establishing friendly relations with children, their parents and colleagues. It seems to signal to the communicator: «I am your friend, a like-minded person in important issues and affairs for you.» A kind, pleasant, calm facial expression, a light smile involuntarily attract people's attention and set them up for pleasant

communication. It's easier to interact with smiling people. As for interaction, the behavior of the educator may be the certain authoritarianism, if it is justified by the situation.

One of the components of the team image, an emotional indicator of the relationship of its members is the socio-psychological climate (SPC). The given national scientists study the socio-psychological climate in the team: M. Borovko (2003), O. Gura, T. Gura (2013), M. Molochko (2004), Clipa, O. (2014) and others.

M. Borovko defines the socio-psychological climate as a relatively stable psychological mood of its members, which is manifested in all the various forms of their activities (Borovko, 2003).

The formation of a favorable socio-psychological climate in the teaching staff is one of the main tasks of preschool education. This is due to its impact on the professional activities of teachers and the effectiveness of the educational process as a whole.

M. Molochko (2004) defines the socio-psychological climate of the staff of preschool education as a complex integrated characteristic of the team, which is empirically manifested in the dominant relatively stable group mood, which is the result of interpersonal relationships reflection, which are indirected by goals and content of professional pedagogical institution. Among the main structural components of the SPC of the teaching staff, the researcher identifies a system of attitudes of its members: to perform professional role functions; to colleagues and management of the preschool institution; to the world as a whole and to the very person. At the same time, the scientist emphasizes that it should be considered in the cognitive, emotional and behavioral components unity in the functioning of the teaching staff and the activities of its individual members.

As the main factors that determine the socio-psychological climate in the team, O. Gura and T. Gura (2013) identify the following: global macroenvironment; local macro environment; physical microclimate, sanitary and hygienic working conditions; nature of activity; organization of joint work; psychological compatibility of team members as the ability to work together, which is based on the optimal combination in the team of personal qualities of its members at three levels: a) psychophysiological (optimal combination of higher nervous activity features); b) psychological (characters compatibility, motives, dominant types of behavior); c) socio-psychological (harmony of social roles, social attitudes, values, interests); the nature of the communicative organization, the communicative competence of the team members; leadership style (Gura, Gura, 2013, p. 106-107).

M. Molochko (2004) notes that the socio-psychological climate in the teaching staff of PEI should be considered as a complex multifactorial

phenomenon, which is determined by social, socio-psychological and pedagogical factors, the influence of which occurs on system-wide mechanisms specifically in this professional group.

Another important component of the staff image in a preschool institution is the appearance of its members. Appearance is a kind of business card of a person, and for a teacher it is an important component of his culture and upbringing. It is a source of various information about the level of intellect, moral and ethical, aesthetic development and other personal characteristics, a clear example of the attitude to someone and others. In the appearance of the educator play an important role well-groomed, adequacy, moderation, general hygiene, style and condition of clothing, shoes, hair, the ability to use cosmetics and choose jewelry and small details to the costume. The main thing in creating an attractive, aesthetically expressive appearance of a teacher is to find his/her micro-style, which would emphasize individuality, express the inner content as fully as possible, help to effectively solve educational problems, be adequate, i.e. correspond to the style of preschool educational institution. (Zagorodnya, Titarenko, 2010, p. 52-56).

The pedagogical staff image of PEI is closely connected with the image of each of its members. From these positions it is expedient to address the definition of «professional image of the preschool teacher of PEI» which in the research by T. Maryeyeva (2017, p. 7)interprets as the qualitative characteristic of the teacher's personality that promotes the appearance of its internal attitudes, personal qualities, vital positions, knowledge and professionalism through external expressions i.e. external type, behavior, features of verbal and nonverbal communication, the specifics of the design of the man-made environment, which significantly affect the organization of interpersonal cooperation and the implementation of professional functions in the specialist.

Thus, the analysis of a number of studies on the educational institutions image and their components, allowed us to formulate our own definition of «positive staff image of preschool education» and to identify its components. We explain the image of the PEI team as an image formed in the minds of the target audience about the competence of educators, their appearance and spatial environment, culture of speech and communication, history, traditions of the team, socio-psychological climate in it.

Results

The quality of construction, development and correction of the positive image of the teaching staff depends on the readiness of educators

for this process. The analysis of a number of researches on pedagogical imageology problems, in particular image of PEI, preparation of future educators for construction of their own professional image, 28-year experience of preparation of experts for preschool area allowed us to formulate definition of the concept «preschool teachers readiness to construction, development and correction of positive image of pedagogical collective». We interpret it as an integrative, dynamic, complex structure of the educator, formed by the focus on creating a positive image of the teaching staff, knowledge of the structure of the team image, means of its creation and skills to create, develop and improve.

In addition, we identified and characterized a number of pedagogical conditions on which depends the effectiveness of the process of forming the readiness of educators to build, develop and correct a positive image of the teaching staff of preschool education, namely:

- the motivation formation of the teaching staff members to the purposeful creation of its positive image in the minds of the target audience;

- the development and testing of the system of work with educators to increase their levels of readiness to create, develop and correct a positive image of the teaching staff of PEI;

- the application of interactive technologies in the process of the content of the system of work with PEI educators.

In order to identify the state of educators' readiness to build, develop and correct the positive image of the preschool education teaching staff, we organized and conducted a pedagogical experiment on the basis of PEI in our city. The experimental study covered 40 educators of different ages and work experience (20 teachers are experimental group and 20 teachers are control).

The purpose study on the observational stage was to identify the levels of educators' readiness to create and correct a positive image of the teaching staff of preschool education.

To achieve this goal, we created a survey program, which consisted of a survey methodology and a system of results differentiation by criteria and indicators.

Analysis of the scientific literature on the problem of image, pedagogical image and image of the educational institution allowed us to identify the following criteria for the readiness of preschool teachers to create and correct a positive image of the preschool education teaching staff with appropriate indicators: need-motivational, search-gnostic, operational-reflexive.

In accordance with the above criteria and indicators, we have identified high, medium, low levels of readiness of educators to create and

correct a positive image of the preschool education teaching staff. Under the level of educators' readiness to create and correct a positive image of the teaching staff of preschool education, we understand the degree of its main indicators formation.

The high level is characterized by a high degree of manifestation of at least 89% of the selected indicators, in particular the steady interest of educators in information about the image of the teaching staff of PEI, its structure, methods of construction and correction; the need to create a positive image of the team PEI; thorough knowledge of the positive image components of the PEI pedagogical team and their essence, about the ways of creating, developing and translating the positive image of the pedagogical team; skills of of positive image presentation by the pedagogical collective to parents of pupils and its estimation; the presence of personal and professional qualities necessary to create a positive image of the educational institution staff, a high level of speech and behavior culture, attractive and presentable appearance; the ability to objectively assess the positive image of the PEI teaching staff and on the basis of this assessment competently and thoughtfully develop a plan to improve the existing image of the teaching staff.

The average level is characterized by a high degree of appearance of more than half of the selected indicators of 50-88%, namely the selective interest in information about the PEI teaching staff image, its structure, methods of construction and correction; unsystematic need to create a positive image of the PEI team; general, partial knowledge about the components of the positive image of the PEI pedagogical team and their essence, about the ways of creation, development and translation of the pedagogical staff positive image; inability to use knowledge to present their own positive image of the teaching staff to children's parents; the presence of the vast majority of personal and professional qualities necessary to create a positive image of the educational institution staff, the average level of culture of speech and behavior, attractive and presentable appearance; the ability to relatively objectively assess the positive image of the PEI teaching staff and on the basis of this assessment to develop the main points of the plan to adjust the existing image of the teaching staff.

The low level is characterized by a minimum degree of the selected indicators manifestation of 20-49%, namely superficial and unstable interest in information about the image of the PEI teaching staff, its structure, methods of construction and correction; no need to create a positive image of the PEI team; lack of structured knowledge about the components of the positive image of the PEI pedagogical team and their essence, about the ways of creation, development and translation of the pedagogical team

positive image; unwillingness to purposefully and competently present the image of the teaching staff to the parents of students; partial presence of personal and professional qualities necessary to create a positive image of the educational institution staff, the lack of a harmonious combination in the appearance of its components; lack of ability to objectively assess the positive image of the PEI pedagogical staff and on the basis of this assessment to develop a plan for imrovement the existing image of the teaching staff.

Methods of examination of preschool institutions teachers included analysis of documentation and analytical reports, questionnaires of educators, questionnaires of parents, observation of educators, solving pedagogical situations, analysis of appearance and subject image of educators, mathematical processing of the results.

Tab. 1. Levels of educators' readiness formation to build a positive image of the preschool education teaching staff in the control and experimental groups at the statement stage of the experiment (in %)

Criteria	Groups					
	experimental			control		
	Levels					
	B	C	H	B	C	H
need-motivational	5	50	45	10	60	30
search-gnostic	15	45	40	20	45	35
operational-reflexive	10	45	45	15	50	35

In order to form the readiness of educators to build, develop and correct the positive image of the staff of preschool education, we have developed a system of work, which provided a set of methodological measures, based on a number of important pedagogical conditions and using various traditional and non-traditional forms of methical work with educators. In developing it, we considered the PEI team existing image that is the formation of professional competence of educators, cultural level of the team, features of appearance, spatial and subjective environment of the educator and socio-psychological climate in the teaching staff, and the level of the teaching staff readiness.

The method of the system implementation of work developed by us consisted in carrying out a complex of educational actions for educators (problem lectures, ICT game, business game, round table, blitz interview and pedagogical talk show with application of such innovative forms of work as: interactive exercise, role game).

Our work was carried out in stages: the 1st stage was theoretical, the 2nd stage was practical, and the 3rd stage was final.

The purpose of the theoretical stage was to inform the teaching staff about the real image formed by the results of self-assessment and expert assessment, the level of readiness of educators to build the image of the teaching staff, intensify and systematize theoretical knowledge about the team image, its components and tools.

To achieve this goal, lectures were held on the following topics: «The image of the PEI team. Its components and means of creation», «Means of improvement of the teacher's professional competence», «Culture of the teacher and traditions as important components of PEI staff image».

Result: assimilation by teachers of information about the PEI team image and its components, about the means of improving each component of the staff image. This helped to increase the levels of formation of need-motivational and search-gnostic criteria for the educators' readiness to build the PEI staff image.

The purpose of the practical stage was defined to check the formation of basic skills and abilities to create, correct and develop a positive image of the preschool education staff.

The leading forms at this stage were ICT game, business game, round table meeting, pedagogical talk show.

Result: theoretical knowledge and formed skills for building, developing and correcting a positive image of the preschool education staff.

The purpose of the final stage was to check the level of assimilation of theoretical knowledge, to generalize and systematize them, to improve the practical skills of educators to create, develop and correct the PEI team positive image.

The main forms of work at this stage were a flash quote and a pedagogical workshop.

Result: positive dynamics in the levels of educators' readiness formation to build, develop and correct the positive image of the PEI team.

In order to implement the tasks of the system to increase the levels of educators' readiness to build, develop and correct a positive pedagogical image of the staff of PEI, we have developed a long-term plan. According to it, at the first, theoretical, stage, we clarified, expanded, deepened, summarized and consolidated the knowledge of educators about the staff

image, its components and means of creation. At the same time, a prominent place was given to information about the means of creating, correcting and developing the image of the teaching staff. Particular attention was paid to the specific components of this phenomenon: the professional competence of educators, the culture of teachers, the staff traditions and PEI subject environment.

At this stage of the formative experiment, we conducted lectures on the following topics: «The image of the PEI staff. Its components and means of creation», «Means of improving the educators' professional competence as a component of the PEI staff image», «Teacher's culture and traditions as important components of the PEI staff image». The topics of the above lectures were chosen by us to cover all important components of the staff image in the preschool institution.

Lectures were aimed at forming in educators ideas about the staff image of preschool education as a purposeful or spontaneously formed image and the means of creating, improving and developing the teaching staff image.

The algorithm of lectures included: 1) greetings with preschool teachers; 2) acquaintance with the topic and purpose of the lecture; 3) submission of the main material of the topic using elements of interactive technologies; 4) summarizing the lesson.

The content of the work at the second, practical stage was to teach teachers to practically use the acquired theoretical knowledge to correct the teaching staff image of the institution in which they work.

To achieve this goal, the following methodological activities were implemented i.e. business game «Steps to mastery», ICT game «Educator's clothes: create a visual image of a teacher», a round table on «Team traditions: pros and cons», pedagogical talk show «I am again about image», workshop «Psychological climate in the team: formation and correction means».

The third stage of our system of work was to check the level of theoretical knowledge assimilation and the formation of practical skills to build, develop and correct a positive image of the staff of preschool education.

The study of the levels of knowledge formation of educators about the PEI staff image, its components, methods of formation was conducted in the form of a flash quote on the topic «The team image: a modern view». During the event, teachers were divided into two teams, each of which thought about and asked each other questions about the concepts related to the image of the teaching staff of preschool education.

Summing up the formative stage of experimental research, we can conclude that during the implementation of our developed system of work, in accordance with the identified pedagogical requirements, educators have acquired new knowledge and skills to build, develop and correct a positive image of the teaching staff.

All educators had a positive attitude to the proposed methodological measures, willingly participated in all forms of work, performed various tasks that we offered them, showed creativity.

It is worth noting that the most effective, interesting and valuable for educators were such forms of work as: business game, flash quote, ICT game, talk show. During their implementation, educators easily and with pleasure generalized, concretized, systematized and consolidated the acquired knowledge about the positive image of the PEI pedagogical staff.

We will also note the remarkable value of clarity, which we used during the implementation of our system of work, as a means of stimulating cognitive and creative activity of teachers. The multimedia presentations, ICT game, interactive exercises used by us encouraged them to collective interaction, free self-realization in learning the essence and features of pedagogical imageology.

At the control stage of the study, the diagnosis was made according to the method of the acknowledge stage. The obtained data are presented in table 2.

Tab. 2. Levels of educators' readiness formation to build the teaching staff positive image of preschool education in the control and experimental groups at the control stage of the experiment (in %)

Criteria	Groups					
	experimental			control		
	Levels					
	B	C	H	B	C	H
need-motivational	30	60	10	15	60	25
search-gnostic	45	50	5	25	40	35
operational-reflexive	35	50	15	15	50	30

Comparative analysis of the results of the preschool teachers' readiness formation to build a positive image of the PEI teaching staff in the control and experimental groups are presented in table 3.

Tab. 3. Dynamics of changes in the levels of readiness of educators to build a positive image of the teaching staff of preschool education

Criteria	Groups					
	experimental			control		
	Increase in levels					
	B	**C**	**H**	**B**	**C**	**H**
need-motivational	+25	+10	−35	+5	0	−5
search-gnostic	+30	+5	−35	+5	−5	0
operational-reflexive	+25	+5	−30	0	+5	−5

According to these tables, significant changes in all criteria of educators' readiness to build a teaching staff positive image of preschool education occurred in the experimental group. At the same time, the percentages according to the search-gnostic criterion of the indicated readiness increased the most, because knowledge is formed faster than the need-motivational sphere of educators or image-creating skills.

Conclusions

Thus, the analysis of research on the teaching staff image of the educational institution allowed us to identify the following components of the teaching staff positive image: professional competence of the educator, socio-psychological climate in the teaching staff, staff culture is history and traditions, speech and communication of the educator, appearance and spatial -subject environment of the educator.

These diagnostics allow us to prove that the system of work developed and tested by us to increase the levels of educators' readiness to build a positive image of the PEI staff, which was based on a number of pedagogical conditions, proved to be effective.

The problem of creating a positive image of the PEI teaching staff is not limited to the results of these scientific researches. The following issues need further research: the image of a preschool institution director, the

factors of creating the image of a modern preschool, the preparation of future directors to create the image of a preschool institution.

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Organization of Social Pre-School Education in Bukovyna (Late XIX – Early XX Cent.)

Yaryna Kvasetska, Małgorzata Stawiak-Ososińska

The article elucidates issues of originating and development of pre-school institutions in Bukovyna in the late XIX – early XX century, which took place under influence of Western European public and pedagogical thought. It has been discovered that the beginning of Bukovynian pre-school education is connected with founding of a distinction pre-school institution at Chernivtsi State Women's Seminary according to the order of Austrian Ministry of Faith and Education of August 16, 1875. Part of public religious and civil societies has been shown in formation of pre-school education system, particular role in the process taken by Catholic charity society, Catholic nun community «Maria's Family», Greek-Catholic society «Mirth Carriers», Society of orthodox Rus Women, Society of Romanian Women of Bukovyna. Peculiarities of founding and functioning of first pre-school institutions which were divided into kindergartens and shelters («zakhoronkas»), as well as forms of public and state support in practice have been researched. The idea has been grounded that a particular feature of pre-school education during the period under analysis was functioning of multilingual pre-school educational institutions which laid traditions of pre-school education in the conditions of polycultural environment of Bukovyna.

Keywords: *public society, pre-school education, kindergarten, shelter, «zakhoronka», teachers' seminary*

Introduction

Originating and development of pre-school education in Bukovyna, which belonged to Austrian (Austrian-Hungarian Empire) in the second half of the XIX century as an autonomous administrative unit, took part under influence of various social-political and cultural-educational processes. Among them of particular significance were democratization of state Austrian system, reform of people's school, establishment of pre-school education in different crown lands of the Empire, including Galicia, and

development of public initiative which brought to life vast feministic movement (Hnatchuk, 2004).

The new all-Austrian education law (14.05.1869) not only declared mandatory and free education in people's schools, arranged pedagogical staff training, but also acknowledged pre-school education as a primary link of system of educational institutions in the country. As famous Bukovynian pedagogue I. Karbulytskyy stated, this law «in one move put Austrian people's schooling on a totally different way, became a breaking point for our land, too» (Karbulytskyy, 1907).

The law presupposed creating new pedagogical institutions – men's and women's seminaries which had to change so called «teacher's preparatory courses» – pedagogical courses taught at some main and county schools. Teachers' seminaries had to terminate acute lack of teachers which was vividly seen in connection with general development of school education. Women's seminaries had to become key centers for training new pedagogues – pre-school teachers.

Another significant factor was active development of pre-school educations in different lands of Habsburg Empire, including neighbouring Galicia, where in 1839 first pre-school educational institution was organized in the village of Soroky near Lviv. In 1844 there were 5 «institutions for young children care» or «okhoronkas», as they were referred to in mass media, acting in Galicia, three of them – in Lviv. All of them were the result of public and private initiative (Kvasetska, 2017).

Ukrainian and Romanian feministic movements originated in Bukovyna in the late XIX century and focused on fight for women's spiritual emancipation and intellectual development, for establishing honorary place in social life alongside with men. Main forms of the movement were national-cultural, educational and charity activity needed most of all by poorest Bukovynian population, within vast national-social movement of representatives of both native people of Bukovyna (Mihăilescu, 2000); Hnatchuk, 2004).

Representatives of women's movement in Bukovyna were, on Ukrainian side, «Mirth Carriers» society (1886), «Society of Rus Women» (1894), «Women's Community» (1906), Society of Orthodox Rus Women (1908), and on Romanian side – Society of Romanian Women of Bukovyna (Societatea Doamnelor Române din Bucovina) (1890). They all, in some or other extent, contributed to originating in the late XIX – early XX century of the new area of women's responsibility – pre-school social education.

Theoretical basic

The research is based on the statement of dependence of educational systems and contents of pre-school pedagogy on social-political, social-economic and cultural-educational processes, necessity to generalize and spread advanced pedagogical experience as one of high-priority tasks of scientific-methodical provisions of pre-school educational system. Interaction of historical experience and modern pedagogical theory and practice is a significant prerequisite for improvement of contents and forms of work with children of pre-school age, professional training of would-be pedagogues.

Discussion and reserach results

Creating new pedagogical institutions – state men's and women's seminaries in Chernivtsi became a significant event in the history of people's education and pre-school education in Bukovyna. A men's state seminary was founded in 1870 and in 1872 on Landhausstrasse (currently A. Sheptytskyy St.) a women's teachers' seminary was opened in a local women's people's school. Both teachers' seminaries were considered independent, but were governed by one director Demetr Josopesku (Ungureanu, 2007).

On August 16, 1875, Austrian Ministry of Faith and Education made a decision to open a «distinction pre-school institution» at Chernivtsi women's teachers' seminary. According to this order, the kindergarten had to be organized at the beginning of 1875-1876 academic year. However, at that time there was not a single one certified pre-school teacher, and the board of Chernivtsi teachers' seminary sent a people's school teacher Helena Slyvinska to the Austrian city of Gratz where the system of pre-school staff training had been arranged at the local women's teachers' seminary. After successful theoretical studies and proper practical training He. Slyvinska returned to Chernivtsi and headed up the kindergarten at the teachers' seminary which was opened in the second part of 1875-1876 academic year (Dubensky, 1890).

The kindergarten, which had the status of a «distinction pre-school educational institution», was meant not only for teaching young children of pre-school age, but also for providing a possibility to have mandatory pedagogical practical training to students of the teachers' seminary who were studying to receive a profession of a people's teacher and pre-school teacher, as well as to those candidates for a pre-school teacher's profession who were engaged in the Froebel course or studied independently to take qualification examinations.

Opening the first pre-school educational institution in Chernivtsi caused interest among parents and public. In 1876-1877 academic year the kindergarten accommodated 74 children (34 boys and 40 girls) and in the following year this number made 76 children (Oliinyk & Kvasetska, 2012). However, the first kindergarten did not immediately lead to spreading of pre-school institutions in Bukovyna. Neither country school council, nor appropriate local authorities considered formation and government-funded support of new pre-school institutions their priority and let this work to be done by public organizations. They were just forming, though.

In 1885 Catholic charity society was formed in 1885 in Chernivtsi. Ukrainian newspaper «Bukovyna» in their issue of October 15, 1885 (by old calendar) informed that the land government of Bukovyna dukedom approved the statute of the recently founded Catholic charity society. The newspaper article mentioned that «the purpose of the society was helping poor Catholics of Chernivtsi, namely Latin, Armenian and Greek rite, first and foremost – providing care to poor orphans and children of poor city dwellers of Catholic religion». Every Catholic city dweller who had Austrian citizenship and donated 1 gulden 20 kreutzers to the public fund on a yearly basis could become a member of the society. One-time donation of 25 guldens served a ground for acknowledging such citizen a founding member of the society («Statute of Catholic Society», 1885).

It looks like in 1885 a children's shelter was founded as well, which was called in German as «Kinderasyl» («children's shelter»), «Kindebewahranstalt» («children's care institution», «okhoronka» or «zakhoronka»). Sometimes the name «Kindergärten» – «kindergarten» was used. In the first half of the following 1886 year festive laying and sanctifying of the cornerstone for the building of the «first children's shelter» took place. This event was broadcast not only on the pages of Bukovynian press, but also in the all-Austrian newspaper «Neuigkeits Welt-Blatt» («Czernowitzer Wohltätigkeitsverein», 1886).

As the article had it, on May 29, 1886, the decorated building site of the first children's shelter in Chernivtsi welcomed not only members of Catholic charity society headed by Doctor Karl Vexler , but also numerous guests – honorable prelates Ignatsiy Kornitskyy (Roman-Catholic priest), Florian Mytulskyy (Armenian-Catholic priest), honorable canon Kelestyn Kostetskyy (Greek-Catholic priest), mayor of Chernivtsi city Wilgelm von Klimesh, patrons and honorable city dwellers, members of Catholic parishes. Sanctifying of the cornerstone was performed by representatives of three denominations – Roman-Catholic, Greek-Catholic and Armenian-Catholic.

Catholic charity society was well prepared for building the first children's shelter in Chernivtsi, three years later it was sanctified and opened.

As it was written in the newspaper «Bukowinaer Nachrichten», the building was located on Franz Street (Franzensgasse, currently 28 of June Street), opposite the building of Russian consulate (60, 28th of June Street). Its value made over 6000 florins («Katholisches Asylhaus», 1889).

Significance of this event was enlarged by presence of high official guests – President of Bukovyna dukedom Felix baron von Pino, city mayor Anton von Kokhanovskyy, numerous representatives of Roman-, Greek- and Armenian-Catholic denominations. To emphasize international character of the event, head of Catholic charity society Doctor Karl Vexler gave a speech in German, Professor Emmaluel Dvorskyy in Polish and Professor Stepan Smal-Stotskyy – in Ukrainian.

During the festivity the end goal of the building was clarified, namely as «humanitarian institution» which is a part of «children's shelter and orphanage». While the children's shelter, as a pre-school institution, was meant to «educate children in religious and moral values during their early childhood, the orphanage had a goal to provide care to children who do not receive parental care.

The mayor of Chernivtsi city A. Kokhanovskyy in his speech called «enlargement of this humanitarian institution» as a significant «preliminary success» which proved the institution's power and served a guarantee of its successful functioning. The words of the mayor of Chernivtsi about the building as «the main building» of the humanitarian institution which was «not only preserved from the moment of its founding, but was also able to spread» indirectly state that a pre-school educational institution in the form of a children's shelter («okhoronka») had been founded before laying the cornerstone in its building in May, 1886, that is at the end of 1885 or beginning of 1886 («Katholisches Asylhaus», 1889).

Catholic society tried to draw attention of vast Bukovynian publicity to their institutions – pre-school «okhoronka» and orphanage. Bukovynian mass media informed about participation of patrons and official civil servants in support events.

Melania and Anna West were pioneers in creating non-state (private) pre-school institutions in Chernivtsi and in Bukovyna in general. Melania West (married name Romstorfer), like her sister Anna, was educated as a teacher and decided to try herself in teaching young children. On December 30, 1893 Melania West-Romstorfer addressed the Regional School Board with an application to let them open a private kindergarten in Chernivtsi. In her application she stated that the kindergarten was about to open on May 1, 1894, will be based at 6 Petrovych St. and will work on the grounds of the Order of Ministry of Religion and Education of June 22, 1872. The

kindergarten will admit children aged 3-4 and Melania's sister, Anna West, who has a degree in pedagogy, will take care of them.

As archives documents prove it, 30 children were taught in the kindergarten during January-October 1899. Sometime later the number of children increased and equaled to 40 boys and girls, that was the number stated in the normative documents. In 1911 the number of pupils reached 67. At that time Melania Romstorfer had quit the kindergarten affairs and Anna West carried on. Olga Tarnauretska became a teacher.

The Regional School Board acknowledged the achievements of the first private kindergarten by regularly putting it on the second place in its reports after a state kindergarten of Chernivtsi State Women's Teachers' Seminary.

On September 3, 1895, the board of Saint Maria's Family school (53 Semyhorodska St., Chernivtsi city) wrote a letter to Country School Council, the reason being numerous requests from parents to grant permission to opening a kindergarten so it could admit children before school age. Since such children could not be admitted to school, the teachers had to arrange appropriate classes for them. The founder of the kindergarten was Yuliya Schmitd, head of the Maria's Family monastery. The kindergarten was headed up by Aurelia Milinkevych, Kamilla Kudla, a professional pre-school teacher, being her assistant (Kvasetska, 2017).

A few months were spent to arrange formalities and prepare statutory documents which had to conform to the legislative and normative standards. In April, 1896, the requestors addressed the country school council again and submitted for review their new statute of an «independent kindergarten» alongside with the curriculum. This time the documents were considered sufficient and the verdict of the country school authority was positive.

The kindergarten in the Maria's Family monastery occupied two spacious light rooms on the ground floor, equipped with necessary furniture and educational means. In the monastery garden the children could move, do easy gardening jobs, have planned classes and organize various games under the teacher's supervision (Oliinyk & Kvasetska, 2012).

While the pre-school educational institution of Catholic charity society, based on its organizational form, belonged to care institutions – «okhoronkas» where children stayed for a whole day when their parents or relatives were busy at their work, the pre-school institution at «Maria's Family» nun community was a kindergarten with a slightly different schedule. As a rule, kindergartens admitted children in the first three hours before noon (from 9 a.m. to 12 p.m.) and 2 hours after noon (from 3 p.m. to

5 p.m.). the schedule could be changed, though, based on certain season (Kvasetska, 2017).

First pre-school educational institutions, though they had different founders – state, secular and religious societies, were still meant mostly for German-speaking children. However, under the conditions of growth of national consciousness among native people of Bukovynian land, that is Ukrainians and Romanians, national and cultural movements spread across Bukovyna. Ukrainian and Romanian women's societies defined providing care to children of pre-school age as a significant direction of their activity.

The first women's Ukrainian society originated in Chernivtsi in 1886 at a local Greek-Catholic church and was called «Mirth Carriers» after one of those women who brought mirth to apply on Christ's body after it was taken off the cross, based on Evangelic tale. Mirth carriers is also a name for women who are especially kind to other people's sufferings and participants of religious processions (Hnatchuk, 2004).

The first head of the society was elected Natalia Shankovska, secretary – Kateryna Chertenko-Kostetska. As stated by the statute of the society, «Mirth Carriers» had their task, on one side, to «try to decorate the Greek-Catholic church in Chernivtsi», «to enhance glamour of a church rite» and on the other side – to help poor girls of Greek-Catholic faith in their education (Hnatchuk, 2004).

For some time the society's activity was focused on church and religious charity, but later more time was dedicated to communal work, especially after the society organized the first in Chernivtsi and Bukovyna Ukrainian pre-school institution.

Until recently the theory was popular that the «zakhoronka» run by «Mirth Carriers» sisters was founded in 1896, its origin being the article «Women's Organizations in Bukpvyna» by L.Burachynska (Kvitkovskyi, Bryndzan & Zhukovskyi, 1956). However, thanks to the newspaper publications it became possible for us to establish erroneousness of this theory. The Ukrainian newspaper «Bukovyna» in the article «First Rus Zakhoronka in Bukovyna» of June 7, 1906 informed that «… the local «Mirth Carriers» society started on May 16 of this year the first Rus (Ukrainian) zakhoronka in Bukovyna which is located in a rented building at 9 Artyleriyna St.». Children care was provided by four representatives of the Greek-Catholic sisters community («First Rus Zakhoronka», 1906).

The newspaper also informed that the society possessed a building which could accommodate 40 children of poor workers who bring their children at 6 a.m. before leaving for work and pick them up at 6 or 7 p.m. after their workday is over.

"Mirth Carriers» society started preparation for opening of the pre-school institution at the beginning of 1906. «Bukovyna» newspaper of February 16, 1908 informed about organization of a «friendly gathering» in the People's House hall. Participation fee was 1.50 koronas. «Net amount for opening the first Russian kindergarten in Chernivtsi».

In March 1906, a general meeting of «Mirth Carriers» society took place in the People's House in Chernivtsi. New management of the society was elected. The management included: Emilia Smal-Stotska (head), Olga Kaluzhniatska (deputy head), Evgenia Kordubova (cashier), Kateryna Kostetska (scribe) and other active representatives of Ukrainian women. It was them who contributed to organizing the first Ukrainian kindergarten.

The children's pre-school educational institution run by «Mirth Carriers» was located in Chernivtsi several hundred meters to the east from the Greek-Catholic church – at 9 Artyleriyska St.. The street got its name due to the fact that it led to artillery barracks. Later it was renamed after famous Austrian field marshal Radetskyy (currently Zinovii Kaniuk St.) (Kvasetska, 2017).

It is quite obvious that teaching at the institution of «Mirth Carriers» society was assigned to representatives of Serving Sisters nuns, which was founded by the priest Kyrylo Seletskyy and the monk Yeremiya Lomnytskyy of Ukrainian Greek-Catholic Church with the purpose of teaching children of pre-school age. Thanks to a new nun society, the first Ukrainian kindergarten was opened in Galicia in the village of Zhuzheli (currently Zhuzheliany, Sokal district, Lviv region) on May 15, 1893. During a few years the Serving Sisters nuns organized a vast network of Ukrainian pre-school educational institutions. One of the first were kindergartens in the villages of Samolusky, Husiatyn district and Tsyhany, Borshchiv district, in the towns of Khrystynopil, Ternopil, Monastyryska.

In 1896 the first Ukrainian manual for kindergartens «Short Catechesis Exercises and Bible History for Use by Christian Mothers, Kindergartens and Priests» prepared by Kyrylo Seletskyy was published. It included foundations and forms of religious-moral education of children of pre-school age. By developing Christian virtues in their children, Serving Sisters nuns helped the young children to «lean about God» through play. By doing so they contributed to preserving national identity of Ukrainian children in the conditions of discrimination of their language and culture.

The first women's Romanian organization in Bukovyna was Society of Romanian Women of Bukovyna (Societatea Doamnelor Române din Bucovina).

Its statute was approved by the regional government of Bukovyna on April 6, 1890. The first general meeting of the new society was held in

Chernivtsi on February 6, 1891 and in April 1891 another additional general meeting took place which resulted into introducing changes to the statute and holding an additional election of the society management body. Helena Popovych was elected the head of the Society of Romanian Women and baronesse Viktoria Styrcha was elected the deputy head. The society committee included Alma Volchynska, Helena Popovych and Sofia Zalozetska. Yevfrosynia Wilheim became the auditor 7 («Romanischer Frauenverein», 1891, April 17).

Men's patronage over the Society of Romanian Woman was provided by the Society of Romanian Literature and Culture (Societea pentru literatura şi cultura română din Bucovina) .

As put by modern Romanian authors, Chernivtsi socialites under management of Society of Romanian Literature and Culture (Societea pentru literatura şi cultura română din Bucovina) tried to combine fight for emancipation with national-patriotic fight of Romanians in Austria-Hungary 19 (Mihăilescu, 2000).

Society of Romanian Women of Bukovyna organized a boarding school for Romanian girls who studied in teachers' seminary and secondary educational institutions in Chernivtsi, people's school with Romanian language of instruction, as well as two national pre-school educational institutions for children from low-budget families aged 3 to 6.

The State Archives of Chernivtsi region contains materials of the correspondence between Chernivtsi City and Bukovyna Regional School Boards which took place in 1900 and referred to granting permission to the Society of Romanian Women of Bukovyna to opening a pre-school educational institution.

As one can see on the well-preserved front page of the message of the Regional School Board of July 23, 1900, the institution in question was a kindergarten (Kindergärten), that is a higher form of a children's pre-school educational institution which is intended for children's long stay at the institution in the first and second halves of the day with a lunch break when children are taken home («Correspondence with Chernivtsi City», 1900). Still, at that time considerably more social and cultural-education support was needed by children from low-income families whose parents were working full-time. That was why such children of pre-school age were provided with a caregiving children's institution – «zakhoronka» in Ukrainian and «azil» in Romanian (which means «shelter»). This was the form of an institution that the Society of Romanian Women of Bukovyna chose later.

The first educational institution of the Society was opened in Chernivtsi on October 1, 1902 at 4 Hereskul St. (currently Shchepkin St.). As it was said in the annual report prepared by the committee of the Society

of Romanian Women of Bukovyna, the newly founded institution was intended for children of labor workers who lived in the northern district of Chernivtsi and in the suburbs. Administrative issues of «the shelter for Romanian children» were handled by Anna Visteh (head), Stefania Hurmuzaki, Anesia Mustatsa and Elena Popovych and Avrora Filiyevych was responsible for teaching (Mareci-Sabol, 2013).

The house on Hereskulgasse had been bought and given to the Romanian women's society with the purpose of organizing a children's shelter by Volodymyr Repta, who was at that time an archimandrite, a vicar general of Bukovyna Orthodox metropole and later, starting from October 1902 – a metropolitan of Bukovyna and Dalmatia (Masiian, 2016, December 29).

When the shelter started its activity, the number of children aged 3-6 was quite low – up to 10 young children, but gradually it grew and in 1906 it made it to 50. Also, the pre-school educational institution provided bed and board to 16 pupils from low-income families from the neighboring villages.

The mixed character of the institution, where children of pre-school and primary school age were taught might be the reason why the «zakhoronka» (kindergarten) run by the Society of Romanian Women of Ukraine was not mentioned in official data of both School Board of Chernivtsi City and Regional School Board of Bukovyna before 1906, as well as in nationwide statistical data collections.

On June 1, 1906 the Society of Romanian Women of Bukovyna opened another pre-school educational institution. It was located in the south of Chernivtsi – at 178 Monastyryska suburb. The «zakhoronka» was patroned by baron Nicu Flondor and Lily Flondor. According to the official report prepared by the head of the institution Emma Krismanich, it was attended by 37 children (20 boys and 17 girls) in 1911 (Oliinyk & Kvasetska, 2012).

The living conditions (care) and food were «staple but quite healthy» at pre-school institutions of the Society of Romanian Women of Bukovyna. The activity of both institutions was funded by subventions of the Regional Seim (council) of Bukovyna, charity donations and income from different fundraising events.
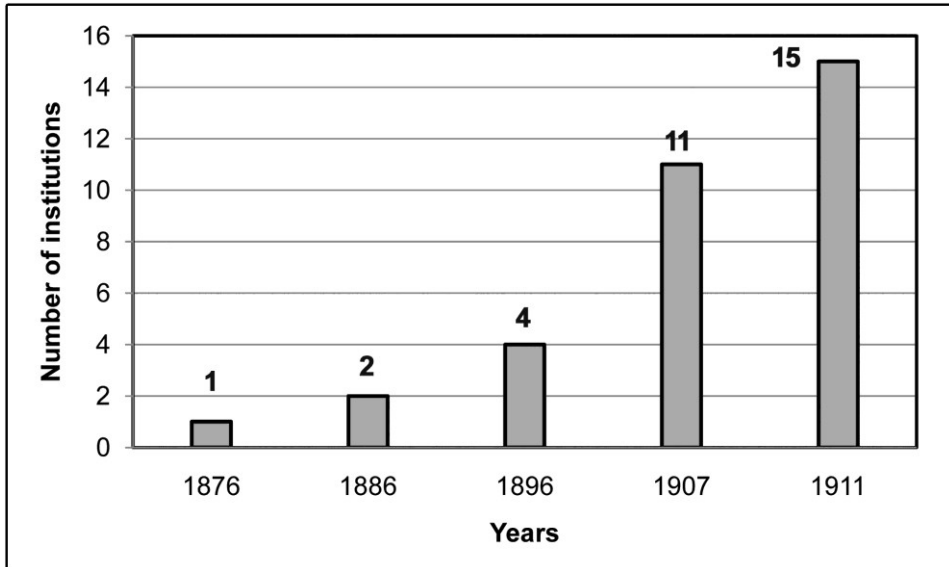
Fig. 1. Development of pre-school educational institutions network in Bukovyna

Before 1918 Society of Romanian Women of Bukovyna was the only public representative of Romanian women, which was a sign of high level of national consolidation. The situation was different among Ukrainian women's movement which was formed by several organizations with consideration for religious and social-political circumstances, namely a vast number of intelligent women belonging to Greek-Catholic community, as well as active internal fight inside Ukrainian community between supporters of moscowphile and people's (ukrainianphile) directions.

Under the conditions of such division, «Mirth Carriers» society, which mostly consisted of representatives of Greek-Catholic faith, first took neutral position, but later got inclination to people's supporters. At the same time, «Society of Rus Women» which, based on the words by the writer Olha Kobylianska, was founded in 1894 by «Rus people of both directions», took a moscowphile position. That was why victory of people's supporters in Ukrainian movement led to rise of new women's organization: «Women's Community» (1906) and «Society of Orthodox Rus Women» (1908) which followed the example of «Mirth Carriers» society and Society of Romanian Women of Bukovyna and focused on organization and management of children's institutions (Hnatchuk, 2004).

Main board meeting of Society of Orthodox Rus Women took place on August 2, 1908. The head of the society was appointed Yevfrozyna

Andriychuk, deputy head – Yevfrozyna Halip, cashier – Viktoriya Popovych, secretary – Yelyzaveta Tyminska. The goal of the society's activity was defined as raising national consciousness, culture and well-being of Rus (Ukrainian) people through uniting and educating women. At the organizational meeting the intention of the society was stated to open a children's shelter in Chernivtsi at 31 Franz St. With this purpose «Orthodox Gentry» Society allocated a building for one-year time period for free to be used as «zakhoronka» – one big room and a kitchen. On November 1, 1908 the shelter accommodated first boys and girls, mostly from families where parents had to do breadwinning while children were left without due care.

In order to draw attention to their educational institution, the Society of Orthodox Rus Women organized various educational and entertainment events. «Great Tea Party» can be considered a successful debut performance for wide audience, which was held in November 1909 in the hall of Ukrainian People's House. Members of academic societies «Union», «Sich» and «Orthodox Academy», as well as representatives of multinational Bukovinian intelligentia were invited to participate. Around 400 korona was raised for the needs of the children's «zakhoronka» and this fact was considered a success by the management of the Society of Orthodox Rus Women. The only shortcoming of the said event was the fact that the spacious hall of the Ukrainian People's House could not accommodate all those who wished to participate («Tea Party», 1909).

In 1911 10 pre-school educational institutions worked in Chernivtsi, most of them being funded by public religious and secular organizations: Catholic charity society – 1 institution, «Maria's Family» nun community – 1 institution, Society of Romanian Women on Bukovyna – 2 institutions, «Mirth Carriers» – 2 institutions, Society of Orthodox Rus Women – 1 institution.

"Mirth Carriers" opened their second «zakhoronka» in July 1910 at 94 Bila St. (currently Chernyshevskyy St.). As it was stated in the report to the Regional School Board of Bukovyna, in 1911 the pre-school educational institution held 40 children (17 boys and 23 girls). The educational and instructional work was performed by Olga Kaluzhniatska.

In February 1911 the society «Women's Community Circle» (Chernivtsi City Branch of All-Bukovynian Society «Women's Community») informed Regional School Board about transfer of the pre-school educational institution at 6 Radetskyy St. from «Mirth Carriers» society to «Women's Community Circle"/ what was the purpose of this transfer remains unknown. The most plausible reason could be financial problems. And since «Women's Community» society and its branch (circle) in Chernivtsi had declared previously their wish to develop children's

institutions, they took over one of the institutions run by «Mirth Carriers». In May 1911, in People's House in Chernivtsi «Women's Community Circle» compiled lists of children to attend the «zakhoronka» which was located at 6 Radetskyy St..

As stated by the head of the society Irena Lutska and director of the institution Oleksandra Mykolayenko, 33 chidlren (14 boys and 19 girls) were taught at the «zakhoronka».

In March 1912 «Women's Community» rented a house in Monastyryska suburb where the «zakhoronka» from Radetskyy St. was moved. The children came at 7 a.m. and stayed there till 4 p.m.. Pupils also could stay there after their school classes finished. The children were served breakfast and lunch, pedagogical process was led by the teacher Oksana Lysynetska, active member of «Women's Community».

Two more institutions (kindergartens) were funded by private persons – Anna West and Kamilla Kudla. Still the most perfect example for all children's institutions during tens of years was set by the state kindergarten at Chernivtsi women's teachers' seminary.

For over 30 years it was headed by Helena Nikitovych (maiden name Slyvinska). She did not only managed the whole educational and instructional process at the pre-school educational institution of the Women's Teachers' Seminary, but also gave practical classes to the 3rd and 4th year students of the Seminary, organized a 3-month pedagogical practicum for Froebel course students who were studying part-time. Signatures by Helena Nikitovych can be seen on qualification certificates of the pre-school pedagogues dated 1897-1908.

Professional activity of Helena Nikitovych contributed to spread of ideas of public pre-school education in Bukovyna, approval of Froebel method of pre-school pedagogy, as well as increase in teacher's profession authority. In 1911 Helena Nikitovych retired and on this occasion was rewarded with Gold Cross of Credit by the Austrian emperor Franz Joseph I.

Helena Nikitovych's successor was Silvia Pashkan, a teacher at the exemplary kindergarten at Chernivtsi State Women's Teachers' Seminary. She was born in Chernivtsi and graduated from Teachers' Seminary. From 1908 she worked as a temporary teacher at a higher orthodox 6-grade school in Chernivtsi, from 1910 occupied the vacancy of a freelance teacher and later worked as a freelance practicum teacher at an exemplary kindergarten of the Teachers' Seminary. The report of the activity of the kindergarten in 1911 referred to Silvia Pashkan as to an Austrian emperor's teacher.

Such assignment required not only the candidate's pedagogical education received at the Teachers' Seminary, but also mastery of three

regional languages – German, Ukrainian and Romanian, as well as French additionally. Knowledge of German was confirmed by a certificate which gave right to work at people's schools with German as the language of instruction, knowledge of Ukrainian and Romanian was confirmed by additional qualification documents received on the grounds of evidence of appropriate examinations passed. An argument which strengthened Silvia's Pashkan chances as a candidate was a certificate of additional pedagogical practicum at an exemplary pre-school educational institution of a state women's teachers' seminary in the city of Graz (Austria), one of the most renowned centers of pre-school pedagogues training.

The management of Chernivtsi State Women's Teachers' Seminary considered Silvia Pashkan's experience in practical teaching activity insufficient in spite of her extensive education. That resulted in choosing an experienced assistant for Silvia. It was Kamilla Kudla, born in Bystrytsia (Transylvania), who worked as a teacher in Chernivtsi for about 25 years. First she worked at a pre-school educational institution founded in 1896 by a Roman-Catholic monastery «Maria's Family» and then at a private kindergarten founded by her personally (at 3 Semyhorodska St.).

In 1912 Kamilla Kudla took the position of a freelance teacher at an exemplary kindergarten at Chernivtsi Women's Teachers' Seminary. The new position could be seen as a major promotion. It was supported by a high salary which made 1,200 koronas. Besides, Ministry of Religion and Education of Austria took into account Kamilla's extensive experience of work with children of pre-school age and appointed an annual bonus of 150 koronas for Kamilla Kudla. Thus, a freelance teacher at an exemplary kindergarten at Chernivtsi Women's Teachers' Seminary had 1,350 koronas annual salary. In Bukovyna it could compete with the level of a salary of people's school teacher with vast pedagogical experience, something teachers of private pre-school educational institutions founded by individuals and public organizations could only dream of. At those institutions a teacher's salary was 2-3 times lower.

A professional reward at a children's pre-school educational institution of «Orthodox Rus Women» society can serve as a good example. The staff of the newly founded «zakhoronka» consisted of a pre-school teacher, a graduate of the course at a teachers' seminary, and a maid who did the cooking and helped to take care of the children. At the beginning they were paid 20 koronas monthly, that is 240 koronas a year. In 1912 their salaries doubled and reached 500 koronas a year. However, even with this increase it was considerably lower than that of pre-school teacher at a state kindergarten at the Women's Teachers' Seminary.

Another important factor which was a constraint for more active growth of the network of pre-school educational institutions in Chernivtsi was a high rent for housing used by pre-school institutions, as well as lack of such housing. That was why some public organizations, for instance «Mirth Carriers» or Society of Orthodox Rus Women, raised funds for building or purchasing housing. This turned out to be too complicated, though.

The pre-school institutions network developed much more slowly in district centers of Bukovyna. First pre-school educational institutions outside Chernivtsi were founded in the late XIX century. «Bukovynian Pedagogical Paper» in 1901 provided the information about a kindergarten in Radivtsi town which had worked for a few years at the local 6-grade girls' school. Sometime later it was closed down due to unfavorable material conditions. A children's institution in the district center of Suceava also had a short history of existence and stopped its work due to low attendance.

Among resolutions of district teachers' conferences of Bukovyna in 1901 there are ones on reopening those institutions which had closed down, as well as involvement of municipal and state authorities in organization of pre-school educational institutions at local people's schools. Still neither Regional School Council of Bukovyna, nor district school councils put any effort in it. During the time of Austrian ruling, a kindergarten at Chernivtsi State Women's Teachers' Seminary turned out to be the only one founded by state, including municipal, authorities.

In the early XX century pre-school education in district centers if Bukovyna was organized by the following enthusiasts of pre-school education: Laura Porumbescu – in Suceava, Anna Timmer – in Storozhynets, Maria Eidinger – in Seret, Rifka Rezenbaum – in Gura-Gumor. The name of the founder of a kindergarten in Radivtsi remain unknown.

In 1911, 5 children's institutions founded by individuals worked in the cities of Bukovyna.
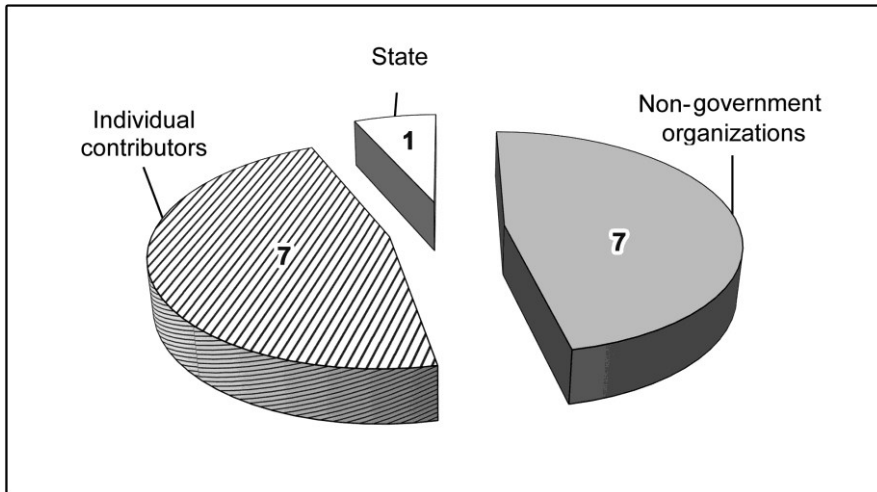
Fig. 2. Distribution of pre-school institution in Bukovyna based on founders' status, 1911

Among patrons of the first pre-school educational institutions a special place was taken by the Bukovynian Orthodox bishop Volodymyr Repta who supported not only Society of Romanian Women on Bukovyna or Society of Orthodox Rus Women, but Greek-Catholic «Mirth Carriers» society as well. Regular support was also given to new institutions for youngest children by county president Bleileben, mayor First, Bukovynian ambassadors to Austrian parliament.

An extremely important source of income for the societies were subventions from Bukovynian county seim, Austrian ministry of faith and education, Chernivtsi magistrate. For instance, funding allocated by Bukovynian county seim to Ukrainian public organizations for cultural and educational needs in 1909 made over 64 thousand crowns. The money was allocated for building and managing boarding schools, reading halls and people's houses, supporting activity of musical and educational societies, as well as funding management of «zakhoronkas». «Mirth Carriers» donated 1,000 crowns and Society of Orthodox Rus Women – 500 crowns.

While publishing information about significant support by the county government aimed at cultural needs of Ukrainians, the newspaper «Bukovyna» made a special emphasis that equivalent financial support of 64 thousand crows was also allocated to the Romanian organizations of the county («Welfares», 1909).

Before WWII Ukrainian women's organizations managed to create a few more pre-school educational institutions. Namely, thanks to the efforts

of «Women's Community» society a «zakhoronka» was opened in Chernivtsi on Dvirtseva St. (near the railway station), while Society of Orthodox Rus Women organized pre-school institutions in Kalichanka suburb of Chernivtsi and in the village of Mamayivtsi, Kitsman district. Since Bukovyna found itself in the center of war events, existence of those institutions was quite short-term.

Conclusions

Originating and development of pre-school institutions in Bukovyna in the late XIX – early XX century took place under influence of Western European public and pedagogical thought and constructive reforms in Austrian-Hungarian Empire. A distinction kindergarten at Chernivtsi State Women's Teachers' Seminary founded according to the order of Austrian Ministry of Faith and Education of August 16, 1875 was the beginning of network of pre-school educational institutions in Bukovyna which continued to develop supported by public and private initiative. In formation of pre-school education system particular role was taken by Catholic charity society, Catholic nun community «Maria's Family», Greek-Catholic society «Mirth Carriers», Society of Orthodox Rus Women, «Women's Community», Society of Romanian Women of Bukovyna, as well as pioneers of pre-school education in Bukovyna Helena Nikitovych, Anna West, Kamilla Kudla and others. They laid traditions of public pre-school education in the conditions of multiethnic cultural environment.

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Peculiarities of Pedagogical Staff Professional Training for Work at Ukrainian Pre-School Educational Institutions in US and Canadian Diaspora (2nd Half of the XX Century)

Iryna Rudnytska-Yuriichuk

The article discusses the peculiarities of organization and work of Ukrainian preschools in the Ukrainian diaspora in Canada and U.S., which aim to develop children's national identity.

Realization of the fact that in countries of settlement, namely in the USA and Canada, a considerable number of the new generation are losing their identity and getting disattached from the Ukrainian community has encouraged progressive community to create grounds for common solving of the problems of pre-school education both on the first and the main stages of external assistance provided to families in bringing up the nationally conscious new generation of the Ukrainians living overseas.

We believe it is necessary to point out that organizers of Ukrainian pre-school education in Canada and the USA, as well as in other countries of Ukrainian settlement, were well aware of the fact that in addition to study and material base and methodological provision, it is also necessary to have professionally trained kindergarten teachers for starting a children's nursery school or a kindergarten. There were not enough of them, though. That was why a need for a pre-school education teacher arose.

Keywords: *national mentality, nursery schools, pedagogue (teacher), sadochok (pre-school classes), Ukrainian diaspora, Ukrainian kindergarten.*

Introduction

While analyzing development of Ukrainian pre-school education on the territory of the USA and Canada, it is worth emphasizing that the Ukrainians are a «non-state» people there since they don't have own state administrative and organizational-pedagogical apparatus which would perform managarial functions and support efficient activity of the ethnic community in all areas of social life. That is the reason they always feel lack of professional pedagogues in pre-school education system. Still, despite this issue, most

conscious settlers managed to open and widen a network of Ukrainian pre-school institutions and they were able to achieve quite a success in this challenging work. Starting from the mid-1950s, a number of kindergartens, nursery schools, pre-school classes has been increasing with the dynamics of this process not always being positive though.

Pedagogues at Ukrainian pre-school institutions in diaspora conditions clearly understand that the task of bringing up a child before the age of 6 implies providing them with various, beneficial for growing and useful for them, qualities. That is why teachers contribute to children acquiring such knowledge, abilities and skills which would help them to successfully prepare for elementary school in the future.

Since the main task of Ukrainian pre-school education lies in development of a child's personality by means of Ukrainian Culture studies, a pedagogue (teacher) has to know Ukrainian and all subjects well. Besides, organizers of native-language education set quite high standards to personal and professional qualities of a teacher because fate of the new generation and thus fate of the ethnic community depends on their work.

Development of national education in the XX century in Ukrainian diaspora of the USA and Canada has been researched in different directions by scientists of Ukrainian diaspora and Ukraine – M. Verbova-Onukh, A. Horokhovych, I. Petriv, S. Romaniuk, I. Rusnak, I. Strazhnikova, R. Chumak and others. The problem of Ukrainian pre-school education has been studied by A. Bohachevska-Khomyak, I. Holovinskyi, M. Dolishna, A. Knysh, I. Pelenska and others. Significance of development and improvement of professional and personal qualities for a pre-school educational institution pedagogue-teacher has been emphasized by M. Hrabko, Ya. Hrabovenska-Telepko, B. Monchak, M. Pasternakova, D. Cherednychenko in their works. While appreciating the outcomes of the research conducted by the abovementioned scientists, we consider it necessary to more deeply research, analyze and ground the need for high-quality training and improvement of specialists' personal and professional qualities in the area of pre-school education in Ukrainian diaspora conditions in the USA and Canada.

Aim of the article – research and analyze peculiarities of pedagogical staff professional training for work in Ukrainian pre-school educational institutions in diaspora of the USA and Canada (2nd half of the XX century); peculiarities of requirements to the personality of a pre-school educational institution pedagogue and their professional knowledge, abilities and skills in their work with children of pre-school age in children's institutions of Ukrainian diaspora.

Research methods

– *theoretical:* analysis, synthesis, systematization and generalization of materials, documents, educational programs, scientific literature; theoretical understanding and generalization of the activities of Ukrainian preschool institutions in the USA and Canada; interpretation, comparison and generalization of the obtained data;

– *empirical methods*: pedagogical observation, conversation with teachers of Ukrainian preschool in the USA and Canada, analysis of documentation of preschool educational institutions in the diaspora.

Discussion

Starting from the 1950s, full-time kindergartens and nursery schools have opened in Ukrainian emigration environment of the USA and Canada and they provide educational process services two or three times a week. They have been mostly organized by women's societies, namely World Federation of Ukrainian Women's Organizations (WFUWO). With the purpose of providing pedagogical staff activity in the area of pre-school education, instruction sheets, fiction collections and methodological articles on kindergarten work practical experience have been published, speeches on educational topics have been organized. Periodical women's and children's mass media issues also have contained materials for children of pre-school age.

With the purpose of performing an important task of bringing up Ukrainian children of pre-school age and organizing professional training for pre-school educational institutions teachers in the USA and Canada, in May 1965 in Toronto, Canada, a Session for Pre-School Educational Institutions Teachers was held dedicated to further development of Ukrainian pre-school education. The thing is that Ukrainian pre-school education needed a «central authority» which could organize, assist and control this process; otherwise the first education link (pre-school education) would not be able to exist. Eventually, due to initiative of the Board for creating Ukrainian Educational System project in diaspora, on May 15-16, 1965 such grounding was laid represented by World Pre-School Education Board (WPSEB) as a coordination central authority for Ukrainian pre-school educational institutions in the counties of Ukrainian settlements in free world («Svitova Rada Doshkillia. Diialnist orhanizatsiina», 1973, p. 2). The mentioned organization was founded by Educational Department of WFUWO and the Board of Ukrainian Educational System in diaspora, which included Community of Ukrainian Pedagogues in Canada and School Board of UCCA (Ukrainian Congress Committee of America) (I.V.P., 1965, p. 13-14). The task

of WPSEB was further providing of organizational and methodological assistance to Ukrainian women's societies in this extremely important work («Svitova Rada Doshkillia. Diialnist orhanizatsiina», 1973, p. 2).

In addition to all urgent issues related to pre-school education (requirements to kindergarten curricula, didactic materials and toys, rooms equipment, cooperation with parents etc.) the Session greatly focused on requirements to the central person in the kindergarten – a pedagogue, a pre-school educational institution teacher.

In his address to the Session members Ivan Holovinskyi (1965, p. 18) drew attention to the fact that «a child if affected by adults without being able to criticize them» and «this makes a teacher's work extremely responsible» since they «do not only affect children by their words and behaviors but also by their moods. A calm, well-balanced, friendly teacher with her psychic mood connects to children's mood and hereby contributes to their psychic growth».

It goes without saying that alongside with development of pre-school educational system there arises a need for professional staff training in given area of educational work and thus special requirements are set to personal and professional qualities of a kindergarten teacher since it is she who considerably affects if classes are held right and how prepared the next generation will be. Bohdana Monchak (Monchak, 1965) emphasizes that there are well done study books on pre-school education issues in all languages and teachers have to use them and continuously enrich their knowledge. Besides, big cities offer courses for training and re-training of kindergarten teachers, including university full-time studies on pre-school education issues, so it is worth encouraging perspective candidates to use them (Monchak, 1965, p. 3).

The central one and the one which provoked interest among members of the Session was the speech by B. Monchak (1965) «Requirements to Kindergarten Curriculum». In our opinion, the reason lies in the fact that the speaker revealed the sense and tasks of pre-school education on the grounds of thorough retrospective analysis of pre-school education development in different countries of the world. The speaker emphasized that a kindergarten is an institution which contributes to complete development of a child; professional conducting of proper classes contributes to such development under skilled supervision of a professional pedagogue, that is one who is aware of child's main nature and needs (Monchak, 1965, p. 3).

At the same time B. Monchak (1965, p. 3) defined and grounded requirements to personal and professional qualities of a kindergarten teacher

(pre-school educational institution teacher) who «considerably affects right and useful way a class is conducted».

Besides, in her speech on requirements to kindergarten curriculum B. Monchak (1965) drew the audience's attention to the fact that a kindergarten teacher, on top of proper studies, has to sincerely love children and understand them, be able to adjust to them, live by their pace and rhythm; be young at heart, be able to wonder, enjoy life, demonstrate joy. In B. Monchak's (1965) opinion, important personal qualities for a kindergarten teacher are good health, strong nerves, pleasant appearance and voice, sense of humor, good taste, ability to control own emotions. She has to be able to think quickly, possess aesthetic and artistic taste, be shrewd, smart, caring, neat and willing to correct herself (if there is a need) and improve herself all the time. A necessary requirement is perfect knowledge of child's psychology, knowledge of peculiarities of each stage in child's development. Also, a pre-school educational institution pedagogue has to be aware of child's needs and possibilities since she creates atmosphere and sets the ground for beneficial atmosphere in a kindergarten. A kindergarten teacher cannot be petty and has to be able «to close her eyes to some things» if needed. In addition to education and characteristics mentioned above, she has to be attentive all the time, collect materials and ideas necessary for implementing the curriculum. All didactic materials have to be carefully collected, organized, recorded and classified by a pre-school educational institution pedagogue.

A kindergarten is known to be a transient stage between family and school; thus, a pre-school educational institution pedagogue has to be able to organize the surroundings in a way they have both family and education atmosphere. A group playroom has to be equipped in accordance with child's needs: space, furnishing, everyday objects. B. Monchak (1965) believes that a kindergarten teacher can successfully conduct classes only with a certain number of children; it is generally acceptable that a class of 5-year old children should contain no more than 15-20 children, a class of 4-year-olds should equal to 10-15 and a class of 3-year-old kids should not exceed 10. In better kindergartens this number of children is even lower; besides, each kindergarten teacher has an assistant. Such requirement gives a pre-school educational institution pedagogue an opportunity to keep in sight absolutely all children, give attention to each child, apply individual approach in studying the native language. It is clear that except for educational process with the curriculum, a kindergarten teacher is not engaged in any other activities (cooking lunch, cleaning etc.) (Monchak, 1965, p. 3).

Dmytro Cherednychenko (Cherednychenko, & Kyrpa, 1997, p. 156-157) considers a teacher's personality one of the most important means of

impact on child's psychic side since their authority impacts child's psychic life suggestively. Research shows that powerful educational impact on children is made by such teachers who can instill and keep direct psychic rapport with children. Children have trust to their teacher who shows cordiality.

A teacher's personality is described by Mariia Pasternakova (1965) as extremely significant, she states that this figure is the center of all kindergarten activity since she defines the style of educational work, her pedagogical mastery, creative initiative, knowledge of child's complicated psychics, values that she will instill on a child who will keep them for whole life determine quality of educational work in kindergartens and need for kindergartens under religious-national aspect (Pasternakova, 1965, p. 27). The pedagogue claims that special attention should be paid to «school» courses for would-be kindergarten teachers, to demonstration classes with children and having taken into consideration the old, the new and modern has to be created in order to bring up a Ukrainian person of tomorrow. A teacher must always study not only foreign professional literature and new achievements in the area but also has to know Ukrainian pre-school education literature and apply rich experience of past stages. M. Pasternakova (1965) says, «Confrontation of today's with yesterday's with a hint for tomorrow's will make work grave because best examples of the past always conceive new ideas and deeds» (Pasternakova, 1965, p. 27).

M. Pasternakova (Pasternakova, 1965, p. 27) emphasizes that a teacher cannot be a slave of one study book or one method but has to constantly enrich his or her theoretical and practical knowledge, use a fresh approach in work together with new solutions of educational issues. Then he or she (a teacher) will continue this hard, as considered from family, nation and people point of view, work and fill new pages in history of Ukrainian pre-school education.

It is worth paying attention to the fact that a collection of educational materials for Ukrainian families and kindergartens, in addition to all mandatory professional requirements to a teacher, contains requirements which apply to the personality of a pre-school teacher: nice, tender and fresh appearance; melodic and beautiful voice (this feature is not among main ones but very desirable); perfect theoretical knowledge, ability to explain child's behavior in practice; good knowledge of each child's interests, abilities and skills; ability to control all requirements of so called «sound mind«; good sense of humor and friendly relations; trust to herself; sincere love and cordiality to children; level-headedness, confidence and friendliness in all, sometimes difficult, situations; ability to value and appreciate each

child as a unique individual; ability to cooperate with other people in educational matters (Hrabko, 1977, p. 444).

Department of Public Health in Massachusetts has the following requirements to a kindergarten teacher: a good pre-school educational institution teacher sincerely loves children and understands their emotional needs; she has her life experience and is able to cooperate with other people and is fully responsible for her work; she uses her authority smartly to stop children's wrong behavior without shouting and show them what can and can't be done; she knows her job and is happy to do it, she is always level-headed and creates atmosphere of trust and friendliness where children grow physically and enrich spiritually (Hrabko, 1977, p. 444).

Yaryna Hrabovenska-Telepko (Hrabovenska-Telepko, 1966, p. 85) emphasizes that during communication of a kindergarten teacher with children the following recommendations should be followed: a pedagogue should always speak in a calm and polite manner and use words a child can understand; before staring communicating with children it is necessary to draw their attention; for better understanding it is advisable to be on the same level with a child during a conversation, one can squat or sit on a low chair; it is unacceptable to shout at a child or even to a child, in case a child is at some distance, one should come up to child and only then speak; one should use only positive statements when talking to a child and never use negative ones – this requirement seems easy but in fact not every pedagogue is able to meet it. A kindergarten teacher has to remember that every child develops in a unique way, one can be quicker and another one – slower even if they are children of the same age.

Yaryna Hrabovenska-Telepko (Hrabovenska-Telepko, 1966, p. 84) sets the following requirements to the personality of a kindergarten teacher: if a teacher promises children something, she has to keep her word; she can never threaten a child that a child won't be loved in case of misbehaving and can never threaten with a punishment for misbehaving or promise a reward (candy, for instance) for behaving well; a pre-school educational institution pedagogue has to keep her word, if something is not allowed, no children's cry can change her decision; a teacher cannot compare children and set one child as an example to others because in this way a teacher creates hostility and unnecessary competition among children and in such case children will pay attention to their peers only and want to be better that them instead of paying attention to quality of their work; if a teacher is sick, nervous or annoyed, it can never impact her behavior with children; a teacher can never mock or tease a child.

Besides, a kindergarten teacher has to set requirements beforehand to whole educational process (conditions of a child's stay in a kindergarten,

educational process etc.) and let child's parents know about them before a child is accepted in a kindergarten – timely attendance, clean clothes, scheduled times for classes and leisure etc. It is also important to involve children's parents into cooperation with a kindergarten on all stages of educational process.

D. Cherednychenko and H. Kyrpa (Cherednychenko, & Kyrpa, 1997) convince that special attention should be paid to a female gender in education and explain it with the fact that teachers play an important role in educating the youngest. Thanks to their motherhood habits, they have particular educational features which are very desirable in educating young children (p. 156). General requirements to a kindergarten teacher are stated as follows: decent appearance, proper eyesight, hearing and natural normal speech. They should not overuse certain phrases such as «right», «to put it like this», «dear mister» etc.; a pedagogue cannot have such features that would diminish her in the eyes of society, for example be tight-fisted, money-oriented, adventurous, addicted to alcohol or gambling, shout etc. In the pedagogues' opinion, a kindergarten teacher has to always be calm and well-balanced, still this requirement does not include natural joyfulness and positive mood; in their attitude to children kindergarten teachers have to be fair and cannot make mistakes in this direction (make some children stand out at the expense of others, humiliate the latter; demonstrate special attitude to children who use flattering etc.); fairness connected with friendliness and smart love and demands to the new generation is one of the most important prerequisites of a teacher's authority. In their attitude to a child kindergarten teacher cannot be unfriendly, rude, too demanding, strict, ironic or sarcastic. Excessive softness and indulgence are also a disadvantage. They have to be sacrificing in their work, caring, energetic and level-headed; they cannot burst into anger. Young ones require a pedagogue to be conscientious, diligent and hard-working. A teacher is an example for them; «if a teacher ignores his or her duties, is careless and unconscientious, then this teacher will not be respected by children». Every kindergarten teacher has to study works on pre-school education and constantly follow new works published (Cherednychenko, & Kyrpa, 1997, p. 157-158).

It is worth mentioning that in 1965 at the Session of Ukrainian Pre-School Education Bohdana Monchak and Mariia Pasternakova raised an issue of importance of organization and implementation of a pre-school teacher training and re-training course. Thus, young girls, women and mothers should be encouraged as potential candidates to use such opportunities.

So, based on research outcomes, members of WPSEB took part in general assembly of regional communities, encouraged their activity, started

«Pre-School Days» initiative, prepared programs, as well as contributed to conducting a course for pre-school teachers, which included workshops and practical classes for children at nursery schools in a certain location («World Preschool Council. Organisational Activities», 1973, p. 2). While supporting the idea of organizing such a course, I. Holovinskyy (Holovinskyi, 1965) stated that «selecting and re-training kindergarten teachers is an important matter if kindergartens have to fulfill their educational and national duty» (p. 19).

Struggling to improve the standard of pre-school education for Ukrainian children and appropriate professional training for pre-school education teachers, World Pre-School Education Board with the help of its Program Board launched a course for Ukrainian pre-school teachers, which in concise form provided pedagogical education; those attending the course received main knowledge about a child, a child's spiritual and physical development, means to be used to teach and educate a child of pre-school age and partly practical didactical materials.

Ukrainian National Women's League of America based their activity on organization of nursery schools and kindergartens for educating children of pre-school age as one of the main means of keeping Ukrainian settlement in free world. With the purpose of training teachers, Educational Board at UNWLA together with District Board and Pre-School Program Board, on the grounds of UNWLA Resolutions of the XIV Convention, for the first time in history of Ukrainian diaspora («Zakinchennia kursu vchyteliok doshkillia», 1966, p. 12) successfully conducted in February-June, 1966 a 4-month course for training Ukrainian pre-school education pedagogues.

The course started on February 10, 1966 in Philadelphia («Zakinchennia kursu vchyteliok doshkillia», 1966, p. 11). The course lecturers were outstanding professor, pedagogy and psychology university lecturers, country studies teachers. Among them was Yaryna Hrabovenska-Telepko (she taught teaching methodology at a pre-school educational institution), Ihor Vynnytskyy (child's psychology), Volodymyr Matskiv (Ukrainian culture studies). All of them did their best to offer as much professional knowledge as possible in a short time (Prysutnia, 1966, p. 11) and make them properly prepared for their professional activity.

The course organizers supposed that educating a child of the age 3-5 in native Ukrainian culture sets a ground for further school education and national education of next generations, forms their active public though in the ethnic community, creates perspectives for its further activity and self-preservation in polycultural environment of a country of living.

The task of a nursery school teacher lies in ensuring a good start to all-round personality development, teaching children to see, perceive and

understand the surroundings, preparing them for future life in multilingual society and ethnic community.

The main goal of a nursery school teacher is to teach children to not only speak their native language but also «instill Ukrainian spirit, our tradition, our customs. Ukrainian child must love and value the Ukrainian language. Before he or she encounters another language, they must speak the Ukrainian language in Ukrainian home. The task of a nursery school is to develop and deepen knowledge of the Ukrainian language in every play, every short story and every action (Knysh, 1974, p. 15).

The course organizers also took into consideration the fact that «a teacher's professional skills are one of the first and extremely important requirements for a nursery school to conform to modern standards and meet the demands of a Ukrainian mother who frequently has to overcome obstacles so that her child in educated in Ukrainian surroundings. A nursery school teacher takes on much bigger responsibility than a school teacher does who only teaches a child one subject and gives only knowledge to a child. Thus, teachers who work at Ukrainian pre-school educational institutions, that is nursery schools, have to be properly trained» (Klymyshyn, 1973, p. 4).

The curriculum for the Course for pre-school teachers was compiled by Yaryna Hrabovenska-Telepko, a Drexel Institute graduate in the area of pre-school education and an education desk officer at the main office of UNWLA Anna Bohachevska, as well as approved by the head of School Board of UCCA Edward Zharskyy. It included the following chapters:

Peculiarities of anatomic-physiological and psychological development of a child at the age from 1 to 2.5, at the age of 3, 4 and 5.

- Kindergarten program (requirements to space organization, yard, kindergarten interior and exterior design, playroom, games, classes, cooperation of parents with a kindergarten, schedule).

- A child and a teacher at a kindergarten (children group allocation according to age, discipline and individual approach; requirements to a kindergarten teacher: speech, appearance, personal characteristics, behavior, etc.).

- Various teaching methods at a kindergarten and a nursery school.

- Practical teaching methods at a kindergarten and a nursery school.

- Sources.

Having assessed structure and contents of the program, A. Knysh stated that it completely conforms to educational requirements of modern Ukrainian pre-school education since it encompasses sense of education and its goal; pecualiarities of Ukrainian educational system; provides main data about the structure of a nursery school and organization of its activity;

reveals concept of studies by Friedrich Froebel, Sofiia Rusova, Maria Montessori and others pedagogues about education at a modern nursery school; development of senses and perception and recognition of language, development of mathematical concepts; development of observation, understanding nature changes; moral-religious, Ukrainian, aesthetic, social, physical education; music-vocal education; crafts – drawing, painting, pottery, cutting out, ability of a child to act independently, safety and discipline; child's psychology in process of child's development (Knysh, 1974, p. 15).

We should also state that the course program consisted of chapters for theoretical and practical learning, methodology of conducting classes with children of given age and a list of pedagogical and psychological sources needed for acquiring the knowledge.

Theoretical knowledge chapter required studying three main subjects.

1) Child's psychology. The subjects covered the following topics: historical and modern views on childhood; factors affecting a child's psychic development in prenatal period; cognitive development based on Jean Piaget theory; peculiarities of a child's psychics development on the 1st year of life; child's development on 2nd-4th years of life; first signs of independence; motives and sources of child's anxiety, aggression; development of a child's personality during pre-school education years; acquiring moral values; reactions to conflict and unrest; kindergarten and friendly behavior, relations between children.

2) Kindergarten curriculum and teaching methods (history of kindergarten founding in the world; significance of pre-school education – what a kindergarten gives to children; main tasks of a kindergarten; advice for parents who have to support pre-school teachers in their work etc.).

3) Ukrainian country studies material. Theoretical studies covered minimum 25 theoretical discussion lectures which lasted 45 min. each. They were accompanied by mandatory practical preparation course attendees received in their practical classes at a well-organized Ukrainian kindergarten or nursery school under supervision of a professional pedagogue. Lecture (theoretical) or practical studies were supported by attending various pre-school educational institutions in a country of living (American or Canadian) and attending supplementary educational institutions: libraries, pre-school children's crafts fairs, toy exhibitions, toy stores, children's holiday celebrations etc. The course included a 6-week practicum and each attendee conducted three demonstration practical classes at a Ukrainian nursery school or kindergarten.

The course attendees got together once a week (Prysutnia, 1966, p. 11) to listen to a lecture, attend an educational institution and conduct a trial class. It is clear that such a short term (4 months) did not let the course provide deep and complete pedagogical knowledge which takes 4 years at a college or university. Thus, enriching and improving their knowledge, their self-education was mandatory for pre-school teachers. Sources to each subject were available with a list of study books, pedagogy articles and issues which were a must for each attendee in order to deepen the knowledge on pre-school education she acquired in the course.

Pre-school teachers who finished the course had to continue their studies in the future and add to their knowledge by all possible means. Such individual continuous «studies» could take any of the specialization directions: child's psychology, child's health, pre-school child pedagogy and teaching methods, pre-school education practices, pre-school educational institution administration, organization and cooperation with parents etc.

It is necessary to mention that there were no particular requirements to candidates to the pre-school education teachers' course since the need for pre-school pedagogues was urgent: «There is no possibility to select candidates in modern Ukrainian conditions. There are not many of them and all of them were happily accepted. Even if an attendee joins the course with no initial intention of becoming a kindergarten teacher but only wish to receive knowledge about bringing up a child, they cannot be denied from the Pre-School Teachers' Course» (Hrabovenska-Telepko, 1966, p. 6-7).

It was also emphasized that each candidate to a pre-school teacher's position has to be aware that her temper, character, abilities and strivings which have to meet the requirements to a professional pedagogue. Namely, she «has to love children and working with them, can be fair and not let down child's trust, has a calm and joyful temper, is energetic, optimistic, friendly, patient and can laugh together with children. If she possesses the mentioned qualities, then after having mastered theoretical and practical pedagogical knowledge she will make a very good kindergarten or nursery school teacher» (Hrabovenska-Telepko, 1966, p. 7).

It should still be mentioned though that the prerequisites for successful passing and completing the Pre-School Teachers' Course were defined by its organizers and pedagogues and included systematic attendance of lectures, workshops and practical classes, diligent work on the course materials, attention to practical classes given by attendees, teachers, professors, as well as course organizers and administration.

As it has been mentioned above, this Course was initiated by World Pre-School Education Board. The Program Board provided study and methodological materials, issued nursery schools curricula and programs,

instructions for covering particular areas in teaching and educational work etc.

Organizational preparation and administrative events related to the course were cared for by a local women's organization. It provided a classroom for studies, childcare for attendees' children (if attendees had own children of pre-school age), finances, budgeting and budget management, printing out posters and notices, correspondence or printing materials etc. (Pelenska, 1966, p.8).

Upon completing the course graduates received a diploma and a certificate which allowed them to work in the system of Ukrainian pre-school education in the USA and Canada.

At a graduation address, after the first pre-school teachers' course was completed, on June 11, 1966 Iryna Pelenska (Pelenska, 1966) said that the course «can be considered a significant step of Ukrainian pre-school education and achievement of Ukraine women. Increase in number of pre-school education teachers is beneficial for both us and the organization. The Pre-School Education Board plans to create an organization for Ukrainian pre-school teachers on professional basis. And this course which can be conducted now in other locations as well will greatly contribute to creating such an organization» (Pelenska, 1966, p. 15).

Head of UNWLA Stefaniia Pushkar and administrator and education desk officer at the main office Anna Bohachevska emphasized the significance of the held course for the pre-school education link and outlined the difficulties which they had to overcome on their way to such important work (Prysutnia, 1966, p. 11).

While writing about the end of the course, «Our Life» magazine stated the following: «Pre-School Teachers' Course was the first of its kind. It brought standards of novelty education to our young women. This enables them to apply and improve their knowledge. The given fact also convinces us that such course will be held in other districts as well» (Prysutnia, 1966, p. 11).

Source analysis proves that holding the first course indeed gave a start to creating an organization for Ukrainian pre-school teachers, contributed to opening new nursery schools and improving their work, as well as preparing a subsequent pre-school teachers' course.

The second pre-school teachers' course took place a year later. It started on March 13, 1967 in Chicago at District Board of UNWLA and was held in St. Nicholas parish school («Kurs uchyteliok doshkillia», 1967, p. 2).

Nine participants wished to study to be a pre-school teacher. Organization of this course was cared for by education desk officer at District Board Liubov Sheremeta. The course was opened by Liubov

Shandra, head of District Board of UNWLA and the curriculum suggested by the head of the course L. Sheremeta included the following subjects: «Child's psychology» taught by professor Veronika Chemerynska; «Teaching methods» taught by Iryna Durbak; «Ukrainian country studies» taught by Liubov Sheremeta. Theoretical studies took 3 months and ended on June 13, 1967 («Kurs uchyteliok doshkillia», 1967, p. 2).

Practical training took part after a break at a Ukrainian nursery school, of the 29th department of UNWLA, as well as at an American kindergarten. Upon completing the course, the would-be pedagogues passed final examinations and celebrated its end with a graduation prom.

Subsequent pre-school teachers' courses were held in other US cities with insignificant changes in the course curriculum, fees and organizational events. Namely, in 1973 the course was held in New York and took three months (from September 22 to December 15). The curriculum included such subjects as «Child's psychology», «Teaching methods at nursery schools and kindergartens», «Educational program», «Practical training of pre-school teachers» («Kurs Vykhovnykiv Doshkillia v Niu Yorku», 1973, p. 4).

Thus, we can conclude that the pre-school education teachers' course was created as a supportive means of training Ukrainian kindergarten teachers in the USA and Canada. And though it lasted only 4 (3) months, those wishing to take it had a possibility to get main knowledge on principal subjects needed for further professional activity. We will also state that the pre-school teachers' course was held later with the purpose of improving organization and providing nursery schools activity, regular improvement of kindergarten teachers' professional mastery and the consultants were leading professors, pedagogy and psychology university lecturers, Ukrainian country studies school teachers (USA) and native schools and Ukrainian country studies course teachers (Canada), experienced pre-school educational institutions teachers, organizers of pre-school education in diaspora, and later pedagogues from Ukraine, already an independent state.

The research has established that in organizational-methodological provision of the activity of Ukrainian pre-school education in the USA a very important role was played by another experimental event of the World Pre-School Education Board – Ukrainian Pre-School Education Days (UPSED) which became not only a good coordination factor but also a means for improving standards of nursery schools professional pedagogical activity and uniting pedagogues, as well as involving parents and community into solving problems of Ukrainian pre-school education. The aim of UPSED was «creating homogeneous comprehensive system of pre-school education and spreading the network of Ukrainian nursery schools» (Klymyshyn, 1972,

p. 2) and «turning nursery schools into permanent educational institutions» (Klymyshyn, 1973, p. 11).

First three-day long Ukrainian Pre-School Education Days, under supervision of District division of US pre-school education, attended by teachers and pre-school teachers and in tight collaboration with League of Children's and Youth Literature Workers, «Prosvita» society in Philadelphia and «Education» firm which provided study and didactic and play materials for Ukrainian pre-school education, took place on October 22-24, 1971 in UNWLA House in Philadelphia. They were attended by almost 50 participants from Chicago, Detroit and other cities of the state, as well as pedagogues and heads of kindergartens at UNWLA («SUA pidhotovliaie provedennia «Ukrainskykh Doshkilnykh Dniv», 1971, p. 6).

The UPSED were started by an opening speech by Iryna Pelenska. She emphasized that brining up a Ukrainian person has to start at earliest age, otherwise it will always be late, especially in diaspora conditions (P., 1971, p. 4).

UPSED program included:

- children's fiction and study books exhibition; pictures of paragon demonstration classes and holiday celebrations at some nursery schools (Klymyshyn, 1972, p. 11);

- practical lectures by local pre-school education teachers;

- pre-school education conference;

- meeting of pedagogies and pre-school teachers from different locations of the USA;

general meeting of US Pre-School Education Community;

- speeches by outstanding specialist teachers followed by a discussion (Svitova Rada Doshkillia. Diialnist orhanizatsiina, 1973, p. 2);

- «Ukrainian book» speech by professor Volodymyr Matskiv («Ukrainski Doshkilni Dni», 1971b, p. 4);

– address to teachers from the head of representative office of League of Children's and Youth Literature Workers named after L. Hlibov, Leonid Poltava.

In his address to pedagogues head of League of Children's and Youth Literature Workers Leonid Poltava stated that without the Ukrainian book there will be no Ukrainian person in diaspora, so he asked Ukrainian parents to consider this matter seriously in order «not to bring up a foreigner in own home» («Ukrainski Doshkilni Dni», 1971b, p. 4).

The second day of UPSED (October 23, 1971) started from a specially organized demonstration paragon lecture / class at a Ukrainian Golden Cross nursery school given by Oksana Henhalo with participation of children and pre-school teachers from Philadelphia nursery schools. It

should be mentioned that this lecture did not only demonstrate importance of work coordination of separate women's organizations, but also proved that all of them understand the task of a nursery school, are aware of new teaching methods and care about national and intellectual upbringing of children they were trusted (Klymyshyn, 1972, p. 11).

On the same day the participants of UPSED listened to the speech given by Olena Klymyshyn «Nursery school as an educational institution» which provoked a lively discussion. Then the second general meeting of US Pre-School Education Community took place followed by a meeting with numerous representatives of the city community and representatives of District Educational Board (DEB), where head of DEB Yaroslav Rak gave a speech, as well as other speakers did. Speech by A. Smerechynska «How to conduct a conversation at a nursery school» was a substantial and interesting addition to the program. In the process of discussion after the speech new teaching methods were discussed, as well as peculiarities of their use in Ukrainian nursery schools which, on top of their main task of preparing a child for school, need to perform another important mission – through use of native language, prayer and song form in a Ukrainian child fundamentals of Ukrainian spirituality, national consciousness that will accompany a child in the world of multiethnic environment (Klymyshyn, 1972, p. 11).

The third day of UPSED started with the speech by Dr. E. Novosad «Psychic development of a pre-school-aged child» in which the psychologist answered questions from interested practical pedagogues and mothers connected with search for individual approach to a child, ability to solve eternal generation conflict issues within family because in his opinion «there is strength and viability of a nation in sequence of generations only, in passing parents' positive ideas to their children» (Klymyshyn, 1972, p. 11).

Afterwards a general meeting of US Pre-School Education Community took place and then the first US assembly of teachers and Ukrainian pre-school teachers, which set a goal of founding a League of teachers and Ukrainian pre-school workers. In the end, participants, delegates and visitors attended a book exhibition, exchanged information and work experience in children's education issues, bought books and records and the newest «Listen, children» among them, issued by 82nd Division of UNWLA (Bronx) and recognized by League of Children's and Youth Literature Workers named after L. Hlibov («Ukrainski Doshkilni dni», 1971a, p. 18).

It needs to be emphasized that Ukrainian Pre-School Education Days were a successfully chosen form of communication of teachers and pre-school education workers. Thanks to them, an idea came up to found a group for pre-school teachers at Pre-School Community with hope it will

grow into a professional pre-school pedagogues' organization, which is extremely needed not only for review of professional staff, that is those who currently handle nursery schools, but also for registration of those who did this kind of work in Ukraine, as well as young specialists who completed appropriate studies in the USA and are well aware of new teaching methods. As O. Klymyshyn believes, by organizing into a professional organization teacher would have an opportunity to discuss all issues related to pre-school education at common assemblies and conferences and share their experience and new achievements in the area of education at common conferences or workshops (Klymyshyn, 1971, p. 2).

At the same time founding a group for teachers at Pre-School Education Community proves that they wish to work together on educating a Ukrainian child in diaspora and improve their professional standards (Klymyshyn, 1972, p. 11).

The research has established that in the process of holding UPSED their organizers tried to solve issues related to teaching and educational process, training and selection of professional staff for work at Ukrainian kindergartens, providing methodological, study and didactic equipment. Ukrainian teachers appealed to conscious community members, parents, pedagogues and asked to support them in this important matter since quality of Ukrainian pre-school educational institutions network organization, provision of all necessary equipment to kindergartens impact directly a number of children, outcomes of their study and therefore make Ukrainian kindergartens competitive among English-speaking American and Canadian pre-school educational system. It seems obvious that parents will prefer a kindergarten which will become for a child the first step to school studies, which has a perfectly organized teaching and educational process, which focuses education on development of a child's personality and conditions in which will not make them doubt. Such formal, as it may seem at first sight, issues might become an obstacle in educating new generation at Ukrainian kindergartens and nursery schools. Still they considerably impact perspective of Ukrainian pre-school education development in the USA and Canada, formation of national consciousness in new generations of diaspora Ukrainians and consequently the future of the community.

At the same time first UPSED showed that Ukrainian nursery schools ceased to be weekly children's meetings. They become full-time educational institutions which pay more and more attention to child's intellectual development. Pre-school teachers learn new requirements to educational institutions management and use this knowledge in their everyday practical work (Klymyshyn, 1972, p. 11).

It is worth mentioning that considerable attention to these organizational-methodological events was not occasional since success of Ukrainian Pre-School Education Days largely defined further development of ethnic pre-school education. It was also supported by such events as organization of nursery school's inspection, development of their organizational network and improvement of educational and managerial standards.

Source base study has shown that on October 28, 1973 in Toronto during a WPSEB assembly, a session for Ukrainian pre-school education and an exhibition of Ukrainian children's literature with special section for pre-school literature prepared by League of Children's and Youth Literature Workers were held. Besides, participants had a possibility to listen to the speeches «Ukrainian pre-school education in native land» by Iryna Tarnavska from Detroit, «Technology in a nursing school» by Lada Prokop from Detroit, «Possibilities for coordinating actions of Ukrainian pre-school education in free world» by Mariia Dolishna from St. Catherine's (Canada) and take part in a discussion on education issues (Vidbudetsia Z'izd i Sesiia Svitovoi Rady Doshkillia, 1973, p. 1).

In the field of methodological work, methodological lectures for nursery schools, kindergartens and school preparation classes were made and published for the first time, speeches were given and published, as well as teachers' course materials, curriculum workbooks and other study and methodology materials. «Board of Pre-School Education Leaflet» in «Native School» journal (issued by the School Board at UCCA) contained notices and reports on activity of the Board of Pre-School Education and district communities, instructions, articles on methodological topics and speeches from pedagogical and methodological conferences.

To confirm the abovesaid, it is worth saying that «Native School» journal, which was first issued in the USA in 1964, turned into a so-called tribune that was a place where organizers of Ukrainian pre-school education in diaspora, its workers, representatives of public communities had a possibility to share their experience in educating and upbringing children of pre-school age, raise issues in this area of social life of the ethnic community, promote achievements of world and Ukrainian pedagogy in the area of socialization of next generations.

Starting from 1965, I. Pelenska systematically had her articles with methodological focus published in the said journal and they helped pre-school education pedagogues organize their activity, provide proper standards of national education and children upbringing, implement modern methods of pre-school child's personality development. Let's mention some of them here: «Kindergarten» (1965, p.7), «Organizing nursery schools»

(1965, p.8), «A class at a nursery school» (1966, p.12), «A nursery school» (1967, p.16), «Second children's meeting» (1968, p.17), «A nursery school» (1968, p.19, 20; 1969, p.22, 23, 24; 1970, p.28), «A kindergarten playroom as a place for child's living and studying» (1972, p.34), «Space allocation in a preparation class» (1979, p.40), «Preparation class» (1973, p.40), «Ukrainian preparation class» (1974, p.41), «Studies in a preparation class» (1974, p.41, 44; 1975, p.47), «Preparation classes – study plans» (1974, p.42), «Preparation class» (1975, p.48; 1976, p.49, 51), «A lecture cycle follow-up» (1976, p.51). Article titles speak for themselves and periodicity of their publication shows attention and care of pre-school education organizers in diaspora about efficiency of educating and upbringing children of pre-school age.

Results

It should be mentioned that «Native School» journal, which is still being issued, published over 200 of materials in various genres which show work of Ukrainian pre-school education in western diaspora, in the USA and Canada namely, and thus contributed to improvement of work of pre-school educational institutions, enriched theoretical knowledge and practical experience of their workers.

We believe that of great support to organizational-methodological work of pre-school educational institutions teachers in the USA and Canada were publications of other pedagogues where they raised topical issues of pre-school education and upbringing in diaspora. Namely, they were «National education in pre-school age» by V. Matskiv (1966, p. 11), «Pre-school education» (1972, p. 34), «Preparation class – group classes» (1972, p. 36), «Preparation class – structure and materials» by V. Bezushko (1973, p. 38), «Child's development», «Play in education» and «Children's play» by E. Zharskyy (1966, p. 12), «Pre-school education» by O. Lototska (1965, p. 6), «Methodology of pre-school work» by L. Prokop (1978, p. 57), «Formation of child's thinking» by V. Fil (1972, p. 35), «Nursery class activities for children who can't speak Ukrainian» by V. Andrushkiv (1974, p. 41, 42) and others.

Articles about activity and problems of Ukrainian pre-school education were also published in women's («Our Life», «Women's World», «A Ukrainian woman in the world») and general interest («Freedom», «Ukrainian Voice», «Ray») ethnic periodicals for the Ukrainians.

Thanks to the above mentioned events of WPSEB and its district structures, as well as activity of educational divisions of women's organizations and mothers' committees in the USA and Canada, it became possible not only to stop decrease in the system of Ukrainian pre-school

education, but on the contrary, it started its spreading and development. Still, management of WPSEB considered state of native language pre-school education unsatisfactory because only a total of 115 nursery schools (classes conducted once a week) and kindergartens (classes conducted three or more days a week) and school preparation classes at native language schools with 1.500 children (over 600 children in the USA and over 600 children in Canada) worked in whole Ukrainian diaspora. It is surely quite an insignificant number compared to a total number of the Ukrainians in those countries and it should be taken into consideration that a number of nursery schools, pre-school and school Ukrainian culture classes impacts the future of the Ukrainians in a foreign land (Petriv, 1977, p. 3).

Conclusions

Analysis of activity of World Pre-School Education Board proves that it was first of all aimed at preserving ethnic-cultural identity of the young generation of the Ukrainians in countries of their settlement through opening and organizing work of a network of Ukrainian kindergartens. Besides, a significant item of the list of activities of the mentioned project turned out to be a Pre-School Teachers' Course which was created as a supplementary means for professional staff training in the area of pre-school education, namely for training Ukrainian kindergarten teachers in the USA and Canada. All attendees had a possibility to receive main knowledge on leading subjects despite a short training period of 4 months. As a result, the Pre-School Teachers' Course created a grounding for training Ukrainian pre-school specialist teachers, need for whom was so urgent in Ukrainian diaspora.

It should be stated that on top of generally pedagogical professional requirements which are set to all workers of the area of education, a kindergarten or nursery school teacher has to possess important personal qualities, set an example for children both during teaching and educational process and in everyday life.

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The Use of Information Technologies in Primary School Students Teaching: the Experience of Japan

Nataliia Bakhmat, Tetiana Fedirchyk

The article considers the problem of using information technology in teaching primary school students in Japan. It was studied the experience of Japan, where age is not an obstacle to the study new technologies in educational institutions. The Japanese are convinced that the basics of robotics should be learned by children at an early age. The study of IT as a discipline is aimed at instilling an interest in mathematics, science and technology. Children make the first attempts to create robots in elementary school. The need for the implementation of the studied areas and ways of teaching IT in Japan in the primary school of Ukraine is determined, the recommendations of the training and continuous support of teachers are formulated.

Keywords: *reforming, personal computer, robotic technologies, electronic educational resources.*

Introduction

Integration of Ukraine into the world community, formation and strengthening of interrelations of pedagogical and scientific communities of different countries naturally actualizes the need for research and analytical review of the state, tendencies and prospects of pedagogical education development of different countries in order to clarify the most effective areas of development of primary school pedagogy in Ukraine with the prospect of using and adapting the results to the conditions of our country.

Education reform in Ukraine is carried out in the conditions of dynamic informatization of society. The level of informatization of education can be considered one of the main indicators of the development of countries. It should be noted that the processes of informatization of society and education are interconnected and interdependent – the level of modern education must correspond to the existing social order. For some time now, information technology (IT) has become a powerful catalyst and indicator of education reform, including primary school.

In Ukraine, there is a certain separation of the needs for the IT use and the practical reality in primary school. Nowadays, IT in NUS assumes a new role of a teacher, development of new pedagogical methods and new approaches in his professional activity. The success of IT implementation in primary school depends on the ability of primary school teachers to integrate IT into the learning environment.

Ways of IT introduction in educational process, features of using personal computer during studies are outlined in works of O. Kosenchuk N. & Bakhmat (2019), V. Bykov, & M. Shihkina(2014), V. Bykov & O. Spirin (2017), A. Gurzhiy & V. Lapinsky (2013), L. Kartashova (2017), S. Lytvynova (2014) and others.

However, the pace of IT development is ahead of scientific advances in this field. The contradiction between IT potential and the level of IT using in the educational process of primary school in Ukraine requires research intensification in this area, finding answers in foreign experience, including the experience of Japan.

The purpose of the study is to analyze the experience and justify the use of information technology in the education of primary school students in Japan.

Objectives of the study: to study the experience of Japan in the use of information technology in teaching primary school students, to consider the problem of studying IT as an incentive to study mathematics, science and technology, to identify recommendations for training and continuous support of teachers.

Material and Methods

To solve the tasks, the following research methods were used in the work: theoretical – the study of domestic and foreign psychological and pedagogical, methodological, didactic literature on the problem of research; analysis and generalization of experience in implementing IT in the educational process of primary school, pedagogical experience in using IT; analysis of software and didactic opportunities of IT used in the educational process of primary school.

Discussion

The innovative ways of using information technology in the education of primary school students in Japan, the existence of the outlined contradiction, the objective need to study the conditions of IT use in primary school led to the choice of the research topic (Pronnikov, V. & Ladanov, 1991) .

The processes of primary education modernization, determined by innovative changes in the new Ukrainian school (NUS), are aimed at the thorough development of each student's personality and the continuity of teacher training and education. The normative and legal basis of the outlined are «Strategies of innovative development of Ukraine for 2010-2020 in the context of globalization challenges» (2010), «National strategy for the development of education in Ukraine until 2021» (2013), sectoral «Concepts of continuing pedagogical education» (2013), The Concept of the New Ukrainian School and the Millennium Development Goals, adopted at the United Nations Summit.

All outlined documents characterize the leading direction – the introduction of innovative concepts, which are aimed at ensuring the diverse educational requirements of each individual.

Results

Japanese culture considers the school as a spiritual community and a fundamental foundation for the formation of personality: teachers have the greatest responsibility for the moral education and development of each and for instilling basic Japanese values, attitudes and skills of students at all levels of education.

Education in primary school in Japan is considered one of the important events in the life of every person – it is considered a fundamental factor in forming a positive attitude to continuity of education. After graduating from a pedagogical school, the PS teacher must be prepared to work with a class that can have about thirty students. The teacher must be able not only to perform educational functions, but also be ready to perform training functions – which necessarily involves the use of IT to support the study of disciplines, monitoring student performance, etc.

In Japan, children attend primary school for six years. In primary school they study native language, arithmetic, natural sciences; there are also lessons in morality, calligraphy (sodo), music, drawing, ecology, various sports, as well as a course in seikatsu («On Life»).

The curriculum includes the following subjects: social studies, arithmetic, science, environmental research, arts and crafts, physical education and housekeeping. Requirements for the preparation of students also include extracurricular activities, a course of moral education and integrated learning, which can cover a wide range of topics (international understanding, environment, volunteering, etc.). However, reading and writing are probably the most important parts of the primary school curriculum (Average Salaries for Primary School Teachers, 2020; Education

in Japan, 2020; Elementary School Teacher, 2020; Japan School starting age, primary school (years, source: UNESCO), 2020).

In primary and lower secondary schools, a five-level grading scale is used: S – very good, A – good, B – satisfactory, C – poor, D – very poor.

After graduating from high school, sixth-graders go to junior high school, where they study for another three years. They study native and foreign languages, mathematics, history, geography and other subjects. Much attention is paid to aesthetic education: music, singing, drawing.

The obligatory school program includes excursions to historical places and reserves, during the years of schooling Japanese children visit different parts of the country, getting acquainted with its nature and sights.

Sports are encouraged in every possible way, hygiene and physical education classes are held regularly. As a rule, students are fond of volleyball, basketball, tennis, football and hockey, swimming and other sports. Every year, in the spring and summer, national baseball tournaments are held among schools that are monitored throughout the country.

Historically, support for the installation of computer systems in Japanese schools began in 1985, when the National Council for Educational Reform issued a proposal to «Expand the general education system for the transition to the information society.» At the same time, funding was provided for the purchase of equipment. Initially, the emphasis was on ensuring that PCs were introduced in higher education. However, even at this level, the focus was on the study of PCs themselves, rather than their use to study other subjects. For a long time, an element of this approach to PCs remained in the classroom, but the situation is gradually changing and PCs have been integrated into the educational process of primary school (Computer Use in Japanese Schools: Moving Away from BASIC, 2020).

However, their use in the curriculum was still limited to higher education institutions and, in part, to junior secondary schools. At the level of the primary school the course «Fundamentals of Information Technology» remained selective. Only in high schools the PCs were used in the teaching of subjects such as mathematics or science.

Regarding the spread of the PC use in primary schools in Japan, in general, we can trace a pattern that persisted in both classrooms and office environment: the process was slow, and only in the 90's there was a real impetus to increase the number of PCs and PC viewing, primarily as a way or teaching tool in schools, rather than as learning objectives.

The level of PC penetration looked very different, depending on the level of education. Statistics from the Ministry of Education (as of March 1994) showed that almost all (99.9%) public higher education institutions now had some computer equipment. The corresponding percentage was

98.4% for primary and secondary schools, but only 66.1% for primary schools. These figures, however, include PCs for faculty and administrative use or there may be the only PC that serves the entire school – that is, they do not necessarily indicate the widespread use of PCs by students. In the 1990s, the main task of the Ministry of Education was to provide more PCs to primary schools. In the future, the situation improved rather quickly: at that time, the Japanese government announced a direction to increase the number of PCs at all levels of education by 1999 (Primary and Secondary Education. Japan Table of Contents, 2020).

As the use of PCs in the curriculum was almost non-existent at the initial level, and there was an optional or limited course at the intermediate level, the extension of this process was initiated by teachers. The Ministry of Education recognized that it was necessary to move away from students simply accumulating information, that it was necessary to look for ways to develop their real practical skills in terms of creativity and critical abilities. The Japanese government saw that computers could be the main tool in this process. To this aim the number of PCs available in public schools was almost doubled to 900,000 by 1999.

The realizing that society is expected to change dramatically in the coming years due to globalization and the need to survive in a constantly changing environment, has led to the need to develop everyone's ability to select the necessary information and make decisions using it in Japan. To do this, you need to learn to use media and IT tools. The Japanese government has focused on the next stage of development of IT education, which would use the results obtained by schools that have participated in testing projects on the use of IT, with a view to their implementation in many other schools (Attitudes towards the use of ICT in schools in Japan, 2020).

Already in 2013, the Ministry of Education, Culture, Sports, Science and Technology noted the positive results obtained from the use of IT in education, such as increasing student motivation, improving learning outcomes. A review of various initiatives in schools shows that schools are constantly developing IT know-how and increasingly providing mare complex learning experience in the classroom.

At the same time, there is an increasing number of school teachers who develop and provide clear instructions for students on the use of IT as a tool. They are also successful in helping children to expand and deepen their development through the use of IT. Table 1 shows the conditions of IT training in each school, which were identified on the basis of a survey conducted by the Institute of Education and Science in Bence.

The table shows that in 2013 more IT events were held in schools than ever before. These include:

1. Effective use of teaching aids: electronic boards, tablets.

2. Perception of more effective teaching methods and improvement of educational materials; forming learning time so that students can think and share thoughts with peers: for example, displaying letters on a whiteboard, students can easily understand the views of their classmates, compared to listening to verbal presentations in front of the class; teachers develop an educational process that consists of a task → individual work (thinking separately) → work in pairs / groups (exchange of views) → exchange of views with the class → explanations and summaries.

3. Encouraging deeper, reflective thinking by doing collaborative tasks stimulated by collaborative software: Some schools worked together to ask children to create a single issue in groups using collaborative software. For example, when a group of children is asked to study earthquakes, there are several topics about earthquakes, such as «A: Quakes, B: seismic intensity, C: distribution of earthquakes, D: catastrophes caused by earthquakes.» Then each child in the group takes responsibility for one of these topics and collects relevant data. Eventually, all data collected by team members will be summarized and displayed as a single report. In this way, students can learn to participate voluntarily in group activities by completing common tasks and, at the same time, deepen their own ideas.

Tab. 1. Educational activities in schools in Japan using IT

Examples of activities (in class)		Elementary school						Junior high school						
		A	B	C	D	E	F	A	B	C	D	E	F	G
Study materials	Explanations by enlarging study materials using an electronic blackboard, etc.	●	●	●	●	●	●	●	●	●	●	●	●	●
	Explanations by using digital materials such as videos and 3D images		●	●				●		●	●	●		●
	Collecting online materials that appeal to children			●		●		●	●	●			●	
	Explanations using projected images of notebooks and textbooks					●			●					
	Using simulation software such as digital textbooks (individual work)												●	●
Individual work	Summarizing ideas on worksheets	●	●	●	●	●	●	●	●		●		●	
Pair/group work	Working in pairs or groups								●	●	●		●	
Sharing with the class	Sharing opinions by showing answers on an electronic blackboard	●	●	●	●	●	●	●	●	●	●	●	●	●
Examples of activities (individual learning)														
Output activities	Working together to create materials using collaboration software	●		●				●		●	●			
	Giving class presentations using presentation software		●		●		●	●						
	Creating documents using digital materials such as photos and images	●	●		●	●		●						
Sharing processes	Sharing their thinking process using a digital pen											●		
Self-reflection	Improving their performance by recording and displaying video of their activities (such as gymnastic exercises)		●						●					●
Data collection	Collecting necessary information on the Internet							●	●	●	●			
Information dissemination	Operating the school website (for student-body activities, etc.)												●	
Drill-and-practice	Conducting digital drills (individual work)	●		●	●			●				●		
	Homework using digital drills and study materials (data search, reports, classroom video, etc.)							●	●		●		●	

activities in blue show the use of IT by school teachers
activities in red indicates that children are using the PC or tablet

4. Exchange of thinking with a digital pen: despite the fact that different thought processes lead to the same result, the processes of logical thinking in solving a problem may be different; for example, through group presentations and the use of an electronic board, children can display and explain the process of constructing evidence; Encouraging students to think this way is effective in deepening their understanding of the tasks, as well as in enhancing their thinking, decision-making and skills development.

In its report «Japan: a country of growing robotics», the University of Tokyo said that since the 1970s Japan is at the forefront of industrial robotics. As for the value of exports, Japan is responsible for almost 50% of the world market share. Demand for robotics from both the public and private sectors in Europe, America, China and other countries outside Japan continues to boost IT development.

During the years of informatization Japan is famous for its world-class robotics. In particular, Japan boasts the largest number of industrial robots, such as those designed for car assembly. The country is also the largest exporter of industrial robots.

In Japan, there are many places and ways where children can get in touch with the works and learn about the latest work and development technologies. Many researchers working in enterprises of developing modern robotics technologies are also excited about developing something completely different – educational programs aimed at the development of robotics.

It is known that in Japan there are workshops where children can test their skills in creating robots. Their experience can be so satisfying that after such tests many children choose robotics as their future profession.

Robosquare, located in Fukuoka, on the southwestern main island of Kyushu, is the site of Japan's largest museum of robotics. Students can gain experience in robotics at this museum. Robosquare robots have more than 70 different types of robots: robots that walk on two legs; robots that can sit at home; robots that can conduct quizzes and interact with other users (Robotic Kids. Paving Way for Future Robotics Leaders Japanese, 2020).

A home security robot, which has long been sold in Japan, is able to feel the sounds and temperature changes inside your home, it will call the owner's mobile phone if he finds something unclear.

Robosquare offers many great learning solutions. Visitors can enjoy the performance of a samurai robot dance on stage along with Japanese folk music. Meanwhile, children who want to do more than just observe can also take part in robot creation classes, which provide knowledge of the basics of programming that are necessary to create mobile robots.

In addition to Robosquare, universities and municipalities are launching robotics classes across Japan, giving more and more children the opportunity to gain work experience.

Some children want more than just a game with robots – they want to learn to build a real robot on their own. There is a robotics class especially for children with such ambitious goals. This course launched in Tokyo's so-called «electric town» of Akihabar, is carried out over a four-year period. It began in 2011, when children learned the basics of robotics, such as the properties of metals, building materials and motion mechanics. The course also involves students learning electronic circuits and microcomputers, where the goal is to provide children with all the skills needed to build a robot.

There are also «cram schools» that teach elementary school students robotics in Tokyo and Osaka, where they can begin learning to build robots.

Using a kit containing special parts developed by Japanese companies and robot experts, they can even build an original robot that differs from the ones shown in the drawings.

Thus, the growth of robotics affects changes in the way of activities in all spheres of life; in turn, this provides Japan's economy with incredibly powerful prospects. Therefore, the Ministry of Education of Japan has recently introduced computer programming (robotics) to the curriculum of all primary schools and it will not be compulsory until 2020.

That is, recently the Japanese from an early age began to learn the basics of programming. According to the decision of the Ministry of Education, Culture, Sports, Science and Technology, programming will become a compulsory subject in primary school from 2020, a compulsory subject of secondary school from 2021 and a compulsory subject in high school from 2022. Programming improves children's logical thinking and creativity (Japan introduces compulsory programming lessons in primary school , 2020).

In some prefectures of Japan, programming has already been introduced as a compulsory subject in primary school at the initiative of school administrations, community organizations and companies. The first experiments showed a positive result, and now these prefectures will become an example for the national curriculum.

In primary school programming lessons are likely to be added to the science curriculum. This discipline is planned to be studied in the form of a game. For example, some learning materials are developed, where children write programs to control game characters, make up an algorithm of a kind of «building blocks«.

In high school, the Ministry of Education plans to redesign and improve the simple programming examples that are currently taught in labor lessons. Modern high-level programming lessons remain in high school, but over time they will become compulsory.

In some other countries, programming has also become a compulsory subject in the school curriculum. For example, in 2000 he was taught to Israeli students, in 2014 a program of compulsory education in children's programming, starting at 5 years old was introduced in the UK.

It is interesting to note that in order to be more effective, programming lessons in non-English-speaking countries must be accompanied by the compulsory study of English in primary school.

However, nowadays very few primary school s have begun to implement programming and robotics, mainly because teachers are naturally embarrassed that they will have to develop skills that most do not have

themselves – they are not software engineers. This can be seen as a major obstacle to the development of this process.

It should be noted that the discipline of «Robotics» in primary school does not require high-level theoretical programming teachers. The more teachers are involved in robotics and programming activities, the more confident they are.

The first recommendation for primary school teachers is to avoid «learning» programming – children need to be given creative freedom in what they want to create, without receiving instructions on what to do and how to do it.

The next step for teachers is to find high-quality EERs that allow children to learn through research. It is very important to interest them in all aspects of programming and robotics before they move on to the next stage of learning more formal programming. And, as mentioned above, teachers need to start buying these resources so that they are easy to use in the classroom.

High requirements for the level of knowledge and skills are also confirmed by the fact that at the level of the Ministry of Education requirements for the use of EER have been developed and proposed. One of the popular EERs can be considered a dynamic resource of the Japan Society, which is intended for use by teachers (About Japan. Teacher's resources, 2020) (fig. 1).

This EER provides Japanese educators with an IT space to share, discuss, and develop learning ideas and resources that can be considered a part of the school audience. Basic resource modules:

Essays (essays) – provide a unique perspective on the development of topics, usually wider than they are set out in traditional textbooks and school resources. Providing analysis from experts in the field, essays serve as a starting point for dialogue and further research. Ideally, the essays will «talk to each other» and thus reflect some of the great debate that is relevant to teaching in the classroom.
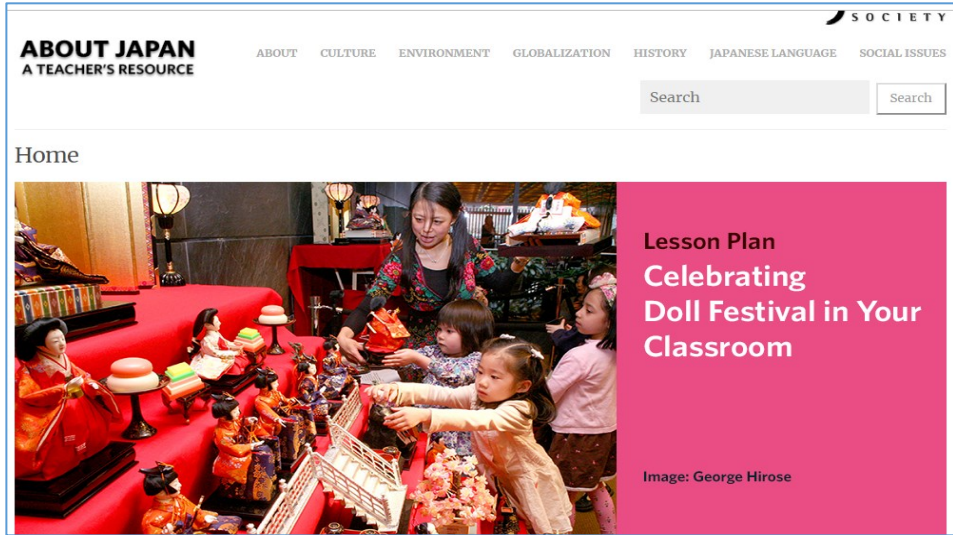
Fig. 1. EER main page «About Japan. Teacher's resources»

Topics – original electronic materials for studying topics that are of particular importance to the school. The developers seek to promote the inclusion of the resource in various educational institutions, developing content on topics that are consistent with the current curriculum through academic disciplines. The editorial staff is constantly updating the content related to these topics.

User profiles – among the members of the on-line registrations, as well as authors and editors who are invited to participate in the work. Visitors must register to use the features of the resource. User profiles can include biographical information and can be used to track and update personal material. This section offers tools for finding people who have similar interests or who work in similar training fields and settings.

Resources (questions) – an open forum for research and information exchange. All participants can ask and answer questions that relate to any aspect of Japanese research or educational practice, including research resources and pedagogy. Questions may include in-depth supporting information. As the developers note, «over time, we hope that these issues will accurately reflect the wide range of interests and learning experiences of the community.

The outlined EERs and lesson plans are developed by the joint efforts of scholars and practicing teachers. They are designed to provide the educational process as contextual tools and effective measures that are necessary in the practice of teachers.

According to Japanese practices, there are several convenient, high-quality resources on the market that can be offered for use: MBot and LEGO Education's WeDo, Boson Kit.

In particular, the Boson Kit allows children to actually build work on the platform, and the appropriate connectors allow them to use a reliable wiring system, in addition, it has two advantages:

- first, its use involves the formation of a sufficient initial level of skills in microprogramming;

- secondly, the acquired knowledge can be useful in science lessons.

What makes it so powerful is that it is equipped with a logic mechanism that combines various inputs and outputs, including a micro-bit, a tiny programmable PC designed for easy and fun learning. By choosing a combination of parts, students are free to learn programming and, in turn, to study the program. Such a resource and the like ones become an important part of children's early education.

One of the best qualities of such resources is that the primary school teacher does not need to be a qualified programmer. After running the program, the teacher can simply provide a fairly broad task and allow them to fantasize about their actions.

For many teachers who use such «teaching» techniques and carry out step-by-step processes, this new way of engaging students can be difficult to adapt. However, it is important that teachers become facilitators, not instructors, allowing children to explore and teach according to their personal imagination.

Teachers need to guide students' activities by understanding that the PC is a tool that allows them to freely demonstrate personal maximum creativity.

Robotics is a new technology for primary school students, so it is important that children at least understand its basics. Teachers need to expand the capabilities of this technology, giving children a special interest in it. In addition to the use robotics for computing, primary school teachers must understand the possibilities to include it in activities in all areas of the curriculum, to attract even students who do not want to learn.

Thus, new changes in the educational process of primary school pose a challenge for teachers – the formation of IT skills, which is not to adhere to the curriculum in accordance with certain standards.

In developing curricula, the Ministry of Education of Japan stated that programming is not the only separate discipline, it should be studied in conjunction with other disciplines, such as mathematics, language, drawing, home economics, ecology and more.

For example, whether it is a natural disaster, medical treatment or assistance in everyday life, the need for robotics for these and other areas in the future will only increase. By encouraging primary school students to gain as much knowledge about robots as possible, Japan is firmly at the forefront of the industry.

According to Professor Shigeo Hiroshi of the Tokyo Institute of Technology (Information technology and education in the world. LEARNING WORLD, 2020), students at primary school enthusiastically grasp the secrets and mysteries of robotics. He is convinced that the study of this discipline can instill an interest in mathematics, science and technology. After all, children make the first attempts to create robots as a child, then they have a dream to become a good engineer. The scientist-practitioner, who has been working in the field of robotics for 35 years, claims that it is very important to have engineering thinking to create a robot. From an early age, children must learn to properly combine their own intellectual abilities and the ability to feel everything with their own hands. Only in this way future engineers will be able to create robots useful to society.

He gives an example of the developed robots – a snake robot that can provide invaluable assistance to humans in performing difficult and dangerous tasks. Due to its flexibility and ability to explore hard-to-reach places, it is very useful when performing rescue operations. Due to its unique technical capabilities, some engineers call it a «snake charmer». 30 young engineers from different countries worked hard to create it in the laboratory of the great Hiroshi.

Professor Hiroshi is involved in a UN project to develop remotely controlled robots that can detonate mines. Students who want to be like their teacher have a long way to go.

Recently, many Japanese researchers are fighting for the implementation of a communication robot, which is considered a robot that participates in everyday life as a partner, communicates with people as people do, reproducing bodily gestures and expressions, and supports people with their communication tasks.

Research into robotics has led to the development of several practical robots, such as tools for therapy and entertainment, these robots are increasingly expanding the scope of their activities in the daily school life of young Japanese. The Japanese believe that primary schools are promising for the field of operation of work for the purpose of communication. A robot can be a companion with children, although its ability to interact is too limited comparing to human abilities. However, over time, the basic abilities of robots improve, and their role increases accordingly: they are likely to be

useful for maintaining education and understanding and building friendly relationships among children.

It is believed that in the future, this may help to maintain safety in the classroom, for example, by moderating bullying problems, stopping fights among children and protecting them from violence. That is, communication work for the primary school can be a very effective platform to begin studying how robots are involved in everyday life.

In order to increase their English language skills, next year about 500 Japanese classes will receive English language (AI) robots that work in English. This step was taken by the state, as the country seeks to improve English language skills among children and teachers (Must do better: Japan eyes AI robots in class to boost English? 2020). To that end, the Ministry of Education plans to launch a pilot project worth about 250 million yen ($ 227,000).

AI robots that already exist in the market have different functions, for example, they can check the English pronunciation of each student. AI's work is just one example of testing, and other approaches are planned in the future, such as using tablet applications and conducting online lessons with native speakers. The move is two years ahead of a change in the national curriculum, which will require children aged 10 and over to learn English.

One aspect of IT using in Japanese schools, which differs from schools in countries such as the United States, is the widespread use of complex networks. Depending on the user's request, these networks are used both for two-way communication between students and to give teachers full control over what is happening at each educational terminal. In Japan, many students are in more developed networks than anywhere else.

The desire of the Japanese for disciplined learning has led to the huge emergence of a large number of computer systems (networks) where learning is regulated. It is known that in order to draw the attention of the administration of institutions to networks and build it into something interesting for the students themselves, Apple Japan is conducting an experiment called «Apple Media Kids». This project consists of connecting several PNs across the country, and classes offer the opportunity to jointly study topics such as «lifestyle» or «environment». The schools involved in this pilot project range from Hokkaido in northern Japan to Kyushu in the south. The network system developed by Apple for this purpose is built around an Apple server and offers great flexibility to meet the needs of individual schools. Using the FirstClass client / server package provides a complete graphical network user interface.

Attention should also be paid to the equipment used in the PS – th ere is no reliable data on the market share of the equipment used in schools.

However, the Japanese argue that the current leader in educational equipment and software can be expected to be NEC (a Japanese corporation, manufacturer of electronic, computer equipment, telecommunications equipment, one of the world's largest telecommunications companies), as well as a leader in the Japanese PC market.

The company offers special training courses for teachers and it has developed PC Educational Software Laboratories for 31 place across Japan, where teachers can come and try the software before deciding to purchase it. In terms of software availability, the NEC catalog lists more than 2,000 special educational use packages.

The recent spread of the popularity of multimedia PCs paves the way for further using of the IT role in the classroom. This is especially necessary in primary schools, where the level of creativity is high, and children are less associated with endless exams, which is typical to Japanese education. The developed Super Yuki NEC educational system allows students to create databases using texts, tables, graphics of all kinds (including moving images) and music. The system offers a wide range of creative tools, as well as a wide range of search functions. Moreover, the additional packages offer other options for creative and educational activities. The Super Yuki interface automatically adjusts to a child's speech skills as soon as they enter information at the login stage, making the system available for six years of primary education.

Despite the NEC dominance in the educational field of the state, other manufacturers are also working to succeed in this area. Apple is a leader in the use of PCs in schools in many countries (its machines are used in 60% of US schools), and the company is working hard to create a similar situation in Japan. The company pays special attention to facilitating the use of its equipment – not only for students, but also for teachers, whose goal is to quickly implement IT in educational activities as textbooks, rather than the need to devote a lot of time to learn how to use them. Apple offers a large catalog of educational software and, of course, can offer a wide range of packages for learning English.

The experience of Japan shows that coding increases creativity, teaches students to collaborate, work together and communicate in a universal language. Every human-PC interaction is governed by code – programming is everywhere and is the basis for understanding the hyperconnected world. Coding can be considered literacy today, and it helps in acquiring the practical skills needed for the 21st century, such as problem solving, organization and teamwork skills, and the formation of analytical thinking.

In order to provide a quality life for the citizens of our country in the information society and ensure their global competitiveness, it is necessary

to create interest in programming and strengthening digital competencies. Therefore, the work supports the introduction of programming through various initiatives of Japan. To implement the described areas and ways of teaching IT in Japan in the primary school of Ukraine, it is necessary to implement and comply with the following:

- It is necessary to develop materials and tools for programming lessons that enable effective coding training. Such materials and tools should be easy to use by primary school teachers; they should also be based on real subjects.

- It is advisable to develop an educational coding portal where teachers can easily find and share materials for the lessons.

- The developed tools and materials could also be used for the professional development of PS teachers.

- The developed portal should also become a platform where students could demonstrate personal developments.

However, it should be considered that quality programming training and IT training of students in general correlates with the teacher's training. In order to ensure the effective implementation of the Japanese experience in the educational process of primary education institutions in Ukraine, there is a need to comply with a number of recommendations for the training and continuous support of teachers:

Recommendation 1: Focusing on teachers with low incomes and crisis situations, such as professionals, students and individuals

Recommendation 2: Updating, applying, measuring standards of professional development of teachers in the field of IT.

Recommendation 3: Creating opportunities for professional IT development that will facilitate teacher collaboration.

Recommendation 4: Providing ongoing support to teachers through an appropriate portal designed to address and highlight IT learning and programming issues.

Recommendation 5: Investing in quality pedagogical education.

Recommendation 6: Continuous guidance of the learning process of programming and learning IT at all levels of the education system.

Recommendation 7: Using dedicated IT to provide access to content, professional development and professional teaching communities.

Conclusions

Some primary and secondary schools have already turned to such IT, in order to deepen the ways of learning English, introducing English-language robots AI. English classes are currently compulsory for Japanese

students aged 12 to 15, but the initial age in 2020 will be reduced to primary school. This indicates the integration of IT with other disciplines.

Japanese education argues that in the study of programming it is important for children to gain knowledge of technologies and processes that are logically embedded in their educational process. After all, no matter what profession they choose in the future: an artist, a doctor or a teacher, robotics will inevitably become part of their future careers.

Although the curriculum change is not mandatory until 2020, teachers from all over Japan should already start selecting ESDs, materials and tips to engage children in a fun and enjoyable experience of all aspects of robotics and programming.

Based on the fact that the use of PC and IT in primary school is not only possible but also necessary, there is a need to study the problem of implementing IT in all activities of the primary school.

The experience of Japan confirms that a powerful phenomenon in the process of wider use of IT in schools is the urgent need to provide appropriate skills to teachers themselves. According to a survey on the use of PCs and IT in education published at the time (September 1994) by the Japanese Association for the Promotion of Educational Technology (JAPET), only one in three teachers was able to use a PC; only one in ten was considered capable of acquiring basic IT skills. Today, there is no teacher who does not have a sufficient level of IT competencies that allow him to use IT in the study of various subjects of primary school.

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PART 3
SPECIFIC FEATURES
OF THE EDUCATIONAL PROCESS

Implications of Using Technology on Children, Teachers and Parents in Early Education

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It is increasingly recognized that the emphasis must be on integrating technology as a teaching instrument for all levels of the educational system, but less in kindergarten. In this chapter there are analyzed the main implications of using technology during early education. The first part includes a description of the advantages of using digital resources in early education both for teachers and for children. In the second part, the impact of the use of technology on the cognitive and socio-emotional development of children is highlighted. The third part describes some concrete ways of innovative integration of technology in kindergarten by educators, as well as a series of rules that must be followed by parents for the optimal use of technology in preschool age.

Keywords: *Cognitive development, early education, parents, socio-emotional development, teachers, technology*

Introduction

Information and communication technology is becoming a key tool for building the knowledge society and, in particular, a mechanism through which early education could provide a way to rethink and redesign education systems and processes, thus leading to quality education for all. The use of new technologies is a social response to the growing demand for education, the need to diversify training offers and institutions, on multiple levels: teachers, mixed learning communities, content circulated, means of evaluation, management procedures, management procedures. Sangrà and González-Samamed (2010) emphasizes that in recent years, several studies and reports have highlighted the potential opportunities and benefits of information and communication technologies to improve the quality of education.

The use of technology registers some highlights at preschool and preschool ages. Although the use of technology is recommended as little as possible at an early age, the attraction of children to the variety of digital

resources around them cannot be minimized. According to Danovitch (2019), children of the current generation are exposed to increasingly varied technologies, such as computers, tablets, smartphones and other Internet-based devices from birth and using them not long after. The first explosion takes place between the ages of 3 and 4, followed by a second one, at the age of 8, and another one, when the children are 12-13 years old and go to high school (Gold, 2016). Every year there is an increase in the time spent with digital technology, the number of devices and the ways in which they are used. Children between the ages of 2 and 4 spend about three hours a day in front of a screen, but this figure will increase to seven hours and three quarters a day when they reach the end of elementary school. In early age period, the use of television as a technological tool predominated. The most important transition in children's lives is the transition from passive watching TV and videos to accessing various games and using applications before school starts.

In the last decade, the evolution of children's use of the Internet has been characterized by two main directions, both of which put parents and teachers in a crucial role in protecting children from the risks of the online environment (Roman, 2014): access the Internet from an early age, the mobile character and the accessibility, as a result of the possibility to use technology from anywhere and anytime. Within only 2 years, between 2011 and 2013, the number of children under 8 who used an application tripled, from 16% to 50%. Statistics from Romania and around the world show that many preschool children are able to use different Internet access devices and even do so with or without parental supervision. Also, statistics indicate that 98% of American children between the ages of 0 and 8 live in homes with devices that can access the Internet (Rideout, 2017). The question is no longer whether children use digital technology, but how, why and with what effects (2015). Currently, there is an exponential increase in the need for digitization of the Romanian education system, which will now be forced to go through all the typical digitization processes (Tudor and Popescu, 2020), starting with digitization. This is an argument for the training and mobilization of educators in the preschool education system to prepare children for the correct use of technology. There is a need for a digital transformation, which involves the creation of innovative educational concepts (Rad et al., 2020).

1. The advantages of digital resources for teachers and children in early education

The use of the technological instruments leads to qualitative changes in carrying out instructive-educational activities in kindergarten, because it ensures a saving of time for the adequate use of teaching aids and teaching-learning methods. Technological resources offer new possibilities for the creative development of children and teachers, by giving up boring traditional training activities, as well as for the establishment of new means of expression (Greenfield, 2005). The positive effects of the use of new technologies are multiple: individualization of learning activities, logical ordering of curricular contents, as well as streamlining the communication process during play and learning activities. Table 1 presents the advantages of using technology in carrying out activities in early education for both teachers and children, adapted after Sangrà and González-Samamed (2010).

The new technologies are only a supplement, which has no negative effects if used in moderation by teachers and parents. A major benefit that technological resources offer is the support and strengthening of relationships and communication between all representatives involved in early education, such as educators, parents and community members.

2. The impact of using technology on the cognitive and socio-emotional development of preschool children

The introduction of informational resources in early education has a great impact on cognitive and socio-emotional development in preschoolers. The early education period is a very important stage of development, as children «actively explore and learn about the world around them, as their cognitive and social skills develop rapidly» (Danovitch, 2019).

2.1. The consequences of using technology on cognitive development

From the perspective of cognitive development, children can use technology to watch video or TV presentations, to achieve group projects or to make audio or video recordings of objects they create. Digital technology is also a very useful resource for documentation. The increasing use of technology by children in the last decade has led to the start of studies to understand how time spent in digitally mediated activities can affect in positive or negative ways (Bell et al., 2015; Kardefelt-Winther, 2017).

Tab.1. The advantages of using technology in early education for teachers and children

Advantages for teachers	Advantages for children
- increasing educational time focused on the interaction of teaching processes, learning and evaluation; - extension of the teacher's time space as time for preparation for educational activities and for self-development and career development; - valorization of didactic resources as an expression of the diversity, quality, accessibility of the educational processes oriented towards the children's performances; - creating a varied instrumental support that stimulates the involvement and participation of children in instructive-educational activities; - encouraging individual study and specific discovery learning methodologies; - stimulating the creativity of teachers in the educational process by promoting teamwork; - building teaching experiences that integrate and stimulate emotional learning; - strengthening the mechanisms of personal feedback through the self-evaluation of the educational activity; - diversification of evaluation strategies and procedures in order to increase the degree of objectivity of evaluation; - openness to communities, cooperation and regional and local development; - stimulating the connection between the curricular contents of the main experiential fields by using the integrated	- increasing the share of time for play and learning activities in kindergarten; - giving more time for personal development and constructive leisure activities; - the use of new technologies necessary resources in play and learning activities in order to ensure diversity, quality, accessibility of the child-centered educational process; - providing intrinsic motivational support to children in approaching educational communication by giving more dynamism to the reception of the message; - providing group support for training differentiation; - developing creativity at the individual level as well as at the group level by activating teamwork skills; - emotional involvement in different learning situations by raising awareness of children's reactivity and empathy; - developing personal feedback mechanisms through self-assessment of activity, awareness of potential and increased self-confidence; - increase the confidence of preschoolers in the process of objective evaluation through the use of self-evaluation and group evaluation; - access to global communication with the help of technological resources; - receiving knowledge and developing the skills of preschoolers in an integrated manner;

approach; - improving play and learning activities for students with special educational needs	- adapting play and learning activities for students with special educational needs

The experimental research has shown the short-term improvement of cognitive skills as a result of preschool children's participation in games based on cognitive skills. The main benefits were highlighted in terms of developing visual and attentional processing skills (Green and Bavelier, 2003, 2007), iconic and spatial representative skills (Greenfield et al., 1994; Subrahmanyam and Greenfield, 1994), as well as executive function skills (Rueda et al., 2005) and visual spatial working memory (Thorell et al., 2009). Brain development patterns and active knowledge in digital children may differ from those of children of past generations, as a result of spending more time in technological games (Bergen, 2015). Some studies based on the content of the game (Subrahmanyam and Renukarya, 2015) have reported negative results in terms of learning and educational outcomes. In the future, children's games will include devices with an ever-increasing technological component. Therefore, Bergen (2015) recommends an increased attention to the design of technological devices based on game models that encourage embodied experiences, in order to promote active knowledge.

Regarding the child's exposure to television, some studies did not find correlations with cognitive development, while others showed a negative impact, depending on the child's age and the educational nature of the programming (Zimmerman and Christakis, 2005). The cognitive impact of television use on children under 3 years of age is related to exposure time, program content and social context. For children under 2 years of age, the research results found negative aspects of cognitive development, especially in language development and executive function (Barr et al., 2010) due to exposure to programming produced for adults. The results of the study by Chonchaiya and Pruksananonda (2008) showed that children, who started watching TV before the age of 12 months and watched more than 2 hours on TV every day, are six times more likely to register the delay in language development. Following a longitudinal study, Alloway et al. (2014) observed that educational books had a greater impact on vocabulary development than television. Danovitch (2019) considers that it is essential to understand the influence that early and prolonged exposure to Internet-based devices can have on children's cognitive development.

The experience of searching for information on the internet can be to the advantage of young children. However, the use of the Internet can become an impediment to learning and exploration, if children get used to

finding information quickly and easily, which causes them to give up faster when they encounter more complex obstacles or problems (Danovitch, 2019). Research shows that Internet access amplifies children's assessment of their knowledge, which can diminish their curiosity and motivation to acquire new information (Ward, 2013). Thus, if the use of the Internet artificially creates the feeling of knowledge or understanding of children about a topic, then they may be less motivated to seek additional information on this topic.

2.2. The effects of using technology on socio-emotional development

The negative effects on affective and social development of children generated by the increased use of digital technology range from mental health problems, such as depression or addiction (Kim et al., 2010), to public health problems such as obesity (Sisson et al., 2010). The use of technological devices can be a factor that can inhibit the emotional development of children, because their emotional development is less stimulated (Suhana, 2017). Therefore, children no longer have stable emotions because affective development is acquired when children interact with their environment. The use of technological resources by children for a long time will determine addiction and negative effects on their emotional development, as well as a poorer understanding of social reality, due to their lack of interaction. The involvement of young children for a long time in technology-augmented play can lead to fewer interactions with parents, other children and even with physical objects in the environment (Bergen, 2015). Also, there is evidence that violent computer games can influence antisocial and aggressive behavior (Gentile et al., 2004). Another negative effect of the use of technological resources is dependence. Children who are addicted to technological tools are more aggressive and less able to control their emotions when they feel disturbed or when their device is faulty (Suhana, 2017). Digital children interact more with the phone than with others, which can lead to missing important social experiences (Turkle, 2011). As a result of addiction, children tend to be closer to their device so that they feel that they cannot be separated from the device.

Although several negative effects are highlighted in terms of socio-emotional development, there are studies that show that digital technology brings great benefits to children due to its interactive features (Boyd, 2014) and daily use at home for social interaction and relaxation with family (Enevold, 2012). In this context, Boyd (2014) claim that children still interact with each other as much as before and that interrelationships are of a similar quality. Only places of social interaction have changed, becoming digital.

Research based on investigating the effects of technology use on socio-emotional development at an early age leads to recommendations on the roles that adults should play in supporting children's interactions. It is important that with the use of technology, young children have many experiences in the the «real world» (Bergen, 2015) that involve playing with parents and children of different ages, playing outdoors and indoors, as well as establishing physical interactions with concrete materials. After Bergen et al. (2015), the young children must continue to have «multiple experiences with the natural environment and the human social world, as well as the technology world if human versatility and resilience are to continue to exist». Children will not become dependent on technological devices if parents have a priority role for children's development (Suhana, 2017). It is important for parents to take an active role in supervising and controlling their children in the use of technology, so that their socio-emotional development is not delayed due to its excessive use.

3. New challenges for teachers and parents in using technological resources

At the age of early education, the integration of new technologies is a real challenge for both educators and children, parents and the entire educational community. Gold (2016) highlights the need to develop as early as possible a systematic approach to digital technology, with clear rules and open communication. It is essential that educators and parents understand the use of digital technology in terms of the stages of personal development of the child. From 0 to 2 years, parents learn how to manage the child's digital universe before preschool. The age period from 3 to 5 years is when digi-kids and techno-kids are already learning from kindergarten everything they need to know about the digital universe.

3.1. The role of teachers in the innovative use of technology in kindergarten

The role of the use of information technologies is to provide a multitude of tools, procedures and methods to facilitate the transition from a learning environment focused on the teacher and the printed teaching material, to an interactive environment, focused on the child and the process of assimilating knowledge taught, in a pleasant and collaborative environment. The teaching process is no longer considered to be the result of the teacher's efforts, but of the preschooler's interaction with the factors that direct the learning act, such as technological tools, as adequate information resources.

Information and communication technologies can be successfully integrated into early education activities from several perspectives. Regarding the curricular contents, the teachers can create various supports and didactic means attractive for children with the help of various technologies. Teachers can also use a variety of teaching materials that exist only on electronic media, as well as a variety of complementary content. Referring to the management procedures at the level of the school organization, the technological resources can be used for the management of the children, as well as for the online registration or for the selection of the children. At the same time, new technologies can be used by teachers to carry out extracurricular activities in various ways: using online resources, organizing collaborative activities at a distance, participating in online communities of practice or in virtual groups. The educators will make their own decisions about the nature and extent of the use of information and communication technologies in children's learning.

The most used technological tools with which teachers can design and conduct attractive activities in early education are the computer, video projector, DVD player, interactive whiteboard, printer, tablet, digital camera, software tools and electronic communication tools. With the help of these technological resources, children play virtual tables, solve a puzzle on a tablet, communicate on Skype with groups of children from other parts of the world. Teachers can use the computer in educational activities in kindergarten in various forms, such as: viewing sequences of stories, making practical applications, preparing children to transmit information, simulating teaching games, evaluating learning outcomes. The implementation of innovative digital systems, such as the interactive whiteboard in the teaching process in early education is no longer seen as a modern teaching tool, but has become a great necessity (Manny-Ikan, 2011; Clipa & Juravle, 2019). The video projector offers teachers the opportunity to create attractive PowerPoint presentations on various topics in early education. Teachers can also present films and images to teach children about the world and places they have never seen or imagined. In this context, it is important for educators to understand the need to play in the real world and the child's desire to explore. The printer remains an indispensable digital tool for carrying out early childhood activities, as children want to be able to print the products of the activity, while teachers need to be able to print worksheets, lesson plans and other specific curriculum documents. The possibilities of using the digital camera in early education are multiple: developing digital portfolios, getting photos with children to write about themselves, observing the weather, illustrating simple experiments such as growing a plant, creating digital stories. With the help of tablets, teachers can

develop personalized activity projects that are adapted to children's learning style.

3.2. Rules for the optimal use of technology by parents at preschool age

The pitfalls of using technology come when parents place a TV or computer in their child's bedroom or when they leave the TV on all the time. Currently, in the US, more than a third of children between the ages of two and five have a TV in the bedroom. The TV in the bedroom or the one that works permanently generates sedentary behavior and extensive and inadequate media exposure.

To protect the child from the negative effects of technology, Gold (2016) proposes several rules:

- avoid placing the TV or digital devices in the bedroom, as they can cause obesity, metabolic abnormalities and sleep disorders;

- turning of the TV when no one is watching, as it distracts from human interaction and leads to inappropriate exposure;

- interruption of electronic devices at least half an hour before bedtime, as the use of technology at night and the bluish light emitted by the screen can disturb sleep and cause physical, behavioral and emotional problems;

- offering the child more opportunities to play actively from a physical point of view, in order to eliminate sedentary lifestyle;

- involving the child in imaginary games played in the real world, to stimulate social and emotional development.

The possibilities of using information and communication technologies are varied by both educators and parents. Bolstad (2004) provides several examples of the roles of technology in early education (Table 2).

Tab. 2. Ways of using technology by children and practitioners in early education

Ways of using technology	Examples
- the use of technology by children in play or learning activities (alone, with colleagues or adults)	- playing games, listening to stories or drawing pictures; - making role-playing games

- the capitalization of new technologies by children and practitioners for learning	- the discovery of information with the help of the internet, as a result of the children's interest in a certain subject
- the use of ICT by children and practitioners for documentation and reflection activities on children's learning or to share learning with parents	- making digital photos, videos or audio recordings of activities and viewing them by parents; - developing portfolios in order to assess progress in children's learning and development
- the use of technological resources by practitioners for information planning, administration and management	- designing individual learning plans for children or using computerized templates to plan children's learning; - creating databases to keep track of important information about children and their families
- use of technology by children and practitioners to communicate or exchange information with other practitioners, parents or researchers	- communicating with other practitioners, parents, or researchers through video conferencing, online discussion communities, or e-mail; - keeping in touch with parents who cannot come to the early childhood education center by telephone, e-mail or fax

An increasing number of parents and teachers have noticed that preschoolers will be better prepared for life and material well-being in a changing world as a result of the use of technological tools. Technology must be used in a balanced way in early age, associated, as Gold (2016) mentions, with «instilling a sense of collaboration, creativity and digital citizenship». In early education, digital citizenship aims to build an ethical and empathic foundation for the experiences in the virtual world that children will have. The responsible ethical use of technology (Mâţă et al., 2020) becomes a requirement of today's society, so it is necessary to form this skill from an early age.

Conclusions

Following the major changes in the knowledge society, there is an increasing need for a child-centered education system, in which to focus on the level of development of its capabilities, using appropriate technological tools. It is obvious that more and more classrooms in kindergarten will become digital, with a steady increase in the use of tablets, computers and other mobile devices. On the one hand, teachers are determined to propose

innovative ways in which technology can be flexibly integrated as a teaching resource in the activities from early education. On the other hand, parents are forced to learn the rules of using technological resources in order to achieve an optimal and balanced integration of them in informal activities. The analysis of the impact that the use of technological resources has on the cognitive and socio-emotional development of young children highlights the importance of involving all educators and parents in the correct management of devices and their tactful integration in the positive education of the next generation.

Acknowledgement

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SOLE (Self Organized Learning Environment) Method Applicability in Simultaneous Education

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Contemporary education is characterized by the means of self-education. These are becoming more common every day: information technology and the Internet are helping students by giving them new opportunities to gain knowledge. The teacher gradually loses his role of teaching the subject, becoming a guide whose role is to guide students' steps through the «tunnel of knowledge». He will be in charge of organizing the students' work and supervising them.

This paper illustrates how self-organized learning activities, performed in a form accessible to children, can stimulate the development of creative and critical thinking, imagination and shaping features characteristic of their personality development: curiosity, involvement, collaboration, autonomy. This paper aimed at the effectiveness of using the SOLE method in the educational process on students of grades I-IV integrated in multi level class at Vlădnicuţ Primary School, Vânători commune, Iaşi county. In this paper we followed both the cognitive side and the behavioral-attitudinal side of children.

The results of this study reveal the positive impact of the SOLE method on students and recommend the use of self-organized activities in the classroom.

Keywords: *self-education, information technology, self-organized learning activities.*

Introduction

In the second half of the twentieth century, computers began to replace officials and the schools have struggled to cope with these changes. Computer-assisted education, computer-assisted learning, programmed instruction, and computer-based teaching were all attempts to replace teachers with machines that people hoped would close the gap between rich and poor (Mitra et al., 2008). Those attempts were doomed to fail because they assumed that learning required a teacher, a 36-square-meter classroom, 30 children, and one-hour lessons: a model inherited from the oral tradition

of 5,000 years ago. Curricula around the world have remained fairly static: they have assumed a top-down, hierarchical, predictable and controllable world that is progressing slowly. There was no reason to believe otherwise.

A key change that shook this predictable certainty and began to force sociology into denial was that by the end of the twentieth century, computers began to connect to each other through telephone lines. By the year 2000, millions of them were connected; by 2010, it was billions.

Connected by wireless electromagnetic signals, the largest network of information-exchanging entities, the Internet, passed more information back and forth than there are stars in the Universe. Since 1999, a number of experiments have arrived at a pedagogical method that is considerably different from the traditional methods used in schools in the last century. In one of the first experiments, often called the «Hole in the Wall», is the one in which computers, connected to the Internet, were embedded in walls in villages and urban slums in India (2003). These were computers embedded in walls or kiosks in easily accessible and highly visible public spaces, facilitating interaction with groups of children. It was concluded that groups of children from disadvantaged and remote areas can learn to use the computer and access Internet resources, on their own, if given publicly and free of charge. they were older and set at a certain height, which helped children between the ages of eight and thirteen to use them. The computers did not have any specific learning software, and the children were not given instructions about what they were and what they were for, except for a sign that said they were for free use by children (Sugata Mitra, 2005).

During this period, experiments indicated that children (usually between the ages of 8 and 13), having access to the Internet and left unattended, demonstrated educational achievements. It is also important to note that in order to achieve these educational goals, children invariably worked in groups, constantly interacting with each other in a somewhat chaotic manner. The approach to this learning is not very similar to the ordinary learning environment offered by a school class. The researchers' observations led them to suspect that their learning was the result of a system of self-organization, in the same way that it is understood in the physical sciences or mathematics: a set of interconnected parts, each unpredictable, producing a spontaneous order. a seemingly chaotic situation. From the experiments carried out between 1999 and 2005, the following notes were documented:

- First of all, children can learn to use computers and the internet on their own, no matter who or where they are and what language they speak (Sugata Mitra, 2005)

- Secondly, children can achieve educational goals on their own, related to: standard school exams in computer science and mathematics (Inamdar, 2004); improving their pronunciation in English (Mitra et al., 2003); and improve their school performance (Mitra, Dangwal, Chatterjee, Jha, Bisht, & Kapur, 2005).

A self-organized learning environment (SOLE) is a program designed to support self-directed education.

Sugata Mitra first popularized the term in 1999, referring to an approach she developed as a result of her experiments. What appeared unequivocally in this and in the continuation of the work on self-organization systems in education was that groups of children, regardless of who or what nationality they have or what language they speak, can if they have free and public access to the Internet: – Become computer literate on their own, meaning they can learn to use computers and the internet for most tasks performed by lay users. – Learn English on your own to use email, chat and search engines. – Learn to search the internet for answers to questions in a few months. – They improve their English pronunciation on their own. – Improving their math and science scores in school. – Changes their social interaction skills and value systems. – Forms independent opinions and detects indoctrination. These early experiences also showed that children could develop some English and math skills. What stood out unequivocally was the success of self-organization, the education systems were those groups of children.

The surprising result seems to indicate that children, when working in groups, were able to reach levels of years of learning ahead of standard expectations. However, they understood considerably less than a control group that was taught the same subject. An adult was then introduced and found to be able to equalize learning levels between control and experimental groups. The perspectives of these results lend themselves to a case for creating unseen learning environments for children as an alternative method or approach to learning. We call these self-organized learning environments (SOLE). A SOLE inside a school or any indoor environment tries to simulate the environment of the outdoor hole in the wall design. It can be created by using computers with group living arrangements, so that a group of children can easily share a computer and ensure that the number of children in the space is four times the number of computers (Sugata Mitra, 2015). For each session, the teacher, facilitator or mediator will ask the class a big and challenging question. Ideally, it would be a question that would be impossible for children to answer if they were placed alone in a traditional classroom without internet access. Then the children are invited to form their own groups around each computer. Given the relationship between

children and computers, this happens naturally (2016). Children are allowed to change groups, talk to each other, talk to other groups and walk around looking at the work of others. Towards the end of the session, each group is invited to present their passages to the rest of the class. Communication and collaboration are therefore key features of a SOLE (Mitra et al., 2010).

SOLEs can be used in many different contexts, including regular classrooms, community centers, specially designed labs, or home school situations.

Low birth rates led to the emergence of simultaneous education. Simultaneous education is an alternative to creating learning opportunities in schools with a small number of students. The creation of these simultaneous classes is a solution, a pedagogical alternative in response to the problems registered in recent years regarding the alarming decrease in the number of students (Croitoru, n.d.). Classes with teaching – simultaneous learning operate according to the same curriculum, follow the same national curriculum as classes with normal enrollment, not taking into account the time needed for the educator and learners to achieve the optimal level of reference objectives provided by the school curriculum. Thus, children learn in classes consisting of two, three or even four age groups. If in the case of the teacher the simultaneous teaching imposes an alert rhythm of work and a meticulous preparation of the activities, in the case of the student the emphasis falls on the independent work, on the optimization of the understanding and the semi-directed activity.

Teamwork, mutual support and learning from each other are the secret of simultaneous education. Children easily learn from each other all kinds of things by sharing with each other both experiences and knowledge and how to work.

Because the activities in the classes with simultaneous teaching-learning follow the same national curriculum and follow the same curriculum as the classes with normal numbers, teaching – learning – assessment in simultaneous conditions requires the pursuit of three types of skillsin educating children: instrumental skills (involving the training of language and cognitive skills), systematic skills (these are meant to understand how information produces changes and to be able to adapt to these changes) and interpersonal skills (the ability to work with others and express one«s feelings) (Clipa et al., n.d.) and practice of a creative education, open to variations and improvements.

Both education and other social categories are obliged to keep up with the evolution of society because in today's society there is a dynamic process. This is the information age that is hardly accepted by some. Education is perhaps the branch in which the most and fastest

transformations take place starting from the creation of the learning environment in which the teacher can use new techniques and methods or can block the correct development of the educational process, sometimes due to lack of money and adequate conditions, sometimes due to disinterest. This paper «The SOLE method (Self Organized Learning Environment) – applicability in simultaneous education» followed the effects of using self-organized learning methods on students in simultaneous classes in primary education.

This theme aims at the impact of using a self-organized learning method (SOLE) in classes with simultaneous teaching, on the ability to understand and memorize knowledge about the water circuit in nature and the processes of its transition from one state of aggregation to another. , as well as on the motivation and attitude of primary school students regarding this way of conducting the lesson.

The objectives of the paper are:

- Highlighting the difference in school progress between students who participated in activities carried out by the SOLE method and those who participated in lessons conducted traditionally.
- Identifying a correlation between the level of school resilience and the performance obtained by students after completing the activity.
- Establishing the level of emotional regulation of students who participated in lessons using the SOLE method compared to the level of emotional regulation of students participating in traditional lessons.
- Establishing a relationship between the level of search for the new and the positive orientation of students towards the future.
- Comparing the level of positive future orientation of the students in the experimental group with the level of positive future orientation of the students in the control group.

Research questions

The questions underlying this research are:
- Can the teaching-learning activity be improved in the classes with simultaneous teaching using the SOLE method?
- What are the students' attitudes towards the new training situations achieved through the SOLE method?
- Is students' participation in the educational instructional process positively influenced by the use of the SOLE method?
- Can the school performance of children enrolled in simultaneous teaching classes be improved using self-organized learning methods?

Classes with simultaneous teaching are more and more frequent in Romanian education, so there have been numerous attempts to streamline this type of education. In order to research the efficiency of using the SOLE method in this type of education, we used the following hypotheses:

I1: Students who participated in the activity using the SOLE method show more obvious progress than students who participated in traditional lessons.

I2: There is a positive correlation between the level of school resilience and the performance obtained by students after completing the activity.

I3: Students who participated in the activity using the SOLE method have a higher level of emotional regulation than students who participated in the traditional activities.

I4: The level of search for the new correlates positively with their positive orientation towards the future.

I5: Students who participated in the activity using the SOLE method have a higher level of positive orientation towards the future than students who participated in the activities carried out in the traditional way.

Research methods

Participants

To demonstrate the efficiency of using the SOLE method on the instructive – educational activities in simultaneous education the research was carried out on two groups of students.

The experimental group consists of a number of 12 children aged between 7 and 11 years enrolled at Vladicicuicu Primary School, Vânători commune, Iași county. They study in a class with simultaneous teaching, 2 of them being in class I, 3 children in class II, 4 children in class III and 3 in class IV, representing the experimental group.

The control group consists of four groups of students from two different schools, Vânători and Hârtoape Gymnasium Schools. From the Vânători Gymnasium School, the class team with simultaneous teaching consists of 5 students enrolled in the second grade and 7 in the fourth grade. From the Hârtoape Gymnasium School, the class staff with simultaneous teaching consists of 8 students enrolled in the first grade and 6 students enrolled in the third grade.

Procedure

The collection of data on the usefulness of the SOLE method was performed in the first semester of the 2019-2020 school year. Students and

parents were informed that some Natural Sciences lessons will be conducted using a self-organized learning method and that the results obtained from students' participation in these activities will be used for the purpose of the proposed research. Before starting the activity, both the students from the experimental group and those from the control group were subjected to a short test to verify the knowledge about the water circuit in nature. They received a sheet with a natural landscape on which they had to draw arrows to indicate the water circuit, and on the arrows to mention the process that takes place (Annex 1). After the test, the students in the experimental group were randomly grouped into two groups of 6 each, given a computer with an Internet connection and asked the question «How does precipitation occur?». The students in the control group were involved in an activity traditionally carried out in which a model was used.

Both the experimental and the control group repeated the test after participating in the two types of activities.

Materials and instruments

The first tool used in the research was the test to assess students' performance before and after their participation in the two activities. The test is a drawing of a landscape in nature that children must indicate by arrows the water circuit in nature. For each arrow that indicates the water circuit, students receive one point, and if the arrow mentions the process that has them, they are awarded one more point.

Another tool used in the research was the questionnaire. Thus, in order to measure students' resilience, the questionnaire «School Resilience» was used, which was developed by Oshio and collaborators in 2003. Both students in the control group and those in the experimental group completed the questionnaire at the end of the activities. The role of the questionnaire is to collect qualitative data on the behavior and reaction of each student in different situations. This questionnaire consists of 17 statements. Participants were urged to choose the answer that is closest to how they feel about the statements, using the scale with the three values: total disagreement, indifference, total agreement. The value of total disagreement was attributed to an image with a sad face, to the one of indifference an image with a neutral face, and to the one of total agreement an image with a smiling face.

The items of the questionnaire are grouped into three categories aimed at finding the new, regulating emotions and positive orientation towards the future. In order to interpret the results of the questionnaire, the scores attributed to the statements were collected as follows: the value of

total disagreement has one point, the indifferent value – two points, and the total agreement – three points. Statements marked with an asterisk are quoted in reverse. The score obtained in the questionnaire can reach three levels: high level (between 40 and 51 points), medium level (between 29 and 39 points) and low level (between 28 and 17 points).

Results

I1: Students who participated in the activity using the SOLE method show more obvious progress than students who participated in traditional lessons.

To compare the progress of students who participated in SOLE-type activities with the progress of students who participated in traditional activities, we applied the T-Test for independent samples. The results obtained indicate the existence of a significant difference between the level of progress of students who were involved in SOLE activities (N = 12; M = 5.83; SD = 1.52) and the level of progress of students who participated in traditional activities. (N = 26; M = 2.84; SD = 1.64): [t (36) = 5.324; p = 0.000]. These results indicate that the level of progress of students who participated in activities performed through the SOLE method is more evident than the level of progress of students who participated in activities performed using traditional methods. The hypothesis is confirmed.

Tab. 1. Statistics on student progress according to the method used

	Method	N	Mean	Std. Deviation	Std. Error Mean
Different Progress Tests	SOLE	12	5,8333	1,52753	,44096
	Traditional	26	2,8462	1,64176	,32198

Thus the results show that better results were obtained in students who participated in SOLE activities than in those who participated in traditional activities (see tab. 2).

Tab. 2. T test for independent samples: students' progress and the method used in the activities

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diffe-rence	Std. Error Diffe-rence	95% Confidence Interval of the Difference Lower	Upper
Different Progress Tests	Equal variances assumed	,031	,862	5,324	36	,000	2,98718	,56108	1,84926	4,12510
	Equal variances not assumed			5,471	22,982	,000	2,98718	,54600	1,85765	4,11671

I2: There is a positive correlation between the level of school resilience and the performance obtained by students after completing the activity.

To analyze the relationship between the level of school resilience and the performance variable number 2 we performed a Pearson correlation analysis. The results in Table 3 indicate that there is a significant positive correlation between the variables: [$r = 0.471$; $N = 38$; $p = 0.001$]. The hypothesis is confirmed.

In other words, as the level of school resilience increases, so will student performance. The effect size is average. The graphical representation of the result is shown in the Scatter chart below (see Chart 1).

Tab. 3. Pearson correlation: school resilience and performance number 2

Correlations

Variables		School resilience	Performance number2
School resilience	Pearson Correlation	1	,471**
	Sig. (1-tailed)		,001
	N	38	38

Performance number2	Pearson Correlation	,471**	1
	Sig. (1-tailed)	,001	
	N	38	38

**. Correlation is significant at the 0.01 level (1-tailed).*
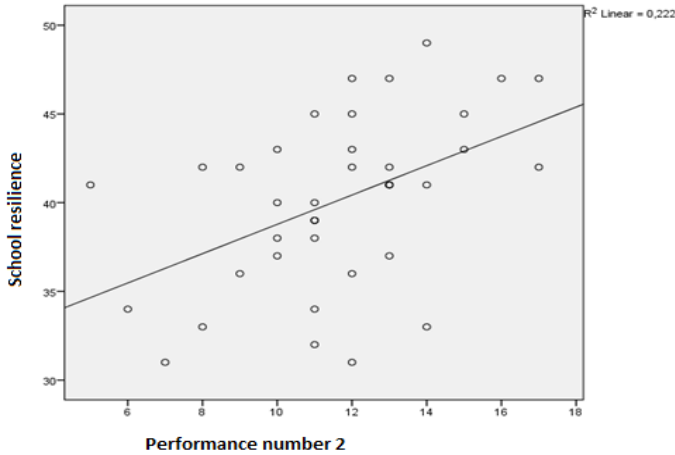
Fig. 1. Scatter graph for the variables school resilience and performance number 2

I3: Students who participated in the activity using the SOLE method have a higher level of emotional regulation than students who participated in the activities performed traditionally.

To compare the level of emotional regulation of children who participated in SOLE activities with the level of emotion regulation of children who participated in traditional activities we applied the T-Test for independent samples. The results obtained indicate the existence of a significant difference between the level of emotional regulation of students who participated in the SOLE type activity (N = 12; M = 16.75; SD = 2.34) and the level of emotional regulation of students who participated in the activities. traditionally (N = 26; M = 14.26; SD = 2.08): [t (36) = 3.277; p = 0.001]. These results indicate in Table 4 demonstrate that the level of emotional regulation of students who participated in activities performed through the SOLE method is higher than the level of emotional regulation of students who participated in activities performed using traditional methods. The hypothesis is confirmed.

Tab. 4. Statistics on emotional regulation of students according to the method used

		Method	N	Mean	Std. Deviation	Std. Error Mean
Regulation of emotions Total		SOLE	12	16,7500	2,34036	,67560
		Traditional	26	14,2692	2,08917	,40972

Tab. 5. T test for independent samples: students' school resilience and method used

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diffe-rence	Std. Error Diffe-rence	95% Confidence Interval of the Difference	
									Lower	Upper
Regulation of emotions	Equal variances assumed	,509	,480	3,277	36	,002	2,48077	,75696	,94557	4,01596
	Equal variances not assumed			3,140	19,423	,005	2,48077	,79013	,82944	4,13210

I4:. The level of search for the new correlates positively with their positive orientation towards the future.

To analyze the relationship between the level of new students' search and their positive future orientation, we performed a Pearson correlation analysis. The result indicated in Table 6 show that there is a significant positive correlation between the two variables: [r = 0.429; N = 38; p = 0.007]. The effect size is average. In other words, as the level of search for the new increases, so will the positive vision of students about the future. The graphical representation of the result is shown in the Scatter graph below (see fig. 2).The hypothesis is confirmed.

Tab. 6. Pearson correlation: the search for the new and the positive orientation towards the future

Correlations

Variables		Looking for the new	Positive orientation towards the future
Looking for the new	Pearson Correlation	1	,429**
	Sig. (1-tailed)		,007
	N	38	38
Positive orientation towards the future	Pearson Correlation	,429**	1
	Sig. (1-tailed)	,007	
	N	38	38

**. Correlation is significant at the 0.01 level (1-tailed).
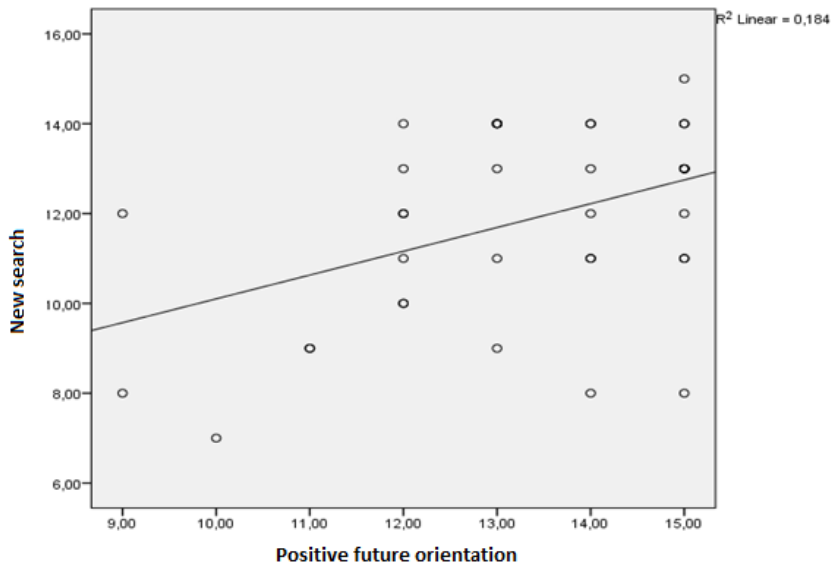
Fig 2. Scatter graph for new search variables and positive future orientation

I5: Students who participated in the activity using the SOLE method have a higher level of positive orientation towards the future than students who participated in the activities carried out in the traditional way.

To compare the level of positive future orientation of the two groups of students according to the type of activity in which they participated, we used the T test for independent samples.

The obtained results indicated in tab. 7 demonstrate the existence of a significant difference between the level of positive orientation towards the future of the students who participated in the SOLE type activity (N = 12; M = 14.41; SD = 0.99) and the level of the positive future orientation of the students who participated in the traditional activities (N = 26; M = 12.69; SD = 1.71): [t (36) = 3.226; p = 0.0015].

These results indicate that the method used influences the level of positive future orientation of students.

Tab. 7. Statistics on the method used and positive orientation towards the future

	Method	N	Mean	Std. Deviation	Std. Error Mean
Positive orientation towards the future	SOLE	12	14,4167	,99620	,28758
	Traditional	26	12,6923	1,71509	,33636

Tab. 8. T test for independent samples: method used and positive future orientation

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diffe-rence	Std. Error Diffe-rence	95% Confidence Interval of the Difference Lower	Upper
Positive orientation towards	Equal variances assumed	3,344	,076	3,226	36	,003	1,72436	,53454	,64027	2,80845

323

the future	Equal variances not assumed	3,897	33,827	,000	1,72436	,44254	,82485 2,62387

In other words, students who have participated in activities using the SOLE method have a positive outlook on the future. The hypothesis is confirmed. (see tab. 8).

Discussions

After analyzing the data obtained in SPSS we can see the existence of a difference between the performance of students in the experimental group before activity and after activity. In other words, we can say that as a result of the activity carried out with the SOLE method, the students who were part of the experimental group obtained high levels of performance. The same can be said about the students in the control group who participated in the traditional activity.

The difference between the test score obtained by the students in the experimental group and the control score before the activity is not significant. Therefore, the level of performance recorded before the educational activity of both the students in the experimental group and those in the control group is approximately the same.

After the educational activity, the difference between the performance score obtained by the students who participated in the SOLE activity and the score obtained by the students who participated in the activity carried out with traditional methods is visible. Thus, we can say that there are clear differences between the performance obtained by the students in the experimental group and the performance obtained by the students in the control group.

These results prove that the use of the SOLE method in classes with simultaneous teaching brings significant benefits in terms of the performance score obtained by students after participating in this type of activity compared to those who participated in activities in which traditional methods were used. However, the fact that both students in the experimental group and those in the control group scored higher on test scores after participating in the educational activity, whether it is the SOLE method or the traditional method, compared to the pre-activity tests shows us that the activity carried out in the traditional way had a positive impact from a cognitive point of view on the students. In other words, both the traditional educational environment and the augmented educational

environment brought significant improvements on the cognitive abilities of primary school students.

Through her experiments in India and later in the United Kingdom, Sugata Mitra has shown that self-organized learning is effective and that if they have a computer connected to the internet, children can discover and learn information that would otherwise be difficult to understand. Following the research, I can also say that primary school students had enough two computers connected to the Internet to be able to find the answers to the question «How is precipitation formed?». Thus, with the help of the SOLE method, the lesson in which the students should have listened to a series of new explanations and words accompanied by some drawings, drawings or a model, turned into a lesson of discovery, a dynamic lesson, which helped them to understands the processes that water goes through in nature to form precipitation.

After performing the analysis of the correlation between school resilience and student performance, we can say that as the level of school resilience increases, so will student performance. Thus, on the students who have a high level of school resilience, the activity in which the SOLE method was used to acquire new knowledge had a positive impact.

Emotions play a very important role in a student's life. Following the results obtained by them on the variable emotion regulation, we can say that the level of emotional regulation of students who participated in activities performed through the SOLE method is higher than the level of emotional regulation of students who participated in activities using traditional methods.

The method studied in this paper involves primarily the participation of students due to the openness to the new. Thus, the analysis of the correlation between the new search variable and the positive orientation towards the future showed us that with the increase of the new search level, the positive vision of the students on the future will increase. In other words, children who scored high on the statements in this subdomain of the questionnaire have a positive outlook on the future.

In order to actively participate in this type of activity (SOLE), students must be characterized by curiosity, involvement and the pleasure of working in a team. After analyzing the score obtained by students in the statements in the questionnaire related to their positive orientation towards the future, we can say that these results indicate that the method used influences the level of positive future orientation of students. In other words, students who participated in activities using the SOLE method have a positive outlook on the future.

As Sugata Mitra has shown, offering a computer connected to the internet to children is the perfect opportunity for them to get information, research, observe, investigate and last but not least to learn new things. Thus, this type of educational activity was the ideal activity for curious children, eager for new experiences, this can be observed due to the significant increase in the level of performance measured after participating in this activity.

Conclusions

Self-organized learning methods are an alternative to creating learning opportunities for students in simultaneous teaching classes. The efficiency of the instructive-educational process represents a challenge for the teacher both if he carries out his activity at a regular class and especially if he has to work with students learning in a simultaneous class. Simultaneous activity can be successful if the teacher demonstrates the skill and ability to use what students already know and what they can do by supporting their peers and sharing experiences.

Contemporary education is characterized by the means of self-education. These are becoming more common every day: both the alternative textbooks and the lessons offered with the help of different televisions come to the aid of the students, offering them new opportunities to accumulate knowledge. The teacher gradually loses his role of teaching the subject, becoming a guide whose role is to guide students' steps through the «tunnel of knowledge». He will be in charge of organizing the students' work and supervising them.

This research demonstrates that students who participated in the activity using the SOLE method show more obvious progress than students who participated in the traditional lesson. At the same time, it was highlighted that the level of school resilience correlates positively with the performance obtained after the activity. The study also suggests that students 'level of emotional regulation may increase if they participate in SOLE activities and that students' level of curiosity correlates positively with their future orientation. This orientation is higher for students in the experimental group compared to those in the control group.

The results of this study reveal the positive impact on students, they are stimulating and give meaning to the role of self-organized activities in education. It was shown that the students who participated in the SOLE lesson showed an obvious progress compared to the students involved in the traditional activities. The benefits observed in the research can be a benchmark for extending the study to other levels of education.

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Perspectives on Early Childhood Education in Romania: a Qualitative Research

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Early childhood education and care (ECEC) is a concept that refers to the period from the birth of the infant to the time when the child begins the kindergarten. In children's lives, it is a significant time because it is when they first learn how to connect with others, including friends, teachers and parents, and often continue to build passions that will stick with them throughout their existences. It is a period when children develop essential social and emotional skills and a bond is built between the infant, their parents and the teacher. Representative program no. 1 – Increasing access to ECEC under the ESL Strategy aims to implement the following key measures: (i) a coherent framework for ECEC; (ii) involvement of the family (with children 0-3 years) in parental education programs and by providing financial incentives; (iii) qualification, training and retention of early education and care staff. The non-competitive Early Inclusive and Quality Education project, implemented by the Ministry of National Education in partnership with the University of Pitești, Aurel Vlaicu University of Arad and Ștefan cel Mare University of Suceava, between 2019 and 2021, aims to implement measures provided in the Representative Program no.1 of the early school leaving Strategy. In the first year of implementation, it is envisaged to develop a diagnostic framework document on the organization and operation of quality services in the field of early education in Romania and to support their implementation in the future. In this context, 8 focus groups are planned to take place in each development region, in order to outline a SWOT analysis of the educational, medical and social services provided in early education in Romania in the last 3 years. This report presents the findings from two focus groups that were organised in Arad and Bistrita by Aurel Vlaicu University of Arad.

Keywords: *early childhood education, Romania, focus group, qualitative research.*

Introduction

Early childhood education and care (ECEC) is a concept that refers to the period from the birth of the infant to the time when the child begins the kindergarten. In children's lives, it is a significant time because it is when they first learn how to connect with others, including friends, teachers and parents, and often continue to build passions that will stick with them throughout their existences. It is a period when children develop essential social and emotional skills and a bond is built between the infant, their parents and the teacher.

Efficient, sustainable and equitable development will be the foundation of the future of Europe: enhancing the quality and productivity of education systems across the EU is essential to all three of these growth parameters (Holdena, Linnerudb, Banister, D., 2014).

In this sense, Early Childhood Education and Care (ECEC) is the foundation of lifelong learning progress, social inclusion, professional growth and, consequently, vocational integration capability. Complementing the primary role of the family, ECECs have an important and lasting impact, impossible to achieve without further measures (Egerău, 2020). The children's first experiences form the basis of their entire further training. If a strong base is set in the early years, further schooling is more successful and more likely to last a lifetime, decreasing the likelihood of early school leaving, increasing equality in education and reducing the cost to government as a result of the lack of expertise and investment in the social, health and even judiciary systems (Peleman, Lazzari, Budginaitė, Siarova, Hauari, Peeters, Cameron, 2018)

ECEC systems have the potential to offer a good start in the future for all young people and to break the loop that transmits inter-generational drawbacks.

There are very diverse benefits of high quality ECEC services: social, economic and educational. In setting the groundwork for better skills for future EU people, ECEC services play a crucial role in enabling us to face the mid- and long-term challenges and to build a more trained workforce capable of responding to and adapting to technological change (Sundqvist, 2020). There is ample evidence that admission to high-quality ECEC systems results in far improved outcomes for international core competency assessments, such as PISA and PIRLS, which are equal to success in one or two academic years (Zhao, 2020).

The existence of high quality ECEC services allows parents to more successfully reconcile family responsibilities with professional ones, thus improving their capacity for professional integration. They assist children

not only in their future schooling, but also in their social integration, creating well-being and adding to their professional integration as adults (Moser, Melhuish, Edward, Petrogiannis, Pastori, Slot, Leseman, 2014).

For children with vulnerable socioeconomic groups, especially those from migrant or low-income households, ECEC programs are often extremely valuable. They will help to raise children out of poverty and the tough family climate, thus leading to the achievement of the Europe 2020 Poverty Reduction Flagship Initiative objectives.

By enabling all children to exploit their potential and giving them the means to do so, qualitative ECEC services for pre-school children can go a long way towards achieving two of the key objectives of the Europe 2020 strategy, namely reducing the early school leaving rate below 10% and removing at least 20 million people from the prospect of poverty and social exclusion.

Access to inclusive, high quality and universally accessible ECEC is welcoming to everyone. In addition to helping children exploit their own potential, they will also assist parents and other members of the family by taking part in similar steps to enhance employment opportunities, vocational training, and parental education and leisure time. Parental education would focus on a better acceptance of individuality of each child, on stimulating a positive perceptions of child personality characteristique, on understanding of parental roles with theirs responsibilities, on importance of emotional sharing in family (Dughi, 2014; Dughi, Roman, 2008; Roman, Pinto, 2015).

ECEC is a planned and goal-oriented educational, training and care organization with an emphasis on pedagogy, as defined by the law. The three dimensions form an intertwined whole aimed at facilitating the learning and overall well-being of the infant.

According to the age of the infant and the circumstance, the measurements are stressed differently. During the child's day in ECEC, teaching and guidance are incorporated in various circumstances and tasks.

In 2018, The National Core Curriculum (NCC) for ECEC outlines domains of learning that identify major aims and content of pedagogical practices.

The learning domains are separated into five categories:
- The diverse language ecosystem
- Diverse ways of saying
- Me and our community
- Exploring and engaging with my world
- I grow, move and evolve.
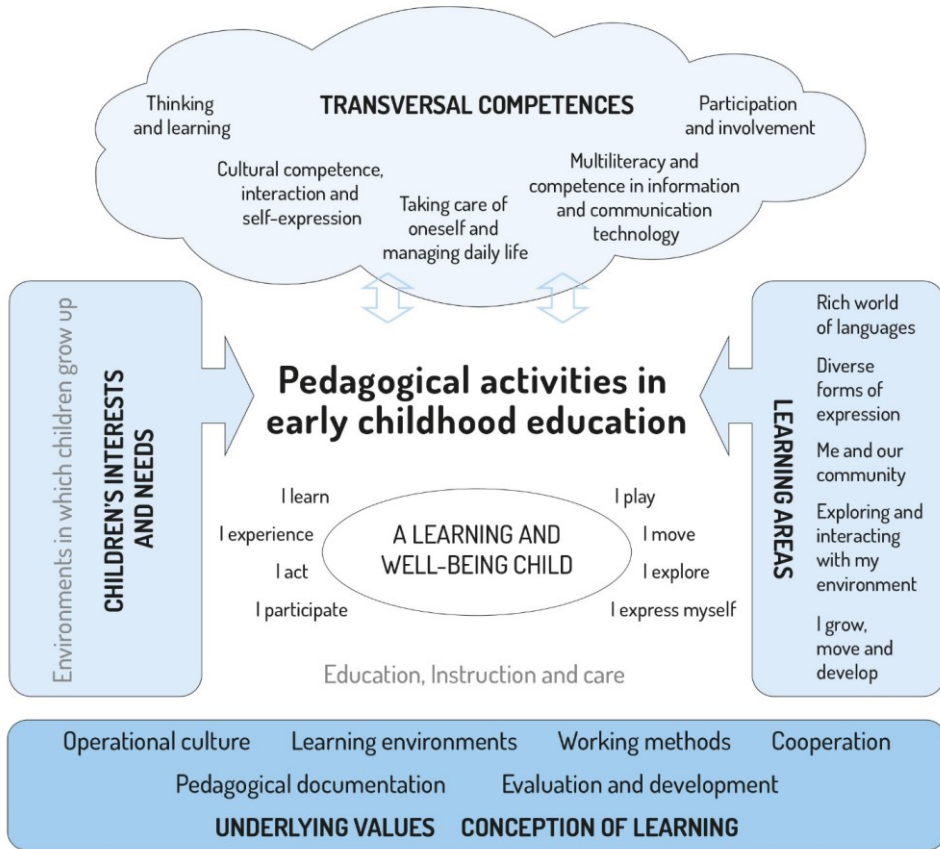
Fig. 1. The framework for pedagogical activities in ECEC
(Source: European Commission, EACEA National Policies Platform, Eurydice
https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-and-
learning-early-childhood-education-and-care-other-pre-primary-education_tr)

Instead of being approached as independent bodies, the themes of various areas of education are integrated and adapted according to the needs and competence of the children. The preferences and queries of children serve as a central concept for preparing and conducting the learning activities.

A main aim of the ECEC is to improve the transversal competencies of children. Knowledge, abilities, values, attitudes and will are part of transversal competence. The development of transversal competence facilitates the growth of children as adults and responsible participants to culture and community.

Five integrated areas of expertise are specified by the national core curriculum for ECEC, depicted in Figure 1:
- Thought and studying
- Cultural abilities, communication and self-expression
- Caring after oneself and handling everyday life
- Multiliteracy and ICT competence
- Engagement and interest.

The goals and content of the areas of learning and the didactic system, as specified in the NCC, direct professionals in the preparation and implementation, along with children, of flexible and integrative pedagogical activities. The goals set for the ECEC and the age, expectations, prerequisites and desires of children are impacted by the selection processes. The professionals guide infants in classes of various styles to experiment with and use different operating processes.

The core curriculum emphasizes flexible and practical working approaches that facilitate children's imagination, engagement and involvement. Children are empowered, with all their senses and their whole body, to express freely, pose questions, solve the situation together and explore the reality. People need to foster positive emotions in themselves and those who surround them, not only as an ends to themselves, but also as a means to achieving growth and improved long-term physical and psychological well-being (Nave, Roman, 2019).

Context

The adoption of the Strategy on reducing early school leaving (ESL) in Romania in June 2015 was a condition for accessing funding from the European Social Fund for the 2014-2020 programming period.

Representative program no. 1 – Increasing access to ECEC under the ESL Strategy aims to implement the following key measures: (i) a coherent framework for ECEC; (ii) involvement of the family (with children 0-3 years) in parental education programs and by providing financial incentives; (iii) qualification, training and retention of early education and care staff. These measures aim to expand access to early education services, prevent dropout and thus reduce the rate of early school leaving from 18.1% in 2017 to 11.3% by 2020.

In 2003, Romania was 17.8 percent behind the European Union (EU) average in terms of participation in education and early care, managing to reduce this gap, so that now it is only 7.3 percent behind.

Indicator	Reference 2013	Actual 2017	Target 2020
Gross enrollment rate for pre-school education	2,7%	3.41%	23.3%
Gross coverage rate for the 0-5 age group	43,0%	46,7%	58.5%

According to the Report of the National Institute of Statistics, the National Education System – synthetic data from 2017, in Romania there are 351 nurseries, of which 96.3% are financed from public funds. There are a total of 18,719 children enrolled, most of them with a ten-hour extended program (88.4%).

The non-competitive Early Inclusive and Quality Education project, implemented by the Ministry of National Education in partnership with the University of Pitești, Aurel Vlaicu University of Arad and Ștefan cel Mare University of Suceava, between 2019 and 2021, aims to implement measures provided in the Representative Program no.1 of the ESL Strategy, presented above, and, as a result, sets as its general objective – Development of the national operational framework in the field of preschool education, for infants under the age of three in kindergarten, to promote access to schooling.

The success of children's acquisitions and personality development is deeply affected by the quality of the educational environment. That is why we will insist on creating a good physical, psychological and social environment in child care and preschool institutions. An optimal learning environment is interactive, stimulating and safe, reflecting the children's diverse identities and needs. This environment must be flexible and can be changed according to the topics addressed and the interests of the child. Teachers organize the environment according to learning objectives ensuring the children's physical and mental safety, an educational environment that effectively contributes to their development. Interacting within the team develops different relationships among children, between children and adults, in which the emphasis is on the development of positive relationships, collaboration, acceptance, support and participation (Kelemen, 2020).

In the first year of implementation, it is envisaged to develop a diagnostic framework document on the organization and operation of quality services in the field of early education in Romania and to support their implementation in the future. In this context, 8 focus groups are

planned to take place in each development region, in order to outline a SWOT analysis of the educational, medical and social services provided in early education in Romania in the last 3 years.

Bodies with responsibilities in the field of early preschool education and interested professionals are invited to participate in these focus groups: MMJS, ANPDCA, MS, DSP, MDRAPFE, MEN-ISE-ARACIP, ISJ / ISMB, CJRAE / CMBRAE, CCD, professional associations, non-governmental organizations with relevant experience in the field, EICP teaching staff, parents, other interested representatives of civil society and public opinion.

Focus Groups analysis

Organization and participants

This report presents the findings from two focus groups that were organised in Arad and Bistrita by Aurel Vlaicu University of Arad. The first focus group was organised in Arad, on 23rd of July 2020 and it was moderated by Assoc.Prof.PhD Anca Egerau, Assoc.Prof.PhD Tiberiu Dughi and Assoc.Prof.PhD Evelina Balas. The second focus group was organised in Bistrita, on 31st of July 2020 and it was moderated by Prof.PhD Alina Roman, Prof.PhD Gabriela Kelemen and Assoc.Prof.PhD Dana Rad. Both focus groups gathered 40 participants and lasted for 90 minutes, starting at 11:30 in the morning, after the arriving and registration of the participants.

In Figure 2, we have depicted a procentual reprezentation of Romanian Counties from wich stakelorders participated: Arad (22%), Caraş-Severin (8%), Hunedoara (8%), Sălaj (8%), Bihor (6%), Timiş (6%), Mureş (5%), Bistriţa Năsăud (19%), Cluj (5%), Maramureş (5%), and Satu Mare (8%).
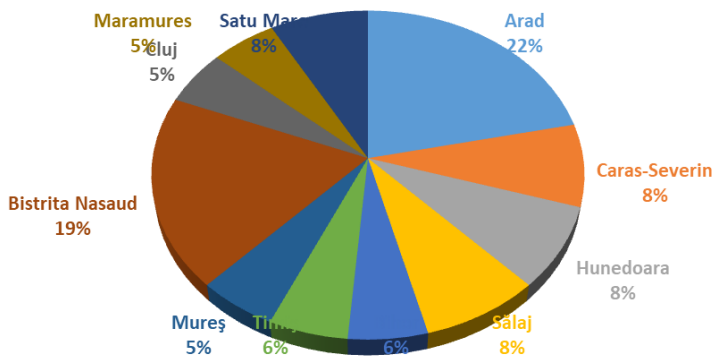
Fig. 2. Romanian Counties from wich stakelorders participated

In Figure 3, we have depicted the type of stakeholder participants: County School Inspectorate (29%), local administration (18%), Non-governmental organizations (6%), and early childhood personnel (47%).
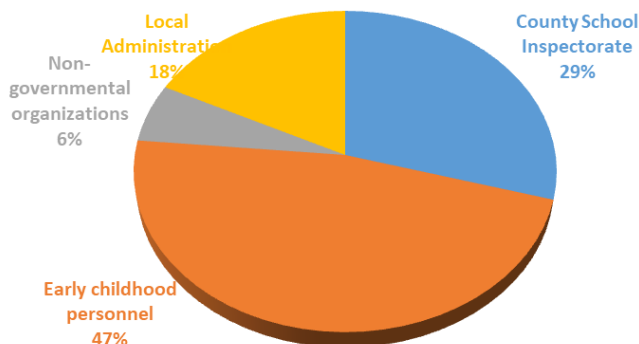
Fig. 3. Type of stakeholder participants

As these focus groups took place under COVID-19 pandemic restrictions, organizers and participants strictly conformed to all safety regulations.

Methodology and qualitative analysis

The focus group is considered a way of gathering verbal information, through a series of pre-formulated questions, addressed to several people who interact in order to find out what people think and feel about a particular topic. The focus group is a way to listen to people and learn from them, creating a permanent communication between the moderator and the participants, as well as between the participants (Balas, 2008).

Conducting focus groups (FG) comprised the following stages:
- Presentation of the moderators – explanation of the purpose and objectives of the analysis, description of the method by which the participants were selected, presentation of the institution under which the FG is implemented.
- Presentation of the participants in the FG and their agreement regarding the recording of the meeting.
- Specifying the rules of FG.
- Asking the 5 standard questions according to the FG guide.
- Registering participants' answers.
- Summarizing the FG responses and conclusions.

An introductory question was asked for the introduction: «What is the first word that comes to your mind when you hear the phrase «Early Childhood Education and Care"?

Below we present the most significant categories of answers received.

Early Childhood Education and Care (ECEC) as a FUTURE – a prosperous future that facilitates community development, the well-being of families receiving services, a relief of the community and families by developing these services, the child between 0 and 3 years is a serious problem of the community, rather during the period of 2-3 years, being the period in which the parent no longer benefits from parental leave and maybe not even a safe place to take him, in which to benefit from a professional care.

PRIORITY AND INVOLVEMENT – ECEC needs to become a support for future preschoolers.

IMPORTANCE – preschool is a very important period because at this age, between 0 and 3 years the child assimilates extraordinarily much knowledge, skills, abilities, and the role of teachers, educators in this period is a priority. The role of the educator is that of creator of souls, of modeler of behaviors which lays the foundations of later education.

BRICK – ECEC is a brick at the bay of a pyramid, the pyramid representing the life of a child who will become an adult. It is essential how we form it, the nursery representing the moment when the child enters society. It is important to train educators, to know how to be human, because in this age group children need great closeness, a soul connection.

FACT – all children are born with a potential to develop, to become someone. The idea of developing under the rule of education and early education is what makes the difference and can help children become adults and follow their own path. Their chances are higher if the influence starts as early as possible, from birth. It is crucial to refocus our attention on early education, to recover what has been left aside, and to do everything so that future generations can benefit from quality early education, so that the chances of children to become good people through education needs to be a priority.

FOUNDATION – ECEC is the cornerstone of education in which the child develops physically and morally and behaviorally, is a modeling stage.

REAL NEED – to provide care, love and empathy. Unfortunately, the participants point out that the nurseries do not have qualified staff in this field, at this time there are only medical and care staff, there are many vacant childcare educator positions, due to lack of qualified staff. ET is extremely

necessary, constituting the child's first contacts in an organized setting. Entering the nursery is the basis for stepping into life, here you learn some basic skills. There are many children who, when entering the community, did not have the skills to eat alone, to sit on the potty. We conclude that there is a great need for qualified staff in the field of ECEC.

ECEC, whether it takes place in the nursery, kindergarten or family, has a decisive role in the development of the young child's brain, which will have an impact on life.

DIVERSITY – in terms of the educational needs and expectations of families, these are different issues as well as children's access to education, no matter what environment they belong to.

PROFESSIONALISM – by professional ECEC we refer to the formation of children's hygienic-sanitary skills, acquisitions that remain for life.

BEGINNING – participants recall that they took steps to set up pre-school groups and hit the legislative framework, so although there are kindergartens where groups of pre-school students could be set up, the activity could not be started due to legislative impediments, ECEC not constituting the essential care of the legislators.

1. Please decide on the type of system that Romania should opt for: a unitary system (children from birth to 6 years in the same type of institution, with the governance of a central authority, as system leader) or a fragmented system (different institutions for children under 3 years and for those over 3 years, with a different governance, taking into account the services currently offered to children aged from birth to 6 years in Romania, but also the fact that at European level we are witnessing a real resettlement of early education systems and their compatibility with a unitary set of quality standards?

Participants advocate for a unitary system, because the needs of ECEC are central and given the interests of many institutions, NGOs or individuals, there is a risk that some children will be left out or treated differently. The idea that there are still some institutions that cannot understand the needs of early education, a system in which children are protected, is emphasized. Rather than deciding on various institutions with different interests, the state should ensure a unitary policy in which there are financial and administrative measures and a coordination of ECEC programs, as is the case in pre-school education. Of course there are partnerships with certain institutions in the form of support and contributions, there must certainly be a clear policy for all children. There is a risk that some will be overprotected, favored, causing the phenomenon of positive discrimination and obviously negative discrimination.

Participants argue that policies should protect children and not private interests. The nurseries should offer services with qualified medical staff in the care segment, and the educational part should be subordinated to the inspectorates. Regardless of the organization, there must be an inter-institutional collaboration, for the main beneficiary of the services to be the child. The teaching staff, the one who ensures the early education part, must be subordinated to the education system, being necessary a special training in this respect. Thus, the optimal model is a hybrid, between the medical-sanitary staff and the educational one.

It is necessary to have a legislative framework that allows entities other than those currently existing to organize nurseries, or early education, separately, thus there is a need to fragment services. The importance of the existence of a common framework regulating the curriculum part, legislation, nominative acts, qualitative standards as well as the supervision and monitoring part is underlined.

According to the nursery law of 2011 with application norms, the nursery is a social care and supervision service subordinated to the Social Assistance Directorate. Nurseries are also subordinated to the law of education, on the pre-school education side, which should be achieved through those childcare educators, who are methodologically coordinated by the management of the kindergarten under which the nursery operates, because most nurseries operate in the same building as the kindergarten. On the supervision and care side, there are medical and nursing staff. From 2018, after the last changes, it is provided the possibility of establishing private nurseries that may exist separately from the tutelage of the public authority.

Municipalities and large cities manage to finance and keep children in the nursery, the formulas being few and not at all common, but there are many communes that have space and qualified staff, who could take over some of these services.

The unitary legislation is also essential the subordination to the Ministry of Education, services financed entirely from the state budget, because otherwise there will be prejudices and obstacles. It is necessary for the authorities to be able to intervene and control the ECEC services, and thus provide unitary access to these fundamental rights. The 0-3 year old segment was left out, considering that it is the responsibility of the parent, but the parent can no longer cope with the lucrative demands and yet, there is a lack of professionalism to start the child alive.

Referring to the FINANCING part, here is a link between everything that means public institutions. Communities that have preschool

education can expand the potential of kindergartens and include the age group 0-3 years, although it is a huge responsibility.

It is recalled that Romania signed a document at the level of the European Commission in which it undertook to align the platform of early education with European standards, so the policy must be unitary. It is the state that must guarantee the right to education of all children and cannot militate to give fragmented responsibilities to other entities, because there will be no control and guarantee that all children will have access to quality services. The state must enter into its responsibilities and provide education for all children, unitary curriculum and unitary financing. Successful models in rural areas where we see the involvement of private actors in the financial support of nurseries are also based on interest, because companies are interested in parents of children from 0 to 3 years to work, thus creating these conditions, financing the nursery system.

In conclusion, it is important to bring points of view that guarantee the right to early education and the obligation of the state to meet its curriculum and funding commitments, and in particular, each community will participate, depending on existing resources.

2. What kind of services do you think should be offered to children from birth to 6 years?, only standard services – nursery and kindergarten type, only alternative services – type play centers, toy library, family kindergarten, etc. or standard and alternative services, depending on different needs identified at Community level.

The participants in FG mentioned various forms of services, but the variant of nurseries as providers of education and care services was highlighted the most. The need for coherent, planned educational services to double care services was emphasized, regardless of the type of institution responsible for early education.

There are currently care and education services, although parents and the community want much more. For example, health services, medical services, parental education services, personal development. Communities are different, so needs are different, so services need to be different. At the base there must be basic services: care, education, health, food, then these services to diversify according to the community and identified needs.

3. What are the categories of staff involved in ECEC, the level of education required for them and the institution (s) responsible for the initial and continuing training of staff involved in ECEC?

The following are mentioned in the categories of staff: educators, childcare workers, carers – as permanent employees and nurse, psychologist, psycho-pedagogue, social worker – as service providers on request or depending on the specifics of the institution providing services for early education. On the 0-3 years segment, there are currently medical staff and educational staff. Up to the age of 3, the emphasis should be on care, then on education, keeping this dual formula.

Regarding the educational part, the educational staff in ECEC should have the same qualification as the staff in kindergartens, so a unitary initial training is required on the age segment 0-6 years. This training must be provided by the Ministry of Education, and nurseries and kindergartens must select staff according to certain precise competencies. As for the care staff, those nurseries specializing in nursery and kindergarten, the staff should be based on health training. The importance of on-the-job qualification is emphasized, in-house training followed by on-the-job certification.

4. How do you see the process of outlining flexible training routes for ECEC teaching staff, in the context of current legislative provisions and the real need for the system?

Continuous training, with credits, in the field of providing care and / or educational services is considered necessary. They can be provided by universities or accredited NGO structures.

Regarding the flexible education routes, the necessity of the existence of the graduation diploma of a Pedagogical High School, or the completion of higher studies in the field of primary and preschool pedagogy, and in addition courses, internships and mentoring, to the free organization of the institution.

5. Please mention some verbs that should be present in the tools for monitoring and evaluating ECEC services.

Verbs reffered by participants are: to document, evaluate, ensure, identify, analyze, formulate, assist, correct, improve, guide, satisfy, care for, stimulate, protect, and develop.

Conclusions

The pre-school period is the point at which schooling will more effectively impact the growth of infants and can annihilate the effects of

unfavorable social conditions. Research indicates that poverty and a disadvantaged family environment are most closely linked to poor school performance. There are also significant differences between children from wealthy and poor socioeconomic backgrounds at the age of 3 in cognitive, social and emotional progress, differences that appear to escalate by the age of 5 if not remedied. Studies conducted in the USA show that the positive effect of ECEC programs is twice as significant for children from disadvantaged communities as it is for children from wealthy socioeconomic backgrounds (Melhuish, 2004). Therefore, ECEC programs are especially valuable for children and their families from vulnerable socioeconomic backgrounds, including refugees and minorities (Melhuish, 2011). The advantages of ECEC programs, however, reach well beyond the socioeconomic scale, beyond disadvantaged conditions and can lead to addressing a variety of educational challenges in all social groups in a more sustainable and less wasteful manner than subsequent interventions (Nores, Barnett, 2010).

Closely linked to disadvantaged socio-economic backgrounds, ECEC is an important means of reducing the incidence of early school leave.

Differences in social growth and literacy skills among children from disadvantaged social backgrounds may be removed by highly available, high-quality ECEC programs, thereby interrupting the cycle of low school success and discouragement, frequently leading to early school leaving and so on, in the transition of poverty from one generation to the next (Archambault, Côté, Raynault, 2020).

The data indicate that, on the whole, the school results of children from migrant families are very different from those of local children, that the second generation performs worse than the first generation in many Member States and that the drop-out rate of these children it is, on average, twice as large as that of native children (Vesely, 2013). Migrant families are also not acquainted with the host country's language and education system, so they may face specific difficulties in promoting the education of their children. There is compelling evidence that access to ECEC services can be a huge benefit for migrant children's cognitive and linguistic development. Traditional curricula in the United States have had especially positive impacts on subsequent school success and wages, but also in terms of criminal behaviour (Vesely, 2013). To enhance their school maturity and encourage them to start with their peers fairly, it is necessary to offer early language assistance to children with a different mother tongue (Egerău, 2019).

The case of the Roma minority, for example, is much more complicated and the majority of Member States face structural challenges in

supplying Roma children with sufficient educational opportunities. Their participation rates in ECEC programs are typically much smaller than those of the local community, while their support requirements are greater, and raising these rates is a crucial strategic priority across the EU. As shown by ongoing pilot projects on Roma integration in some Member States with a financial commitment from the EU budget, ECEC facilities will play a key role in closing school gaps for Roma children (Khalfaoui, García-Carrión, Villardón-Gallego, 2020).

With respect to children with special needs, by acceding to the United Nations Convention on the Rights of People with Disabilities, the Member States have dedicated themselves to working toward the school inclusion of all children with special needs (Odom, Buysse, Soukakou, 2011). However, about 2% of the European school population still attends different institutions. The programs of ECEC include a platform to strengthen the inclusion of children with special educational needs and pave the way for their greater integration into public schools.

The capacity of ECEC services to overcome the above-mentioned integration issues depends on the proper architecture and financing of the ECEC structure. Clear proof exists that comprehensive access to affordable ECEC facilities is more useful than initiatives addressing disadvantaged people only. «Tailor-made» ECEC schemes are risky and, in fact, it is impossible to classify the target population with precision because of the possibility of stigmatizing their users and even prejudice in the latter stages of education. Also, tailor-made services are more likely than universal services to be cancelled.

ECEC programs can only partly compensate for family insecurity and socio-economic challenges, no matter how good their efficiency is. In order to improve the long-term viability of high-quality ECEC programs for children from deprived communities, these services need to be linked, within the scope of a holistic plan to interventions in other fields of action. Unit cost per child in ECEC services can be at least twice as high as in school education, especially if services are of high quality, but evidence indicates that in the long run they can be more cost-effective. In other words, higher spending in pre-school education will contribute to more savings (Yoshikawa, Weiland, Brooks-Gunn, Burchinal, Espinosa, Gormley, Ludwig, Magnuson, Phillips, & Zaslow (2013). However, public expenditure on the pre-school training of children is smaller in most Member States than at any other time.

There are quite varied types of ECEC financing in the Member States, focused on public and private sources. The schooling and welfare of pre-school children over 3 years of age is funded or co-financed by all European

countries from public sources; less than half of the Member States fund any of the expenses without the need for family donations. Funding continues to typically be from private sources for children under 3. Some Member States are providing direct financial support, additional personnel and financial benefits for the retention of staff in the programs offered to groups at risk.

In view of the increased political attention paid by the Member States to the education and care of preschool children and the consequences of budgetary constraints, it is imperative that the funds be used as effectively as possible. Private services limit public spending and offer parents a wider range of options and increased control; however, they must not restrict everyone's access to high-quality services. Low-income families are generally the ones most in need of care for preschool children and at the lowest possible prices, but many of them cannot afford to entrust their children to private ECEC facilities.

To completely address the cognitive, mental, social and physical needs of all children, ECEC programs should be planned and delivered. These needs vary considerably from those of older school-age children. Practice analysis has shown that pimary years of children's lives are the most formative. This is the stage at which they learn the main habits and ways of life that will characterize them for life.

In the preschool age, the development of non-cognitive abilities (such as perseverance, motivation, desire to communicate with others) is important for successful academic ability and effective social integration, so ECEC curricula need to be applied beyond cognitive learning to incorporate socialization and a variety of non-cognitive facets. There must also be an association between care and schooling, whether or not the scheme is split between (a) care services from birth to 3 years of age and (b) pre-school education from 3 years of age to school age, and whether it is based on a unitary model spanning all ages from birth to compulsory school age.

Staff skills are important for the provision of high quality ECEC services. Attraction, training and development of adequately trained personnel is a big obstacle. Trends in the convergence of childcare and education accentuate the professionalism of ECEC staff, with a broader and higher selection of required levels of education, higher pay, improved working standards, but the general profile of staff remains very diverseThere is also a temptation to attribute «educational» practice to trained staff and to the «care» of less qualified staff, which also contributes to a lack of consistency in the care and education of the infant. Moreover, the multiplicity of tasks of ECEC practitioners and the variety of children they work with need a permanent reflection on pedagogical methods as well as a thorough contribution to professionalization.

Training of people dealing with young at risk is an important part of initial training in many countries, but many other facets of diversity are not adequately taken into account. In comparison, employees in ECEC systems seldom profit from the same educational opportunities for on-the-job adaptation and on-the-job preparation as educators. Thus, while the professionalization and specialization of this employees has advanced in many Member States, it is beginning from a very low level in many countries and the improvement of this situation will form a significant part of the growth of ECEC services.

There is a topic of gender equity amongst the workers of the ECEC. Much of the personnel is female. It has been a matter of interest for a long time. Several countries have set quotas for the recruiting of male workers in ECEC services or have tried to redefine the occupation in order to minimize gender inequalities (Heikkilä, M., 2020). There is an immediate need to boost the attractiveness of men in the ECEC sector in all EU countries. Quality ECEC services deliver long-term results, which means that they must serve as the basis for higher levels of the education system so that children do not lose the benefits they have gained.

Systemic approach to ECEC programs implies close coordination between various fields of intervention, such as education, employment, health and social policy. These approaches make it simpler and more efficient for policymakers to coordinate and manage strategies and to pool resources for the good of children and their families. It calls for a coherent vision, shared by all stakeholders, including parents, of a similar structure for action across the system, with the same goals and roles and explicitly specified obligations at central and local level. This strategy also helps ECEC programs to adapt better to local needs. Exchanges of tactics and collaboration at EU level will allow countries to benefit from each other's best practices in this critical challenge.

For example, a smooth transition from one institution to another, from pre-school to primary school, involves clear coordination between levels as well as consistency of content and expectations. In addition, the growing demographic complexity in the EU and the challenge of reconciling radically diverse socio-cultural backgrounds increase the importance of the transition from family to ECEC programs and between different age classes within the same organization.

Mechanisms to guarantee the standard of ECEC programs can generally be focused on an established pedagogical system spanning the whole period between birth and compulsory school age. Such a structure is larger than a classical school curriculum. It may describe the competency requirements of the personnel, the guidance and pedagogical criteria and the

legislative system to be adopted by the services involved. It can also set goals that can help child growth tracking, based on cooperation with parents and ECEC staff, to promote their progress at higher levels of education. Frameworks may set consistent specifications in the framework, from which outcomes can be calculated and quality assurance arrangements applied.

ECEC systems have an important role to play in minimizing early school leaving, so key issues and potential strategies in this field should be addressed in the national policy initiatives to meet the goals of the Europe 2020 strategy. There is an immediate need to share good practice and expertise around the EU in order to increase the consistency of ECEC regulation.

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The First Steps in the State Systematization of Special Education: Ukrainian Experience

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The paper will substantiate the author's version of the retrospective analysis of the organizing in Ukraine in the 1920s-1930s the first state education system for the special children (the disabled), that is, children with physical or mental problems – blind, deaf, persons with mental or psychoneurotic problems. It is substantiated that for the first time in the history of national education, the state approach to the examination and selection, training, education, socialization or care of such children were legalized. In addition to specialized classes and boarding schools, the system of institutions for special children also included sanatorium schools, clinic schools, and speech therapy courses. During this period of time, a network of research institutions was also created – medical and pedagogical offices (1922), departments at the Ukrainian Research Institute of Pedagogy (1926) and the Ukrainian Psychoneurological Institute (1922), whose researches were engaged in the study of the special children and the development of methods for their rehabilitation training and possible correction of the health state. From the very beginning, the problem of the special children was considered in the unity of the pedagogical and medical aspects.

Keywords: *children with physical or mental problems, pedology (experimental pedagogy), social upbringing, correctional pedagogy, Ukraine.*

Ukraine has more than a century of experience in the education, upbringing, pedagogical and medical support of children and youth with special needs, as well as considerable experience in correctional rehabilitation for the various categories of children and adolescents who have mental and physical disabilities and, therefore, are in need of special psychological and pedagogical conditions for learning and socialization. The organization of the state special education system dates back to the tumultuous 1920s. At that time, defectology as a separate scientific branch began to develop in Ukraine. In today's scientific and pedagogical terms, it is special or correctional pedagogy.

Nowadays, in Ukraine, based on child-centered principles and in the spirit of international conventions and UN pacts on human rights and the rights of people with disabilities (1975 – 2017), the educational principles of inclusive education are being implemented as a new step towards improving educational opportunities for special children[1]. In this respect, it is expedient to give a generalized overview in the historical retrospective of Ukrainian scientists' achievements in the field of special pedagogy forming the backbone of recent innovations in the field of the education of young people with special educational needs.

The study of the history of the development of special education ideas and practice in Ukraine was of interest to several Ukrainian researchers. The development of domestic experimental pedagogy and related special education issues were considered by V. Lukianova (2002), M. Popov (2007); special education teachers' training was covered by Vit. Bondar, V. Zolotoverkh (2003), O. Shevchenko (2004); the development of the education system in Ukraine for children with hearing impairments was studied by O. Taranchenko (2006; 2013), M. Yarmachenko (1976); the formation of speech pathologists' postgraduate education was studied by V. Hladush (2007), the development of correctional education for children with mental disabilities was represented by L. Odinchenko (1998), M. Suprun (2011), I. Kravchenko (2016). However, all the above-mentioned scientists addressed individual and narrowly specialized aspects related to the subject of correctional pedagogy. Therefore, there are grounds to carry out a historical and pedagogical retrospective of the problem of creating a system of education for special children in Ukraine on the socio-historical background of the 1920-1930s.

Up until the beginning of the 1920s, there was a very small number of private or charitable institutions in Ukraine, where children with hearing, vision and mental problems were cared for (Bondar, 1992, 2004, 2015; Yarmachenko, 1975). Enthusiastic educators provided them

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[1] With Ukraine's accession to the International Convention on the Rights of Persons with Disabilities (2006), the use of terms that «degrade the dignity and worth of a person with mental and physical disabilities» (Convention on the Rights of Persons with Disabilities, 2010) is considered inhumane and unacceptable (Azin, Baida …& Fletcher, 2015, p.9). For tolerance reasons, we will use the term «special» children, but in quoting historical sources, we will stick to the terms used by the authors of that time.We should also add that in the English texts of modern official international documents on human rights and the rights of persons with disabilities, it is used the term a «person with disabilities», while in the legislative documents of Ukraine, it is still common to use the term «invalid», which is a Latin analogue, or an even more tolerant term «person (child) with a disability».

with basic knowledge and taught certain craft skills to the extent to which it was possible. Such individual institutions operated on an initiative basis (Bondar, 1992, 2015; Suprun, 2005; Yarmachenko, 1975). Only in the 1920s, with an attempt to build in Ukraine (historically more precisely – the USSR) a welfare state, for the first time in the history of its education throughout the country, systematic measures to organize care and education for children with mental and physical disabilities were introduced. A balanced differentiation of children was initiated, taking into account the psycho-physiological and age features of their body formation and the ability to learn. The individualization of children's education and upbringing at that time became widespread in the form of educational process pedologization.

Developing as an integral and experimental science about children, pedology was an international phenomenon of the first decades of the twentieth century. Regarding the problem of special children, Ukrainian pedagogues argued that by «treating a person's objective experience, their behavior and reflexes with certain pathological tendencies as a basis for a defective child's education and training», pathological pedagogy «becomes orthopedic reflexology with the main purpose to bring up connecting reflexes retarding, remedying and correcting the revealed defects» (Kozlov, 1928, p. 124).

That is, they grounded their research on socio-biogenetic principles. Human behavior was considered as a set of appropriate reactions of the body to various stimuli coming from the environment. So, each child has a certain set of reactions that ensures their adaptation to the environment. Therefore, «the biological basis of behavior, that is, reactions and their physiological mechanisms» should be studied (Protopopov, 1928, p. 195).

In the context of the educational process, this has been transformed into a statement that a teacher or educator must take into account all the kinds of children's reactions including human activity forms (handicrafts, dramatization, drawing, modeling, etc.).

However, for the completeness of the historical retrospective, it is necessary to take into account the scientific and pedagogical preconditions that enabled the development of an individualized approach to the education of special children and youth as well as to the organization of their lives. The prerequisites and driving force for the implementation of this approach at that time were the significant achievements of experimental pedagogy rooted in Europe and the Russian Empire in the second half of the nineteenth century. The studies by V. Bekhterev, O. Lazurskyi, M. Lanhe, P. Leshaft, V. Kashchenko, O. Nechaev, M. Rumiantsev, I. Sikorskyi, as well as such foreign scientists' findings as A. Binet, D. Burneville, E. Clapareda, E. Krepelin,

M. Montessori, E. Meiman, G. Richard, T. Simon, S. Hall were among the most important ones.

In their studies, the issues of determining and taking into account the individual developmental characteristics (physiological, mental, socio-psychological) of healthy children and children with psychophysical development problems were raised: the adaptation of the learning process to the existing, genetic capabilities of the child; the features of children with mental and physical disabilities and the search for opportunities for compensatory education and training; the elimination of the troubled youth problem. Important scientific ideas were actively disseminated and implemented in the Ukrainian lands of the Russian Empire.

The development of certain medical and educational issues was carried out mainly on the basis of interested teachers' personal initiative at universities in Kharkiv, Kyiv and Odesa, as well as due to the efforts of teachers, enthusiasts and public figures concerned with cultural and educational development (Popiv, 1929, p. 130).

And although until the early 1920s, much was done in the study and episodic effective implementation of experimental research findings related to special children, there was a lack of consistency and connection between scientists and philanthropists-practitioners' individual efforts (Bondar, 1992; Dichek, 2013; Yarmachenko, 1975). The organization and operation of educational institutions for special children depended entirely on the initiative of financial benefactors.

Until the early 1920s, in Ukraine, there were no state scientific institutions conducting systematic research on pedagogy (Popiv, 1929, p. 130), including special pedagogy, just as there was no network of state educational institutions for children with psychophysical development disorders. Even in the days of the Russian Empire, there was an urgent need to create a state system of social assistance to children with mental and physical disabilities which would provide them with education, upbringing and treatment in special institutions, as well as the comprehensive study of such children. These issues were reputedly addressed and emphasized at meetings and conferences, in scientific publications by I. Sikorsky, V. Kashchenko, H. Troshyn, A. Vladymyrskyi, O. Shcherbyna, P. Melnikov, V. Vetukhov, M. Kotelnikov and others (Dichek, 2013). However, at that time the authorities failed to meet the needs of special children.

Back in early 1920, one of the initiators of pedagogical process modernization on a child-centered basis, Ukrainian pedologist O. Popiv in the program work «Declaration of the People's Commissariat of Education

(hereinafter – PCE) of the USSR on children's social education[2]» outlined the rural and worker authorities' intentions to change approaches to the education and upbringing of children. He wrote that, organizing a new «educational system of social education», the task was to realize the pedological and pedagogical dream – to project the right education onto the whole life of each child and to finally realize «their rights» (Popiv, 2003, p. 238).

Therefore, the idea proclaimed in the mentioned document that «care should be provided to all children, including sick, mentally defective, «child offenders» and the groups of children requiring a special educational approach» (Popiv, 2003, p. 239) became fundamentally important.

It should be noted that the «Code of Laws on Public Education» adopted in 1922 in the USSR already approved the division of all children in the country into certain groups according to the state of their physical and psychophysical development (Code of Laws, 1922, p. 30-31). «Normal» and «defective» children were singled out, and therefore the need for the establishment of educational institutions for physically, mentally and morally defective children alongside educational institutions for normal (average) children was recognized. Responsibility for the operation of such institutions rested with the Ministry of Education (at that time, the PCE of the USSR) and the Ministry of Health (at that time, the PCHC of the USSR).

According to the type of children's development anomalies, they were divided into three subgroups (those who are blind, deaf, with mental problems), and the state recognized the need to ensure «the interests of each of these groups of children» (Code of Laws, 1922, p. 31). An important role was also played by the mass registration of the entire child population of the USSR, which helped to identify children in need of special living conditions and education (Code of Laws, 1922).

Thus, from the beginning of the 1920s, the problems of raising special children began to be considered and solved in Ukraine at the national level as

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[2] The meaning of the term «social education» in the 1920s reflected the attempt of the new state to educate a new generation of proletarians mainly by means of the influence of the new workers and peasants' society, and to significantly reduce the educational role of the family as a bearer of old, petty-bourgeois traditions. As early as in the late 1920s, this attitude toward the family was recognized as erroneous, and the term «social education» took on a meaning close to the modern interpretation referring to the relatively controlled socialization of the individual in the conditions of specially created educational institutions.The term «defective child «was common in both the Soviet and European scientific and educational space at least until the 1960s and was used to refer to children with various disabilities. The term «morally defective» child was widely used in Europe to refer to child offenders, homeless children but only until the 1930s.

an urgent medical and pedagogical task. For this purpose, in accordance with paragraphs 255-261 of the «Code of the Laws of the USSR on Public Education» for the first time in four major cities of Ukraine – in Kharkiv (the capital of the USSR at that time), Kyiv, Odesa and Dnepropetrovsk – medical and pedagogical cabinets were created (hereinafter – MPC) that were aimed at: 1) conducting scientific examinations of the physical and spiritual nature of the child who visits such a cabinet; 2) scientific and experimental development of operational and organizational issues arising in the operation of institutions for children with special needs» (Code of Laws, 1922, p. 30-31). The responsibilities of the MPC also included conducting classes with the staff of relevant social education institutions to train them to understand the nature of defective children and the development of «methods and manuals» (Code of Laws, 1922, p. 31). MPCs were operating until the early 1930s[3] having a significant regional impact on the identification of special children, the introduction and dissemination among educators of a pedological approach to their study and learning. It contributed to the implementation of innovative, socially significant and humanistic ideas of education individualization in Ukraine (Hladush, 2011).

Thus, the representative of the Odesa MPC, Professor M. Tarasevych in 1922 developed and applied one of the first scientific classifications of children with mental and physical disabilities. According to the modern researcher O. Taranchenko, it had been done before L. Vygotskyi's conception was introduced (Taranchenko, 2006, p. 48).

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[3] In the 1930s, in Ukraine, instead of MPCs, medical and pedagogical commissions were set up at public education departments to examine children with disabilities (or learning difficulties) and, if necessary, they were redirected to appropriate specialized educational institutions or for treatment. In the 1990s, such commissions were called psychological-medical-pedagogical consultations (PMPCs). Since 2017, in accordance with the idea of introducing inclusive education in Ukraine, a network of inclusive resource centers (IRCs) has been created, which replaced PMPCs, finally liquidated on September 1, 2018. IRCs are being built as fundamentally new institutions designed to identify special children's educational needs on the basis of the international classification of diseases, as it was before, but based on the international classification of the functions of special children.In addition, these centers should be more territorially accessible, because they are created with the assumption to have one center for no more than 7 thousand children living in a united territorial community (a district), and no more than 12 thousand children living in a city (a district of a city) (Inclusive education. Statistics; Inclusive resource center). IRCs are designed to ensure the «realization of the right of children with special educational needs aged 2 to 18 to receive preschool and general secondary education, including at vocational education institutions and other educational establishments that provide general secondary education, by conducting a comprehensive psychological and pedagogical assessment of the child's development, psychological and pedagogical, the provision of correctional and developmental services and systematic qualified support» (Inclusive education. Statistics). As of April 2019, 557 IRCs were registered in Ukraine (Inclusive resource center).

M. Tarasevych developed his conception based on the statement that a person's physical and mental underdevelopment is not only a biological but also a social phenomenon, because disorders affect the formation of the child's personality as a whole. He also argued for the importance of careful, systematic study of a child («the initial registration of pedagogical phenomena») using the «statistical method for further understanding, consideration and regulation of external influences» (Tarasevych, 1923, p. 34-35).

And the representative of the Katerynoslav MPC (now in Dnipro), doctor-pedologist I.Levinson substantiated the need for differentiation of special children in the psychiatric and pedagogical aspect.

Emphasizing the importance of distinguishing between mental retardation and mental instability associated, in his opinion, with moral defects («It is selfish children, with a complete lack of awareness of public interests and the rights of others»), I. Levinson believed that in the fight against childhood defects an emphasis should be placed on «children who are on the verge of imbecility and mental retardation, because they have talents although they are limited and poorly capable of conscious generalizations» (Levinson, 1923, p. 151).

He argued that special children were more likely to become «street children» in the ranks of criminals and prostitutes being driven not only by difficult external circumstances of life, but also by their mental instability or imbalance (vague feelings, difficulties in abstraction, poor memory, etc.) (Levinson, 1923, p. 153-154).

He stressed the need to apply specific medical and pedagogical methods to such children closely monitoring them to identify children with mental disabilities in order to more accurately apply compensatory correction, and for the further deep individualization of educational influences to promote the development of such individuals and, first of all, their attention, moral feelings, the systematization of the motor sphere, the suppression of selfish desires and the formation of labor skills (Levinson, 1923, p. 160-162).

Sharing H. Troshyn's ideas, I. Levinson was a supporter of the creation of a large number of special institutions, different for each psychopathological category of children (as, for example, in Brussels, there are Demur's schools – for pedagogically neglected, foolish, undisciplined children and those with organic defects of speech (Levinson, 1923, p. 164) and special institutions «semi-prisons and semi-hospitals for people who due to unfortunate circumstances became criminals» (Levinson, 1923, p.159).

Official documents showed that the scientists' opinions had not gone unheard by the authorities. From the legislative and instructive materials of the USSR in the mid-1920s, in particular from the «Operational

Plan of the Department of Social Education (Uprsotsvykh) of the PCEs of the USSR for 1925-1926» it was clear that in state documents there was a separate section «Special needs school», which was about the feasibility of «creating a network of special needs schools» (Operational plan for the period of 1925-1926, 1926, p. 41) to provide education to children with learning difficulties and with mental problems.

Based on the Western European methods of statistical calculations, according to which children in need of a special needs school comprised 3%, for Ukraine at that time the determined number was more than 50,000 people (Operational plan for the period of 1925-1926, 1926, p. 41).

The document also singled out the category of children who «are between the norm and pathology and who cannot be called abnormal in the literal sense» (Operational plan for the period of 1925-1926, 1926, p. 42), but when they get to a mass (general – note) school, they block «the normal course of the educational process». The authors of the document emphasized that at the end of the XIX century, in Western Europe, and later in Russia, special classes at schools and separate schools for such children began to be organized but «in Ukraine, the network of such schools not only was not developed since 1914, but also the small number of those schools that existed before the war[4] in Kyiv and Kharkiv disappeared by 1922» (Operational plan for the period of 1925-1926, 1926, p. 42). Therefore, recognizing at the state level the need for special classes in regular schools, it was considered «necessary to start organizing special needs classes next year, and in large centers and schools for about 7,500 children» (Operational plan for the period of 1925-1926, 1926, p.42). But due to the lack of funding, there was a slow realization of this task.

In Kyiv, the MPC was called the «Cabinet of Individual Pedagogy» (CIP). Under the guidance of Professor A. Vladimirskyi, it carried out scientific and practical management of the orphan home for the blind (79 people), 2 orphan homes for the deaf and dumb (the Ukrainian orphan home named after Lagovskyi for 82 children and the Jewish one for 50 children), schools for the deaf and dumb (50 people), 50 special needs groups of children (104 people), the collector of mentally retarded children (52 people), 3 orphan homes for mentally retarded children (150 people) (Vladimirskyi, 1927, p.143-144).

It should be noted that in the CIP terminology the term «defective children» is rare (as opposed to the terminology used in theOdesa or

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[4] the First World War

Katerynoslav MPCs), the phrase «children requiring individual education» was used instead (Burkhart, 1929, p.42).

The activity of the Kharkiv MPC was, first of all, connected with the achievements of Professor I. Sokolianskyi in the field of experimental research of special childhood and his achievements in the study of deaf children. He developed a scheme of the medical, psychological and pedagogical examination of an abnormal child (Tumalevych, Ulanova & Prokhorova, 1927). The system of conditioned behavior and the chain technique developed by him were covered in the articles «On the so-called lip reading of the deaf and dumb» (1926), «Towards the classification of stimuli» (1926), «Articulation schemes in the receptor language of the deaf and dumb» (1927). These works brought him a world's recognition. The scientist designed a reading machine for the blind, which is still used in teaching blind children.

I. Sokolianskyi also worked at the Ukrainian Research Institute of Pedagogy (URIP), established in 1926 also in Kharkiv, where he headed the «section of personality pedagogy (with defectology)» (Popiv, 1929, p.132, 133)). It is worth noting that the title of the section reflects the understanding of defective childhood as the existence of persons with individual personality traits rather than disabilities. The representatives of the Kyiv MPC also shared the same view on special children.

The above-mentioned URIP section took care of the only orphan home in Ukraine for blind and deaf children with a clinic functioning on its basis, where unique research and experiments on the adaptation of such children to life were conducted. I. Sokolianskyi with a small group of graduate students «conducted extremely valuable colossal scientific work» with the methods of its organization» (Popiv, 1929, p. 133) to study the individual's behavior. Actually, for I. Sokolianskyi, it was further work with deaf-mute children begun in 1910 in Alexander school-farm for the deaf and dumb in the Katerynoslav region.

In addition to the four MPCs, the Ukrainian Psycho-neurological Institute (UPI) was established in Kharkiv in 1922, which became the center of scientific and practical activities, including in the field of psycho-neurological pedology in the Ukrainian SSR. It was responsible for the organization and development of a special psycho-neurological network of children's institutions – schools-sanatoriums for psycho-neurotics, schools-hospitals for children with epilepsy, schools-departments for mentally ill children and children with deep mental retardation at psychiatric hospitals, psychiatric labor colonies for antisocial psychopaths, speech therapy schools, etc. (Quint, 1929, p.154]. In this way, there was further differentiation of abnormal children in order to provide them with

necessary medical and correctional care in a specially organized health-educational environment.

One of the UPI units – the Cabinet of Medical and Pedagogical Examination (hereinafter – CMPE) – was engaged in «removal from normal children's institutions of special children» (Quint, 1929, p. 152) and determined what other institution a child should be transferred to. The responsibilities of the Cabinet included the implementation of psycho-neurological examination and counseling on various issues of the» upbringing of the troubled youth «that teachers, educators and parents faced with in school and out-of-school environment» (Quint, 1929, p. 150).

The purpose of CMPE's research work was to address the issues of social and biological factors that «determine the exclusivity of children in terms of both sub-norms and super-norms, as well as to develop new methods for studying the personality and behavior of the child, and a number of other issues arising in the activities of children's institutions and health authorities to ensure the neuro-mental health of the growing generation» (Quint, 1929, p. 151).

Studying the behavior of mentally ill children in a pedagogically organized environment in a system of purposeful medical and pedagogical influences, scientists gained new important knowledge about the mental status of the person, which gave grounds for justification of the idea of children's differentiation and the application of educational influences and learning forms.

The activities of Ukrainian pedological-pedagogical and medical-pedagogical state institutions focused mostly on the primary differentiation of the child population on the basis of its examination and identification of persons with normal and abnormal development, also consisted of:

- purposeful development of medical and pedagogical support and laying the foundations of the scientific and pedagogical study of abnormal children, which contributed to the formation of the domestic branch of pedagogy – defectology.

- development of recommendations on education organization and socialization adequate for the peculiarities of children and adolescents' development and abilities;

- dissemination of new psychological and pedagogical ideas among teachers and educators and treatment of an abnormal child not only as a person who needs care only, but also as a person with their own individual and social needs, who can and should be socialized.

Due to the scientific research, primarily by MPC and UPI representatives, in Ukraine, a professional division in the training of specialists in the areas of children's developmental anomalies was gradually

introduced – deaf education, pedagogy for blind and visually impaired, oligophrenopedagogics.

The development of the differentiation of abnormal children into categories in terms of establishing the degree of their defects in the implementation in the USSR in the 1930s of general education (mass education) was socially significant and most importantly – human-centered. Thus, the resolution «On the introduction of general compulsory education for physically defective, mentally retarded and speech-impaired (speech therapists) children and adolescents» (1931) and its annex provided explanations for distinguishing the categories of the deaf and the hard of hearing. The hard of hearing were further divided into three categories, depending on the degree of deafness – mild, moderate, severe. Since the education of children with these disabilities was planned within secondary schools, the pedagogical work with them was based on general didactic principles. But at the same time, recommendations were developed for teachers to take into account the characteristics of such students, who also had to attend short courses on «face reading and speech correction» and be under the constant supervision of an otolaryngologist (Taranchenko, 2006, p. 49).

In the course of the implementation of mass primary education, the differentiation of the education of special children began to expand: first of all, an attempt was made to cover the education of all children with hearing disorders; on the basis of existing diagnostic approaches, the hard of hearing were separated from the deaf and mentally retarded children, the hard of hearing were taught in separate classes, which increased the efficiency of education and the possibility of full-fledged socialization.

The activity of scientific state institutions newly created in Ukraine, which were engaged in the study of special children, laid the foundation for the purposeful development of medical and pedagogical support for the various groups of children contributing to the scientific study of special children. The main thing is that both in the educational environment and in society, the humanistic ideas of treating a special child not only as a person who needs care, but also as a person with their own individual and social needs who can and should be socialized have become widespread.

It is undeniable that the approach to the development of the education system declared in Ukraine in the 1920s was focused on the humanistic consideration of the diversity of children's characteristics and ensuring the social interests of all the categories of children. At that time, it was socially and pedagogically expedient to create special separate educational institutions for special children, where they could be provided with medical and rehabilitation care, as well as certain knowledge about their

abilities, the state of health, and some work skills necessary for further socialization.

Besides, due to the objective difficulties of the first postwar years, the communist authorities in Ukraine failed to implement the declared intentions to transform education and implement all initiatives. The creation of a network of boarding schools for special children at that time had no alternative and was a social achievement.

The renewal of education in Ukraine in the 1920s in the spirit of socialism, the development of new approaches to the organization of the life and education of children and adolescents was in line with European trends in child protection – both normal and defective ones, i.e. on the basis of combined efforts of teachers and physicians. Objective social factors – the existence of a huge number of orphans and homeless people after the war, the growth of juvenile delinquency, complex material and economic difficulties did not allow for carrying out innovative initiatives. However, they confirmed the unconditional desire of the early Soviet authorities in Ukraine to implement the best achievements of the European pedological thought.

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PSYCHOLOGICAL, PEDAGOGICAL AND SOCIAL ASPECTS OF THE INCLUSIVE ENVIRONMENT IN THE PRESCHOOL EDUCATION INSTITUTIONS ORGANIZATION

Roksolyana Oliynyk

The article highlights the theoretical and practical analysis of the necessity to create an inclusive educational environment and to enhance the professional competence of all participants in the educational process, including educators, teaching assistants of preschool education institutions, which will allow to implement all the education principles, upbringing and development of children with special educational needs. The paper shows that the main task of inclusion is to respond to a wide range of educational needs in pre-school institutions and beyond. There are characterized the inclusive education basic principles and tasks, that include theoretical analysis, practical and research approaches. The authors also point out the problem of teachers' professional training to work with children with special educational needs, define the advantages and disadvantages of work, pay attention to the need to develop the professional skills and abilities that are necessary in working with such children.

Keywords: *children with special educational needs, inclusive environment, inclusion, norm, deviation from norms, «children with disabilities», «special children».*

Introduction

The modern education system in Ukraine is based on the principles of democracy, equality and personal approach. Therefore, nowadays, one of the public policy priorities in the field of education is to create conditions for the full education of the society all categories, in particular children with disabilities, without breaking from the usual social environment, family, friends, in other words children with special educational needs. Topical issues in modern education systems are *inclusive education* that involves the joint inclusion and stay of children developed by different people and their healthy peers. As practice shows the inclusive education in your country is

spontaneous, requires the dispatch of the scientific and theoretical main components used in the institution, and it is its initial link. After all, at the preschool age there are the prerequisites for the modern development, education and training. This is why thorough research is necessary to reduce and eliminate deficiencies in working with children with special educational needs.

Analysis of the recent researches and publications show that it is the period of preschool age that plays an important role in the formation of the individual and is sensitive to the formation of his or her primary outlook, self-consciousness, and development of social properties. At this very time, the prerequisites for the future educational activity of the child are laid; there is an active development of its cognitive abilities. As practice shows, pre-schoolers with special educational needs are better adapted to life in mainstream educational institutions than in special ones. Particularly noticeable is the difference in their social experience. E.M. Kalinina's research defines that at disabled preschool age, the psycho-physical development inclusive education promotes the normalization of life cycle and education according to individual opportunities and educational needs, self-confidence and future, opportunities together with their healthy peers to reach a common opinion, as well as bringing up the tolerance in parents and children according to joint learning with children who have different types of disabilities (Kolupaeva, 2009, p. 82). The necessity to include children with developmental disabilities in the environment of ordinary children was also pointed out by L.S. Vygotskyi (1983, p. 369): «It is extremely important from a psychological point of view not to anomalous children into special groups, but it is possible to practice their communication with other children more broadly; the rule that we, for the sake of convenience, select homogeneous groups of special children for the sake of convenience. We are not only against the natural tendency in the development of these children, but, more importantly, we are depriving the mentally retarded child of collective cooperation and communication with others, strengthening rather than facilitating the immediate underlying cause expansion of its higher functions». In Ukraine, I. Biletska (2007), L. Budyak (2009) also studied this issue, who emphasized that the lack of inclusive education at preschool age leads to a loss of time, which is necessary for giving fast comprehensive care to a child in a sensitive period of its development (Budyak, 2009, p. 92). However, it is worth noticing that the experience of national researchers often relies on international experience in the pre-school education doctrine, in particular T. Loreman, J. Deppeler, D. Harvey (2010, p. 296) and others.

The purpose of the article is to theoretically substantiate the organization peculiarities of the educational environment in the institution of preschool education and to identify / analyse the peculiarities of the teacher's work with children with special educational needs.

The main material

Inclusive education is a system of educational services based on the principle of the children basic right to education and the right to obtain it at their place of residence, which provides for the education of a child with special educational needs in a general educational establishment.

The current problem of education in our time is the lack of recognition of the rights of the child with special educational needs, their interests, needs, assistance in the process of socialization and choice of professional activity. Therefore, inclusive learning acquires great importance, creating a type of inclusive environment that assumes co-existence of children with disabilities with their healthy peers.

Inclusion is the process of increasing the participation of all citizens in social life. This is a policy and process that enables all children to participate in all programs.

Inclusive education is based on an ideology that eliminates any discrimination against children, which ensures equal treatment for all people, but creates special conditions for children with special needs.

Inclusion is focuses on the concept of «normalization», which is based on the idea that the life and everyday existence of people with disabilities should be as close as possible to the conditions and lifestyles of the entire community. The principles of «normalization» are established in a number of modern international legal acts: the UN Declaration on the Rights of the Mentally Retarded (1971), the Declaration on the Rights of Persons with Disabilities (1975), the Convention on the Rights of the Child (1989), and others. In particular, the UN Declaration on the Rights of the Mentally Retarded is the first legal instrument for recognizing persons with psychophysical development as a socially complete minority requiring social and legal protection (Luhovyy & Talanova, 2013, p. 240).

The most important principles of inclusive education are:

- all children should study together whenever possible, despite the difficulties or differences that exist between them;

- educational institutions should recognize and take into account the diverse needs of their students by agreeing on different types and rates of learning;

- providing qualified education for all by developing appropriate curricula, organizing activities, developing teaching strategies, utilizing resources and partnering with their communities.

Children with special educational needs should receive any additional help they may need to ensure that the learning process is successful. Equally important is the so-called inclusive approach i.e. the creation of conditions, in which all participants in the educational process have equal access to education, including children with special educational needs, who are enrolled in preschool and secondary schools.

It is also worth mentioning the benefits for children with special educational needs, such as:

- thank to the purposeful communication with peers, cognitive, motor, speech, social and emotional development of children is improved;

- peers play role of models for children with special educational needs;

- mastering new skills and abilities is functional;

- training is conducted with the focus on the strong qualities, abilities and interests of children;

- children have opportunities to build friendly relationships with healthy peers and participate in social life for other children;

- children find out naturally to perceive and tolerate human differences;

- children learn to establish and maintain friendly relationships with people who are different from them;

- children study to cooperate;

- children train to behave outside the box, to be resourceful, and the compassion to others.

It is also worth mentioning the benefits for educators and professionals:

- pre-school teachers and assistants of inclusive groups have a better understanding of the children individual characteristics;

- educators master a variety of pedagogical techniques, which enables them to effectively support the development of children, taking into account their individuality;

- specialists (doctors, special education teachers, other specialists) begin to perceive children more holistically, and also learn to look at life situations through the children's point.

If we analyze the practice abroad, it shows that inclusive education is first and foremost an opportunity for children with explicit psychophysical disabilities. These are, in particular, some forms of mental retardation, certain speech abnormalities, decreased hearing or vision, uncomplicated musculoskeletal disorders, disorders of the emotional and volitional sphere.

If such children have preserved intelligence, self-care, and adequate contact with peers, and family support, then, under the condition of professional psychological and pedagogical support, they may well absorb cultural experiences in the healthy peers environment. According to the Concept of Development of Inclusive Learning in Ukraine, active search and implementation of effective ways of social interaction of children in the necessity of psychophysical development correction with their healthy peers is being carried out. The first to notice the problems and difficulties in the development of the child are parents, pediatricians, educators. Therefore, it is very important that they do not delay, wait for the spontaneous elimination of the defect, and appoint to specialists. Consultation on the early development of the child, the creation of the necessary conditions for him/her, if necessary, as well as help, can be obtained in psychological, medical and psychological consultations. Parents do not need any directions or permissions for this. They can visit the PMPC on their own initiative. The sooner the child receives the necessary help (pedagogical, psychological, medical), the easier the structure of its defect, the better it will develop. It is important that preschool educators notice problems of children behavior, learning difficulties and advising parents to visit specialists in a timely manner. They will help to determine what caused difficulties or disabilities in the child's development, which led to problems in learning: advise what conditions to create in the family, pre-school institutions; will provide correctional assistance or advise a specialist institution to do so. The parents, together with the specialists of the preventive psychological, pedagogical and medical commission, have to decide on the institution for the child with psychophysical disabilities.

There are many factors to consider, including: the category of abnormal development; age of the child; specific diagnosis; presence of concomitant deviations; somatic health status; intellectual level of the development; features of mental and physical development and needs and opportunities of the child.

That is, it is necessary to recommend the institution, considering the purely individual characteristics of the child's development and family needs. The psychological and pedagogical characteristics of the child written by the kindergarten teachers where he/she was attained are of great importance for the correct diagnosis, the choice about the form of the training organization, the implementation of the individual approach. After all, in the process of systematic education and upbringing a child, its abilities, problems and difficulties are most clearly shown. A psychologist may also be involved in gathering the document if he or she has worked systematically with the child. Summarizing the above, the educator can state the assumption about

the reasons that cause the child's developmental disabilities, difficulties and gaps in the development of the preschool program. However, the educator does not make any diagnoses, even in the form of assumptions, because the child has a blemish, the specific clinical diagnosis is determined collectively by the staff of the preventive psycho-pedagogical and medical commissions on the basis of a thorough study of the personal file materials, the card of the child's development, medical documents, drawings of the child, the psycho-pedagogical characteristics and the results of the child's examination. If correctional educators, practical psychologists specializing in correctional work are competent to work with such children, preschool educators often have neither psychological nor methodological readiness for inclusion. Therefore, pre-school educational institutions should provide special training for teaching staff. The experience of the neighboring countries convincingly proves that for the specialists who have already worked in educational establishments, there are effective courses of advanced training, theoretical and practical seminars, trainings, etc. That is why the content of such education should be the basics of correctional pedagogy and psychology, with certain methodological aspects.

Preschool educators should be competent in such areas as:

- approaches of the state and society to the organization of the children's education with disabilities;

- peculiarities and regularities of development of persons' different categories with different kinds of defects and disorders;

- comprehensive psychological and pedagogical study of children;

- differentiated and individual mechanisms and techniques of education and children bringing up with different disorders starting from preschool age;

- content and methods of work with the pupils' families.

For implementation of the inclusive education, teachers should be able to:

- timely notice and identify deviations and disorders in the development of preschool children and under the guidance of a correctional teacher to participate in the implementation of proper psychological and pedagogical support for children that need the corrective development;

- to carry out an individual and comprehensive approach to pupils with special educational needs;

- to formulate the willingness of healthy preschoolers to cooperate positively with their peers, who need to provide them with special educational needs;

- to work with parents to provide them with truthful information about preschoolers experiencing various types of abuse.

Undoubtedly, the competence of the pre-school teachers, assistants is the most important for the effectiveness of preschool education organization. The results of many scientists studies show that the mental, emotional and social development of children with special educational needs depends directly on their positive attitude towards them, their understanding and acceptance by teachers, parents and healthy children (Experience of implementing inclusive education in a comprehensive educational institution, 2009, p. 15). An enabling social and developed surrounding is one of the starting conditions for inclusive education. Therefore, providing such an environment is one of the tasks of psychological and pedagogical support for children in need of educational services. Teachers of preschool education institutions should first of all form a positive attitude of healthy pupils to children with psychophysical disabilities; introduce methods of adequate interaction, empathy.

That is why, in our opinion, work with this category of children should be carried out using such methods as: conversations, persuasion, encouragement, consideration of problematic situations, story-role, directorial games, watching specially selected videos, cartoons, etc.

As a child of preschool age is also the family reflection, it is important to consider appropriate work with the parents of children who do not have any disorders or defects, forming a positive attitude towards being in a group of children with special educational needs (Kolupaeva, 2012, p. 302). Therefore, inclusive education in the preschool is one of the realities of our lives. However, it should be remembered that its effectiveness depends on many conditions, the main of which is complex psychological and pedagogical support. In order to organize the right educational environment, a number of measures should be implemented, including psychological and pedagogical support for pre-school children who are studying in inclusive education, which include a number of stages, in particular: diagnostic, which involves:

- diagnosis of the children development level: identification of individual characteristics of mental, physical, intellectual improvement; the level of mental processes development;

- diagnostics of social maturity, intelligence, style of teachers and parents interaction with the child;

- testing and surveying the teachers and parents for inclusive education readiness;

- study of the family characteristics where the child is raised;

- psychological and pedagogical observation of the social interaction peculiarities of children in groups and classes with inclusive education. This stage leads to next level, the essence of which is to prepare documentation

for the implementation of child psychological and pedagogical support with special educational needs i.e. with their data on the features of hidden and existing violations; their individual development, the social status of the family and the conditions in which the child is raised, and their observation in the context of the normal educational process.

The next stage is the development and approval of training and improving programs individually for each child, with recommendations for educators and parents, implemented with the participation of various specialists (doctor, psychologist, social teacher, pedagogue, speech therapist, assistant educator).

It is also advisable to create your own training, methodological and information base with subsequent performance monitoring, which involves the use of methods of didactic, educational, managerial and social and psychological observations.

After identifying and anticipating possible problems that may be associated with internal and external conflicts with parents and educators, children and educators, it is appropriate to work out ways to correct the potential negative consequences that may arise during the educational process.

Equally important and advisable are the tips and guidelines of the educators in group where the child is learning and the special needs; we'll identify the main ones:

1. Learn to tolerate «special children» but in no case focus on the child's disadvantages or disorders.

2. Promote that every child feels acceptable and the same as the rest.

3 Foster an atmosphere of kindness, justice and tolerance for one another in the children's group.

4. Provide individual support, but not separate children with special educational needs from the main group of children.

5. Try to bring the educational tasks closer to the needs and opportunities of such a child.

6. Collaborate with other educators (speech therapist, psychologist, doctors) and parents in one team.

It is also advisable to consider an equally important aspect of the psycho-pedagogical characteristic that must meet such requirements as the summary of observations; selection of facts; systematization of the teacher's facts and conclusions; the nature of the presentation; the child positive aspects; individual work with the child; the amount of characterization that should be short but still compelling.

For children with special educational needs, the so-called «support team» stands out. Who will be in it and what functions will be performed by

teachers, tutors and assistants. It is advisable to consider the provisions on the team of psychological and pedagogical support (hereinafter – Support team) of children with special educational needs in institutions of general secondary and preschool education determines the procedure for providing psychological and pedagogical, and correctional and developmental services to children with special educational needs environment.

According to the Regulations on the team of psychological and pedagogical support for children with special educational needs in pre-school institutions, the support team, depending on the individual needs of the child, includes:

- permanent participants: educational work deputy director / tutor-methodologist, tutor or teacher, teacher's assistant / teacher's tutor, practical psychologist, social teacher and parents of a child with special educational needs, etc.;

- specialists involved (including specialists of the inclusive – resource center: defectologists depending on the type of developmental disorders of the child with special educational needs, medical worker of educational establishment, family doctor, child's assistant, specialists of social protection service, specialists in children's affairs etc.).

It is important to identify the functions that the educator or other teacher should perform when working with children with special educational needs:

- providing of educational process of a child with special educational needs;

- informing all participants of the Support team about the peculiarities of the child's educational and cognitive activity, its strengths and needs, about the results of the child's implementation of the educational program;

- providing guidance to pedagogical staff on technologies that have demonstrated effectiveness in the educational process;

- controlling the provision of psychological and pedagogical services to a child with special educational needs;

- preparing an individual curriculum or an individual curriculum;

- determining, in conjunction with other teaching staff, the level of achievement of the final goals of education and training, which are planned and envisaged at the beginning of each six months;

- creating of appropriate moral atmosphere of relationships in the group (tutor-child, child-child, etc.);

- advising parents on the state of learning the educational program for a child with special educational needs.

It is also appropriate to define the functions that the assistant or pre-school-teacher should perform:

- assistance in organizing the educational process of a child with special educational needs;

- participation in the preparation of an individual curriculum or an individual educational program;

- adaptation of educational and training materials, considering the individual features of educational and cognitive activity of a child with special educational needs;

- observation of the child in order to study its individual characteristics, inclinations, interests and needs;

- implementation of psychological and pedagogical support of a child with special educational needs;

- assessment jointly by the tutor, the assistant of the tutor about the level of achievement of the training final goals provided by the developed program;

- preparation of information on the results of observation of the child about his / her individual characteristics, interests and needs;

- advisory assistance to parents, pedagogical staff, or other authorized persons.

Researchers dealing with inclusion issues (Hastings & Graham, 1995) point out that the placing children with special educational needs in general educational institutions will eliminate negative stereotypes, and personal contacts will help to create a positive attitude towards people with special needs. Among the difficulties that may emerge in the path of inclusive education is the likelihood that children will not be sufficiently prepared to accept their peers with special educational needs. Moreover, the treatment of children with all kinds of disabilities can be even worse than children with physical disabilities (Townsend, Wilton & Vakilirad, 1993).

Equally important is the fact that educational institutions with an inclusive form of education and upbringing solve the following tasks, in particular:

1) creation of a single psychologically comfortable educational and training environment for children who have different initial opportunities;

2) insurance the diagnosis of the effectiveness of the correction processes, adaptation and socialization of children with special educational needs at the stage of pre-school education, upbringing and development;

3) organization of the system of effective psychological and pedagogical support for the process of inclusive education and upbringing through interaction of diagnostic-consultative, corrective-developmental, medical-preventive, social-labor directions of activity;

4) compensation for the disadvantages of the so-called «home» development;

5) overcome the negative features of the emotional and personal sphere through the inclusion of children in successful activities;

6) gradual enhancement of the child's motivation based on his/her personal interest and through a conscious attitude towards positive activity;

7) protection and strengthening of physical and neuro-mental health of children;

8) social adaptation of children with special educational needs;

9) change of public consciousness and thoughts considering children with special educational needs (Samsonova, Prochukhaeva, 2010, p. 240).

Pre-school education with inclusive education allows children to gain knowledge of human rights (although not specifically taught), and this reduces discrimination as children learn to communicate with each other, learn to recognize and accept difference.

The most important features of an inclusive preschool are:

1) clear understanding of the inclusion of kindergarten staff and parents in the form of a program declaration;

2) processes that ensure the participation of all children in the institution main activities;

3) regular interviews and consultations with parents in order to take their opinions into account when organizing the institution;

4) conducting regular trainings on the practice of inclusion of preschool education workers;

5) adequate selection and adaptation of materials to meet the special needs of each child's needs separately;

6) the presence of processes that ensure the active participation of all children in the life of preschool education.

It is worth highlighting the main goals of pre-school inclusive education:

1) creating a barrier-free environment in education and upbringing:

a) openness and accessibility for both children and adults (the more participants in the educational process as follows the education management, methodological centers, general, special and higher educational institutions, postgraduate pedagogical education institutions, parental and public organizations, etc. – the more successful the child will be);

b) technical equipment of pre-school educational establishments;

c) development of special training courses for teachers aimed at improving their interaction with children with special educational needs;

d) special programs aimed at facilitating the process of preschool children adaptation in need of developmental guidance in pre-school institutions;

2) specific factors understanding on which the effectiveness of inclusion for children with special educational needs depends;

3) understanding of the role of individual teacher's assistants;

4) recognizing the need and effectiveness of small individual conversations with the child.

Equally important for children with special educational needs should be the following conditions:

- financial and legal support of the educational process provided by regulatory legal documents;

- personnel resource of inclusive pre-school education institution specially prepared for work with «special» children;

- material and technical base for creating a barrier-free environment (ramps, lifts, specially equipped toilets, physiotherapy rooms, psychomotor correction, rooms for speech and correction classes, sports hall, etc.);

- adapted curricula of subjects, drawn up by specialists, educators;

- necessary handout and didactic material for lessons with children (Artyushenko, 2010, p. 23).

When organizing work in pre-school institutions, the following principles should be implemented:

1) recognition of the fact that each child is a personality;

2) ensuring the personalization of individual development programs, that is, drawing up programs according to the needs of an individual child within the framework of joint active activities and the general goals of the institution of pre-school education;

3) accumulation of valuable methodological experience to support children in learning, development and active participation in kindergarten life;

4) appropriate differentiation of learning strategies to ensure access to a general curriculum appropriate to the child's age;

5) ensuring constant adaptation of pre-school institutions to the needs of the child.

In the institution of preschool education planning of psychological and pedagogical work with children with special educational needs requires knowledge of the following factors:

- features of children with developmental disabilities;

- social factors of development;

- forms, methods, techniques of physical, mental, ethical, labor, aesthetic, environmental education;

- normative indicators of functional and mental development of the child;

- basics of individual approach to children, taking into account their motivation, abilities and inclinations;

- the ground of psychotherapeutic work, regularities of holistic pedagogical process, modern psychological and pedagogical technologies, technologies of correction and developmental training (Luhovyy, Talanova, 2013, p. 17).

The theoretical substantiation of the organization problem of inclusive education in the preschool education institution suggests that the pre-school inclusive education in Ukraine should be the centers of development of the child, which should have significant potential, in particular:

- highly qualified personnel who have up-to-date teaching methods and technologies (correctional educators, psychologists, speech therapists, social workers and others);

- a small number of children in groups, which will allow an individual approach to each individual;

- experience of socialization and adaptation of children who need to provide them with special educational needs in society.

Conclusions

Having analyzed the above, we can draw the following conclusion. Everyone, regardless of health status, physical or intellectual disability, has the right to receive education that does not differ from the quality of healthy people education. That is why a well-organized educational environment creates for each child favorable conditions to acquire the most valuable and experience of emotional and evaluative relationships, interaction, mastering various ways of activity in daily life. However, the most important is that in inclusive education, children, parents, and educators have to learn to perceive everyone as they really are, because collaborative learning creates the preconditions for a new society that is built on tolerance, the ability to understand and accept everyone. In this regard, there is a need to organize a special kind of pre-school education institution where inclusive education would be implemented. Resulting in the development of the child's personality, the recognition of the concepts norm relativity, deviation from the norm, compensation for special needs, the creation of a support system for the training organization, as well as involvement of all participants in the educational process should be stated. It is worth noting that all this requires psychological and pedagogical and social education among all participants in the educational process, as well as their parents. Thus, all measures aimed at the full education, upbringing and development of children with special

educational needs will facilitate their socialization and daily life and understanding that they are the same as others.

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Psychological Peculiarities of the Preschool Age Children with Speech Violations

Mariya Komisaryk, Kateryna Kuznietsova

It is concluded that the study of the basics of speech therapy is necessary for all staff of preschool institutions in order to timely notice the language disorder of preschool children and quickly and efficiently overcome it. This will contribute to the better assimilation of knowledge by the child, the manifestation of his creative abilities, adaptation in society, optimization of mental development of the child as a whole.

Keywords: *speech therapy, speech disorders, dyslalia, preschooler, preschool institutions, speech therapist.*

Introduction

The problem of speech defects is one of the most important in preschool education, because of the importance of speech in the psychosocial development of the child. After all, people with various speech disorders occur quite often. And the development of society by information type, instability and unpredictability of this process can both influence the process of socialization of the child in the preschool age and exacerbate emphasize the problem of speech pathologies in children. Statistics from the last decades show that the number of children with speech problems had increased to 40-50% of the total number of preschool and primary school children, while by the middle of the twentieth century the number of such children did not exceed 17% (Lysenko, & Kaminska (2018), Konoplyasta, & Galuschenko (2013)). However, it is very difficult to imagine a proper level of not only the communicative but also the vital competence of a person without their mastery of speech.

Scientists had proven the importance of early identification of problems in the speech development of the child for the success of its correction and compensation, to prevent both the difficulties of studies the child in school, and in communication with coevals and adults. The success of early diagnosis and correction of speech disorders in children may depend to a large extent on the presence of a qualified specialist in the institution of

preschool education (IPE) – a logopedist, able to operatively notice a possible problem, determine the form of speech violation and help the child with a speech disorder to deal with their problem. Logopedic's diagnostics at the practical level helps to rightly solve the issue of selecting children and completing of the special groups or educational institutions for children with speech impairments, as well as a prerequisite for finding effective, differentiated pathways to speech therapy influence. Preventive education and upbringing of preschool children with speech impairments and directly speech therapy with children with speech impairments of older preschool age, especially with the general underdevelopment of speech in the conditions of speech therapy of IPE group, are of particular importance for the preparation of a child to education school.

It should be noted that speech is the process of mastering and using of certain language by the person in communication with other people and in the process of speech activity. Violations in speech are defining as deviations in the speech of a person, who speaks, from a language norm, adopted in a certain linguistic environment, caused by a disorder of the normal functioning of psychophysiological mechanisms of speech activity (Volkova, 2007).

It's interesting that a great number of scientific psychological and pedagogical and medical literature, fundamental and versatile studies had devoted to the problems of speech development, speech disorders, to peculiarities of the logopedist work (R.Ye. Levina (1963), I.A. Zimnaya (2001), N.V. Nishchev (2001), V.M. Androsov (2004), T.N. Volkovskaya, & G.H. Yusupova (2004), T.R. Kislov (2005), I.A. Glystin (2006), I.H. Dmitriyenko, & L.O. Fedorovich (2006), Ye.F. Arkhipova (2007), V.A. Kalyagin (2007), T.V. Ovchinnikov (2008), T.B. Filicheva, G.V. Chirkin, & T.V. Tumanov (2008), G.V. Chirkin, & A.V. Lagutin (2008), T.N. Volkovskaya (2010), V.A. Kislichenko (2012), S.Yu. Konoplyasta, & T.V. Sak (2012), O.V. Vinokurova, & S.M. Vinokurova (2014), N.M. Turenko (2014), M.A. Polshina, & N.M. Suslova (2015), V.I. Galushchenko (2016), N. Volik (2017), Yu.V Ribtsun (2018), L.I. Trofimenko (2018) and others that substantiate the importance of this research to certain degree. Although the problem of speech underdevelopment in children has been thoroughly developing and covering by many scholars since the 50s-60s of XX century, but, it remains relevant due to objective circumstances. Psychological features of children with language defects, who are deprived of adequate communication with their coevals because of their speech disorders, in general, very rarely get into the field of vision of scientists who do not always notice the «patient» himself and don't pay attention attention to his well-being beyond the

«desease» and the process of «treatment», which substantiates the relevance of our research. In particular, L.I. Trofimenko emphasizes the «least studied is the aspect of personal development» (Trofimenko, 2018) of children with speech disorders too.

The purpose of this article is to theoretically analyze the problem of speech development disorders and to empirically examine the influence of speech disorders on the personal development of a child in older preschool age.

The work is testing the **hypothesis** that specific emotional and personal features are inherent to preschool children with speech disorders.

Research methods

The system of the methods of scientific search had used in the work: theoretical: theoretical and methodological analysis, comprehension and generalization of the provisions of scientific psychological and pedagogical literature on the topic of research; empirical: test «Cactus» of M.A. Panfilova, projective technique «I am in kindergarten» (of M. Bykova, & M. Aromshtam), the technique of research of the self-assessment by T.V. Dembo and S.Ya. Rubinshtein in the modification of A.M. Prikhozhan, a technique for defining of the level of development of the communicative sphere of preschool children, the technique «Investigation of individual characteristics of the child»; method of processing the results of the study: Mann-Whitney U-test.

Theoretical aspects of the problem of speech development disorders

Speech disorders at preschool age and their causes

O. Lysenko and O. Kaminska define the concept of speech disorder as follows: it is «deviation from the norm (disorder) caused by changes in the structure or operation of the language system or delay of the overall mental development of the child in the process of functioning of mechanisms of speech activity» (Lysenko, & Kaminska, 2018, p.170). Speech disorders can affect various components of speech activity. Some of them relate only to pronunciation and are expressing in violation of its expressiveness without any concomitant attendant phenomena, others are manifesting in defects of pronunciation and reading and writing disorders. Incorrect pronunciation, a limited reserv of words, not grammatically worded sentences accompany the process of normal mastering of native speech to a certain age. The defects of speech are regarded as violations of speech only from a certain age.

Psychological and pedagogical criteria allow to differentiate speech disorders on the following features:

- Violation of the form of speech (oral or written);
- Impaired type of the speech activity in accordance with forms (for oral speech – impaired speaking or hearing, for written – reading or writing);
- Disturbed operations that design the statements at certain stages of speech production or perception;
- Impaired means of design of expression (Kuznetsova, Peresleni, & Solntseva, 2002).

The psychological and pedagogical classification of speech disorders of R.Ye. Levina, who distinguishes two groups of such violations: disorders of linguistic means of communication (operating side – lack of verbal means because of their bad formation: general underdevelopment of speech – dysarthria, alalia, rhinolalia; phonetic-phonematic underdevelopment – dysarthria, rhinolalia, or disorder – afasia) and violation of the applying of linguistic means of communication (Levina, 1963) is the basic and most popular in the scientific literature.

R.Ye. Levina and the staff of her laboratory had developed out the periodization of the manifestations of general underdevelopment of speech (GUS): from complete absence of linguistic means of communication to the expanded forms of coherent speech with elements of phonetic-phonematic and lexico-grammatical underdevelopment. She and other scholars had identified three levels of language development that reflect the typical state of speech components in preschool children with GUS (Levina, 1963). The transition from one level to another is determining by the emergence of new language opportunities, increasing of the language activity, changing the motivational basis of speech and its subject-meaning content, mobilization of the compensation fund.

Scientists identify the following major causes of speech disorders in children: lack of communication with adults, who will attentively monitoring and correcting the child's speech; problems in the development and functioning of the motor sphere of the preschooler; speech disorder as a component of a more serious defect in the child's development, delay in speech development as part of the delay in the overall development of the child's nervous system (Lysenko, & Kaminska, 2018, p. 171).

According to T.M. Volkovskaya, the main contingent of modern speech therapy are the following three groups of logopaths:

- Children with speech disorders, caused by organic and functional deficiency of the central and peripheral nervous system;
- With lack of linguistic competence as a result of the absence of full value linguistic environment;

- With communicative disorders caused by personality traits (Volkovskaya, 2010, p. 70).

However, the scientist also offers her own, psychological classification of types of logopaths, based on the correlation of components (operational and motivational) in causing communicative difficulties, where the main indicator is «level of quality of communication«: 1) with communicative disorders, based on the lack of the formation of means of communication (general underdevelopment of speech: dysarthria, alalia, rhinolalia; phonetic-phonemic underdevelopment: dysarthria, rhinolalia); 2) with communicative failure because of means of communication disorders (aphasia); 3) with direct communication disorders (primary communication's): stuttering, voice disturbance; 4) with a combined type of communicative disorders (general underdevelopment of speech, stuttering; phonetic-phonematic underdevelopment, stuttering; violation of the pace of speech, etc.) (Volkovskaya, 2010, p. 72).

Psychological pequliarities of preschoolers with speech defects

Scientists focus their attention mainly on the disorders in the cognitive sphere of the child: mainly on the specificity of their perception and thinking, analyzing the psychological problems, which happen to children with speech defects. Thus, L.I. Trofimenko notes that «in most children with severe speech impairments we can observe the limitation of thinking processes, speech generalizations, specific difficulties in mastering reading, writing», which may further complicate the learning of school knowledge by children (Trofimenko, 2018). M.O. Polshina adds that such disorders «negatively affect the child's mental development as a whole, reflect on his or her activity and behavior ... on mental development, especially on the formation of higher levels of cognitive activity, which is caused by the close interconnection of speech and thinking and the limitation of social contacts in the process of which the knowledge of the surrounding reality» by child is awaring (Polshina, 2015).

T.S. Ovchinnikova studied attention of children with speech disorders. She was able to identify the features of this process and their role in the productivity of children's activity, as well as during prolonged mental amount (Ovchinnikova, 2008). She notes insufficient stability of attention, increased distraction, impulsivity, general disorganization of the motor sphere and behavior of such children. In children with a predominance of excitement and a low ability to self-regulation, the percentage of errors in the fulfilling of tasks is greater than in inhibited ones. When all properties of attention: concentration, switching, distribution, volume, and stability are

reducing in general, the combination of these indicators in children with different degrees of expression of speech impairment may differ significantly.

While valuable, in our opinion, is N. Volik's remark that «configurability of teachers and parents first and foremost to the development of thinking leads to the neglect of the emotional and spiritual component of a child's personality, transforming it into a secondary value» (Volik, 2017). This is the absence of a compex vision of the problem (except gaps in the cognitive sphere of personality, there are problems in the personal sphere and communication of the child, which «negatively affects the formation of knowledge of children about themselves and other people, the neighbouring world on the whole». In a result – the process of entrance of the kid to everyday «norms of social life» is complicating) (Volik, 2017).

The opinion of T.M. Volkovskaya that «disorders of the cognitive and personal spheres can have different psychological structures and be closely related to the degree of expressiveness and nature of speech disorder (Volkovskaya, 2010, p. 69) is worthy our attention. O.V. Vinokurova and S.M. Vinokurova also emphasize that different speech disorders in children may have different effects on the child's personality and behavior (Vinokurova, & Vinokurova, 2014). So, children are awaring of their dyslalia «as a result of the parents' comments» (Filicheva, Chirkina, Tumanova, Mironova & Lagutina, 2008). They show shyness, «become insociable, unsure of their strengths and possibilities», and as a result, may develop such character traits as seclusion, negativism, with lack of communication. Scholars also confirm that speech disorders contribute the development of a child's negative character traits, such as shyness, indecision, and arising of the inferiority complex (Trofimenko, 2018; Lysenko, & Kaminska, 2018).

Not less interesting is the idea of scientists that the development of a preschooler's personality is causing not only by speech disorders, but also by the fact that the child begins to realize their defect, how it is perceiving by others, and tries to adapt to the situation that leads to the emergence of «secondary» disorders: psychological protective mechanisms, using by child, can influence the formation of their character and personality as a whole (Trofimenko, 2018). O.V. Vinokurova and S.M. Vinokurova added that, awaring of their defects, children can «refuse to tell poems, try to answer in one word, quietly, or avoid communication», «masking their defect» (Vinokurova, & Vinokurova, 2014).

However, the problems of the children with speech disorders rise in the communicative process first of all: they try to avoid it, that causes «underdevelopment of communication means – two types of speech – dialogical and monologic». Such children exhibit negativity in statements,

avoid contact, and are «poorly oriented in communication's situation» (Volik, 2017).

According to T.N. Volkovskaya, personality and communication disorders in children with speech impairments depend on the group of disorders. In the case of a violation of the operative side of speech, they can be as follows: difficulty in making contact, especially with strangers; inability to orientate in the communication situation; failure to adequately transfer information and choose appropriate means of interaction; inability to listen; inability to overcome barriers in communication. Whereas, when the main ones are motivational disorders, the personal impairment is the difficulty in using the means of communication: lack of need to communicate, isolation, lack of initiative to begin the communication; inability to empathy and decentration (Volkovskaya, 2010).

Interaction of the educator and speech therapist in a preschool institution

The professional activity of logopedist is to provide logopedic and medical and psychosocial help to persons with speech disorders, which is providing by a complex system of corrective work, in particular, a system of studies to eliminate violations, first of all, of oral speech, etc. Therefore, a logopedist must have knowledge not only of linguistics, age psychology, but also of medicine – knowledge of anatomical and physiological mechanisms of speech, structure of the speech apparatus and the process of its functioning, which allows to distinguish between pronunciation in the norm and with disorders and to determine the paths of speech therapy (Volkovskaya, & Yusupova, 2004).

The logopedist examines the children in the first two weeks of their stay in the speech therapy group of the children's institution. The main tasks of the examination are:

- Study the conditions of education and development of the child (communication with adults and coevals) on the basis of conversation with parents and analysis of doctor's documentation;
- Identification of the level of development of leading activity (play, drawing, constructing, elements of work) and its assessment in accordance with age standards (together with the tutor);
- Identification of the characteristic traits of the emotional-personal and cognitive spheres, general mental development of the child;
- Assessment of the status of coherent speech in terms of its lexical and syntactic design;

- Determination of the degree of mastery of the child by the components of the speech system (Dmitriyenko, & Fedorovich, 2006).

The speech therapist establishes contact with the child, directs communication during the conversation with they. He asks the kid questions that find out his or her outlook, interests, relationships with surrounding, whether the child is orienting in time and space or not. The questions are asking in such a way that the answers will be deploying. This conversation gives the first conclusions about the speech of the child, determines the direction of further examination of different sides of their speech (Garkusha, 2002).

It is necessary to the logopedist to find out in all speech disorders: does the child know about their defect, how does they react to it; Is they experiencing difficulties in communicating with others or no; how they interacts with close, familiar and unfamiliar adults, with friends in kindergarten, in the yard; child's behavior at home. He has to elucidate what the parents' complaints are: whether they are disturbed by the child's incorrect pronunciation of some sounds, grammatical design of the speech, insufficient vocabulary, errors in the construction of sentences, rate of speech, etc. (Volkovskaya, 2003).

Depending on the level of communication disorders and the attitude to speech defect, preschoolers with speech impairment are divided into three groups:

- Children are not concerned about their own speech defect, so there is no difficulties with speech contact; they actively interact with adults and coevels, using non-verbal communication;

- Children have difficulties in the process of establishing contact with their environment, they do not seek communication, avoiding situations, in which the speech is required. In the process of the game they resort to non-verbal means of communication, acutely experiencing their speech defect;

- These children experience speech negativism – they refuse to communicate, are closed, can be aggressive, have low self-esteem (Vinokurova, & Vinokurova, 2014).

The results of a complex study of a child with speech impairment are summarized in the form of a logopedist's conclusion, indicating the level of speech development of the child and the form of speech defect. A complex of correctional training of the child is made on this basis.

Carrying out the entire complex of correctional training in speech therapy requires a combination of special studies of correction of the

deficiencies of speech with the fulfillment of the joint program requirements of the children's institution. For the speech therapy groups of kindergarten a special regime of the day is developed, which is different from the usual one. It is provided for speech therapist to held frontal, group and individual classes. At the same time, the class schedule includes time for studies in a typical complex program for preschool children. In addition, hours are allocated in the evening for the educator to work with subgroups or separate children with speech correction or development. The caregiver plans his work taking into account the requirements of both the typical complex program and the language abilities of the children and their promotion in the master of the corrective program, which is implemented by the speech therapist in accordance with the nature of the language violation of the child.

In this regard, there is a need to ensure interaction, continuity in the work of the caregiver and speech therapist in the speech therapy group (Kislova, 2005; Matrosova, 2007; Chirkina, & Lagutina, 2008). The tutor should know the basic directions of the correction program, age and individual peculiarities of the formation of speech of preschool children, understand the peculiarities of pronunciation and of lexical and grammatical side of the speech and take into account the language abilities of each child in the process of educational and out of educational activities.

The educator together with the logopedist, plans studies on the development of speech, familiarization with the outside world, preparation for learning reading and writing and motility of the hand in writing. The continuity in the work of speech therapist and educator involves expects not only joint planning, but also the exchange of information, discussing the achievements of children, both in language and in other studies.

The caregiver of the logopedic group performs in addition to generally educational a number of corrective tasks, the essence of which is to eliminate deficiencies in the sensory, affective-volitional, intellectual spheres of the child due to features of the speech defect (Zimnaya, 2001; Hlystina, 2006; Kalyagin, & Ovchinnikova, 2007). During this the educator pays its attention not only to the correction of existing defects in the development of the child, to the enrichment of ideas about the environment, but also to the further development and improvement of the activity of the preserved analyzers. The basis for favorable development of the compensatory possibilities of the child, which ultimately influence the effective mastering of the language is creating by this.

Compensation for language underdevelopment of a child, their social adaptation, and preparation for further education at school dictate the need to mastering, under the tutor's guidance, those kinds activities that are expected by programs of mass-kindergarten of the general developing type

(Derzhavna nacionalna, 1993; Programa rozvytku, 2004). The educator should pay particular attention to the development of perception (visual, auditory, tactile), processes of memory, accessible forms of visual-shaped and verbal-logical thinking, motivation of game and educational activity.

An important aspect of working in the speech therapy group is the development of cognitive activity and cognitive interests in children. At the same time it is necessary to take into account a peculiar lag in the formation of cognitive processes as a whole, which is formed in children under the influence of linguistic underdevelopment, narrowing of contacts with others, wrong methods of family upbringing and other reasons.

The correct, pedagogically justified interaction between the caregiver and speech therapist, unites their efforts in the interests of correcting speech in children, and its basis core is to create a supportive, emotionally-positive environment in the speech therapy group. The psychological atmosphere in the children's group strengthens the children's belief in their own possibilities, allows to smooth out the negative experiences related to linguistic deficiency, to generate interest in the lessons. For this purpose, the educator, as well as the speech therapist, must have knowledge in the field of psychology and physiology of preschool children. They need to be able to understand the various negative behaviors of children, to notice in time the signs of increased fatigue, passivity and slugginess. Correctly organized psychological and pedagogical influence of the caregiver in most cases prevents the emergence of persistent undesirable deviations in the behavior of the child with speech disorders, forms a friendly, socially acceptable relationship in the speech therapy group.

In many cases, the work of an educator of language development precedes to logopedist studies, prepares children for the perception of material at future logopedist studies, providing the necessary cognitive and motivational basis for the formation of language knowledge and skills. In other cases, the caregiver focuses his attention on consolidating the results achieved by children in logopedist's lessons.

The organization of mobile games for children with language disorders occupies the special place in the work of the tutor, since the children of this category are often somatically weakened, physically unsteady, quickly tired, are passive and unsociable. Planning work on the organization of play activities, the educator must clearly understand the real of the physical possibilities of each child and differentially select mobile games. Such games, which usually form the part of physical training and musical classes, can be held on a walk, on holiday matinee, during an hour of entertainment.

It is necessary to combine mobile games with other kinds of activities of children. Mobile games simultaneously help to shape the language successfully. They often have by-words, four-verses; they can precede to the counters for choosing the host of the game. Such games also promote the development of a feeling of rhythm, harmony and coordination of movements, positively affecting the psychological state of children (Selivestrov, 2007).

The work of a tutor in teaching children a story-role game is also a necessary element of pedagogical activity in the logopedical group. In story-role games, the educator activates and enriches the children's dictionary, develops coherent speech, teaches the ritual interaction in familiar to the child social and everyday situations (physician's reception, shopping at the store, traveling in transport, etc.). Story-role games promote the development of the communicative language skills; stimulate sociability of children, bringing up social habits and skills (Schwayko, 2008).

Not only the interaction between educators and logopedist, but also the interaction between teachers and parents, had to be organized in the logopedist group. And an atmosphere of friendly and attentive attitude to children, the desire to create comfortable interaction in the process of correctional work must be present (Povalyaeva, 2002). So, «systematic home-based lessons with a child will help to correct existing violations of pronunciation of sounds and open they the path to successful school education» (Ribtsun, 2018).

V.I. Galushchenko believes that the modern personal-oriented educational and correctional process in preschool institutions «is based on interactive technologies, introduction of new, innovative, nontraditional forms of work, with the involvement of ... various professionals, who work under a single ... scheme» (Galushchenko, 2016). While the effect of their using to children, who have a developmental deviations in speech, depends primarily on the professional competence of the teacher, his / her ability to use «untraditional technologies in each child's educational system, creating ... motivation and psychological comfort» for them, and giving «freedom to choose forms and means of activity» (Androsova, 2004).

The innovative technologies are the «new methods, techniques, means, introduced into practice that are more effective than existing ones and are the result of the educator's intellectual activity» (Turenko, 2014). Scientisn N.M. Turenko notes that the new technologies that can be applied in the corrective process for children with speech disorders are: art-therapeutic technologies (music therapy, fairy-tale therapy, puppet-therapy, etc.); modern technologies of finger and logopedic massage (massage with stones (stone therapy), pouch with herbs); modern technologies of sensation

education; cryotherapy (in the format of games with snow and ice); «su-jok» therapy – massage from the palms / feet of the child with the help of various devices (massage sticks, rings, «hedgehogs», etc.); information technologies (language programs, correctional video games) (Turenko, 2014).

M.A. Polshina and N.M. Suslova notice that logopedist not only «instals sounds», but also develops the mental functions of the child, its cognitive processes, opening to the kid «unlimited possibilities for communication, he is an original guide of a small person to the various world of human relationships», helping the child to believe in their strength (Polshina, & Suslova, 2015).

The process of correction of speech defect consists of the following steps:

1. Diagnosis of the level of language development with futher establishing of logopedist conclusion.

2. Planning the work with the children on the basis of a differentiated approach, depending on the structure of the language defect and taking into account the accompanying secondary disorders and the subsequent implementation of the work plan.

3. Tracking the dynamics of language development through a comparison of introductory and repeated (final) diagnostics (Nischeva, 2001).

In the case of correction of language disorders, the most relevant become the understanding of children's behavior in the process of interaction and communication. It is possible to distinguish three sides of behavior of children with speech defects (to which neurological symptoms have not joined) (Kalyagin, & Ovchinnikova, 2007): individual tactics of adaptive behavior, formed on the basis of hereditary predisposition and experience of children; the presence of non-adaptive behavior forms; peculiarities of behavior in different situations (in the coeval group, when communicating with the logopedist, in the family).

Method

Participants

To achieve the goal of the work and to test its hypothesis, we had conducted an empirical study.

The sample consisted of 33 persons – preschool age children (5,5-6 years), including 15 girls, 18 boys. The sample was divided into two groups – the first (I, n=18: 10 girls, 8 boys), which included children from a typical kindergarten group and the second (II, n=15: 10 boys, 5 girls), composed by

preschoolers with speech development disorders, mainly with dyslalia, – logopedic group of the institution of preschool education № 33 – «Dwelling of talented» of the Chernivtsi. It should be noted that phonetic speech impairment (dyslalia) is a violation of pronunciation of sounds with normal hearing development and preserved innervation of the lanquage apparatus. These violations are manifesting in the defects in the reproduction of the sounds of the mother tongue: their distorted pronunciation, the replacement of some sounds with others, the mixing of sounds and, more rarely, in their omission (Volkova, 2007).

Materials and procedure

We used the following psychodiagnostic tools in the study: the test «Cactus» by M.A. Panfilova (Projective methodology, n.d.), projective technique «I'm in kindergarten» (by M. Bykova, M. Aromstam) (Test «I am in kindergarten», n.d.), the technique of self-assessment by T.V. Dembo and S.Ya. Rubinstein in the modification of A.M. Prikhozhan (Self-assessment study, n.d.), the technique for identifying the level of development of the communicative sphere of preschoolers (Method of definition, n.d.), the technique «Investigation of individual peculiarities of the child» (Questionnaire for, n.d.).

Test «Cactus» by M.A. Panfilova is fixed to identify the state and peculiarities of the emotional and personal sphere of the child, to diagnose the presence of aggression, its direction and intensity, as well as such personal characteristics as impulsiveness, self-centeredness, dependence (uncertainty), demonstrativeness (openness), carefullness, anxiety, optimism, femininity, extraversion, introversion, the aspiration for home protection and the pursuit of loneliness.

At the beginning of the study, children were given a piece of paper and colored pencils. Then an interesting task – to draw a cactus, which they imagine – was offered to them. The children was given as much time as they needs.

The projective technique «I am in kindergarten» by M. Bykova, & M. Aromshtam is used to test-up the psychological comfort of a child's staying in the kindergarten group. It should be noted that just in the kindergarten that the child of preschool age is staying for the most time. And the situation of upbringing and communication in the kindergarten itself is most influencing by the formation of their adequate self-acceptance and self-attitude at this age. Therefore, not only the parents but also the teacher, the educator need to understand how comfortable the child feel themselves in the kindergarten group among other children. We asked the

children to make an interesting drawing on the subject «I am in my kindergarten group».

Time for this task was not limited.

We didn't commented on the actions the children and did not directly or indirectly suggest them what elements could be included in the drawing during the test painting.

The technique of self-assessment by T.V. Dembo and S.Ya. Rubinstein in the modification of A.M. Prikhozhan is based on direct assessment (scaling) of a number of personal qualities by children.

We asked children to mark with certain signs (for example, a dot) on the vertical lines the level of the development of these qualities (indicators of themselves. The instruction was given to all children at the same time. We informed the examinees that each person assesses their abilities, possibilities, character, etc. The extent, to which each quality is developed, can be conditionally depicte by a vertical line, where a lower point means the poor (bad), lowest development of the quality and a higher one means the highest, best level. The children were offered seven vertical lines, explained what each one meant: health; intelligence/abilities; character; authority in coevals (classmates); ability to do a lot of things with their own hands – skillful handles; appearance; self-confidence.

We asked the children to mark, with the dash or dot on each line, how they evaluated their development of this quality at this point in time (where they would put themselves).

Each participant was gave a form, which depicted seven lines, the height of each – 100 mm, indicating the upper, lower points and the middle of the scale. In this case, the extreme points of the scale are marked by significant lines (hyphen), and the average – barely noticeable point.

The technique was carried out frontally – with a whole group of children. Preschoolers filled the scales gradually, we checked the correctness of the first one. It was necessary to make sure that the children correctly understood the instruction to the procedure. After that, the examinees worked independently. The time gave for filling the scales is 10–12 minutes.

Each answer can be expressed in points or levels, when processing the results of the technique. As noted earlier, the length of each line is 100 mm, so accordingly we measured quantitatively how far from the beginning of the line the mark was placed by the child. The level of self-esteem of the respondents was determined in such a way: a segment of 10–20 mm meant a low level of self-esteem of the child, 30–40 – understated, 40–50 – average, 60–70 – higher than average, high, 80–100 – too high, very high.

The technique for detecting the level of development of the communicative sphere of preschoolers was used by the educators (they,

according to this technique, assess the communicability of children) during joint children's games. The more active child in the communication with coevals has the higher level of development of their communication sphere. caregivers were able to put each of preschoolers from 2 (closed child, does not respond to games of coevals) to 10 points (overactive child, that is, constantly encourages coevals to games and communication, does not leave them in peace) assessing the communication skills of them.

The technique «Investigation of individual peculiarities of the child» is intended to determine the level of anxiety of the study participants. The technique contains 20 statements regarding the behavioral characteristics of the child. Educators of researched groups answered the questions of the technique. In that case, if the statement of the technique is considered true for a particular child, characterizes them, it was evaluated by plus, if do not – by minus.

As a result, the number of positive marks (points) is added to obtain an overall indicator of the child's anxiety: 15–20 points – high anxiety; 7–14 points – average anxiety; 0–6 points – low anxiety level of preschooler.

Results

According to the technique «Cactus» by M.A. Panfilova the following results were obtained (given here and in other techniques, with differentiation of three levels of manifestation diagnosed signs, the results of two groups (I and II sequentially) in comparison of high and low levels of manifestation of indicators): high-level aggression is shown in the drawings of 55.55% children of group I and of 66.67% – group II; of low (absent) – at 44.44% and 26/67% examinees; impulsiveness was found in the drawings of 44.44% and 73.33% of children, was absent – in 55.56% and 20% of study participants; egocentrism is characteristic of 33.33% and 80% of preschool children, and is not inherent to 61.11% and 6.67% of researched; the majority of examinees are dependent – 66. 67% and 60%; do not demonstrate this quality of 33.33% and 26.67% of children; 44.44% and 53.33% of preschoolers showed demonstrability, but in the rest (of both groups) it was absent; images of 27.78% of grouop I are optimistic; this quality is not showed by the rest of this sample and in the sample II; anxiety is inherent in 66.67% and 33.33% of preschoolers; it is absent in 11.11% and 53.33% of the sample; extravertion is indicated in 61.11% of sample I; in sample II these indicators were 13.33% and 86.67%; the aspiration of home protection is manifesting in the most preschool children – 66.67% (sample I) and 86.67% (sample II); independence – in 44,44% and 13,33% of children.

According to the results of the projective technique «I am in kindergarten» we found out: almost all children in the drawings painted themselve – 94.44% (sample I) and 100% of children (sample I), 83.33% and 46.67% of preschoolers were positive in their drawings; 11.11% and 6.67% of the children drew other children near them; no child in their drawing depicted a caregiver; toys represented 44.44% of children's drawings of sample I; the tone of colors is positive in 27.78% and 26.67% preschooler's drawings – in the first and second groups, negative – in 44.44% and 53.33% of children's drawings; according to the overall estimation, 5.56% / 53.33% of preschoolers (samples I and II) have a negative attitude towards kindergarten, 83.33% / 6.67% – positive, 11.11% and 40% – ambiguous.

Application of Dembo-Rubinstein's self-assessment research technique in modification of A.M. Prikhozhan discovered the following results:

- In indicator of health, sample I: 61.11% of children have low levels of self-esteem, 22.22% – below average, 11.11% – average, 5.56% – high; sample II: 66.67% examivees had above the average level of self-esteem and 33.33% – the average level of self-esteem;

- Intelligence/abilities indicator, sample I: 55.56% of respondents showed low, 38.89% – average, 5.56% – overstated; sample II: 66.67% – above average and 33.33% – average level of self-asteemation;

- Character scale, sample I: 55.56% of respondents demonstrated low, 22.22% – below average, 11.11% – average and high self-esteem; in sample II: 46.67% – average, 53.33% – above average self-esteem;

- Self-esteem of authority of children among peers, sample I: 66.67% of children had low, 22.22% – average, 5.56% high and below average levels of self-esteem; sample II: 60% examinees had above average, 40% average indicator's level;

- The skillfulness index, sample I: 50% showed low, 27.78% – average, 11.11% – high and below average level of self-esteem; sample II: in 66.67% of preschoolers – average, in 30% – above average level of self-esteem;

- «Appearance» indicator, sample I: 55.56% children had low self-esteem, 22.22% – average, 16.67% – high, 5.56% – below the average self-esteem; in sample II: 60% had above average, 40% – average self-esteem;

- Indicator – self-confidence, in sample I: 61.11% of children showed low, 16.67% – below average, 11.11% – overestimated and average levels of self-esteem of the study participants; in sample II: 60% – above average, 40% – average level of self-esteemation;

- In general, low self-esteem prevailed in 50% examinees of sample I; other 16.67% of preschoolers have average and below average levels of self-

esteem; 11.11% of children have above average self-esteem, 5.56% have inadequate high self-esteem; in sample II: 60% of preschool children had above average, 40% – average level of the self-esteem.

According to the technique of detecting the level of development of the communicative sphere in preschoolers, we obtained the following data: in 61.11% and 33.33% of preschoolers of the first and second samples – the average, in 38.89% and 26.67% – high, in 40% of children of sample II had a low level of communicability's development.

Questioning the educators of groups, using the technique of «Investigation of individual characteristics of the child» showed the following levels of anxiety of the examinees childs: in 77.78% of the sample I – low level of anxiety, in 22.22% – average, mean – M=3.06 points; in 86.67% of the sample II – low level of anxiety, in 13.33% preschoolers – average level of anxiety, mean – M=1.6 points; there are no anxious children in the samples.

The computerized statistical analysis of the results of the study, using the Mann-Whitney U testified the statistically significant difference between the samples in such indicators: self-esteemation of health (U=29.000; p=0.000), of intelligence/abilities (U=38.500; p=0.000), of character (U=49.000; p=0.002), of authority among peers (U=34.000; p=0.000), of the ability of preschooler to do something with own hands (U=61.500; p=0.008), of their external appearance (U=73.000; p=0.024), selfconfidence (U=46.500; p=0.001) of the overall self-esteemation (U=58.500; p=0.006) and communicability (U=64.500; p=0.018).

Discussion

It is necessary to carry out the detection and elimination of speech disorders in the early stages of age development due to the fact that correct speech is one of the important prerequisites for the further of full value development of the child, the process of they social adaptation.

Deviations in the development of speech reflecting on the formation of the entire mental life of the child. They complicate communication with others, often interfere the correct formation of cognitive processes, influence the emotional and volitional sphere of the child.

A number of secondary abnormalities that form the picture of the abnormal development of the child as a whole often arises under the influence of a speech defect: preschoolers can become overly modest and closed, show passivity, indecision and unwillingness to communicate, unstable emotions, quickly get tired; uncertainty of the child and inferiority

complex which can influence the child's adaptive capacities, they entry into the school-based learning process, and life in general may develop.

It was found in our empirical study that, compared to children with normal speech development, kids-logopaths were much more self-centered, concentrated on themselves, introvertedly-closed and incommunicable, aspire for home protection (obviously, they felt themselves better at home, than in kindergarten) on the one hand, and ill-conceived impulsively and demonstrative, disposed to aggressive manifestations – on the other. Whereas, on the contrary, they have lack of optimism and independence. A rather contradictory is the fact (since scientists (Vinokurova, & Vinokurova (2014) point out on manifestations of anxiety as a peculiatity of preschoolers with speech disorders) of the low level of anxiety of children with speech defects, even compared to preschoolers with appropriate to age speech development. This is confirming by the results of another technique (that is, it is not accidental too), however, the difference between samples on this trait is not statistically significant. We can suppose that the situation is explaining by the attentive, with understanding and sympathy attitude to children both in the family and in the special kindergarten group (parents and caregivers), by a positive atmosphere that prevails both in the families of children-logopaths, and in the institution of preschool education, visited by preschoolers, on the one hand, and relatively small level of speech defect of children – on the other. So, V.A. Kyslichenko emphasizes that education and upbringing of a child with speech disorders «can be successful only if educators and parents will become equal partners», with joint aspirations, goals and ways of their achieving in the educational process (Kyslichenko, 2012, p.367).

It is not accidental that the self-esteem's of children-logopaths (and belief in themselves) by all indicators of the technique, including «health», are statistically significantly higher than of children with normal speech development. This, however, does not exclude a sufficiently contradictory perception of the kindergarten by these preschoolers, which is manifesting in the unacceptability of the educator and lack of communication and joint games with peers, unlike children with adequate speech development, who have predominantly positive attitude to the kindergarten, in spite of their misunderstanding by their educator. So, L.I. Trofimenko notes that such a child in the institution of preschool education may give in to mockery, grievance, and educators are not inclined to involve they in joint games. As a result, the child «closes in outself» and moves away from the children's group, without feeling equal to other children (Trofimenko, 2018). And O.V. Vinokurova and S.M. Vinokurova are emphasize that children with speech pathology are silent, «ashamed to talk ... have no desire to attend

kindergarten, and then – the school» (Vinokurova, & Vinokurova, 2014). We can assume that to normaly communicate with peers and the educator to such children is hampered by the lack of communication skills (L.I. Trofimenko (2018) is emphasizing this) and unsufficient development of the communication sphere as a whole, which reduces their desire and willingness to communicate (statistically significant of this indicator is the advantage of preschoolers with normal (age-appropriate) the speech development.

Conclusions

In conclusion, we should note that the study of the basics of speech therapy is important and necessary for all staff of children's, especially preschool, institutions. A significant percentage of speech disorders are detected in preschool age, as this age is a sensitive period for speech development. And timely detection of these disorders facilitates to their faster overcoming, prevents the negative impact of language disorders on the formation of personality, its acquisition of knowledge and expression of their creative abilities, and on the mental development of the child as a whole. Therefore, we can assume that speech therapy and speech psychology take an important part in solving general pedagogical tasks of preschool institutions.

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An Overview on the Pre-School Teachers' Psychological Readiness while Working with Gifted and Talented Children

Yulia Zhurat, Bohdana Holyk, Oksana Polishchuk

The problem of giftedness is now becoming more urgent, and therefore every educator working in pre-school institutions should be improved, look for more and more new ways to work with gifted children, try to create comfortable conditions for such children, to improve and develop themselves, only in that case they will be well psychologically prepared to work with gifted children. It should be solved the problem of psychological training of nursery teachers precisely for work with gifted children. After all, the educator creates an atmosphere that can inspire children or destroy their self-confidence, or encourage or repress interests.

Keywords: *gifted and talented children, pre-school institution, psychological readiness, giftedness, self-confidence, individual approach.*

Introduction

The problems of education and upbringing the gifted and talented children are becoming very important, especially in the context of a pre-school institution as one of the first institutions for child socialization. In the context of modern trends in humanity development, there is an urgent need to create a system of search, selection and pedagogical support for the nation's future intellectual elite from pre-school age.

At the same time, according to the analysis of the preschool education institutions activity, it is quite common for the development and upbringing the gifted children in practice to use traditional approaches that do not fully take into account the psychological peculiarities of the gifted and the work features with them. Even if innovative educational programs are implemented in pre-school settings, teachers are often not ready enough to work with the gifted children. As a consequence, the children's natural potential without the necessary support may remain undetected at certain times.

Therefore, the development of preschool educators' psychological readiness to work with gifted children, capable of contributing to the identification and the talent support of each preschooler, the realization of his/her unique natural potential, is relevant.

Analysis of the recent researches and publications

Theories of genius were explored by V. Ananyev (2003), V. Chudnovskyi (1990), G. Kostyuk (2001), S. Rubinstein (2000), B. Teplov (1985) and others. Among contemporary Ukrainian scholars, L. Lipova (2003), V. Molyako (2005), G. Tarasova (2005), L. Vasylchenko (2017), addressed various aspects to the «gifted child» concept. The concept of «psychological readiness for activity» was introduced into psychological circulation in 1976 by Belarusian researchers M. Dyachenko and L. Kandybovych (1976). Readiness for activity as a certain state of mental functions is considered by K. Platonov (1972), L. Dolynskaya (2016), K. Durai-Novakov (1983), M. Dyachenko, L. Kandybovych (1976), G. Kostyuk (2001) etc.

The main **purpose of this article** is to disclose the content of the preschool teachers psychological readiness to work with gifted children, to determine the structure of the preschool teachers psychological readiness, to study the level and ways of improving the their psychological readiness to work with talented children.

The main material

Despite the fact that the study of the genius phenomenon has attracted the attention of researchers since ancient times and is relevant nowadays, there is no unambiguous interpretation of this concept in psychological and pedagogical science. This is explained by the enormous complexity of the very gifted child phenomenon and the multifaceted aspects of its study. Some authors, both national and foreign, mention dozens of different definitions to this concept. However, in the paradigmatic sense the concept «gifted child» is accepted by scientists, and its various aspects are actively researched by scientists, methodologists, practitioners.

The scientific literature analysis on the problem under study indicates that, according to R. Stenberg, gifted is a multidimensional formation that cannot be reduced to a coefficient of intelligence, creativity or motivation, it is unique, so the preschool teacher needs to take into account the diversity of its forms discovery.

R. Sternberg (2000) believes that talent is a combination of intellectual ability, creativity and perseverance.

The scientific research analysis on the gifted children problem suggests that the important characteristics of the talented children, which apparently shows their giftedness, is the manifestation of high cognitive activity, the speed of mental operations, the formation of logical thinking, the wealth of active vocabulary, establishment of the creative fulfillment revealing of an individual approach in the tasks implementation, developed imagination and fantasy, originality in behavior, increased sense of problem situation, communication peculiarity that can be expressed in intonation, facial expressions, gestures and etc.

The early talent display will help to make the mistake of determining each child's future, especially at the age when it is gift that has the optimal natural conditions for its formation.

There are well-known signs of giftedness, which are shown quite often in the practice of education:

1. Gifted and talented children, as a rule, are extraordinary personalities. They cannot «fit in» with the standard framework, which annoys all the children of the group.

2. Talented, capable children do not accept anything by faith. They demand evidence, and when they are scarce or there aren't any, they propose their own solution.

3. They are experiencing a «search state» almost permanently. Constant reading of different books, conducting experiments (sometimes without following the necessary rules), constant questions that require reasoned answers all require the preschool teacher the moral support and willingness to understand the student.

4. Gifted children tend to be extremely emotional and so vulnerable that they respond very easily to any comment.

That is why the teacher should possess some knowledge about the types of giftedness, since children with different its types need a different approach, different systems of work.

Without being aware on the giftedness types, some of them may simply not be noticed, accepting the peculiarity of the child's mental and creative activity for its indiscipline or even oddity, so knowledge of the types of gifted children is necessary in order to properly assess the child's capabilities and help him/her to solve problems, to properly orient them in choosing the future profession.

Gift is always broken based on the child's favorite activity. If you see a bright, steady interest in a child's activity, it is always a sign that he/she may have some type of giftedness.

By types of giftedness it is meant the area of knowledge or the sphere of life in which the ability is affected. It is known that a child cannot

be talented in everything. If one area of activity is very close to it, then others can be extremely distant. It is important for each of us to find our own way in life and devote the maximum of our time to it. That's just how personality develops.

Domestic and foreign scientists are interested in the problem of determining the giftedness types. Scientists take a different approach to solving this problem, that is, the term «gifted child» is applied to different abilities of children. Giftedness is a multifaceted phenomenon with various interpretations, and it manifests itself in different stages. Therefore, there are many types of giftedness. In our view, D. Bogoyavlenskaya (2003), O. Molyako (2005), V. Shchors (2007) suggested the criteria for classification of the giftedness types.

In particular, according to D. Bogoyavlenskaya (2003) the gift is classified as:

I. Explicit and hidden. The form of giftedness manifests itself as explicit, observed in the activity of the child vividly and clearly and hidden, it is manifested in a hidden, veiled form.

II. Potential and relevant. The giftedness formation degree can be potential because it presents certain opportunities, potential for high achievements, but not realized at the moment of activity and due to their functional insufficiency, actual it is revealed, the obvious giftedness, i.e. noticed by psychologists, parents. Children who demonstrate this kind of giftedness are called talented.

III. Early and late. Features of age development indicate that giftedness can be manifested both in childhood and adulthood, so there is an early – late giftedness.

IV. General and special. The criterion of manifestations latitude in different types of activity presupposes division according to the individual and psychological characteristics of a person, expressing his / her readiness to master activities, successful mastering and fulfillment – according to his / her abilities.

Psychological features of gifted children, along with the specifics of social order for gifted children, determine certain accents in understanding the basic goals of pre-school education and upbringing, which are defined as the formation of knowledge, abilities and skills in certain subject areas, and creating the conditions for cognitive and personal development. Gifted children must acquire knowledge from all subject areas that are part of pre-school education. For everybody (preschool, parents, teachers), the most important purpose of education is to provide the conditions for the discovery and development of all abilities and talents with a view to their further realization in professional activity. It should be emphasized that it is

these very children that society, in the first place, hopes to solve the urgent problems of modern civilization. Thus, to support and develop the child's individuality, not to lose, to slow down the growth of his or her abilities is a particularly important task of educating gifted children.

The main goals of the education of gifted children are determined taking into account the qualitative specificity of giftedness certain type, as well as the psychological patterns of its development. Thus, the following can be distinguished as the general goals of a preschool education institution for the education of gifted children:

1) developing the spiritual and moral foundations of the gifted child's personality, higher spiritual values;

2) forming conditions for the development of creative talent;

3) progressing the individuality in the gifted child (identification and disclosure of identity and individual identity and its capabilities);

4) providing broad, high-level pre-school preparation that leads to the development of a holistic outlook and a high level of competence in different areas of knowledge in accordance with the children's individual needs and inclinations (Korol, 2010, p. 13).

The basic principles of teaching gifted children in pre-school institutions include (Komisarova, Vedmedenko & Bilogorna, 2014, p. 34):

- developmental learning principle. This principle means that the goals, content, teaching methods should contribute not only to the acquisition of knowledge and skills, but also to cognitive development, as well as to the education of the students' personal qualities;

- learning individualization and differentiation principle. It is that the aims, content and process of learning should take as fully as possible into account the children's individual and psychological characteristics, in whom individual differences are expressed in a vivid and unique way;

- accounting for age opportunities principle. This principle implies that the content of education and teaching methods are in line with the specific characteristics of gifted children at various age stages, as their higher opportunities can easily provoke an overestimation of the learning difficulties levels, which can lead to negative consequences.

Gifted children, as a special category, require pre-school teachers to constantly encourage creative initiatives, find new methods and forms of productive work, increased attention and specific approaches. Therefore, the problem of the teachers' psychological readiness to work with gifted children covers not only the issue of the professional competence of the teacher, but also the need for systematic development of skills and professionalism.

The concept of «psychological readiness for activity» was introduced into psychological circulation in 1976 by Belarusian researchers M. Dyachenko and L. Kandybovych (1976). So there are two approaches to interpreting the essence of psychological readiness: functional and personal. Readiness for activity as a certain state of mental functions is considered by the representatives of the first approach (K. Platonov (1972) etc.). Being sufficiently formed, this state provides significant achievements in the activity. Psychological readiness as a result of preparation for a specific activity is considered by representatives of the second approach (L. Dolynska (2016), K. Duray-Novakova (1983), M. Dyachenko, L. Kandybovych (1976), G. Kostyuk (2001) etc.). In this case, readiness is interpreted as an integral formation of personality, which combines motivational, cognitive, emotional-volitional components, knowledge, abilities, skills, personal qualities, adequate to the requirements of the activity (Demchenko, 2008, p.16).

An assessment of the real levels of the psychological readiness formation of pre-school teachers to work with gifted children should be made on the basis of certain structural components of readiness, criteria (motivational-volitional, intellectual-operational, evaluation-reflexive) and content characteristics of these components (readiness indicators). Therefore, we described the psychological readiness of the nursery teacher to work with gifted children in the following scheme: (Afanasyeva, 2005, p. 29).

PSYCHOLOGICAL PREPARATION OF THE NURSERY TEACHER TO WORK WITH GIFTED CHILDREN

positive motivation (motivational-volitional criterion)	level of professional competence (intellectual-operational criterion)	Reflection and correction (evaluation and reflexive criterion)

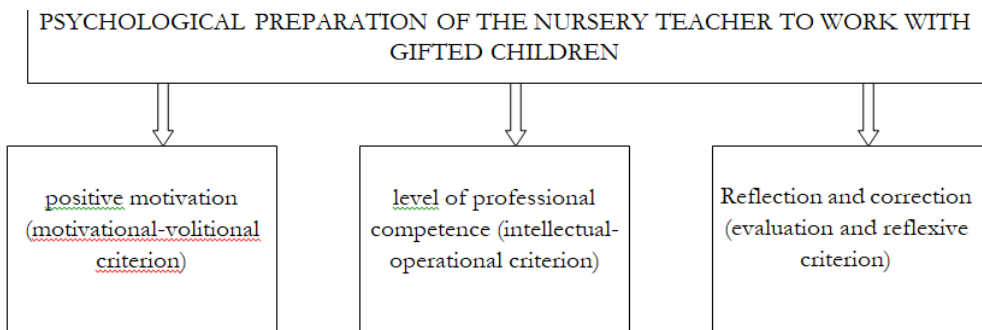**Fig. 1.** The structure of the psychological readiness of the nursery teacher to work with gifted children

The motivational and volitional criterion is the awareness of one's professional goals, values, principles, the presence of interest in educational work in the institution, love for children, humanism, democracy and so on. The intellectual-operational criterion reflects the presence of the necessary,

general, humanitarian and special knowledge of the theory and methodology of educational work, professional skills. Assessment-reflexive criterion of readiness characterizes the educator from the point of view of his ability to analyze the results of his activity, his awareness of his level of professional preparation for the realization of the purpose and tasks of work, as well as an awareness of the need for professional self-education, self-improvement.

To analyze the level of psychological readiness of teachers to work with gifted children in practice, a set of methods is used (questionings, interviews, survey, the method of determining the desire to work with gifted children P. Torrans (1963), self-monitoring method of Snyder), which in the complex gives a certain idea of the nature of problems and difficulties that the nursery teacher has got while working with gifted children.

During the academic year 2018-2019, «Montessori School aged from 3 to 7», pre-school educational establishment «Kalynonka» in Zalishchyky town, was selected as the base of the study. The total number of respondents was 45 pre-school teachers, including 2 tutors-methodologists.

In the institution of pre-school education «Montessori School aged from 3 to 7», unlike the «Kalinonka», classes with didactic aids and materials by M. Montessori (2004) are added to the educational program of the preschool children development, which allows to better identify and reveal the abilities of children.

At the beginning of the study, we conducted a front-line survey of preschool educators, which, in order to form a representative sample, was divided into groups depending on:

1) age: 8.6% of respondents from 24-34 years old, 30.4% were from 35 to 44; 38,6% were from 45 to 54; 22,4% were from 55 to 70 years old;

2) work experience: 3% of respondents from 1 to 13 years old; 23.4% were from 14 to 22; 58.6% were from 23 to 31; 15% were 32 to 46;

3) type of preschool institution: traditional type of the pre-school institution is 50%, specialized type is 50%.

There were used such psychological methods as: observation, testing, questioning, and interviewing methods.

In the process of diagnosis we paid attention to external circumstances, namely the emotional response of the respondents to the problem of working with gifted children and the need to increase the developmental interaction effectiveness. Diagnosis was performed in a productive dialogue and round table setting.

Observations of nursery teacher work, conversations with pre-school methodologists focused our attention on the study of the respondents' age characteristics, professional burnout, emotional exhaustion, the need for corrective psychological work to prevent outlined display of the success of

the gifting development. For clearer results, we kept observations track records that we relied on during the analysis of the study.

Diagnosing the readiness of teaching staff to work with gifted children, we pursued the goal:

- determine the overall level of teachers' readiness to work with gifted children;
- state the general list of components by which pedagogical employees successfully carry out their activities;
- specify some difficulties or gaps in preparation.

To identify the level of teachers' readiness to work with the gifted the questionnaire was formulated in this way «Are you confident in working with gifted children» 5% have chosen «a», (yes) – this indicates that there are a minority of educators, confident in their abilities and ready to work for new ideas with gifted children, for the sake of optimal results and a sense of joy from the work.

25% chose «b» (no) – this indicates that 25% of educators are ready to train only ordinary children and do not even think about working with gifted children.

57% – picked «v» (unsure, most likely, no) – this indicates that the largest number of pre-school teacher varies capabilities and most likely not ready for the learning process with gifted children, because the knowledge that the teacher needs improve and constantly update in the special courses that will be to train highly qualified talent specialists.

Questions to identify a cognitive component: «Is it possible that some of your ideas can make a big difference to work and found gifted children? ». The majority of respondents (45%) chose the answer – b) yes, under favorable conditions. This indicates that most caregivers have some knowledge of the work and identification of gifted children, but not enough. It is necessary to increase your level of readiness to work with a gifted child and to systematize their knowledge.

The third question concerned the practical component: «Do you think that modern methods and forms of work with gifted children can be improved?» The more often responds were as follows: a) yes – got 36% and b) no, they are quite good – 38%. This indicates that educators are almost equally divided into those who are comfortable with modern forms of work with gifted children and who are not going to change anything in their work, and those who are willing to work on finding new forms and methods for working with gifted children.

An important component of the teachers' psychological readiness to work is the ability to blend in a new team, the ability to communicate, discuss with colleagues. This aspect of the activity was related to a question

to which we received the following answers: 61% of pre-school teachers have chosen option «a» – it indicates a high level of teachers' communicative development, the ability to hear others and listen to the others opinions; 28% chose the «b» option, which shows no ability to listen to others.

Analyzing the results of the teachers' survey on their readiness the following conclusions can be drawn from working with gifted children and they are: a certain number of nursery teachers showed a sufficiently persistent, self-confidence in their knowledge. Since, there is a lack of communicative interaction and their interpersonal cooperation will not always allow them to help others, and to listen to the mentioned disadvantages and mistakes in working with children, shows a certain seclusion of the teacher, which hinders his/her self-development; 11% of educators show no interest in discussions with their colleges, they see it as an unnecessary dispute that only contributes irritation and in no way affects the improvement of educational process.

Generalization of the studied results showed that each teaching staff has got some achievements and their problems, difficulties, disadvantages. Through this investigation, we became convinced that the problems related to the readiness of the pedagogical staff to work with gifted children are mainly components related to the nursery teacher's psychological readiness to work with the gifted; formation and implementation of programs for individual development and self-development of gifted children; the ability of the teacher to create a supportive educational environment; developing gifted children's ability to apply their knowledge; the research organization, the gifted experimental activities.

At the same time, the study gives grounds to state that in every pedagogical team there are teachers who are ready to work with gifted children, but a minority (15%), the majority of educators (75%) focused on working with «middle-aged children». Thus, the results obtained during the study allow us to make the conclusion that nursery teachers are not sufficiently prepared to work with the gifted children, and make some recommendations for working with them.

Significance surveys of the different forms of training teachers to work with creative personalities were also conducted during the study. The overwhelming majority of respondents stated that the training for pedagogical employees is not given enough attention to work with gifted children.

As we can see, objectively assessing the multifaceted activities of a nursery teacher with extraordinary personalities is a complex process. Of course, the main criterion for evaluating its activity is the result. Such a result is «… the comprehensive development of an individual as a person and the

highest value of society, the development of his/her talents, mental and physical abilities, the cultivation of high moral qualities; citizens formation capable for conscious social choice, enrichment of the intellectual, creative, cultural potential of the people on this basis, provision of the national economy with qualified specialists» (Vasylchenko, 2017). But a more objective assessment can be obtained by systematically diagnosing the teaching staff readiness, comparing and analyzing the obtained results, taking into account the impact of one or the other methodical work on the state of their readiness, supplementing its results questionnaires, tests, observations, analysis of personal achievements.

Therefore, in fulfilling this research, we have again convinced ourselves that in our country, there is no due attention to the preparation of the teachers for work with gifted children. Therefore, when planning work with gifted children in preschool education, we recommend that you follow such the orientation measures list that will increase the level of pre-school psychological readiness to work with gifted children:

1. Creating an information database of gifted children from different fields of activity.

2. Conducting problem-thematic seminars in order to systematically improve the educators' skills while working with gifted children.

3. Organization of a permanent consultancy for educators with the involvement of scientists, doctors, psychologists, methodologists.

4. Systematization of periodicals on the children's talent problem.

5. Maintaining the authoring programs and methodological developments aimed at identifying and developing gifted children of preschool age.

6. Creating the bank of pedagogical experience in dealing with gifted children.

7. Formation of groups for individually compatible teaching of gifted children on the basis of one parallel taking into account the level of abilities and sphere of giftedness, each child requests.

8. Involvement of teachers with pedagogical titles as «Methodist-educator» to interact with gifted children.

9. Preparation for printing the materials by work experience, recommendations of pre-school teachers working with gifted children.

10. Monitoring the health of gifted children.

11. Develop a system of moral material encouragement for gifted children and nursery teachers who work with them.

12. Organizing and conducting creative reports of educators on the results of work with gifted children in individual classes, workshops, studios.

13. Consideration the work organization issues with gifted children and determination of further directions of work at meetings of the educators' methodical associations, pedagogical councils, and meetings with the director.

Based on the above, in our opinion, the pre-school teacher should be helped to develop professional qualities and to increase professional readiness to work with gifted children in three ways:

- by means of trainings i.e. in understanding of oneself and others;

- with the help of psychoeducation i.e. to provide knowledge about learning processes, development, features of different types of giftedness;

- training the skills needed to teach effectively and create the curriculum.

Conclusions

Thus, the problem of giftedness is now becoming more urgent, and therefore every educator working in pre-school institutions should be improved, look for more and more new ways to work with gifted children, try to create comfortable conditions for such children, to improve and develop themselves, only in that case they will be well psychologically prepared to work with gifted children.

It is also necessary to say that it should be solved the problem of psychological training of nursery teachers precisely for work with gifted children. After all, the educator creates an atmosphere that can inspire children or destroy their self-confidence, or encourage or repress interests.

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The Knowledge about the Sexual Development of a Child in Education of the Teachers of the Preschool Breeding and also in the Early School Education. Pedagogical Reflection

Beata Zięba-Kołodziej, Marzena Marzec

In the face of the threats associated with the sphere of human sexuality, especially of a child, it is needed to prepare the future and current teachers to help effectively to the child to develop herself/himself in all spheres of her/his personality. What is more, it is also very important to resist effectively the abuses and to protect the limits of her/his intimacy. The sexual abuses against the child and the sexualisation are the phenomena present nowadays in almost every latitude. The reason for their broadening favors the lack of sexual development and the lack of people prepared its processing, including the teachers. As the prominent people who have the influence over the development of the child and young generations, the teacher can become the significant group against the negative phenomena of social life and to conduce to such young people development, to make them understand their sexuality and also the differences in its experiencing. They can also form the attitude and the views free from prejudices and the reluctance, fight with the stereotypes associated with the sex and with the minority sexual groups. In order to take such actions in this area, it is needed to obtain the knowledge of the specific kind- what to teach? and how to teach? What do I need to know about myself?

Keywords: *sexual education, sexualisation, the factors associated with the right sexual development.*

Introduction

It is difficult to discuss with the statement that one of the determinants of public health is the mental health of the citizens It is known nowadays that not only intellectual possibilities but also practical and cooperating abilities determine the social and the technological development. What is more, the social abilities are also crucial and their accomplishment depend on our mental state. Together we can do more, and the more the different we are, the greater general social potential is. However, it is needed

to remember that not only health and rightly developed individuals are able to get use of the – for the benefit of themselves and the others – the inner resources, serving the individual development and the social change. The healthy individuals can assist and help the other people in achieving the plentitude of their own potential. Nowadays, the health and especially the mental health represents the good for which we need to care about. To this kind of reflection induces the problems which experience not only the adults but also the children and the youth. Destructive behaviors-suicides, mutilates, addictions, and also more frequent depressions among the young people, make the situation in which more intensive actions in the field of mental health protection is needed. These actions need to be taken with the greater effort today, but it is also needed to make the plan for the future. One of the elements of this plan can be the introduction into the body outcome of the future teachers the knowledge from the area of protection of mental health, including- the sexual health. This last area is the handling of this publication.

World Health Organization emphasizes that mental health is the basis of good mood and effective functioning of a person in the society and it means much more than the lack of mental disorder; it is not only the lack of illness or lack of disability, but «the state of the entire physical, mental and social well-being» (Gromulska 2010, WHO Basic Documents 2006). Its indissoluble component is the sexual health which means the «biological, emotional, intellectual and social aspects of sexuality important for the positive development of the personality, communication and love and also for good mood associated with sexuality» (Starowicz, 1999). Sexual health involves the sexual rights, inalienable right and this right has the human being from the birth to death (Declaration of Sexual Rights of the Human Being WHO WAS, 1997).

Forming of the psyche of a child and the support of her/ his mental and sexual development should be one of the elements of upbringing and care about her/him. The growth in the entire acceptance of her/ his psychosexuality, the approval and the awareness of the coming changes in the body and in the sphere of the mentality, the knowledge of the threats associated with the anomaly of formed sexuality of other people and the awareness of cultural norms, and also the tolerance for different than her own/his own sexual orientation, are the basic tasks the education is facing with which is to help to prepare for life of young generations. The steps taken in this area should be featured with the specialised knowledge and the particular abilities of the adult people. These should be for example the ability to talk with the parents about the matters concerning the psychosexual development of the child, including her/his sexual behavior

and also the ability to answer, sometimes even very difficult questions connected with the intimate sphere of the human being.

The changes in the social mentality concerning the way the sexuality is perceived, the stereotypes associated with women and men and the relation between them, the sex role, and also the attitude towards deviant and harmful behaviors, treated in the majority of countries as sex crime (for example: pedophilia, incest, rapes, prostitution of minors, human trafficking for sexual purposes, pornography with the minor participation) or humiliating and eliminating behaviors towards queer people, are the challenges facing the education in many countries. The children and the youth need protection also against the current harmful phenomena like «sexting» and «grooming».

In order to achieve the required safety state of children and youth, the changes should start with the adults-teachers and parents-the people who have got the great impact on the behavior and the future of the detailed groups. It goes for such bringing up which will bring the result in the change the way somebody perceives herself/himself and the others; the breeding which will learn the respect, understanding, tolerance, openness and kindness towards herself/himself but also towards the other people. Sexual education of future teachers may serve for it, as those specialists who will educate the parents and the children, I accordance with their development abilities and with the age. The peculiar meaning gains the sexual education of disabled children and youth and those who show different kind of developmental dysfunctions (Fornalik, 2017, 2002, 2014; Kijak, 2010, 2014; Koller, 2000; Jurczyk 2018; Kijak, 2014), and also the activation of the youth in the area of counteraction against sexual violence and victimization [the reference of Panton Group], and also the education of adults and youth in the field of differences and needs of no queer people (Savin-Williams, 2011; Kowalczyk and the others; 2016; Bałuka, Tritt, 2016). We should not be afraid of this kind of education in contrast to sexualisation [which a lot of us unconsciously come under, especially the children and the youth. The question is therefore: since what age should sexual education of the children start? According to the Standards of Sexual Education- the guidelines of WHO since the early age (The Standards of sexual education in Europe. The basic recommendations for policymakers…, 2012). Therefore, these contents should be taken into consideration in the process of teacher training of the preschool breeding and early school education.

The child-the psychosexual person

A lot of adult people perceive a child as a sexual being. Meanwhile, the sexuality comes into being already in the mother's womb. Psychosexuality of a human is being formed by the first patterns of relation or the bond between a mother (or the other significant person) and the child. The sexuality of the human being does not come with the adolescence, but with her/his very early beginnings. That is why the reason for taking care of the entire development of the child within her/his psychological sphere, seems to be obvious-we are born as the bio-, the psycho, the sexual beings and while the right socialization is being developed, we are becoming the social beings and we fulfill our roles, also those associated with the sex. The social interactions inscribe in our close relation with the significant people and they are the base for future partner relations.

Comprehensive theory which says about the human sexuality, the theory of Kernberg emphasizing the participation of a lot of different factors which influence over the sexual functioning of the human being, within the developing factors and her/his sexual activity. On every level of the development, different kind of factors make the impact on the human sexuality. The impact of these factors are broadening, they change their course and content (Beisert, 2015, p. 84-91). The sexual development is based on biology, and it is being formed by the relation with the attendant, generally with the mother and the psychosexual factors. Every stage of the sexual development, the childhood, the growing up, the adulthood has its own character. The basics of the sexuality are connected with the experience from the three first years of living, (including fetal period) (Beisert, 2015; Cierpiałkowska, Turbaczewska-Brakoniecka, Groth, 2017; Lew-Starowicz, Długołęcka, 2006). It is therefore crucial, the knowledge of the parents and the teachers in this extent. All the more that the sexual development of the human being is the period which is dynamic and nonhomogeneous. The individual stages differ from each other in respect to the sources of influences, the proceedings and the consequences. Biological, psychological and social aspects of sexuality create peculiar confusion typical only for this stage.

The duration of sexual development from 0 till the age of 12, Kernberg divides into: prior Oedipus time, the Oedipus time, and the period of latency. The crucial impact on the sexual development of the child in the time of prior Oedipus has got the mother. She creates the inimitable relation with the child and the template for her/his further contacts with other important people: the partner and her own children. This relation should be featured with strong physical and emotional bond which qualifies the right

psychosexual development of the child. The Oedipus period is featured with the influence of family system and also the influence of the peers over the sexual development of the child. The most important people for the child are the parents and also the peers with whom revel the sexual impression. By the child during the preschool period increases the interest towards sexuality (the lack of biological reasons for the explanation of this fact). After the rough, rebellious and dynamic Oedipus period, the period of latency is coming. The content of child's interests is transferring from the sexual sphere to social (the adaptation to the new group and taking up the school study) and among this sphere is focusing the activity of the child. At the age of 10-11 the second wave of interest of the opposite sex is taking place and the contacts with the peers become the main source of information about the sexuality and the sex roles. At the same time it can be seen the mere searching for information about the sexuality (currently the most common source of information is the Internet). It is also the period of searching the deep and strong friendship with the peers of the same sex, which is the attitude entirely normal. The age from 10 till 13 is the period of the biggest sensitivity, the embarrassment, and the discountenance among the girls. However the boys the boys close themselves up and become unkind in the personal relation. At the age of 11-12 there are seen the first indication for the sexual interest, especially among the girls (the peculiar role of the imagination, the first 'loves' to the idol). Two years later the strongest sexual impulses are manifested among the boys. The inceptive, at this time, the process of pubescence, we have inscribed in our genes. The bottom limit of sexual adolescence is the age of 10, usually among the girls it is the age from 11 to 12 and it is going slower, among the boys-the sexual adolescence starts about a year and a half later and its course is faster. The top limit of the biological adolescence (achieving the sexual adolescence) is the age of 16. During the sexual adolescence starts the search for her/his own identity. The problems with the perceiving of her/his own body appear. There are also the complexes. It can be observed the reduced stabilization of the image of herself/himself which needs the informational and emotional support from the adults.

The knowledge about the sexual development of the child during the childhood is the essential knowledge and it fulfills the image of the human being in the entire way. Her/his development is therefore the result of different factors 'as well as of the biological ones, as the effect of the process of the organism growth, as well as of the social character, as the result of the course of learning under the influence of the stimulation coming from the surrounding' (Brzezińska, 2000). This fact can be referred to the sexual

growth and this is why it should be taken into consideration in the education of the teachers.

The knowledge of the teachers about the norm and the pathology of the sexual development of the child during the childhood period

Therefore, the question arises about the range of teachers' learning in the area of psychosexuality of the human being. The education of the students of teachers' studies should involve among other, the issues connected with the norms and the anomaly of sexual behaviors of the children and adults. In this publication we focus on the body outcome, directed towards the recognition the sexual development of the small child and the preparation of the parents and other adults for education. In the case of small children there are three important issues: the sexual expression of the children, the auto-erotic behaviors and children erotic games. Our foregoing practice indicates that quite often, this is the knowledge unfamiliar to teachers, parents, attendants and the other adults.

The sexual behaviors (the expression) of the children are something normal in their activity and they fulfill the following functions: The cognitive, the social, and the emotional. The small children are becoming interested in the differences between the sexes and the procreation. They start to ask, at this time, often difficult questions, for example ' How did I find here? Does it hurt to give the birth to the child? It starts the training of gender role and forming of cultural norms which regulate the sexual behaviors.

The characteristic for kids of 2-3 is «the play house», «the doctor play», «the hospital play»; going into the toilet with the other children, kissing of the acquainted girls/boys, hugging the adult women/men, the plays characteristic for the opposite sex, gripping the phallus during the moments of excitation, the fear or the tiredness (it refers only to the boys and his own phallus). The children at the age of four or five show the actions described below but additionally there starts to appear the interest for the opposite sex, touching the intimate parts of the body during the presence of the other people, the peeping of the other children, adults in the bathroom, expressing the opinions about the children of the opposite sex in the negative way, showing the intimate parts of the body to the other children, the imitation of the dances of the teenagers and adults, including the plays with the thread of sexual behaviors and the love story. Additionally, among the children of age 6 and 7, there comes up the interest towards the following issue «What are the children from?» a lot of these behaviors are treated by the parents as inappropriate, worry or even disturbed. Maybe this concern is the result of the lack of knowledge about the psychosexual development of the human being.

It is especially difficult for the parents and the other adult people, the auto-erotic behaviors of the children (children masturbation). Maria Beisert specifies the developmental masturbation which does not bring the negative results and its aim is to gain the pleasant sensation, and the experimental masturbation (the interest, searching for pleasure), and the instrumental masturbation which is the respond for stress, pressure, unpleasant states (the sorrow, the loneliness and the boredom), or the need to attract somebody's attention to herself/himself. These last two kinds of masturbation are connected with the risk of the body injury and in the case of instrumental masturbation, there is the need for making the deeper diagnosis of the child's problems. What is more, in this case, there is the threat of making the bone up on the sexual activity, for not sexual reasons (calming down, relieving the emotional stress, gaining the attendance) and also the threat to use the defense mechanism instead of using varied remedial strategies resolving the problem.

In the experience of the teachers-the practitioners of pre-school education, are, probably, the experiences connected with the erotic children games. Imitating of the sexual activities of the adults (playing house, simulating of the sexual contact of the adults) comes from the children's curiosity and also from searching for the emotional contact and sensation as the result of the stimulation of the erogenous zone. The children imitate the peers, the older children the siblings, the parents (peeped during the intimate situation) and these games, and the other elements are hidden from the adults in the anxiety about the lack of understanding. The games are based on the mimicry not connected with the sexual situations. They give the children the excuse for the contact with the body and its exploration (playing doctor, playing hospital). Similarly as earlier, the elements of these games can be hidden from the adults. The concern of the attendants should compel the games, giving the release of the excessive emotional tension or the games which aim is to get the surrounding attention. These games contain unusual, topical strands (constraint, pain, verbal aggressiveness, the phrases which aim is to settle down the child); they can induce the fear and cause the body injury among the attendees. The games of this kind can indicate that towards the child the sexual violence is commited (Zielona-Jenek, Chodecka, 2010; Beisert 2006, 1991; Piotrowska 2018).

The teachers' knowledge about the sexual violence towards the child

The body outcome in the field of sexual education during the teachers' studies should involve such issues as the symptoms of experiencing by the child the sexual violence and her/his protection against the «bad touch». The

behavioral symptoms which can indicate sexual abuse of the small child are, among other, such her/his behavior like: obscene words, uncommon or vulgar names of sexual organs, unusual sexual behaviors for the age, insuppressible masturbation, aggressive behaviors towards the peers, simulating of the sexual contacts (also with the usage of the toys), the drawings about sexual connotations, talking and writing in the sexual context. The symptoms that the child was sexually abused can also indicate: the attitude which is overly careful, frequent rise of anger or the bad mood, the isolation, the indifference, escape from the reality, experiencing of so-called temporary amnesia, the lack of trust, the reluctance to coming back home, the complain of the underbelly and genitals pain, sleep disorder, the nightmares, bedwetting, or the children depression. The teacher should know the risk factors of sexual violance of the child. The situation which may be conducive is the social isolation of the family and the child, marital conflicts, bad atmosphere in the family, dysfunctional attitude and also family roles, emotional and sexual immaturity of the parents, sexual disorders, the lack of sexual knowledge, the situation where a father is not the biological father, the overuse of intoxicating substances, enduring mother illness, disability of the child, the lack or inappropriate kind of education of the child and the parents (Jarosz, Wysocka, 2006).

The role of the teacher is and should be making the intervention in the situation when there is the suspicion that there is the harm done to the child. That is why they should acquire the knowledge about the ways of supporting the child, about the ways of making the conversation with her/him in the difficult situation, making the strategies about the first and the specialistic help and also about the emergency response. They should know the possible consequences of traumatic sexual experiences. What is extremely important – the teacher should be convinced about the need of the child's protection against the wronging. The child's good should not trail with the common stereotypes and beliefs putting the child-the victim of sexual abuses in such circumstances, as those one who tells the lies, confabulates, whose opinion is not taken into the consideration. The situation in which we face these mentioned symptoms should cause the teacher's concern, simultaneously he or she should remember that such situations need deeper diagnosis. The enumerated factors conducing to sexual abuse on the child, cannot necessary cause it. Analogically-some of the child's behaviors, are not always caused by the sexual abuse.

The other content of the sexual education in the education of teachers

In the Standards of Sexual Education-the template of sexual education (The standards of the sexual education in Europe, 2008) are distinguished the areas and content devoted to children and teenagers in the respective stages of the development. The aim of the document is to reinforce the holistic sexual education by providing the children and the youth with impartial, scientifically consistent education assumed that the education which is lead this way conduce to the development of the behaviors free from prejudices, reluctance and hate which favors establishing the society in which different points of views are heard. The emphasized holistic attitude in the mentioned Standards is based on the understanding of sexuality as one of the dimension of human being. This attitude can potentially help children and young people in developing essential abilities enabling self-determination of her/his own sexuality and its connotations with the other areas of personality and life.

These abilities are also crucial in the protection against potential risk factors. The way to formulate the content of sexual education included in the Standards helps the template which is divided into the age groups: from 0 to 4 years old, from 4 to 6 years old, from 6 to 9 years old, from 9 till 12 years old, from 12 till 15 years old, 15 years old and more. The education is hold in 3 categories: the knowledge (relay the information about the subject), the skills (teach the child), the attitudes (help the child to develop). It is needed to remember that not all the information is intended directly for children; some part of the information should be conveyed by the teacher/ the tutor/ the attendant/ the sexual educator or the child's parents. It is important that the attitudes which do not correspond with the accepted norms; overstepping the barriers, the actions which are threat for health are also the subject to revision. Undoubtedly, there will be no mixed feeling for such content which prepares the child for her/his own prevention of intimate zone which learns what kind of adults' behaviors are inappropriate, where do we need to search for help, and who can I tell to if harm is done to me. The recommendations included in Standards and complied by the specialists in the field of sexology, psychology and education are determinants not only in the education of children, teenagers and adult people but also in the preparation the teachers for bringing up the young generations in the holistic way taking into consideration all spheres of the human being development.

The appropriate teachers' background for pursuing the sexual education (or the people for the fulfillment of the content of sexual education) and also correctly conducted sexual education from the early age

in the company of the children and the youth and also among the parents, can represent the crucial factor of prevention against the sexualisation, understood as the circumstance in which:

1) the value of the person comes only from her/his sexual attractiveness or behavior to such extent that it eliminates the other features;

2) the person is conformed to the norm, according to which physical attractiveness (narrowly defined) means being sexy;

3) the person is being objectified in terms of her/his sexuality, so she/he rather becomes the object of the sexual abuse by the other, than somebody who is able to make her/his own actions and decisions;

4) the sexuality is imposed on the person in the inappropriate way (American Psychological Association, The Report about the girls' sexualisation, 2005) which example can be the traumatic sexualisation, who was the result of negative sexual experience acquired in the childhood (the harmful influence of the adult over the child's sexuality). The experience can restrain the psychological development of the child, lead to the child's skewed vision of intimate relation and also favor the risky sexual and self-destructive behaviors.

Conclusions

We are convinced that in the face of the social change and cultural alteration, the development of the information technology and the shrinking of the world to the dimension of 'global village' and also the negative phenomenon of social life (for example: the prostitution, the children pornography) and also the new trend associated with the sexuality-sexting grooming, cybersex, and cyber violence, tourism for the sex, the prostitutions of the minors, the addictions of younger and younger people to the pornography and to the sex or present in the everyday life sexualisation, the education of future pedagogues should be based on the comprehensive knowledge and it should also have the value of diversity. The bringing up involving assumedly all spheres of the charge's personality, should not omit the sphere of psychosexuality. It must be said that this is the part of every person and no ideologies which are against the sexuality, do not change this. It seems to be more and more significant the need for teachers' preparation for the work with the parents and with the children in the matter of discussed in this publication area. Acquiring them with the appropriate knowledge, abilities and competencies:

1) let face up to the phenomenon threatening the development,

2) can lead to forming of the individuals pursuing in the future, not only the appropriate patterns of behaviors in the intimate relations, but also those able to prevent themselves from the sexual abuses,

3) it will lead to the people development who will take pleasure from the experienced sexuality,

4) it will form the attitude of the tolerance and the openness towards the people from the other groups than heterosexual,

In the pursue of future teachers' education in the area of psychosexuality of the human being, the following knowledge should be taken into account:

1) the knowledge about the psychosexual development of the human being, about the norms and the pathology of the sexual behaviors, about the disorders of the sexual development, the symptoms of the sexual violence and the forms of help, the cultural conditioning of the sexuality and fulfilling the sexual roles (What should a teacher know?);

2) the knowledge about the ways of relaying the knowledge about the sphere of sexuality (the methodical), contributing to the cooperation with the parents and educational work with the child (In what way can a teacher relay the knowledge?);

3) the knowledge about herself/himself, so about individual prejudices towards the sexual education, the resistance in its relaying, internalized stereotypes connected with the sex and involving the groups of sexual minorities.

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PART 4

V. O. SUKHOMLYNSKY ON THE DEVELOPMENT OF IDEAS AND PRINCIPLES OF EDUCATION

A Word on a Father

Olha Sukhomlynska, Lesia Sukhomlynska

Introduction

How does it feel like to be a descendant of a prominent person? Obviously, this is not only a great honor, a kind of a godsend, but also a big responsibility. It is extremely important to preserve the legacy of your own ancestors, carefully carrying on this precious treasure – because they would like it the most.

Being born into the family of a prominent teacher and innovator, the founder of humanistic pedagogy Vasyl Sukhomlynsky, and having spent her whole childhood in a world-famous Pavlysh school, Olha Sukhomlynsky never stood a chance to choose a profession unrelated to pedagogy.

She is a Member and Secretary of the Department of General Pedagogy and Philosophy of Education of the National Academy of Sciences of Ukraine, an expert in the theory and history of pedagogy, history of Ukrainian education and pedagogical thought, comparative pedagogy, education issues. As well as Professor Emeritus of Borys Grinchenko Kyiv University, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Luhansk Taras Shevchenko National Pedagogical University, Beijing Normal University, Tianjin Academy of Pedagogical Sciences.

And, obviously, Olha Sukhomlynsky is an inspired researcher of her father's pedagogical heritage, a promoter of his work, a proponent of his ideas, an initiator of publishing his books (in particular, the most complete collection of Vasyl Sukhomlynsky's storiettes «I'll Tell You a Fairy Story... Philosophy for Children» was published this year under the compilation and editorship of Ms. Olha), as well as a living source of memories. It seems that a spiritual connection between these two nearest people, who have been on different sides of the border for forty-eight years, separating our imperfect world from another – the unknown one – still exists.

... They were even born on almost the same day, with only a few dozen years apart. In addition, both – almost on the eve of Teacher's Day. This is, certainly, a coincidence (Teacher's Day was only established as a holiday in 1965). It is quite symbolic though. On September 28, Vasyl Sukhomlynsky would have celebrated 98, and on September 29 Olha celebrated her 70th anniversary. She participated in the opening of the

exhibition «Vasyl Sukhomlynsky», which was held at the Pedagogical Museum of Ukraine at Volodymyrska Street the week before. Attending this event without communicating with Olha Sukhomlynska was impossible (especially in the anticipation of Teacher's Day) – this family plays an extremely important role in the history of Ukrainian pedagogy. And simply for the sake of getting a better feel for that era. That is what «Education of Ukraine» did in the cozy hall of the pedagogical library of the Kyiv City Teacher's House.

- Ms. Olha, during the opening of the exhibition, the chairman of the Vasyl Sukhomlynsky All-Ukrainian Association, Oleksandra Savchenko, expressed her hope that you will write a book of memoirs about Vasyl Sukhomlynsky, regarding him not as an educator, but as a person. Have you already thought about writing such a book?

- I wrote a book called «The Pavlysh School. A Look through the Years» a few years ago. It refers to the period of father's directorship in Pavlysh, and of course, it contains specific elements of his personal life. In addition, I have touched upon these topics in many articles when discussing various aspects of his work. For example, how father made up fairy tales or was a head of the Pavlysh School. After all, it is impossible to separate his personal life from what actually made up a large part of his educational work.

A portrait in letters

- Still, the idea of writing a book about him as a father seems quite right – because a lot of has been written about Vasyl Sukhomlynsky as a teacher and innovator, thinker and writer. And nobody will tell better about Sukhomlynsky as a person than you. You are the only carrier of these memories. And it is extremely interesting to know, what type of person he was in his everyday life? For example, even this aspect: there is quite often such a trite situation that talented teachers do not have enough time and effort for their own children. Were you somehow neglected by your prominent father as a child?

- Of course, my father was a very busy person. Both he and mom worked at school. Actually, we lived at school, and had «school-family education». He was rarely at home, but he did not lose sight of me and my brother's records. In addition, we were principal's children – from a very young age we were introduced to the school life, took part in all afterschool activities, in amateur talent groups. When summer holidays came, parents did not go somewhere to relax; they took us to Moscow, Leningrad, Kyiv, to exhibitions, museums and theaters – father thought that he was obliged to introduce all of it to us, and in the village, of course, there were no such cultural centers where we could get acquainted with such epitomes of cultural life. So, I did not feel the lack of attention from my parents.

Regarding him as a personality … It seems to me that he told a lot about himself as a person in his works. Hardly anyone can write about him better than himself. He died at the age of 52, quite young, and his personal life was rather inseparable from school, from his activities as a principal, a teacher. Reading and re-reading his works today, I see that they characterize him exactly the same as he was in everyday life.

If we talk about the ideas of writing a book about my father … The archive preserves a great epistolary heritage, which I am going to compile and publish. He received many letters and as a rule corresponded to all of them: mothers, parents, students, high schoolers. He had many correspondents, some of whom he kept in touch with for a long time. There are letters to me, to my brother, to my mother – even in two languages (my mother was Russian, and at the beginning of their relationships, he wrote letters to her and then translated them, so that she would learn the language faster). Arranging this epistolary legacy is a task that is topical for me personally, because I know many of his correspondents, as well as how life turned out for them, and what the purpose of the letters was. I know that if I do not do this, it is unlikely that anyone will be able to cope with it, even when they take on this task. Because to someone who is out of the picture, it will take a lot of effort and time to purely search and find out who these people were, where they worked. And I can do it only by knowing their names. My mother and I, at one time, addressed these correspondents and asked to send the letters that father wrote to them. A lot of them have already been collected; all letters are now in folders, sorted by authors. Writers, authors, and even priests wrote to him. For the ideas of spirituality and goodness which father advocated can't leave anybody indifferent. In addition, he did correspondence with those kids who were in the juvenile detention center. There are letters from the parents of those children who couldn't «fit in» with the class and get on with the teacher. By the way, there are much less such letters from teachers than from parents. He replied to everyone. So, looking through the prism of the «book about father» – I think it should be in such a format: letters, replies and my comments on them. Such an edition will greatly reveal the portrait of Vasyl Sukhomlynsky.

Uncensored

- Is there anything left in Sukhomlynsky's creative heritage – besides this correspondence – which remains, shall we say, obscure to us?

- Of course, because Vasyl Oleksandrovych wrote and rewrote a lot. But here's a little different question. Within the period of independence in Ukraine, the attention was devoted first of all to his fairy tales, literary and

publicistic heritage; this part of his oeuvre was published the most. But in order to even republish his works, a lot of work must first be done, namely you need to review the manuscript, editorials and notes as they were then added to the text, and finally the final version. After all, what Sukhomlynsky wrote and what was later published are slightly different works. So what was the publishing houses' policy back to the Soviet era? The text had to contain the decision of the latest plenum of the party, the words of another leader or the Secretary General in this regard. His most famous book, «To Children I Give My Heart, A New Reading,» was recently republished. While working on this publication, I dug through archives – an authentic manuscript and those reviews in which he was bombarded with accusations of writing about Baba Yaga, and not mentioning anything about Lenin in a hut, as well as about the leading role of the Communist Party. I have published an authentic text outlining the changes made by the reviewers and the department in question. This is a tremendous work – work with archives, research. And it should be carried out with each father's book. Moreover, «To Children I Give My Heart» is a lifetime publication, Sukhomlynsky himself regulated the number and size of these editorial changes, decided what could be thrown away and what should be left. However, he had many program works that he could not publish. These are «How to Raise a True Character,» and «One Hundred Pieces of Advice for Teachers,» «Methods of Educational Work with a Teaching Staff,» and «Conversation with a young principal» – the latest works of the mature period, which were published after father's death. What publishers did with those manuscripts – that is another story. For example, in the book «How to Raise a True Character» some sections are rearranged, the text is shorten, whole paragraphs are thrown away. In 1989 I published this book in Moscow as it was first in the manuscript, according to the original sources. Then the authentic text came out in China, but we had no such reprint here in Ukraine. Therefore, much work needs to be done to eliminate the ideological touches that were added in accordance with the censors' wishes. By the way, all the former socialist countries are doing this by re-publishing books which were published during the so-called socialism times.

　　- And when were Sukhomlynsky's works last republished?

　　- I have just received a three-volume edition from Moscow: «To Children I Give My Heart», «Birth of a citizen» and «Letters to a son.» On the one hand, I'm glad that these books have come out, on the other – I was not even told about that. The publisher, who issued Sukhomlynsky's fairy tales, happened to see them in Moscow and brought them to me. Otherwise I wouldn't find out about them.

- That means that the Russians published your father's books without your permission? Is this possible?

- Of course, everything is possible today. They seized our Donbas without our permission, let alone the books…

An abstract humanist

- Ms. Olha, how «Soviet» was your father? It seems to me that as an educator he was not quite «Soviet» in the conventional sense of the word, was he?

- He was severely criticized in the second half of the 1960s; he was accused of being an abstract humanist, preacher, that words «love to a child» sounds more like priest's words. Why was he called an abstract humanist? Because he said that all children should be loved. And Soviet pedagogy urged to love only Soviet children. And the capitalists' – how dare you? Capitalists are our enemies. Now it sounds wild and funny, but back then it was said seriously. There was a great deal of discussion around these issues, I gathered all the material and compiled it in the book «Pedagogical Apocrypha. Essays on Sukhomlynsky.«

… On the other hand, he believed in those communist ideals. Considering the fact that a large part of his activity was carried out in the 60's – especially after Khrushchev's report, after the words that the current generation will live under communism – I think he was a romantic idealist.

- In your opinion, how relevant are Sukhomlynsky's works now, in the middle of a digital technologies boom and the diversity of pedagogical schools and systems? Is there a future for his books and ideas? Can they stand the test of time in a world that has long been dominated by other ideas, rhythms, and to some extent – other values?

You surely understand that from me personally you will receive a clear answer. I will even quote Austrian researcher of Sukhomlynsky's heritage Alan Kokkeril, because I do share his views. He is a representative of Western civilization, born in England, raised in Australia. He is now very active in promoting Sukhomlynsky's ideas among the English-speaking society, especially teachers and parents. I asked him, «Why?» He replied that the capitalist world emasculates the importance of a person; it believes that things and life are more important than a person, that there is a lack communication between parents and children, who are moving away from each other, that there is not a «humanization» of the society, but its «objectification» and fetishization. And Sukhomlynsky in all his works called, first of all, to see a person in each child, to see the good in them in any situation, to rely on the positive. And to admit that every child is a unique value. Even if something doesn't work out, there are objective reasons. And the second thing this Australian researcher points out (and I tend to agree

with it as well) Sukhomlynsky approaches the child holistically. This is called a holistic approach. The main thing is to love a child, to respect them, to understand them…. Now everyone says that there should be no grades in elementary school – these are, so to speak, the latest pedagogical trends. But Sukhomlynsky wrote about it in the 60's! He emphasized that you mustn't in any case give kids bad grades, instead you should support and praise them in every possible way, even for the slightest success. Because a kid wants that praise in elementary school. This is one of the so-called pedagogical constants, which will remain as long as a notion of school exists.

Crystalization through the years

- When we came to the exhibition dedicated to your father, we expected to see a large crowd of people. But there were quite a few. Do you feel that nowadays less attention is given to Vasyl Sukhomlynsky's personality – in particular, from the representatives of the teaching community?

- Of course, attention is getting less. However, there is no canonical or obligatory manner. This is something I even really like. Now in our country, as anywhere else in the world, we have access to any system and teacher; and anyone (whether a teacher or a parent) can choose the system and ideas that either fit their inner world (if it's an active-minded person) or, let's just say, the ones which «are trending.» When, for example, everyone goes «to Montessori» – that's fine – why not? But when they say that Sukhomlynsky is already outdated, sorry, Montessori lived in the early 20th century. The validity and value of these ideas – both Montessori and Sukhomlynsky – is strengthened by the fact that they «crystallize» over time. There will be no mass interest, after all – it is not necessary. Because it is specific to authoritarian societies. Besides, I am not a fan of crowded events. The exhibition was attended by people who do share his ideas. And I think that the amount of visitors was quite high despite the fact that so many years have passed.

- It is a well-known fact that Sukhomlynsky's books have been published in 53 languages with a total circulation of almost 15 million copies. He is known, studied and respected in many countries of the world – Europe, Asia, Australia, the United States. But Vasyl Sukhomlynsky's works and his personality per se are of particular popularity (and much greater one than in Ukraine) in China. As for me, this is a mystery – why have Chinese educators chosen our fellow countryman Sukhomlynsky as a pedagogical standard? Not Slavs or even Europeans. We have different traditions, culture, and mentality. There seems to be no common grounds. Do you have any explanation for this?

- There may be several explanations. There are actually some common grounds. This is a certain similarity of ideologies, and attitude to

nature, to its beauty – this contemplation, which is inherent in the Eastern society, attention to details, Sukhomlynsky's traditional approach to parents and kids – such purely family values are very common to the Chinese, and of course, love to a child. In my opinion, all of these reasons together have created such attention of the Chinese colleagues to the works of Vasyl Sukhomlynsky. In some pedagogical universities, a graduate is not even awarded a diploma unless he or she passes the «One Hundred Pieces of Advice for Teachers» exam. And they have quite a creative attitude to it. In particular, students perform the following task: After reading this book, write twenty pieces of advice to the teacher – on a personal note. There is, in my opinion, another reason why the Chinese have chosen Sukhomlynsky: they understand everything he writes about. He did not write in a scientific, academic or scholastic language, but in a simple and human one. His writings are about a teacher, an ordinary village boy, some examples from life – this simplicity appeals to them.

Nobody is forgotten

- Ms. Olha, you are not only your father's daughter, but also an independent self-sufficient scholar with your own biography and great creative endeavours. What do you do today, except for dealing with Vasyl Sukhomlynsky's creative heritage? What are you research interests?

- Organizing my father's heritage is my hobby, I do it with pleasure. In general, I research the history of the Ukrainian school and pedagogy, first of all, 1920-1930's. It was a time of innovation and experiments (especially the 20's), new trends and influences, time when Ukrainian pedagogy absorbed new Western tendencies; there were many new and unknown things in the school development: pedology, reflexology, complex approach, psychotechnics, scientific management. This is extremely interesting, and I have quite a lot of publications on these topics devoted to this period.

In addition, I lead some research groups, we have published a solid two-volume piece «Ukrainian Pedagogy in Personalities», which describes and covers prominent educators starting from Kievan Rus, National Renaissance and ending with our educators who have recently passed away. I deal with the educational problems of moral and ethical, civic education.

Also, I am the head of the All-Ukrainian Association of Pedagogical Historians, and every year we hold all-Ukrainian historical-pedagogical events in different cities, including readings, conferences, round tables on topical issues of the history of Ukrainian pedagogy and school. For example, this November, an event called «The University as a Center for European Culture» was held at the Lviv National University jointly with the

Department of Pedagogy there. Prior to this event, there were many conferences on various topics. Which exactly? For example, «Innovative Educational Institutions in Ukraine«- we published the book of the same title under my scientific editorship. I wrote a big section there – about the Ukrainian Gymnasium of Taras Shevchenko, which was located on the territory of the Pokrovsky Monastery (the room is not preserved). It was a purely national educational institution, headed by Volodymyr Durdukivsky, one of the first Ukrainian principals, executed in 1937. He had family ties with Sergei Yefremov, and was first arrested during the Union for the Liberation of Ukraine process. However, half a school was put in prison at that time. Durdukivsky, Hermaise, Manzhos who also died – names that cannot be forgotten. Let's take Boris Manzhos, who was a supporter of the occupational direction in pedagogy. I was the only researcher who has written about him. I was collecting archival data piece by piece, and there was even a moment when I wanted to leave it all. And then I thought, if I don't write, no one else will ever mention him. As if the person did not exist at all. But he really did. All of them did. And they should be remembered.

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The Development of the Child's Personality as the Core Issue of Vasyl Sukhomlynsky's Creative Work

Oleksandra Savchenko

The article provides a comprehensive analysis of the holistic pedagogical system of comprehensive development of the student's personality, which was developed in the writings of V. Sukhomlynsky and tested in practice in the experience of Pavlyska School.

The analysis of the components of this system is presented, it includes goals and values of the educational process, comprehensive study of the inner world of the child, creation of motivation for development, modernization of the content of education, creation of educational and developmental environment in the school, evaluation of the results of teachers' work.

The importance of working with problematic *children is analyzed and recommendations for teachers are given. The special conditions of a humane approach to the organization of the initial-educational process are defined. V. Sukhomlynsky's approaches to the development of the younger student's personality correspond to the modern theoretical and practical research for the modernization of the modern education system.*

Keywords: *holistic pedagogical system, motivation of development and self-development of the child, modernization of educational content, creation of unique pedagogical environment.*

Introduction

The unique system of the student's personality development was created in Vasyl Sukhomlynsky's creative works, as well as in the pedagogical experience of Pavlyska School which was carried out under his organizational and scientific supervision. It covers all age groups, substantively and methodically combines lessons and extracurricular activities, different types of environment, involves the efforts of each child, teacher and parent.

Let us briefly outline the main components of this system.

First of all, these are the goals and values of the educational process. According to V. Sukhomlynsky, the center of a school life is the child's personality as the main goal and value of the educational process. Therefore, the goal, the true purpose of each school and its teaching staff is to create the best conditions for the comprehensive development of the student's personality, its moral, intellectual, labor, aesthetic components. This idea is reflected in many works of the prominent scholar, i.e. «To Children I Give My Heart», «Spiritual World of a Schoolchild», «One Hundred Pieces of Advice for Teachers», «Pavlysh Secondary School», «Issues of Comprehensively Developed Personality Education», «Conversation with a Young Principal», as well as in his literary work. The following terms are widely used in the works of V. Sukhomlynsky: comprehensive development, development of thinking, development of feelings, speech development, intellectual development, cultural development, physical development, development of educational activities, development of needs and interests, development of learning motives, development of the hard-working nature, development of the desires culture etc.

In those years when in theory, as well as in practice, knowledge, skills and abilities were considered to be as the main result of training, V. Sukhomlynsky in his book «Problems of Education of a Comprehensively Developed Personality» convinces readers that «full-fledged education develops mental strengths and abilities, would be inconceivable without a special orientation of training which is to develop the mind, educate a smart person even with the relative independence of mental development, the creative powers of the mind out of the volume of knowledge» (Sukhomlynsky, 1976, p. 97).

While analyzing the state of school education, the scientist came to the conclusion that it reached the goal only if a bright thought, living word and creativity of the child reigned at school. The entire content of the training should be based on these three main principles: the nature of the spiritual life of the school, its style, the atmosphere of relationships. Such an understanding of the purpose of school education in those years was innovative and very brave.

To achieve the goal of the comprehensive development of students V. Sukhomlynsky created an integrated pedagogical system. It embodied the productive ideas of his predecessors and his own ideas, which matured in the process of organic interconnection of theoretical and practical developments in the environment of Pavlysh secondary school.

The scientific foundations of this system, in our understanding, are as following:

- a comprehensive, deeply thought-out study of a child's personality in

various activities, in the combination of classroom and extracurricular activities;

- the orientation of the teaching staff's activities of the on the personal development and self-development of the child as a complex system that changes under the influence of many factors;

- the organization of various types of active, personally significant educational work for children (collective and individual) in the classroom and in extracurricular activities;

- the enrichment of educational activities with bright positive emotions and feelings of beauty;

- the real humanism of all types of communication and cooperation in pedagogical and student groups, its focus on affirming the dignity of each child as a member of a family, class collective, school and society;

- the use of labor and nature as a source of personal development of each child;

- a program of relevant and prospective tasks of creating an educational and developmental environment in the school with the efforts of children, teachers and parents;

- targeted motivation of students to achieve the maximum level of development of their spiritual and cognitive abilities;

- the priority of moral and developmental functions while assessing each child's learning results.

The psychological foundation of the developing system is a deep, comprehensive, friendly and continuous study of the child's inner world, his or her abilities, character, will, health, relationships with his or her family, homeland, nature, friends, books, his or her dreams, needs and feelings.

While rereading the books by V. Sukhomlynsky, we are convinced that the success of his pedagogical system is conditioned due to reliable knowledge, understanding of the world of childhood, attention, love for every child, regardless of his learning success.

He describes hundreds of children's images, characters, life situations that specifically show how to study a child's personality, how to take into account the complexity of his or her development in a long life path, from a 6-year-old to a boy or a girl.

In the book «One Hundred Tips for the Teacher», one of the articles is called «Remember that there is no and cannot be an abstract student». There the author convinces his readers that there cannot be an abstract student to whom all the laws of training and education could be applied mechanically. There are no common prerequisites for academic success for all schoolchildren. And the very concept of academic success is a relative thing, for one student the success means to have the «five», and for other the

«three» is a great achievement.

Any program in any subject is a certain level, circle of knowledge, but not a live child. One child, being in the 1st grade, can read the sum and solve it independently, while the other can do it at the end of the second grate, or even the third year of studying. And this means that in studying there should be individualization both in «mental work and in time» (Sukhomlynsky, 1976, p. 437).

In the article «The Man is on Our Conscience» we find extremely important reflections of the teacher how to investigate a child. «This question was very significant for me for a long period of time: how to learn the child, how to study his or her peculiarities, how to observe their personality. Our life convinced that to study the child, to know the individual features of their psyche, to penetrate into spiritual, it means to see the interaction of the child with the outside world, with things and phenomena, with people, with the forces of nature. At the desk, the child is not revealed to you: here you see only the result of her mental development and work …»

In any case, education should not begin at the desk ... Let the child return as often as possible to his native elements, because it is necessary for them, as the air to birds, as pure water to fish. That's why our teachers' staff came to the ideas of «The School Under the Blue Sky» (Sukhomlynsky, 1977, p. 203-217).

Studying the personality of the child, V. Sukhomlynsky recommended to start with a study of his health state, the family atmosphere and the environment in which he or she lives. In almost every scientist's work, we find his thoughts on how to focus the activities of the director and teachers on worries about children's health: «If you measure all my worries and worries about children during the first 4 years of education, then a good half of them are about health» (Sukhomlynsky, 1977, p. 103).

Let us recall some titles of his articles that confirm this idea: «Nature is the Source of Health», «We Live in the Garden of Health«; the book «Problems of a Comprehensively Developed Personality» is completed by the paragraph «Care for the Health of the Young Generation, Physical Education». Health is a saving direction in the development of the children personality, aimed at maintaining health, the teacher considers in conjunction with their educational achievements, their attitude to the world. So, V. Sukhomlynsky notes: «A child is a living creature, his brain is a very small one, a very tender organ, which must be treated with care and caution. The fullness of mental labor is determined not only and not simply by its pace and tension, but, first of all, by its correct, thought out, rational organization» (Sukhomlynsky, 1976, p. 193).

The experience of Pavlysh school in creating health-saving hygiene of academic work is still little studied and poorly used in the modern school, in which the results of children's work are often not comparable with the amount of mental and emotional efforts of the child. From the standpoint of humane pedagogy, the position of child centrism, the results of students' knowledge, changes in their development, the state of emotional and physical well-being of pupils should be integrated in determining the quality of education.

The motivation for the development and self-development of each child is the most important component of the pedagogical system created by V. Sukhomlynsky. The basis of such motivation is the repeated experiencing by each child of a sense of success in personal achievement in school, in labor tasks, in social assignments and in creative affairs.

This was facilitated by the original, emotionally exciting forms of organizing the school life. V. Sukhomlynsky managed to realize the dream of Y Komenskyi, the founder of scientific didactics, that the school should be a «workshop of humanity.» This idea was realized for students of different ages. So, for younger students. «School of Joy», «School under a Blue Sky», «Fairytale Room», «Dream Corner», «Music Box», «Travel to the Sources of Word and Thought» were created in the early 60s of the XX century.

A unique pedagogical environment was created in Pavlysh school through the efforts of teachers, students, parents and the village community: the school town which has a natural, industrial, and social environment. In addition, this real space was gradually expanded enriched and supplemented by imaginary travels of children around the country, foreign countries, and the globe. A constant and indispensable source of intellectual and spiritual enrichment of children was the book – one of the cults of life of Pavlysh school. V. Sukhomlynsky writes about the role of independent reading very often and specifically taking into account the leading needs and opportunities of children of every age. A «Room of Thought» was created for teenagers, in which several hundred of the smartest and best books were collected.

«How to encourage those children to reading?» V. Sukhomlynsky advised: «Before a teenager finds a book, the reading of which will become a whole stage, as a turning point in his life, everyone should be talked separately. This is not an easy task. In the teaching staff one often has to overcome indifference and inactivity. You can't just wait for a teenager to meet «his» or «her» book, you should try to reveal its true beauty – only after that this meeting will take place» (Sukhomlynsky, 1977, p. 235-236).

Let us remind you that there were special self-reading programs for elementary, primary and higher schools; the society of friends of books,

which included both children and adults and some hobby groups in Pavlysh school.

The pedagogical environment of Pavlysh school covered a complex of various components: educational, natural, social, artistic, game, economic, technological and informational ones. All that created the organizational, material and technical conditions for the comprehensive education as well as the development of pupils in different types of active labor (educational, economic, literary, social, etc.), meaningful leisure, creativity, and the identification of a benevolent and caring attitude towards others. «The upbringing of a comprehensively developed personality is not a series of invented general measures ... It is a pedagogical guide to its *various relations with the natural and social environment,* which depends on a variety of conditions, a large number of phenomena that a child sees and comprehends … We firmly believe that one: of the greatest troubles of school education is the mismatch of conditions with the efforts that are created for proper education» (Sukhomlynsky, 1976, p. 71).

The child's relationship with the environment should awaken his intellectual and creative initiative, stimulate humanity and ethics of relationships. Revealing to children the sources of joy and beauty in everyday affairs is an endless source of learning without coercion.

V. Sukhomlynsky considered the development of their thinking to be the most important component of the comprehensive development of schoolchildren. There were two training programs at Pavlysh school. The first program included educational material required for memorization, the second one – extra-curricular reading, hobby groups, environment observations, independent experiments, as well as other sources of getting information and strengthening motivation for development and self-development.

In his work «Education is a Part of Spiritual Life» V. Sukhomlynsky suggests combining the emotional awakening of the first grade pupils' minds (Sukhomlynsky, 1977, p. 125) with the ability to learn «as an instrument that generates the dignity of a hard-working thinker» (Sukhomlynsky, 1977, p. 603).

A central part of this process is the formation of students' learning skills that allow them to consciously determine the purpose of the work, think through and organize it, choose the necessary tools such as analysis, comparison, observation, cause and effect relationships and the like. V. Sukhomlynsky wrote: «A man has always been and will remain a child of nature, and that which makes him be close to nature should be used to familiarize him with the richness of spiritual culture. The world, surrounding a child, is, first of all, the world of nature with an unlimited wealth of phenomena, with inexhaustible beauty. It is here, in nature, where the eternal

source of children's mind is. But at the same time, year by year, the role of those environmental elements that are connected with the social relations of people and labor is increasing» (Sukhomlynsky, 1977, p. 17).

However, V Sukhomlynsky warned that «one cannot exaggerate the role of nature in mental education. Nature becomes a powerful source of upbringing only when a person cognizes it, penetrates with thought into causal relationships. Overestimating the role of visualization is the absolutization of certain features of children's thinking, the reduction of cognitive activity to feelings» (Sukhomlynsky, 1977, p. 129).

It is necessary to rely on the specific imaginative thinking of students so that it contributes to the development of theoretical knowledge. How to analyze this dependence V. Sukhomlynsky reveals in his «Book of Nature» It was based on 300 observations, 300 vivid pictures that had been imprinted in the minds of children when together with the teacher they went to nature – to learn to think. «These were, in fact, lessons of thinking. Not exciting walks, namely lessons. But the fact that the lesson can be very exciting, very interesting – this circumstance enriches the spiritual world of children even more» (Sukhomlynsky, 1977, p. 129).

The development of thinking is closely connected with *the development of speech skills, the ability to ask, to see a problem.* This relationship in the works of V. Sukhomlynsky can be traced in the system of independent tasks for students of each class for the construction of various texts, the performance of literary and visual tasks. V. Sukhomlynsky, together with his pupils of primary school, created more than 1,500 fairy tales, artistic and educational stories, essays, and sketches. Their contents have been published in many languages of the world. Ukrainian children read these works in collections of «Blue Cranes», «Clean Well», «Eternal Poplar», «Fireman Horse» and many others. These books remain the healing source of spiritual and speech development for pupils in the XXIst century.

We are proud to have a number of V. Sukhomlynsky's works for the 4-year school in the new Ukrainian textbooks «Ukraine and I» as an excellent material for the comprehensive development of schoolchildren.

Modernization of the content of primary education in the context of V. Sukhomlynsky's views. The magnitude and dynamism of changes in the content of modern school education are conditioned not only by the pace of social and technological development of the 21st century society, but also by the poor predictability of the living conditions to which the younger generation should be prepared. The necessity of the society for development, personally oriented education, education of competent and responsible person, capable of self-education and self-development, is able to think critically and creatively, work with information, strive to change for

the better life and the life of the country. Due to these circumstances, it is extremely difficult to analyze the problem of selection and didactic support of young generation in the school content of the core, the most valuable and indispensable for the education and development of a person invariant component, which must be consistent with the mandatory of the education result.

How difficult is to do so that can be seen by analyzing the heated discussions around the problems of standardizing content and the requirements for student achievement in the new state standard and typical elementary school programs. Let us turn to the experience of V. Sukhomlynsky, who covered the problem of constructing the content of school education comprehensively: methodologically, didactically and regarding it from the position of the Head of school. In the knowledge of the fundamentals of the sciences, it should be seen as dual purpose.

Firstly, every object and all objects in general are necessary for every pupil as a condition of their harmonious development; secondly, this or that subject is necessary for a particular student as a source of development of his individual inclinations, abilities, vocation formation, vocational orientation. Both of these appointments must, of course, be considered in close relation. But the scientists still believe, that the first assignment in a comprehensive school is a leading one. Deeply revealing the contribution of each subject to the general education of students, they argued that only their combination forms in the complex of the culture thinking, speech, and educates a cultural person.

According V. Sukhomlynsky, «True education concludes the harmony of knowledge which provides the optimum level of general mental development of a person, and this overall development ... contributes to the constant growth ability to acquire new knowledge» (Savchenko, 2011, p. 97).

It is important to be aware of the competence approach of the relationship between knowledge and skills. V. Sukhomlynsky also paid attention to this peculiarity. In particular, the scientist considered the most important problem of school achievement of harmony of knowledge and skills in student. It is important to be aware of the competency approach the relationship between knowledge and skills. V. Sukhomlynsky also paid attention to this peculiarity. In particular, the scientist considered the most important problem of school achievement of harmony of knowledge and skills of students. «Pupils can be successfully learned only when» he wrote, «when they are able to observe, think, express thoughts, read, write, think reading, and read thinking. This complex of basic skills is the whole branch of the pedagogical process» (Sukhomlynsky, 1977, p. 99).

The most important component of an educated person

V. Sukhomlynsky considered the ability of read thoughtfully, and sources of creative thought – «nature, work, moral beauty of human behavior, book and creativity …» (Sukhomlynsky, 1977, p. 477). He argued that without a high reading culture, there is neither school nor real mental work. «Poor reading is a dirty window, through which nothing is visible» (Archival materials in the V. Sukhomlynsky's Museum in Pavlysk «The Role of Reading in the Mental Upbringing of Schoolchildren. A Report at a Psychological Seminar» – Part III, I970). These provisions are directly correlated with the requirements. Which are laid down in the Law of Ukraine «On Education» and the State Standard on the formation of basic end-to-end skills, in particular, reading comprehension, ability to express their opinions, think critically and systematically.

The teacher has repeatedly written that children should show their personality in a work that should be moral and social directed, varied in duration and at the end of result; to combine efforts of mind and hands, to be strong and motivated. The scientist emphasized the neccessity to reach hands. There are many bilateral connections between the hand and the brain – «the development of the baby at the tips of her fingers«.

Unfortunately, we are now regarding the tendency to reduce such work in elementary school, although psycho-physiologists have long proven of the multifunctional positive impact of drawing, sculpting, expression on the development of sensory (visual, tactile) and intellectual processes.

In the development of a child's personality, *the process of evaluating the results of his work is extremely important. Evaluation can raise a child, or it can suppress, inhibit development, generate a negative attitude towards the world.*

V. Sukhomlynsky believed that the system of control and assessment of knowledge at that time was very imperfect. He expressed dismay about a teacher who estimated children's mental abilities only on the basis of school grades: good marks signified that a pupil was good. «The grades that a pupil receives are given moral meaning; the teacher often draws conclusions about the moral character of the child based on assessments» (Sukhomlynsky, 1976, p. 442).

According to him, «the assessment should reflect the actual level of knowledge, but along with this, the efforts of the student must be considered. If, for example, a student had worked carefully, diligently, but achieved a satisfactory mark, a teacher next to the assessment writes: «Worked in good faith.» A similar verbal assessment of diligence is given during an oral survey. If a student, at the cost of little work, easily received a good mark, it should also be reflected in the characteristics of the work. The teacher, for example, notifies: «He has not worked enough, otherwise he could achieve better results» (Sukhomlynsky, 1976, p. 125).

V. Sukhomlynsky urged teachers: «Do not let the goal of knowledge testing simply to give a student an assessment. Let the assessment of knowledge be combined with other goals, foremost, with a new conceptualization, development, and deepening of knowledge. Do not allow extremes – the assessment of each answer, each written work leads to negative results» (Sukhomlynsky, 1976, p. 464). Why did V. Sukhomlynsky think so? The pedagogical axiom for him was that grades should be weighty, and a student should know well what he gets them for. No less important is the fact that, teaching all subjects (except for Drawing) during his teaching life, V. Sukhomlynsky never gave students unsatisfactory ratings if the student could not acquire knowledge through certain conditions and circumstances (Sukhomlynsky, 1976, p. 465). «I have always sought to ensure that a student believed in his strength. If the student *wants to know but cannot*, you need to help him take at least a small step forward, and this step will become a source of emotional stimulus of thought – the joy of knowledge» (Sukhomlynsky, 1976, p. 466).

In the works of V. Sukhomlynsky, one can find a lot of speculations about the fate of difficult children, who differ from each other and at the same time seem alike by the fact that it is difficult for them to study for they have weak mental abilities. In relation to these children you need to be especially thoughtful and patient. The scientist asks: «If it is more difficult for these children to master knowledge than for others, then what could be the criteria for measuring their knowledge? ...». Each of them has something special, individual, different from other difficult children: its own reason, its own characteristics, deviations from the norm, their own ways of education.» (Sukhomlynsky, 1977, p. 511). Therefore, a qualitative change in the mental activity of a difficult child cannot be achieved by any emergency measures or means of influencing the child's will. «You *cannot make anybody smarter*. Anyone who tries to force a child makes a fatal error ...» (Sukhomlynsky, 1977, p. 511).

The most important thing, as V. Sukhomlynsky advises, is to strengthen the child's faith in his own potential and patiently wait for the moment when at least a small shift in his mental work occurs. «From success to success is the mental education of a difficult child ... Optimism, a cheerful worldview, a sense of self-confidence is so to say, a beam that illuminates his path.

This light will go out – and the child will be in darkness, alone, he will be gripped by hopeless longing and hopelessness» (Sukhomlynsky, 1977, p. 512).

What is the main thing, according to V. Sukhomlynsky, in assessing students?

The teacher suggests the following conditions of a humane approach to this: to see the individuality of each child, to consider his attitude to learning and development prospects, to use the assessment as an incentive for hard work, success, and not punishment. As you can see, these settings are consonant with modern theoretical and practical searches in the modernization of the grading system in primary school.

Thus, V. Sukhomlynsky created an integrated pedagogical system for the comprehensive development of schoolchildren in the context of a mass comprehensive school in rural areas. Based on the integration of long-term theoretical research and targeted changes in pedagogical practice, studying the results of the school's activities, the scientist identified and justified new goals and values of school education based on humanism, the combination of individualization with the «wise collective power», a comprehensive study of the personality of a student, the introduction of innovative, organizational and methodological means of activity of the teaching staff to create educational and developing environments at school.

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Psychology of Spirituality of V. Sukhomlynsky in Explicative Format

Ivan Bekh, Maria Pavelescu

The important purpose of appealing to the texts of V. Sukhomlynsky is to identify and comprehend the spiritual reality, which is sometimes expressed clearly, but sometimes only implicitly. The issue of spiritual reality of V. Sukhomlynsky has undeniable theoretical and applied interest because it broadens our conceptions of inner life of personality.

Relying on the explicative views on the creative achievements of a prominent educator gives reason to speak about a completely different semantic plane for solving essential problems of human spirituality.

Keywords: *psychology; spirituality; V. Sukhomlynsky;*

Moral self-consciousness of the individual as a subject of pedagogical efforts of V. Sukhomlynsky

V. Sukhomlynsky's pedagogical understanding of the problem of moral identity of the individual coincided with the most pronounced state ideological pressure regarding this aspect of scientific research. The philosophical existentialism was proclaimed an idealistic doctrine. In the field of study of personality's consciousness, Soviet psychology and pedagogy allowed an activity approach though in Marx's view of the category of activity. It is therefore not surprising that the deep mechanisms of formation of the spiritual world of the individual have not been revealed. Theories of consciousness of Burns, Wicklund, Kon, Rogers, Stolin and other scholars appeared later than the time when V. Sukhomlynsky lived and worked, so it is quite clear why a prominent educator did not do a research on this issue. However, in his works there are several provisions, the synthesis of which makes it possible to consider his beliefs on the role of self-consciousness in moral and spiritual development of personality.

In V. Sukhomlynsky's pedagogical phenomenology, it is necessary to distinguish the appropriate methodological and educational direction. Educational strategy of V. Sukhomlynsky is a global antinomy of «surrounding world – human being». Knowledge of this antinomy was only the first stage.

The main purpose was to educate a person with same general attitude toward the world. V. Sukhomlynsky considers world of knowledge as a deep understanding of values, material and spiritual treasures acquired by humanity.

Consequently, an essential imperative in education is only the world in the context of human's aspirations and efforts. It is a responsibility to the creative and non-natural world, to the material and spiritual values of humankind.

Such a deeply conscious attitude cannot be formed without deep reflection, a process of self-awareness. According to V. Sukhomlynsky, reflection as thinking about oneself is directed not so much at the cognitive formation of the individual, but at one's emotional and sensual structure and corresponding properties, qualities, attitudes. This is due to the fact that the responsibility of a young person to the world of external values without self-responsibility is impossible. At this time, the whole moral and spiritual image of the children's «Self» has manifested.

It is important for V. Sukhomlynsky that children do not form comprehensive views of the world of material and spiritual values as mostly abstract entities. They should not exist in the students' inner world in alienated form, since they will not be enough. Children must understand a strong connection between these values and their creators – people who have dedicated them all their lives. This creates the unity of the past and the present as the driving force for moral and spiritual personal development. V. Sukhomlynsky created a special educational program «Travels to the Past of the Native Land» in that regard. There were excursions to the field, forest, riverbank, nearest villages. Children felt and realized that it connects the past with the present in the spiritual life of our people.

Another important aspect for V. Sukhomlynsky in relation «responsibility – self-responsibility» was relation between team and personality. He believed that real responsibility for the team should merge with responsibility for one's own conscience. There is no responsibility to collective if one person does not know the voice of one's own conscience. Feeling responsible to oneself, person understands more sharply the rules of the team.

It is known that in the educational heritage of V. Sukhomlynsky the problem of the collective acquired broad outlook as forming the personality's civic and political consciousness. Such consciousness and self-consciousness constitute are inseparable, since one of the facets of a person's civil and political consciousness is human's responsibility to his or her own conscience.

What is the formation that disturbs V. Sukhomlynsky? It could be interpreted regarding the tradition that has emerged in our psychology and

pedagogical science, when the responsibility is mainly associated with the force of intellectual tension that determines a certain behavior or activity. For this understanding, responsibility is defined as an obligation to act. Obviously, such interpretation of the genesis of this personal trait did not suit the educator, since the human mind is not omnipotent. In V. Sukhomlynsky's works, there is an idea that responsibility to one's own conscience is an emotional evaluation of oneself; the educator equate responsibility with self-esteem.

Therefore, conscience is the bearer of the core of the individual, and its meaningful experience is self-responsibility. «What it takes to keep such a restless, strict guard in the mind – a sensitive conscience – how do we achieve in practice that the child blushes for shame alone, that the desire to be better becomes one of the deepest desires, enrich behavior, relationships in the team?» asks the educator. (Sukhomlynsky, 1977, p. 304). The answer is unambiguous: good and noble actions are required.

We can only wonder at V. Sukhomlynsky's intuition who lived during the class-ideological approach to the problem of the ideal of human being and its reflection in pedagogical science and practice at the time. He formulated his own developmental principle as the main criterion of education. The criterion that appeals to the central formation of person's consciousness is *an expression one's own feelings, unique existence.*

«If you manage to achieve that the child alone is ashamed for his/her destructive act, if the child wants to become better than he/she is, if he/she not only lives in his/her mind but also becomes convinced of his/her idea what is better and what is worse, it means that you see the consequences of your educational work» (Sukhomlynsky, 1977, p. 304). In this regard, V. Sukhomlynsky introduces an unusual, but extremely informative, meaningful concept of «see oneself». In our opinion, this is not just a living contemplation, which could be stopped by the attention of a great educator, aware of the views of one of the apologists of Marxism. This concept V. Sukhomlynsky brings to the level of higher sensory impulse, which makes a person passionate and value centered. It directly connects him to the emotional experiences of pain, anxiety, and care for things, values, wealth created for the joy and well-being of people can be harmed.

This spiritual state is preceded by a psychologically complex internal activity of children, which directs each of their behavioral steps to create their unique personal image of «Self», humanistic in its nature. This personal formation of «see oneself» should be mainly formed during childhood. If this does not happen, then during adolescence, the individual will not be able to experience the abovementioned emotional experiences.

Conceptualizing V. Sukhomlynsky's thoughts, self-consciousness can be divided into three basic components: understanding, emotional experience and self-evaluation. These types of self-care should be the subject of teacher's attention from the first days of children stay at school. Understanding, emotional experience and self-esteem must be related to the socially meaningful content of children's life, making good for another person and society. Otherwise, the personality will be self-isolated, life does not sufficiently consider the other person; person seems to stop noticing that he/she lives among people. As a result, there will be disharmony in the system of social relations, manifestation of asocial behavior.

During that stage of social development, when V. Sukhomlynsky lived, the tendency of increased sensitivity of schoolchildren to their own spiritual world was expressed. This further led the educator's opinion to the expedient formation and development of three components of the process of self-awareness. Firstly, he demanded a deep and differentiated self-understanding. The success of the teacher's educational actions depends on what the pupil knows about himself/herself. At the same time V. Sukhomlynsky insisted that self-understanding was not a simple statement of the children's ideas about themselves, but that they were correct, and most importantly – highly ideological, that is, they were considered from the point of view of public, moral values and their own life position. The children's perceptions of themselves could be meaningful only under these conditions.

Secondly, V. Sukhomlynsky noted that there is a sense of dignity in the emotional experience of oneself, which is light for the person directed to his/her own soul. Without respect for oneself, there is no moral purity and spiritual wealth of the individual.

Thirdly, the children's assessment themselves should be not so much situational and behavioral, but essential focusing on their basic personal traits.

Among these traits, the dominant ones should be those that define humane relationships between people, and through them, attitudes towards the surrounding world. This children's emotional sensitivity to the world of things and to the world of people can cause another person to become a measure of their inner moral world. Their self-esteem loses the traits of self-centeredness. Instead, the people's judgments will be significant for students, especially during socially destructive situations. «What do people think? This disturbing thought is, figuratively speaking, the thinnest wire through which an emotional signal goes from the heart to consciousness: I will stop respecting myself if I close my eyes to what happens around me» (Sukhomlynsky, 1977, p. 454).

V. Sukhomlynsky wanted emotional self-esteem to gain sufficient stability and turn into children's internal moral experience, so he did not imagine a productive educational process without the emotional experience of the pupil's own actions, especially those that reflect his/her attitude to his/her relatives, members of the team. Of course, such experiences require preparation: words that set child up for self-esteem.

Therefore, V. Sukhomlynsky's idea that scientifically organized educational process is inherently a process of self-education and moral self-development is sufficiently substantiated. In addition, V. Sukhomlynsky considers that the essence of teacher's effective educational activity is pupils' constant internal work, «work of the soul». If the students' inner moral and spiritual activity is not done, they will be deaf to teacher's correct and emotionally expressive actions. It should be noted that this approach to education of the individual has not yet become the subject of development of modern theory and pedagogical practice.

V. Sukhomlynsky's works have one of the main mechanisms of the children's inner activity. This is a constant comparison of one's own assets by the «better – worse» criterion, and this criterion must be applied simultaneously by the child to different sides of the social environment.

Our analysis leads to the conclusions that V. Sukhomlynsky's works outline a new philosophy of education related to the factor of moral consciousness as the driving force of development of highly spirited personality. Within this philosophy there are enough ideas that need to be further developed in contemporary sociocultural contexts.

Heartwarming feeling in the educational heritage of V. Sukhomlynsky

The educational issues with extremely complex structure of internal formations, which clearly represent personality's moral and spiritual development, have a special place in V. Sukhomlynsky's pedagogical work.

But it turns out that this uniqueness is not so much a transparent reality for both the scientist and the practitioner. After all, it is a system-generating, initial cell, which sets the content (as a certain system of qualities) and the direction of personal development. The category of «heartwarming» as a special dimension of spirituality became a personal principle for V. Sukhomlynsky.

It is difficult for us to state whether V. Sukhomlynsky used metaphorically «the work of the heart» or he considered the heart as «Self» of human. But obviously that's not the point. The main thing is his efforts to educate child at such level of his/her life. He, of all people, believed that education focusing only on schoolchildren's intellectual development has a

great educational danger without systematic reflective activity in the direction of human heart. «Don't think about the heart» – this educational diagnosis is threatening today, and perhaps more than in the life of V. Sukhomlynsky.

«Heartwarming – heartlessness» were the extreme limits of human development as a person, so the prominent educator noted that neutralization of heartlessness and cultivation of heartwarming was the essence of the process of education of a growing personality.

V. Sukhomlynsky noted that «education of the heart is a whole world of worries and anxieties that we adults should never forget. I see my most important educational goal is to develop child's compassion, pity, kindness to all beauty of the world and person» (Sukhomlynsky, 1978, p. 114).

In view of this, V. Sukhomlynsky focused his experimental search (both at the level of psychological mechanisms and educational means for the development of heartwarming) on the nature of interpersonal relationships. He was aware of the spiritual developmental limitation of friendship, which often covered true personal relationships, as the socio-determinant basis of person's morality.

V. Sukhomlynsky believed that friendship become developmentally ineffective if it is not heartwarming as the dominant motive. We note that recognizing the loss of the motive of heartwarming feeling in interpersonal relationships of friendship is quite difficult, because in situations of friendship of everyday childhood is often masked in relation to its main feature: children communicate, work together, spend their free time. And only in exceptional situations can the true essence of their interpersonal relationships be revealed. Then you can see if their friendship is heartwarming as a unifying center. If not, it means that the child's heart remains cold to his/her peer and indifferent to his/her problems. Indifference is the result of the absence of good feelings in the heart that cause the origin of heartwarming feeling.

The teacher should remember that loss of heartwarming feeling tends to spread; this phenomenon is not limited to the specific person and the corresponding subsequent behavioral situation. Children who have shown a heartless attitude toward their friend cannot be heartwarming to their relatives.

According to V. Sykhomlynsky, what is a system of good feelings, which in their unity determine the integrated quality of the heart? These are responsiveness, caring, empathy. Based on reflexive analysis, we distinguish the appropriate psychological means In V. Sukhomlynsky's innovative educational system, which make it possible to effectively form each of these components of the system of good feelings.

Firstly, V. Sukhomlynsky noted that the teacher should provide a deep awareness of the pupils of such emotional entities as responsiveness, care, empathy. This awareness did not limit to their understanding as one or another ethical concept (it was generally accepted methodical rule at the time).

The V. Sukhomlynsky's key aim is to organize the process of emotional experience of the child of abovementioned feelings. Therefore, the only possible way to achieve this process could be action-care, action-responsiveness, action-empathy. It is important that the child reproduces such actions in his/her imagination consistently throughout their operating structure: the beginning, the process itself, the result. At the same time, the decisive educational role belongs not to the actions that the child has ever observed, but when she/he acted and was their addressee.

Secondly, according to V. Sukhomlynsky, it is essential those situations where the subjects of these actions were the children's close relative: mother or father. Emotionally warm family relationships make a strong impression on the child, cause experiences that remain in his/her moral experience for a long time.

Thirdly, parental responsiveness, caring, and empathy felt by the child are the main motivation for his/her similar moral actions.

In the educational experience of V. Sukhomlynsky was crystallized by a powerful spiritually transformative law – formation of heartwarming feeling must initially concern everything living on earth – plants, animals, human beings, into which person invests his/her spiritual powers. Restricting the validity of the heartwarming feeling only by subject-subject relations reduces person's level of education.

Implementing this educational law into practice, V. Sukhomlynsky used the psychological mechanism of personification (giving all human properties to all living things), so his pupils chose a tree planted by them and cared about it

V. Sukhomlynsky noted «for children is proper to spiritualize everything beautiful: the doll cries or complains; the tree hurts if to break a branch ... Everyone wants to create the good conditions for life and development to the friend–tree. It becomes a deeply personal need ... Months and years pass, children have many new anxieties, but the first friend – a small tree – enters the spiritual life of every child forever ...» (Sukhomlynsky, 1978, p. 114.).

According to V. Sukhomlynsky only those actions have the right to a spiritual life, which is characterized by high human experiences – both joy, sorrow, hope for a happy future. If the teacher is not able to form such actions, then the pupils will grow up to be hard-hearted first about their

close relatives, and then about life in general. V. Sukhomlynsky noted that they only people form a double morality and a corresponding life scenario.

V. Sukhomlynsky appealed to person's emotional world in education. Emotions were a special concern for him, and among them he put the experience of joy in the first place. Child labor in all its forms should be joyful. The mechanism of producing experience of joy through the systematic imaginary movement of the pupils in socially significant situations of activity is very important. Children are engaged again and again in spiritual experiences, remembering their mentors, friends as participants in collective affairs.

Firstly, the great educator believed that heartwarming feeling as a special moral and spiritual attitude should be deep, otherwise it would not enrich the child as a person. Secondly, he organized the educational process in order to apply for all living things responsiveness, care, empathy, joy that contribute to heartwarming feeling. Only under this condition, it is possible to develop a stable moral and sensory system, in which the person will have a corresponding perception of the world and a caring attitude towards it. Thus, the desire to bring joy into the world became an important semantic value motive of children.

However, this does not mean that person should only experience joy. Remaining vital, it harmonizes the entire emotional world, in which there is sadness, anxiety, etc.

V. Sukhomlynsky defined heartwarming feeling as an active feeling, that is, which shapes and develops the child' altruistic actions. This is the main way of its origin: if person cares for another person, he/she develops oneself; without a return of warmth, without anxiety for the fate of another person there is no heartwarming feeling.

Based on theoretical understanding of the problem of human heartwarming feeling, V. Sukhomlynsky substantiated methods how to develop it. He found a pedagogical pattern: wherever the source of the pupil's joy is work for people, society, there are no punishments at all. There is no need for that. This is due to the fact that high spiritual experiences should be the leading motives for creativity and charity.

Reflecting on the problem of developmental effectiveness of teacher's educational actions, V. Sukhomlynsky emphasized «if a child has been shocked by punishment, the inner forces that are inherently human in nature to self-education are weakened in his/her soul. The more punishments and the more severe they are, the less self-education«.

According to V. Sukhomlynsky, true moral and spiritual perfection of the individual is impossible without constant work. This perfection relates to the processes of deep spiritual purification, awakening of all human

capacities and abilities, growth of consciousness and self-consciousness of personality.

Citizenship of Personality through the Meaningful Interpretation of V. Sukhomlynsky

V. Sukhomlynsky created for himself a large-scale space in which person lived in various manifestations. Therefore, ideological center for V. Sukhomlynsky's creative search was the principle of humanistic orientation: «Human being is the highest value among all the values of the world». At first glance, it seems that the stated principle had to satisfy him completely, since there was the authority of the great philosophy. Nevertheless, V. Sukhomlynsky claimed that person is not a value absolute, since even one's freedom without responsibility is not true freedom. Consequently, the educator formulates methodological complementary principle of «the need to value life as the highest value». So, the there is an opportunity to consider human being as the highest value in the multifaceted dynamics of his/her ascension to this great goal throughout life as a value, and thus in the process of directed learning and education. It is advisable ideologically and methodologically constructed educational process, according to the scientist, should raise the growing personality to life as a value, the central feature of which should be the spiritual honor of personality.

V. Sukhomlynsky used this methodological connection as a scientific guide in solving the problem of individual citizenship. He has emphasized in numerous works that life as a value is not a consumer type of life with only utilitarian needs. Such life will never establish a person as the highest value. V. Sukhomlynsky believed in life of serving, when personality develops and is realized in higher spiritual values as a priority in spiritual and moral structure.

Therefore, the category of serving was fundamental in formulating the concept of «citizenship». This personal formation is interpreted by the educator as a service to people, loyalty and dedication to the Homeland, its goals, and pride in it. In this regard, it is important that the sense of loyalty is combined not only with the present of Homeland, but with its age-old shrines, which belong to the Ukrainian people. It also means that the Homeland, people and work that is spiritualized by great feelings, has become the highest shrines for personality. V. Sukhomlynsky clarified the phenomenon of service as a product, which gave and gives a person to one's people, that he/she left from soul, mind in the material and spiritual values of the Homeland.

Thinking about the problem of citizenship, raising it to the scientific and conceptual level, we will not forget that V. Sukhomlynsky lived in the communist era; he couldn't be distant from it, so there were some ideological slogans in his works. However, he defended the position of humanism in creative way.

V. Sukhomlynsky clearly stated that citizenship is not only class-party ideologues but common people's good. The general category of good is a consciously accepted personality as a motive for one's activity, it must be specified for it in the form of socially important requirements relating to work, behavior, communication. The civic obligation of the individual towards the people and the homeland should become the unifying value meaningful center for these varieties of activity. The latter is associated with a developed citizen. It is such a citizen (according to V. Sukhomlynsky, a true citizen), ready to defend the Homeland until the last drop of blood.

This ideological conclusion allows us to correctly interpret the relationship between civic education and patriotic education. Scholars considered patriotic education as independent; citizenship and patriotism function simultaneously. For V. Sukhomlynsky this point of view was unacceptable. He emphasized that there cannot be a citizen who lacks a sense of patriotism, he/she must be a true patriot of his/her homeland. Patriotism is a leading component of citizenship, since it is based primarily on a sense of love for people and country, so we are now effectively accepting this statement.

For scientifically grounded education of citizenship, we must also consider it in the context of spiritual and moral education, because it is a necessary basis for education of the patriot-citizen. V. Sukhomlynsky has repeatedly pointed out that badly educated people do not have higher civic aspirations. It is true that there is integrity between the processes of civic and spiritual and moral education for their humanistic goals.

However, such integrity does not yet mean complete unity, when two problems are solved by the same means and methods. Considering this provision, let us consider these processes from this perspective. The means and methods of the process of citizenship and the process of spiritual and moral education are generally the same. Because these processes have one purpose – to educate certain socially significant value of the growing personality. However, the subjects of educational efforts are somewhat different there: for civic education – directly to the people, the Homeland, as a single object, despite its large number. As a result of education, it must have common characteristics, and this is the main task of civic education of the growing personality.

Moreover, V. Sukhomlynsky searched the most effective means of achieving his goals. The great educator noted «in the source of people's morality we need to take spiritual energy of true humanity, friendship, tolerance, true brotherhood of free people» (Sukhomlynsky, 1978, p. 132.)

Concerning the specifics of spiritual and moral education, its direct object of care is spiritually enriched interpersonal interaction. As a result, «I am the bearer of spiritual and moral values through which I establish myself in the surrounding environment». So, the relation «I am a member of society» (inherent in civic education) remains in the shadow of the educational process.

Let us consider the most important in the education of citizenship of a growing personality. According to V. Sukhomlynsky, it is a transformation of the objective shrines, which is primarily the people, the Homeland, the spiritual work into a growing citizen own sanctity. It should be emphasized that V. Sukhomlynsky only theoretically initiated this line of personal movement, and in this we see the extraordinary value of this idea. Nowadays, we can say that it was associated with a long-term perspective. The fact is that V. Sukhomlynsky often discussed the psycho-pedagogical science, which did not have means or hypotheses to solve this problem.

It should be noted that certain events (both historical and modern), symbols, individuals may act as objects of shrines. The defining feature of these items is their high importance, bordering on exclusivity. Examples of such shrines are the Cossack Battle of Berestechko, the Revolution of Dignity, symbols – a natural stone, as a haven for a handful of warriors who fought over the Dnieper (from V. Sukhomlynsky's stories). Among several shrines-personalities, there is Tars Shevchenko – the apostle of the Ukrainian spirit. The high significance of the shrines, in turn, is ensured by the fact that all of them are characterized by heroism as acting on the spiritual optimum.

Now we will answer the key question. By what internal forces is it possible to transform the objective shrine into one's highest spiritual heritage, into a sacred value? In our opinion, they are emotions that power is much greater than any other emotional experience. Therefore, not every person spontaneously experienced them; most of them are characteristic of artistic or spiritually gifted people. Currently, theoretical and experimental studies in this area have been carried out at the Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine.

V. Sukhomlynsky's lessons regarding civic education is extremely relevant because they are the embodiment of high humanism, which is not subject to temporary devaluation. He was firmly convinced that education of human nobility – this fundamental quality of a true member of society –

begins with humanization of one's attitude towards people, spiritualization of that attitude with pure feelings of respect for human being. Even the social role of a member of society V. Sukhomlynsky interpreting as «the son of his people».

It can be argued that the pedagogy of the feelings of V. Sukhomlynsky was innovative not only in his time. Love for people is your moral core. This is exactly the essence of V. Sukhomlynsky's educational credo. It harmoniously combines personal education as a pedagogical interaction and self-education. He emphasized that the pupil (especially during the years of adolescence) would stay with one's own conscience that was the main impetus for him/her.

All the great feelings of children must be powerful chains that connect them with society. Therefore, V. Sukhomlynsky insisted that the child be taught to live among people, harmonizing with the society their interests, needs, desires. Person is truly happy if the satisfaction of their aspirations benefits the society.

Conclusions

To sum up, according to V. Sukhomlynsky «education of citizenship is education of the soul, as the child lives, which excites and disturbs him/her; what is her/him joy and sorrow, how she/he treats people, enters the world into her/him soul – all this is expressed in deeply individual personal experiences, thoughts, aspirations, needs, actions». In our opinion, V. Sukhomlynsky's educational heritage is our professional strength and great responsibility for resolving the educational problems that have arisen today.

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V.O. Sukhomlynsky's Ideas About Reading as a Means for Development of a Child's Spiritual Needs Culture

Larysa Berezivska, Barbara Kalinowska-Witek

The article reveals the ideas of a prominent Ukrainian teacher, scientist, children's writer, director of Pavlysh secondary school Vasyl Oleksandrovych Sukhomlynsky regarding reading as a means of forming a culture of a child's spiritual needs (to read, to study, to work, to defend the Motherland, etc.). The system of interconnected components of the process of forming the culture of pupils' spiritual needs (quality teaching of literature, extracurricular reading, literary and creative circles, etc.) developed by the teacher has been characterized. These ideas of a humanist teacher are promising for further study and creative use in school practice.

Keywords: *V.O. Sukhomlynsky, Ukrainian teacher, spiritual needs of a child, school, reading, book, library.*

Nowadays, in the conditions of intensive development of the information society, complex social realities and political challenges, the need for finding effective means of forming a child's spiritual needs culture as the basis of the motivational sphere and the driving force of his or her development, is becoming more relevant. Reading has the priority among various means of forming a culture of a child's spiritual needs. This problem is extremely important all over the globalized world, for various states and educational systems. It acquires special relevance in Ukraine in line with the development of the New Ukrainian School as a strategic basis for educational reform. So, among the key competencies and pass-through skills which are the basis for the successful self-realization of a pupil as a person, citizen and specialist, the ability to read and understand what is being read is defined among the common skills for everyone (New Ukrainian School, 2016, p. 12). However, today, as it was noted by the academician, president of the National Academy of Pedagogical Sciences of Ukraine V.G. Kremen, «young people read little for the lack of time, but they are more connected to the Internet, a computer. ... Young people read, but not only the things

which are recommended to them by curricula. Again, we should approach this taking into account the problem of new requirements and needs of an innovative person which time raises before him or her» (Kremen, 2009, p. 447). It is necessary to note that this problem was one of the key problems in the works of the outstanding Ukrainian humanist teacher, children's writer, director of the Pavlysh secondary school Vasyl Olexandrovych Sukhomlynsky (1918-1970). Celebrating the centenary of the teacher's birth in 2018, in accordance with the decision of the 39th session of the UNESCO General Conference, we were once again convinced of the relevance of V.O. Sukhomlynsky's creative heritage in Ukrainian and foreign educational space. Given this appeal to his ideas, it is advisable, since they are based on the results of the analysis of the teacher's multiyear work and, therefore, is a source of understanding the current issues of pedagogical theory and educational practice.

Ukrainian scientists (M.Ya. Antonets (2002), I.D. Bech (2013), N.A. Kalinichenko (2008), O.B. Petrenko (2011), O. Ya. Savchenko (2003), O.V. Sukhomlynska (2013), V.L. Fedyayeva (2006) and many others) and foreign scientists (E. Hartmann (2010) (Germany), A. Cockerill (1994) (Australia), Xiao Su (PRC), H. Frangos (1993) (Greece) and others)), trying to find previously unnoticed rational grains or to allocate the already known in the line of innovative changes in the educational field, continue to study Vasyl Olexandrovych's ideas on various pedagogical aspects (Antonets, 2002; Berezivska, 2018; Bech, 2013; Frangos, 1993; Kremen, 2009; Parcheta, 2001; Petrenko, 2011; Savchenko, 2003; Sukhomlynska, 2005, 2018).

Of course, today we are carefully re-reading the pedagogical works of the outstanding Ukrainian teacher V.O. Sukhomlynsky. So, he lived and worked in the Soviet times, when the Ukrainian Soviet Socialist Republic was a part of the Soviet Union. However, Vasyl Olexandrovych, ahead of the Soviet reality, was a humanist by his nature, so he tried to introduce universal human values into a totalitarian school. That is why with the declaration of Ukraine's independence in 1991, the revival of democratic and humanistic principles in education, the appeal to the teacher's ideas was intensified, and due to their multi-vector nature and child-centeredness they are becoming more relevant in the conditions of the New Ukrainian School development.

O. Sukhomlynsky's creative work has its supporters, who are more numerous than opponents. The best evaluation of the teacher's activities, in our opinion, is the considerations of his daughter, Doctor of pedagogical sciences, Professor, academician of the National Academy of Pedagogical Sciences of Ukraine O.V. Sukhomlynska: «... I am convinced that he is a creative, thinking teacher, moved from one shore to another, and he simply

did not have enough time to come to the shore – after all, fate gave him only one decade – the 1960s» (Sukhomlynska, 2018, p. 16).

The purpose of our article is to reveal Vasyl Sukhomlynsky's ideas regarding reading as a means of forming a child's spiritual needs culture for their creative comprehension in the current conditions of the general secondary education reform.

For this, we have studied V.O. Sukhomlynsky's pedagogical works, in particular the books «A Schoolchild's Spiritual World», «How to Raise a Real Man», «Pavlysh Secondary School», «The Problems of Upbringing of a Comprehensively Developed Person», «A Conversation with a Young Director», «I am giving my heart to children«,» One hundred tips to the teacher», «Methods of educating the team», «Birth of a citizen «; articles «A Mighty Educator», «Who is at the desk today?», etc. These and other teacher's works are stored in V.O. Sukhomlynsky State Scientific and Pedagogical Library of Ukraine of the National Academy of Pedagogical Sciences of Ukraine. Its web-portal (http://dnpb.gov.ua) represents the electronic information and bibliographic resource «*Outstanding Educators of Ukraine and the World»,* an integral part of which is the *«Sukhomlynsky Vasyl Olexandrovych»* section, which presents the following information: the activist's biography; his works bibliography and materials about him; individual full-text works; photo gallery; societies, associations, institutions bearing the teacher's name; information about awards, prizes, monuments, pedagogical readings, online resources related to this outstanding figure, etc. Since 2003, library scholars have been directing research efforts to the development of Sykhomlynsky's studies, the popularization of the teacher's ideas in Ukraine and the world (Berezivska, 2018; Sukhomlynsky, 2018). The documentary fund of the *reading room of the V.O. Sukhomlynsky's Foundation,* which is a structural part of one and only Sykhomlynsky's studies sector in Ukraine of the V.O. Sukhomlynsky State Scientific and Pedagogical Library of Ukraine, has more than 5 thousand samples of documents, in particular, they include V.O. Sukhomlynsky's works in Ukrainian and more than 50 languages of the world; publications and materials devoted to the teacher on the scientist's use of the pedagogical heritage; publications (articles by V.O. Sukhomlynsky and about him) from periodicals, their copies (1976-1977), as well as documentaries about the teacher. The library staff prepared a complete and comprehensive bibliographic index «Vasyl Olexandrovych Sukhomlynsky: for the 100th anniversary of his birth», which presents publications from 1945 until 2017, dedicated to the teacher's life and his creative heritage, in order to popularize his heritage both in Ukraine and abroad. This publication is a key basis for a holistic historical and pedagogical study of V.O. Sukhomlynsky's ideas, his fictional work, as well

as information about the research of the teacher's latest works by modern scientists (Berezivska, 2018).

The analysis of the teacher's works showed that among the priority tasks of the comprehensive development of the personality, Vasyl Olexandrovych determined *the upbringing of his or her needs*. Axiomatically sounds his opinion that «the active procurement of needs as the most important needs of the personality's spiritual values of is one of the most interesting problems of pedagogical theory and practice» (Sukhomlynsky, 1976$_a$, p. 653). In this vein, the teacher raised the socio-pedagogical issues of the relationship *of a person's material and spiritual needs, needs culture and desires culture upbringing*. In particular, he wrote: «By upbringing highly moral, noble desires and refraining from desires that are unacceptable and forbidden, we thereby prevent great misfortune – derangement and depravity as a result of unbridled satisfaction of whims» (Sukhomlynsky, 1976$_b$, p. 77).

The teacher expressed an outstanding idea about the harmony of interests, needs and desires of a particular pupil and the collective as a whole. It is achieved only when desires arise and are affirmed on the basis of *highly moral needs*. The violation of the harmony between needs and desires causes devastation of the individual due to the absence of *rich spiritual needs*; the devastation of the collective, its transformation into the sphere of entertainment (Kalinichenko, 2008, p. 409; Sukhomlynsky, 1976$_a$, p. 16). That is why, according to Vasyl Olexandrovych, «all school life should be directed in such a way that a child from an early age could feel and understand the harshest border between the things which can be desired and the things which cannot be desired» (Sukhomlynsky, 1976$_a$, p. 131). And finally, only the person who knows the limit of his or her desire can become a good citizen, a good friend (Sukhomlynsky, 1977$_e$, p. 289).

It is important that V.O. Sukhomlynsky interpreted the concept of a «need» as the «engine of human life», from which desires arise, which should be in harmony with the interests of the collective, society, people, the Motherland and should be cultivated from the first days of the child's conscious life. «The culture of human desires is the main road of family and school education», Vasyl Olexandrovych said (Sukhomlynsky, 1977$_b$, p. 442).

The scientist attached an extremely great importance to the role of the teacher in the nurturing of the individual's ability to control one's own desires, on the basis of which spiritual needs are formed. He noted that at Pavlysh secondary school, teachers in conversations with pupils talked about «the internal discipline of desires as an integral feature of spiritual, moral culture» (Sukhomlynsky, 1976$_b$, p. 603–604). The tutor's task is «to turn morally grounded and accepted for the society needs into a person's desires, internal motives» (Sukhomlynsky, 1976$_f$, p. 266). Still today relevant is

V.O. Sukhomlynsky's advice to teachers: «Whatever subject you teach to adolescents or young people, you should awaken the craving for books inspired by the ideas which uplift and ennoble a person who is on the verge of independent life» (Sukhomlynsky, 1976$_f$, p. 361). The teacher personally wanted reading to become the most important children's spiritual need and he warned: «If a child does not have love of a book since childhood, if reading has not become its spiritual need for life, in the years of adolescence a teenager's soul will be empty ...» (Sukhomlynsky, 1977$_h$, p. 201).

From this perspective, reflecting on such negative phenomena among adolescents and young people as drunkenness, hooliganism, thoughtless waste of time, Vasyl Olexandrovych prudently determined their reason – the limited intellectual interests in the school years. That is why he advised to work with a teenager, making the book captivating for him or her, «like a favourite tune, like a lovely dance«; and becoming a «new, incomprehensible miracle» (Parcheta, 2001, p. 422–423). In his opinion, «only the book will turn wonder into curiosity», «only reading opens the luxury of intellectual life to a person» (Sukhomlynsky, 2016, p. 509). V.O. Sukhomlynsky insisted that the teacher should know about teenager's intellectual interests, namely, «what place in his life is occupied by mental work, book and art.» The following thought sounds convincingly: «If a teenager lives only with movies, TV, a transistor receiver, tape recordings, if he does not know what reflections about his own fate are caused by a book, the reading of which is not an easy job, then no matter how much human fuss surround him, he is lonely» (Sukhomlynsky, 1977$_e$, p. 331). Vasyl Olexandrovych did not ignore the question of the teacher's need for reading and his or her own library «Reading is the source of the teacher's thought and creativity, it is life itself» (Sukhomlynsky, 1977$_f$, p. 254).

Vasyl Olexandrovych recommended teachers to have publications developing the knowledge of the program material in their personal libraries. In order to deepen elementary school knowledge, pupils under a teacher's guidance should read scientific or popular science books which contribute to the child's mental development (Sukhomlynsky, 1976$_d$, p. 474). He advised young teachers to buy literature monthly, in particular on the problems of the science taught by them; about the life and struggle of people who can be examples for young people; in psychology – «about a person's soul – especially of a child, adolescent, a youth, a young girl.» Upon that, V.O. Sukhomlynsky gave various arguments: the teacher must constantly replenish scientific knowledge in order to see pupils' mental work, in addition, he is a «tutor, life teacher, mentor of children and youth,» who «must be an expert on the human soul which is being formed.» «Each book you read should somehow enter your workshop of education as a new

delicate instrument», Vasyl Olexandrovych's appeal to young teachers of that time sounds relevant still today (Sukhomlynsky, 1976e, p. 510).

V.O. Sukhomlynsky believed that a teacher's personal library should contain fiction for pupils: «Do not forget that the work of art read by your educatee and perceived by his or her inquiring mind and vulnerable heart can be the drop that the educator often lacks so that the scales are tilted in the direction you need» (Sukhomlynsky, 1976e, p. 510). He advised teachers, when completing a personal library, to select the books which need to learn how to live for each pupil individually.

With his own example the teacher proved the importance of the library for professional growth, spiritual development, and a teacher's self-realization. He wrote: «My personal library is my wise teachers, to whom I come daily to consult: where is the truth? How to recognize it? How to transfer from the older generations' soul and heart the moral wealth created, accumulated and received by humanity, into the younger generation's soul and heart? My books are my life teachers, to whom I turn daily with the question: how to live? How to be an example for my pupils? How to convey the light of ideal to their hearts?» (Sukhomlynsky, 1976e, p. 509). Vasyl Olexandrovych had an abundant library where he selected publications only with significant artistic value. He wanted «this library to be the criterion of aesthetic culture.» Conversations with readers of the books from his library brought joy to the director, because they «expanded his pedagogical horizons» (Sukhomlynsky, 1977g, p. 45–46).

Labour is the priority need of society and a powerful educational force in the culture of human desires. According to the teacher, *desire culture nurturing was to take place* namely through hard school work: «A person who has not learned how to manage his or her desires, who has not experienced their moral justification and validity, becomes socially unreliable, comes into conflict with social requirements». Reluctance to learn and unwillingness to work productively is one chain (Kalinichenko, 2008, p. 442-443). It is in the wealth *of spiritual needs* that lies the path to overcoming laziness. He stated: «... when already in childhood and especially in the years of adolescence, a person obtains such needs for his soul as *the need for the joy of work, in a book, in communication with another person, in creation, in creativity*, he or she receives the antidote from laziness» (Sukhomlynsky, 1976e, p. 653).

V.O. Sukhomlynsky, having analysed the disappointing statistics (only 14 per cent of young people aged 20-35 spent time reading, the rest were engaged in various entertainments) and, finding out the causes of drunkenness, hooliganism and other negative phenomena that occurred among young people, he convinced of ponderability of reading as a means of forming a culture of free time spending. «Life convinces that when a

young person has a nurtured passion for reading, in free time he or she will not be bored of idleness and look for cheap entertainment and pleasures,» the scientist wrote (Sukhomlynsky, 1977$_f$, p. 253). For this, schools should have reading rooms, book rooms, and for each pupil his or her own library should be created in the years of adolescence, which would be passed down from generation to generation and would be a family pride.

V.O. Sukhomlynsky convincingly substantiated the idea of the inseparability of school from book, obtained during the course of multiyear creative teaching work: «Only the attitude to the book as to the most important eternal and enduring spiritual value creates the attitude to school as to the people's cradle.» The teacher's reflections about extrusion of books as the leading means of upbringing by new sources coming to school, are still relevant (cinema, television, technical equipment). In his opinion, reading should become «the main person's spiritual need», and the school's extremely important task is «the ability to involve children in the world of books». «Reading a fictional work is the creativity of the mind and soul, and a child can perceive this creativity from the teacher», the teacher noted (Sukhomlynsky, 1977$_c$, p. 498).

In his opinion, reading should become «the most important person's spiritual need», and an extremely important task of school is «the ability to involve children into the world of books» (Kremen, 2009, p. 496). That is why the main holiday of Pavlysh secondary school was the Book Holiday, held at the beginning of school year. As Vasyl Olexandrovych described, on that day, parents bought their children a book for the family library. At the same time, selected books that were published over the past year were passed to the Eternal Library. Thus, books, like «the living and immortal roots of the people», became a continuous chain between generations (Sukhomlynsky, 1977$_a$, p. 339-340). There were several Book Holidays of this kind during the year. In addition, the Ukrainian Word Room worked at the school, where Ukrainian writers' works were stored (Sukhomlynsky, 1977$_b$, p. 498). Pupils came to school after lessons, during holidays, in order to read fictional works together with the teacher in the Fairy-Tale Room, Beauty Corner, Ukrainian Word Room.

As we see, V.O. Sukhomlynsky defined reading as the child's spiritual need which should be cherished by teachers first of all. Meanwhile, on the basis of his own observations, he raised the problem of reading as a significant means of forming the spiritual needs of pupils.

In the process of forming the needs and desires of a child, self-knowledge, self-education, self-improvement, to which the teacher devotes special conversations, play the leading role. He defended the idea of the interdependence of needs to exert physical and spiritual strength, overcome

difficulties, gain joy in work and thus recognize himself: «A pupil can learn and educate himself only when the concept of work in his spiritual life is inextricably linked with the book» (Sukhomlynsky, 1976$_b$, p. 603).

It is important that for this purpose at Pavlysh secondary school worked a system of ethical conversations with educates. Among the various topics of conversations on moral education (attitude to the sources of happiness and joy of childhood, adolescence and youth; obligation and duty to parents, older generations, the Motherland; the essence of the truth: Human as the highest value; veneration of the memory of the dead, etc.) and topics about the harmony of desires and responsibilities, desires and discipline, desires and present needs; about the ability to control the mind and be guided by the requirements of duty, and not just desires; about self-education of desires; about a worthy person and the like. It is positive that for this purpose there were compiled a manual of ethics for the educator and ethical readers for reading by pupils of different ages at school and in family (Sukhomlynska, 2013, p. 121). The Special Ethics Reader consisted of two thousand short stories and fairy tales, laid-out in five parts (for preschool children, for grades 1-2, 3-4, 5-7, 8-10), taking into account the age of children, their perceptions and interests. Another educational reader included moral values of mankind from ancient times to the present day. This very reader contained descriptions of the exploits in the name of the Motherland, the heroic struggle of peoples for freedom and independence, and the like. According to Vasyl Olexandrovych's description, reading the works in this reader, a young citizen «as if sees himself through the eyes of society, thoughtfully and demandingly analyses his actions, his behaviour» (Sukhomlynska, 2013, p. 123). He noted that the teaching staff sought that by means of reading «the pupils strive to make their life similar to the lives of those people as they see honour, dignity and personal pride in their work for people» (Savchenko, 2003, p. 152).

Of course, reading, the knowledge of literature and school education are closely related. According to V.O. Sukhomlynsky, individual reading as a creative process should be thoughtful, capture minds and arouse a sense of admiration for beauty, nobility, moral greatness or a sense of indignation, contempt, intransigence (Sukhomlynsky, 1976$_c$, p. 97]. He emphasised that by means of reading teaching staff should strive to encourage «the pupils to endeavour to make their life similar to the lives of those people as they see honour, dignity, personal pride in their work for people» (Sukhomlynsky, 1977$_g$, p. 152].

In line with current socio-political events and scientific challenges, the teacher's fruitful ideas on the formation of schoolchildren's patriotic feelings and beliefs and the readiness of an educatee for a feat are becoming

relevant. In «readiness to lay down his head for the Motherland,» Vasyl Olexandrovych saw «moral valour, without which the patriotic vision of the world today, patriotic worries and anxieties for the fate of the public, popular in his native city, village …», which is the highest *moral need* (Sukhomlynsky, 1976$_c$, p. 133).

The teacher found that adolescents took interest in fictional works based on deep thought, especially in those places that «reflect a sense of spiritual community between people, fidelity, devotion,» referring to vigorous activity, in particular «about travel and unusual adventures of strong, brave and courageous people». «Scientific discoveries, heroic struggle for freedom and independence of the Motherland, the lives of historical figures, military leaders, scientists, inventors, production innovators – all this attracts adolescents,» the scientist noted, given the necessity to form in pupils the need to make scientific discoveries, heroic actions, to be like prominent people of various professions and so on. It is important for adolescents, when they read fictional works, to have a desire to write down in personal diaries their thoughts, views and beliefs about the things read, which shows an increase in their mental and emotional activity (Sukhomlynsky, 1976$_a$, p. 317-318).

V.O. Sukhomlynsky noted that reading works about the exploits of the Great Patriotic War heroes (especially of children and youth), about selflessness and fearlessness, about the fighters' self-sacrifice for the cause of the people, awakens exciting emotional and aesthetic experiences in adolescents. It is interesting that in children of primary school age, reading of literary works about the death of heroes caused «tears of pity and compassion,» and in adolescents – the awareness of the need for self-sacrifice for the benefit of society. Moreover, in his youth, according to the scientist, «the feeling of the heroic develops and deepens, occupying an increasingly prominent place in the moral world of man» (Sukhomlynsky, 1976$_a$, p. 336).

That is why Vasyl Olexandrovych suggested selecting material for reading carefully, so that each book read could leave a deep mark in the child's heart and mind and help to discover new *spiritual wealth* for him or her. For this purpose, the creative team of Pavlysh secondary school, headed by V. O. Sukhomlynsky, developed and tested a number of effective forms which developed the need for reading: collective readings (multiple reading of favourite books in the Fairy-Tale Room, Ukrainian Word Room), lessons dedicated to reading schoolchildren's favourite; repeated reading of favourite poems with the aim of learning them by heart; evenings and mornings of expressive reading; Native Word Holiday; circles of lovers and venerators of the native word, where children and their parents took part; Book Holiday;

children's, personal and family libraries, etc. (Sukhomlynsky, 1977ₑ, p. 498; Sukhomlynsky, 1977ᵢ, p. 200–201).

A special place in the school library of Pavlysh secondary school was occupied by the *Children's Library*, which consisted of four departments. The first department was designed for four years of primary school. It contained stories of the greatest value for children's moral, mental and aesthetic education. Children read the works under the teacher's guidance both in the classroom and in extracurricular time. «This section of our library can be compared with a library of musical works intended for collective listening,» wrote Vasyl Olexandrovych (Sukhomlynsky, 2012, p. 333). The second section covered fairy-tales, poems, and fables for extracurricular reading at the child's choice. The third – ancient Greek mythology, which plays a big role in the intellectual and aesthetic education of children, «awakens the imagination, develops mind, fosters interest to the distant past» (Sukhomlynsky, 2012, p. 333-334). The children's library was the basis of teaching expressive reading, understanding the world, school of pupils' emotional and moral education.

At Pavlysh secondary school, a Golden Library of adolescence was created for teenagers in the Room of Thought, which included works of world literature. «We achieved the introduction of book into adolescents' spiritual life as the most important intellectual and aesthetic need,» Vasyl Olexandrovych stated proudly (Sukhomlynsky, 1977ₑ, p. 413]. It is important that the Golden Library as a «powerful educational force» included works that reflected «moral ideas – loyalty to the people, readiness to give their lives for their happiness, loyalty to beliefs, adamantness before the trials» (Sukhomlynsky, 1977ₑ, p. 416). Based on his own observations, the scientist convincingly proved that «adolescents' self-education begins over a book and consists in measuring himself or herself by the highest measure – courageous people' lives devoted to noble ideas» (Sukhomlynsky, 1977ₑ, p. 417). Vasyl Olexandrovych in his teaching work «strived to encourage a teenager to become engrossed in reading a book about an outstanding person's life and struggle, which embodied moral greatness and beauty» (Sukhomlynsky, 1977ₑ, p. 463).

Appealing to the Ukrainian writers of that time, Vasyl Olexandrovych convinced them to write works on exciting topics for teenagers and young people: ideological values, loyalty to beliefs, purpose of life, which would contribute to awakening patriotic feelings in children and youth (Sukhomlynsky, 1977ₑ, p. 498).

Undoubtedly, reading as a powerful educational force affects an individual's needs. For example, the desire to learn, in V.O. Sukhomlynsky's opinion, becomes firmly established in a child only when his or her

intellectual life passes among books, reading of which becomes the most attractive spiritual need for a schoolchild. The teacher substantiated the realization of this goal through extra-curricular reading: «Reading is an independent voyage into the sea of knowledge, and our task is to get for each pupil happiness from this voyage and feeling like a brave man who has come face to face with the boundless sea of human wisdom» (Sukhomlynsky, 1977$_a$, p. 431). As the scientist proved, reading should become the intellectual need of an individual, contribute to his or her desire to learn new knowledge (Bekh, 2013, p. 432).

At the same time, V.O. Sukhomlynsky constantly worried about the question why students reluctantly read good books, especially scientific ones. First of all, as the teacher reasoned, many teenagers do not know what real reading is: on the one hand it penetrates into the contents of the book and on the other – it «captures mind and heart, awakens thoughts about life, makes you think about your own future». In this sense, a teacher's important task was to help turn the book into a teenager's friend. The arguments given by the teacher are obvious: «If the book did not become a source of spiritual wealth, joy, pleasure for the student, many other *spiritual needs* are inaccessible; his world is poor, gloomy» (Sukhomlynsky, 1977$_h$, p. 480). The teacher was sure that «it is very important for a pupil to receive intellectual joy from reading,» in particular from reading magazines, popular science literature (Sukhomlynsky, 1977$_g$, p. 243). Such approach develops interest in books and science, which contributes to a better assimilation of knowledge in particular subject.

An effective means of forming the spiritual needs of adolescents at Pavlysh secondary school was the Room of Thought – a small reading room containing more than three hundred books. A special bookcase with special books stood in the room: about outstanding and courageous people's life. While reading, adolescents, capturing a person's name, had to turn it into an ideal «as the first impetus, an incentive to self-education.» According to V.O. Sukhomlynsky, books did not only open the world around the pupil, but also helped him to know and educate himself. And teachers should strive for this. It is also important to have in this room a bookcase with natural-scientific literature. Teachers, studying each pupil's interests, inclinations and abilities, offered him or her this or that books. Thus, they sought to turn the reading of a scientific book into a pupil's spiritual need (Sukhomlynsky, 1977$_h$, p. 481–483).

Vasyl Olexandrovych's reasoning about school's educational and upbringing task is currently becoming relevant – to help pupils to develop the need for reading and a sense of satisfaction with it. According to him, an effective form of realizing this task is a pupil's *own (personal) library*, which

would be passed down from generation to generation, would become «family pride» (Sukhomlynsky, 1977f, p. 253). Pavlysh secondary school's teaching staff strove for each pupil to have a *small library* at primary school and a *solid library* of one hundred and fifty books at secondary and high school. Such libraries had to be filled with pupils' favourite editions so that they could re-read them. It was important for every, without an exception, pupil of Pavlysh secondary school to have his or her personal library (Sukhomlynsky, 1976a, p. 392). In line with the formation of spiritual needs culture, the teacher urged to take care of the «main, most important cultural centres – libraries» in general and of each pupil's personal library. He advised teachers to convince parents that «the personal library of their son and daughter is the greatest wealth», to nurture in pupils the need not only to read, but to re-read a good book too (Sukhomlynsky, 1977h, p. 484).

The leading role in the formation of such libraries as well as love of books and reading, should be played by teacher: «To bring each pupil to the world of books, to cultivate love of books, to make book a guiding light in intellectual life – it depends on a teacher, on the place which a book occupies in his or her life» (Sukhomlynsky, 1976d, p. 491). Vasyl Olexandrovych formed in his pupils love of book in the course of getting to know his own library. He wrote: «From the enthusiasm about my books, the desire to have one's own library is awakened in a child» (Sukhomlynsky, 1976b, p. 549). The teacher advised to develop in pupils the passion to collect books for creating their own libraries, and he encouraged teachers to have publications in the school or personal library, develop knowledge of program material among students. In order to deepen elementary school knowledge, pupils under a teacher's guidance should read scientific or popular science literature, which will contribute to a child's mental development (Sukhomlynsky, 1976d, 474).

V.O. Sukhomlynsky's thought about the school library as a centre of a school's spiritual life, is relevant nowadays. He wrote that «here (in the library. – L. B.), many children's interests are satisfied, the light often lights up here awakening the dream» (Sukhomlynsky, 1977g, p. 65). It is important that several book lovers' circles worked at Pavlysh secondary school library of, where children read books, fixed and repaired them. The library circle kept a register of the books read with a list of pupils and books titles sorted vertically, which each pupil had to read. After reading the book, the pupil made a mark about it (Sukhomlynsky, 1977g, p. 108). The collection «Immortal Works of the World Literature», which was obligatory for reading, was stored in a separate cabinets of the library. For high school pupils, scientific literature in the library was selected in different subjects. As Vasyl Olexandrovych reported, the problem with pupils who read few books

from this list was discussed at the pedagogical council. The school library was a means of educational work, in particular with those pupils who, for various family reasons, were threatened by the emptiness of spiritual life (Sukhomlynsky, 1977$_g$, p. 65). Vasyl Olexandrovych believed that the school library was to contribute to the organization of independent reading, which played a special role in a pupil's intellectual, moral and aesthetic development (Sukhomlynsky, 1977$_a$, p. 431).

As you can see, V.O. Sukhomlynsky attached great importance to reading, in particular as a means of forming an individual's spiritual needs. It is important that a system of ethical conversations with pupils operated for this at Pavlysh secondary school. Among the various topics of conversations on moral education (attitude to the sources of happiness and joy of childhood, adolescence and youth; obligation and duty to parents, older generations, the Motherland; the essence of the truth: Man is the highest value; veneration of the memory of the dead, etc.). There were also topics about the harmony of desires and responsibilities, desires and discipline, desires and real needs; about the ability to control the mind and be guided by the requirements of duty, and not just desires; about self-education of desires; about a worthy person, etc.. It is positive that for this purpose there were compiled a Manual on ethics for the educator and ethical readers for reading by pupils of different ages in school and family (Sukhomlynsky, 1976$_c$, p. 121). A special ethical reader consisted of two thousand stories and tales of an instructive nature, set out in five parts (for pre-schoolers, for 1-2, 3-4, 5-7, 8-10 grades), taking into account the children's age, their ideas and interests. Another educational reader included mankind's moral values from the most ancient time to the present day. Indeed it contained the descriptions of the exploits in the name of the Motherland, the heroic struggle of peoples for freedom and independence, and the like. Reading the works from the reader, as Vasyl Olexandrovych described, a young citizen «as if sees himself through the eyes of society, thoughtfully and demandingly analyses his actions, his behaviour» (Sukhomlynsky, 1976$_c$, p. 123).

The teacher wrote these stories and tales with deep educational content for children of preschool and primary school age. However, as the daughter of the prominent Ukrainian teacher, O.V. Sukhomlynska, notes, «Sukhomlynsky's recognition as a children's moralist writer came after his death» (Sukhomlynsky, 1977$_j$, p. 8). The fictional works by V.O. Sukhomlynsky as a children's writer are most fully represented in the collection «I will tell you a fairy tale … Philosophy of childhood», structured and prepared for publication by O. V. Sukhomlynska (2016) (Sukhomlynsky, 1977$_j$). They entered the treasury of the Ukrainian and foreign school libraries and now are widely used in the educational process: they are

included into textbooks and books for reading for pupils in grades 1-4 as well as into the Ukrainian schools' educational activities. They are read to children by parents, children read these works themselves.

Thus, V.O. Sukhomlynsky rightly considered the problem of school reading in two dimensions: as the spiritual need of children and youth, which needs to be cherished, and as a means of forming a culture of their spiritual needs. And these dominants, as it turned out, are inseparable. Based on the experience of Pavlysh secondary school, the teacher developed a system of interconnected logical and at the same time creative components of this process: high-quality teaching of literature, individual lessons in the artistic reading of a favourite work, extracurricular reading, literary and creative circles, Book Holiday, Fairy-Tale Room or Beauty Corner, the Ukrainian Word Room, Thought Room, pupils' personal libraries, an ethical reader, ethical conversations, careful selection of books for reading, and the like. Thoughtful reading of a book is not only an acquaintance with its content, but, first of all, self-knowledge and self-education, the foundation of a child's spiritual needs culture formation. And this is the human-creation essence of reading as a means of self-realization and self-creation of a person in various spheres of public life. The scientist defined the role of school, family and the public in nurturing spiritual needs culture of a child since the first days of his or her conscious life (to study, work, defend the Motherland, etc.), from which the desire arises, which should be in harmony not only with one's own, but also with public interests. These ideas of the outstanding Ukrainian humanist and educator are promising for further study, comprehension, and creative use in school practice.

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Phenomenon of a Pupil's Pedagogical Characterization in Vasyl Sukhomlynsky's Heritage

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The article is proved that Vasyl Sukhomlynsky's views on the phenomenon of pupil's pedagogical characteristics evolved in parallel with the development of the pedagogical world outlook of the scientist, which is clearly reflected in the content of the characteristics made by the teachers of the team headed by him: insight into mental processes, thoughtful analysis and finding out the causes of complex and sometimes contradictory student's character traits, and certain recommendations on ways of improving student's character.

On the basis of the analysis of the minutes of the meetings of the pedagogical council and the psychological seminar of the Pavlysh secondary school, stored in the funds of the Pedagogical-memorial museum of V. Sukhomlynsky (Pavlysh village, Kirovohrad region), the author explained the purpose, organizational features, structure and content of the seminar meetings effectiveness of this form of studying the student's personality, revealed the role of V. Sukhomlynsky as the organizer and leader of the seminar.

It is stated that in the high efficiency of the activity of the seminar was clearly reflected in the content of pedagogical characteristics of students, marked by deep penetration into the essence of mental processes, thoughtful analysis and clarification of the reasons for complex and sometimes contradictory student's character traits, and certain recommendations on ways of improving student's character.

Keywords: *Vasyl Sukhomlynsky, pedagogical characteristics, psychological seminar, student's study.*

Introduction

Educational Heritage of V. Sukhomlynsky has still attracted the attention of many researchers, not only teachers, but also philosophers, psychologists, sociologists and other scientists (M. Antonets (2002), L. Berezivska (2010), V. Kremen (2009), O. Petrenko (2011), O. Savchenko

(2012), O. Sukhomlynska (2012) and others). This indefinite interest is due, first of all, to the fact that V. Sukhomlynsky «revived, developed and enriched the ideas of classical pedagogy» (G. Klochek) at the cost of his own life, and therefore his scientific and pedagogical heritage is a source of modern, personally oriented education; its humanistic paradigm was formed primarily by his writings and practical experience. This is recognized not only by domestic but also by foreign scholars, justifying the Ukrainian teacher's belonging to the European humanist tradition in education (A. Kokeril, Australia) and named him «a harbinger of humanistic pedagogy» (V. Iffert, Germany), the «humanist ascetism». M. Boguslavskii, Russia). In addition, scientists in pedagogy in the whole world mark that the unique combination of an experienced practitioner, a successful teacher-administrator, a shrewd psychologist, a true writer and a true scholar in the person of Vasyl Olexandrovych promotes the actualization of V. Sukhomlynsky's heritage. It should be emphasized that the organic synthesis of pedagogy and psychology in V. Sukhomlynsky's practical activity was the key to the amazing pedagogical success, which was crowned by a noble by design and exceptionally complex pedagogical experiment, which he brilliantly implemented at Pavlysh secondary school. It was V. Sukhomlynsky who in his own aphoristic manner defined the interdependence of the two sciences in the educational process: «Actually, without psychology there is no pedagogy. In case comparing pedagogy with the workshop, psychology is tools in the workshop; there are no tools or they are not good – the walls themselves will remain from the workshop. It is very often happens in schools» (Sukhomlynsky, 1984). Considering that «psychology is a real compass in the practical work of the team» (Sukhomlynsky, 1977, p. 455), V. Sukhomlynsky strongly encouraged teachers to deepen their knowledge at psychology in order to comprehensively understand the student's personality and to compile the pedagogical characteristics of the student on this basis. For the same purpose a psychological seminar was organized by V. Sukhomlynsky in the Pavlysh School in 1965, for the first experiment in the USSR in the secondary education system. Nowadays there are no special researches of V. Sukhomlynsky's views on the pedagogical student's characteristic and the activity of the psychological seminar, although the problem of introducing the achievements of psychological and pedagogical science into school practice is a priority now, and the need to take into account the psychological student's characteristic of all school-aged students in training process is doubtless.

Analysis of recent research and publications

Analyzing researches and publications devoted to the studying of the student's personality in V. Sukhomlynsky's heritage, we should note that in most of them the issues of pedagogical characterization and activity of the psychological seminar are being considered fragmentarily, only in connection with other problems: for example, the researches of L. Berezovskaya «The principle of individual approach to students in the creative heritage of V. Sukhomlynsky and O. Zakharenko» (Berezovska, 2010), S. Belitskaya «Relationship between teacher and student in the pedagogical heritage of V. Sukhomlynsky» (Biletska, 1994), S. Brychok «The Problem of Studying the Personality of a Schoolboy in the Pedagogical Heritage of Vasyl Sukhomlynsky» (Brychok, 2011) and others. Despite the fact that these scientists touch the problem of pedagogical characterization and psychological seminar of V. Sukhomlynsky partially, substantiating its importance in the context of their own research, we see their merit in actualization of this problem in the modern pedagogical discourse.

The memoirs of contemporaries of the well-known Pavlysh School teacher are the important sources for our research: they highlights some special features of the seminar (All Life – School, 1993; Memories of Sukhomlynsky, 1990). Thus, V. Sviatovets mentioned a conversation in the Research Institute of Pedagogy of the USSR in 1968, in which Vasil called the seminar an «interesting, extremely useful form of teaching» for teachers, briefly outlined the topics of meetings, and also spoke about one of the tasks of the seminar: «teacher's improvement should be controlled, directed, focused on solving the most the most hot problems of pedagogy. Many such issues have not been given due attention in science» (Memories of Sukhomlynsky, 1990, p. 221-212). We would like to emphasize that such memoirs also contain especially valuable facts for clarifying V. Sukhomlynsky's role as the organizer of such kind of seminar. These aspects of the problem consider being extremely important, as it is widely recognized that the effectiveness of the team, and especially of the collective creative activity, depends first of all on the manager's work.

E. Natanzon's manual «The Difficult Child and the Pedagogical Collective» (1984) is the only research in which some aspects of the psychological seminar, in particular the compilation of students' characteristics are covered in details; the author submits the full text of two minutes of the seminars dated 13.09.1967 and 03.12.1968, and two examples of psychological and pedagogical student's characteristics which are briefly analysed. However, taking into account the subject of his research, the author chooses and analyses the minutes of the meetings, which discussed

the issues of «difficult children». This example narrows the content of the workshop, which was much wider. Among the organizational features of the seminar, E. Natanzon (1984) distinguishes its systematic nature (once or twice a month), the participation of all members of the team, and, in fact, the content of the meeting: discussion of two issues – reports of a theoretical nature and characteristics of one or two «difficult children». The question of the beginning of the seminar, the purpose and tasks of its activity, the range of issues discussed remained out of the researcher's; the frequency of the seminar should be clarified.

The main source of our research is the minutes of the meetings of the pedagogical councils and the psychological seminar of the Pavlysh School, which are stored in the Pedagogical-Memorial Museum of V.O. Sukhomlynsky (Pavlysh, Kirovohrad region) (Book of minutes of the meetings of the pedagogical council of Pavlovsk school), as well as scientific and pedagogical works, articles, letters of V. Sukhomlynsky (Sukhomlynsky, 1953, 1967, 1977).

The Purpose of the Article

Based on the analysis of the above sources, we intend to clarify V. Sukhomlynsky's views on the student's pedagogical characteristics, purpose, organizational features, structure and content of psychological seminar meetings, and its role in the studying of student's nature, and the role of V. Sukhomlynsky as the organizer and leader of the seminar.

The main materials

First of all, we would like to emphasize that the basis of the conceptual idea of our research was the opinion of O. Sukhomlynska said that «unlike many contemporaries and predecessors, Vasyl Olexandrovych was a teacher-practitioner, creator of an experimental and author's school, where pedagogical ideas were tested ...» (Sukhomlynska, 2012, p.22). We believe that it is precisely on the basis of a combination of scientific theory and school practice V. Sukhomlynsky developed an idea to organize a psychological seminar for teachers.

Educational scientist attached psychology of great importance in the organization of educational process, constantly quoted in his writings M. Pirogov, K. Ushinsky, P. Blonsky and Soviet psychologists S. Rubinstein, O. Leontiev, L. Zankov, P. Zinchenko, G. Kostyuk. Considering that the director of the school should be a mediator between science and practice, Vasil Olexandrovych consistently built a harmonious system of psychological education of teachers of the Pavlysh School, in which we are

divided into several stages. Initially (1948-1960) Director involves individual teachers to read psychological literature («real teacher – bibliophile» – the golden rule of the teaching staff of the school): «At council at meetings tell teachers about the new researches of phycologists, psychological books demonstrate on the book-stand «Book novelties» in the teacher's room – read, think, study» (Sukhomlynsky, 1977, p. 455). During this period V. Sukhomlynsky rethinks such a phenomenon as the pedagogical of a student's characteristic.

The problem of studying the personality of the student and composing characteristics on this basis was the main point in V. Sukhomlynsky practice as a director of Pavlysh School almost from the first years of his work. Thus, in the minutes of the meeting of the pedagogical council of 15.01.1950 we read: «Analysis of pedagogical characteristics of students (report the class teachers: Sukhomlynska G.I., Levitsky P.P., Skochko V.A.)» (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1949-1951). And further: «Having heard the pedagogical characteristics, the pedagogical council notes that these characteristics are drawn up correctly, they cover all traits of student's character and successfully marked individual features and traits of character of students. The Pedagogical Council obliges all class teachers to study each student in depth and to write comprehensive, broad characteristics» (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1949-1951). The decision of the Pedagogical Council of 22.04.1952 stated: «Having heard the information of the director of the school V. Sukhomlynsky on the compilation of pedagogical characteristics of pupils, the pedagogue decides to oblige all class teachers to compile pedagogical characteristics of pupils of their classes by the end of the academic year. Specify in the specifications:

1. Health, pupils' home living conditions.
2. The way a student prepares homework.
3. Students' memory features.
4. Explain the features of behaviour.
5. Student's capacities and inclinations.
6. Outline specific ways to improve student's progress» (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1951-1952, p. 31).

It should be noted that by the mid-1950s V. Sukhomlynsky was an advocate of the «school of learning» (Sukhomlynska, 2012, p. 17), with its focus on a strong basic component of knowledge and skills, the predominance of students' mental work. This is reflected in the views of the teacher on the content of pedagogical characteristics: the proposed scheme

provides the student's characterization as a subject of educational activity, which covered primarily intellectually – volitional complex of traits (skills, capacities and abilities), which undoubtedly implies the understanding the student as a personality. Status, value orientation, motives of behaviour and, finally, the nature of the student are evaluated in dependence on his results in studying.

In 1953 V. Sukhomlynsky published an article «Pedagogical Characterization of the Student», where he substantiated his own views on the content and purpose of the characteristic. «Individual peculiarities first of all are the peculiarities of mastering the educational material. At each stage of teaching, the teacher should have an idea of how the student is learning the material, how he memorizes it and learns the rules. In this characterization should be included students' memory features, his or her work at the lessons in the classroom and the way of his or her doing the home work» (Sukhomlynsky, 1953, p. 48). However, the teacher warns against categorical definitions, emphasizing that the individual characteristics of the student is not something unchanged, permanent. They change, and therefore the pedagogical characteristic of the student should also be changed: «It should outline the student's development prospects in the future, and his or her growth prospects. The key to the pedagogical characteristic should be an indication of how the student's abilities develop and what else the teacher should do to make the student better absorb the program material» (Sukhomlynsky, 1953, p. 48).

Giving several examples of students' characteristics, V. Sukhomlynsky notes that in the process of composing characteristics, teachers of Pavlysh School follow the fact that each student is able to study well if the teacher correctly defines his abilities and develops positive qualities, and eliminates the negative ones. In student's characteristic should include records of «the results of daily observations on the readiness of the student for lessons, learning and memorizing educational material» (Sukhomlynsky, 1953, p. 48). For example, in the characteristic of a 5th grade student P.L., class teacher M. Lisak defines the individual peculiarities of the pupil as follows: «The pupil perceives each new concept not immediately but after a comparison with the known one. Each new concept he tries to deny at first, finding in it what is supposed to be inconsistent with previous knowledge. She absorbs new material with some difficulties, if it does not find a connection with the known. Observations show that every missed lesson, every lost concept seriously affects a student's success. Teachers should carefully track the process of studying to be sure that there are no gaps, passes in the system of learning» (Sukhomlynsky, 1953, p. 48).

As the director of Pavlysh School, V. Sukhomlynsky introduced into the practice of the team the discussion of pedagogical characteristics of students at the meetings of teachers who teach in this class, and some characteristics – at the meetings of the pedagogical council. Such kind of collective discussion, according to Vasyl Olexandrovych, prompted teachers to study students more deeply and comprehensively, helped them in reaching a common opinion about what individual features should be studied in the pupil's personality.

At the beginning of the 1950s, a clear methodology for drawing up a pedagogical characteristic was developed at Pavlysh School. The material for it was the observation of the process of mastering program material at the lesson by the student, the process of acquiring practical skills and worldview forming. Teachers studied not only the students' answers in the lesson, but also the questions they asked. The results of these observations, recorded in the teacher's diary, were analyzed at the end of the academic year by comparing the student's characteristic in the last days of the academic year with that recorded at the beginning and in the middle of this year. Observations on the work of the student at home during homework were also taken into account. After discussing the characteristics at the meeting of teachers of this class, they were finally edited, and some of them were analyzed at the meeting of the pedagogical council (Sukhomlynsky, 1953, p. 49).

According to V. Sukhomlynsky, the main task of the characteristic is «to be a means of further improving the student's success» (Sukhomlynsky, 1953, p. 49). Therefore, it is natural that the pedagogical characteristics drawn up by the teachers of the Pavlysh elementary school in the first half of the 1950s are distinguished by a certain rationalism, which is explained by the teachers ' focus on students' mental development. Based on the analysis of 50 pedagogical characteristics of the leavers of Pavlysh School in 1954, we reach the conclusions: frequent of fixing the same traits in the characteristics of the different students are very high: in the characteristics of 50 graduates 28 times mentions the trait «attentive», 25 – «persistent in overcoming difficulties in learning» and «clear and accurate at doing homework,» noted some specific features of speech – 43, memory – 37, activity – 23 , diligence – 27 times and so on. Teachers, as a rule, say only that, which activity tends student («like physical work,» «has aptitude for the subject of handicraft» «interested in radio engineering«). The qualitative characterization of the abilities and the degree of their manifestation are usually not noted. In addition, the characteristics are very concise (maximum – half a page of handwriting) (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1953-1954, p. 83).

As we see it, among students' traits noted by teachers, the main features are cognition, attitudes to learning, characteristics of learning activities, volition qualities. This fact confirms our conclusion that teachers perceive student primarily as a subject of academic activities, and not as a person.

V. Sukhomlynsky himself, confessing that «at first it was very difficult for us to prepare the pedagogical characteristic of the child» (Sukhomlynsky, 1977, p. 447), however, was firmly convinced: «The work of every teacher, headmaster of a school, school head teacher over a pedagogical characteristic of a child is the basics of a pedagogical culture. Without knowing the child there is no school, no education, no true teacher and pedagogical team» (Sukhomlynsky, 1977, p.449). In the late 1950s – early 1960s, V. Sukhomlynsky was put on a scientific basis to study the student and compose his pedagogical characteristics. It was «the constant thoughtful work of each teacher teaching a child with his or her complex spiritual world, with his or her joys and sadness; and psychological analysis, observation, and thorough examination are the foundation of educational characteristics» (Sukhomlynsky, 1977, p. 455).

The headmaster of Pavlysh School kept the tendency to widen and deepen the psychological education of teachers from the very beginning of 1960s. V. Sukhomlynsky and most of the teachers spoke at the pedagogical councils with lectures devoted to topical issues of pedagogical psychology. «… All of us at every step face the psychological and pedagogical problems in educational work. Here, in this area of school life, there are too many problems which cannot be solved without psychological knowledge (e.g. what kind of the student's acts should be discussed in the class and what is impossible to make the debate topic for the general discussion in the class; what is the pedagogical tact in the process of knowledge assessment) ... Some issues are brought to the discussion of the pedagogical council, with some questions we turn to research centres» (Sukhomlynsky, 1977).

In the middle of 1960s years V. Sukhomlynsky was not satisfied by existing forms of psychological education, because they on his mind did not enhance the growth of culture of pedagogical activity Pavlysh School teachers. The creation a psychological seminar in September 1965, on the initiative of V. Sukhomlynsky was result of a creative search for optimal ways to increase the level of professional skills of teachers.

The start of work of the psychological seminar at Pavlysh School is considered to be fundamental. The fact is that nowadays in the scientific literature we find states that in the USSR, the first attempts to use psychology in the educational process of secondary school were made in Estonia by psychologists H. Liimetz and Y. Sierd in the 1970s (Prikhozhan,

Tolstykh, 1987, p.174). Unfortunately, this thesis is also present in modern Ukrainian textbooks on practical psychology; instead, the name of V. Sukhomlynsky and the experience of his innovative activity in this field are not even mentioned (Dutkiewicz, 2010, p. 87). In no way diminishing the role of Estonian scientists in the implementation of scientific research in school practice of education and upbringing, we still insist: V. Sukhomlynsky was the first who introduced into the system of work of the secondary school the achievement of psychological science, besides in an explicit form of a psychological seminar. The first meeting of the seminar under his chairmanship was held at the Pavlysh School on September 14, 1965 (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1953-1954).

The psychological seminar was, without exaggeration, the favourite's brainchild of Vasyl Olexandrovych, as evidenced by his heartfelt experiences, emotional expressions: «We have a constantly working psychological seminar. This is, as we can say, a commonwealth of caring, restless, and insatiable in their desire to know thinkers» (Sukhomlynsky, 2019). «Psychological seminar is the same as the council of the most intelligent, experienced doctors… In the course of a psychological seminar we study a person» (Sukhomlynsky, 2019). «Heated debate about child, psychological seminar that we dedicate a child – this is, in our belief, the very essence of studying the child, creative laboratory of the teaching staff» (Sukhomlynsky, 1977, p. 447-448). From the above statements, the purpose of the seminar, which V. Sukhomlynsky himself defined as «human research», in other words, is a comprehensive study of the student's personality. It is clear that the effectiveness of such study depended on the professional skill of teachers, the level of their psychological knowledge and analytical skills. So, the purpose and objectives of the psychological seminar can be formulated as follows: improving the professional skills of teachers by deepening psychological knowledge about the child in order to comprehensively study the personality of the student.

Regarding the terms of the seminar, it was conducted at different intervals: initially twice a month on Mondays, then – «about once every one and a half months» (Sukhomlynsky, 1977, p. 447). Based on the analysis of 47 protocols of psychological seminars (Appendix A), we came to the next conclusions. Structural seminar consisted usually of two parts: a Director's theoretical report with the following discussion by teachers in the aspect of the application of theoretical positions in the practice of teaching – educational process Pavlysh School; one or two detailed psycho – pedagogical characteristics of students, which was a carefully prepared report with the emphasis on the psychological portrait, and made with a focus on

how positive is the child; and which can be used for constructing further educational work with a child. During 1965-1970, V. Sukhomlynsky himself conducted 40 seminars, at which 31 reports of Vasyl Olexandrovych were heard and discussed, and 23 characteristics were analyzed. At times, only theoretical issues (such seminars 21) were the subject of discussion, seven meetings were devoted solely to the psychological and pedagogical characteristics of the students, and at 12 seminars both issues were discussed.

All the reports presented at the seminar by V. Sukhomlynsky relate to the child's mental development and are aimed at comprehensive study of the student's personality by the teacher, improvement of educational work in school: «Questions of the psychological culture of the lesson» (01/26/1966), «Mental peculiarities of adolescents» (13.10.1966) .1966), «Teaching students to manage their desires» (02/25/1967), «Work as an important condition for a full moral and mental education» (10/23/1968), «Discipline and a sense of duty» (11/01/69), «The problem the relationship between teacher and students» (20.01.1970) and others.

Emphasis in this aspect is the meeting of the psychological seminar, which took place on 13.11.1968. V. Sukhomlynsky delivered a report «Teaching love of mother tongue», where he defined the psychological and pedagogical specificities at language teaching taking into account the age peculiarities of students: – two or three last preschool years and four or five first school life years – it is at the same time a special period of the most turbulent mental development of the child. So, the most important period for nurturing love for the native word is elementary grades» (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1968-1969, p. 10). Impressive is the profound psychology of the report, the vision of the deep connections of language with cognitive processes: «Teaching language is not just a transfer of knowledge, practical skills. This is above all the education of the mind, the painstaking carving and moulding of the most subtle features of a person's face. From words and thoughts begins the formation of man; the thought embodied in the word raised us above nature. Above all things and phenomena language teaching is first and foremost human sciences» (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1968-1969); «Love is a feeling; to cultivate love for the mother tongue means to affirm feelings of admiration, wonder, excitement» (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1953-1954).

Justifying the leading role of the fairy tale in fostering love for the mother tongue, the scholar-teacher emphasizes: «The emotional nuances of words reach children best in fairy tales. A fairy tale is a window through

which the ray of the native word penetrates into the soul of the child and leaves a deep mark forever» (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1953-1954). Writing fairy tales, especially at a younger school age, according to V. Sukhomlynsky, is one of the most effective methods of language teaching, language development, and at the same time the formation of a creative personality: «Creating a child begins with a fairy tale. Children must be taught to compose fairy tales. What is created in the elementary grades, the student will never create, becoming a teenager» (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1953-1954).

It should be emphasized that the theoretical provisions of the director's reports were further used by teachers in the process of studying students and drawing on this basis psychological and pedagogical characteristics. We will illustrate this with excerpts from the characteristics that were discussed at the seminars: «A girl came to school ready. She knew all the letters, counted in the range of 20, knew many fairy tales she had heard and taught from her grandmother» (from the characteristics of a student of the 1st grade, Svetlana N., composed by Voroshylo P., seminar dated 12.03.1969) (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1955, p. 46); «She did not hear the grandmother's or mother's tales, no one taught her to read poetry, did not speak to a child seriously, and did not learn to focus on stories. Therefore, the language of the girl is extremely poor and the attention is unstable» (from the characteristic of the 2nd grade student Valentina O., composed by V.P. Novitskaya, seminar dated 16.04.1969) (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1968-1969, p. 49). Sometimes in the psychological and pedagogical characteristics of students we observe a direct quotation of V. Sukhomlynsky report: «Child did not prepare for school at all. In childhood, no one told fairy tales, and the emotional nuances of words reach children only in fairy tales. They penetrate into the soul of the child and forever leave a deep mark» (from the characterization of the pupil of the third grade Mykola F., composed by O.A. Malolitko, seminar of October 22, 1969) (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1969-1971, p.17).

A vivid testimony to V. Sukhomlynsky's deep knowledge of personality psychology, his amazing understanding of his inner world, and the motivating motives of human actions is the report «On the Education of Conscience» (seminar of 22.01.1969), where the scientist discusses the differences of moral education and teaching: we can immediately get feedback on how knowledge is learned. While educating, we do not know, we cannot immediately see how our influence is transformed in the inner

spiritual world of the individual» (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1968-1969, p. 29). V. Sukhomlynsky believed that a great disadvantage of practical educational work is that teachers see the educational power to bring the moral truths into the minds of students, to make them the object of thought. Indeed, this is a very important stage of education, but this education is just beginning. Aware of the intentionality of moral values (the complex connection of values and their carriers), the scientist emphasizes that in the process of education of conscience, the teacher's knowledge of the student's personality takes place, even more, without such knowledge it is impossible to bring up moral values at all, and therefore, moral education should be purposeful and taking into account the individual characteristics of students. The purpose of education is «to make moral truth a personal striving, a desire. Conscience as a sense of moral responsibility is nurtured and expressed, revealed and formed only in activity, in behaviour, in circumstances in which moral truth becomes a personal point of view, a line of behaviors; every act of man has its own primary source, the impulse to push the inner spiritual forces of man, his convictions, emotions» (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1968-1969, p. 29).

An analysis of the content of V. Sukhomlynsky's reports leads to the conclusion that the innovation of the psychological seminar consisted not only of a new form of student study for high school, but also of issues that were addressed by the principal and became the subject of discussion with further implementation. Many of these issues are relevant today. For example, in the report «The process of understanding knowledge in lessons» (seminar of 13.02.1969), the problem of continuous growth of the volume of information and the inability of students to work with it: «In our time on the way to successful mastering of knowledge, comprehensive school faces a serious obstacle: with each passing year, the flow of information increases, the sources of information become more (cinema, television). The threat is not the information itself, but the habits of perceiving what is interesting» (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1968-1969, p. 34). Offering ways of forming students' ability to work with educational information (short recording of a teacher's story, working on concepts that are learned for the first time, their understanding), the teacher-teacher emphasizes: «It is necessary to set students to work in the lesson» (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1968-1969). Obviously, it is a question of motivation of educational activity, and here again we see the innovation of V. Sukhomlynsky, since this problem in the 1960s was only beginning to

develop in psychological science (L. Bozhovich, P. Halperin, O. Leontiev, A. Maslow, G. Allport).

Skilfully possessing special pedagogical insight, as well as a scientific vision of psychological and pedagogical problems and optimal ways of solving them, V. Sukhomlynsky at the meetings of psychological seminars raises problems that are only beginning to be outlined as prospects for psychological studies of personality. Thus, in 1972, psychologist L. Bozovic (student L. Vygotsky) in the work» Study motivation behaviour children and adolescents' learning needs poses the problem: «A complete formation of the human person crucial way depends on what is necessary will take the form of self-motion ... This provision should be particularly emphasized, as pedagogy does not currently address the problem of educating needs: it is not put forward as a special task of education . There is no such section in the textbooks of pedagogy, nor is it in the educational program of the school. As a result, there is no developed methodology for educating needs and motives» (Dutkevich, 2010, p. 34). But V. Sukhomlynsky actualized the problem of upbringing needs in the late 1960s: the report «Discipline and a sense of duty» (seminar of 11.01.1969) stated that in many families parents satisfy all the wishes of children that «leads to ugly distortions of needs, desires and pleasures. In children and adolescents, only those needs are stated, the pleasures of which are pleasurable» (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1968-1969, p. 26). In developing this problem, the scientist claimed that» education culture desires to largely determined by , as a wise harmony set in life between the material needs and the formation , development , satisfaction of spiritual» (Sukhomlynsky, 1967, p.77). Therefore, the teacher should nurture the diverse material and spiritual needs of the students and seek their harmonious development. V. Sukhomlynsky, not denying the importance of material needs , gave priority to the needs of a qualitatively different order: «Man by his nature is not only a consumer , and satisfaction of urgent needs is only a prerequisite, important, decisive, but still only a prerequisite for happiness» (Sukhomlynsky, 1977, p.107). According to V. Sukhomlynsky, the first spiritual need – knowledge , and the highest – need another person as carriers of spiritual values , so you should «teach a child has to give himself to others, to experience the need for a person» (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1968-1969, p. 32).

As mentioned above, the main purpose of the theoretical reports and the whole seminar was to study the child thoroughly. The peculiar result of this study of the student's personality at a certain stage of study was a psychological and pedagogical characteristic. This pedagogical phenomenon

given special attention to the psychological seminar: 40 meetings held V. Sukhomlynsky, psychological and educational characteristics of schoolchildren discussed at 19. Each pedagogical phenomenon, including psychological and pedagogical characteristics, according to Vasily Olexandrovych – is a logical unity, unity three factors: what gives life itself (a child comes to school with objectively existing traits), what the teacher does, and what will be achieved: «Only then does the teacher become an active force influencing the personality the pupil, when he, the teacher, does not record everything that happens, and he actively influences the pedagogical phenomenon, creates it» (Sukhomlynsky, 1977, p.473). These postulates and determined the content of psychological and pedagogical characteristics, which usually began with the coverage of the impact of the family on the child's development, then – determined the student's temperament, analyzed his abilities and inclinations, highlighted the influence of the teacher on their formation and correction, completed the characteristic, as a rule, outlining activities aimed at improving personal qualities and forming positive traits of the student. Indicative in this regard is the psychological and pedagogical characteristics of the pupil of the third grade of Alexander G., which was considered at the psychological seminar 16. 04.1969. (Book of minutes of the meetings of the pedagogical council of Pavlovsk school, 1968-1969, p.51) at the beginning she presents the family (father, mother and older sister) and states that the boy was left unattended by his parents, so he came to school unprepared, «did not know any poems and tales.» Then the teacher notes and substantiates in detail in the character of the student traits of sanguine-choleric temperament: «Always marked by vigorous and sharp movements. Insufficiency of brake processes explains motor intolerance. The boy is not restrained, shows sharply his feelings, inattentive to the surrounding events, emotions are shallow, short-lived. There is no perseverance and focus. «The pupil's attention is defined as unstable, and this statement is not only specified by the teacher, but also clarifies the reason: «He cannot focus on a particular object or activity for a long time. The reason for this is lack of will. Labour is important for nurturing will and character. She has to enter the life of a child even a few years before entering school ... And parents did not teach Sasha to work responsibilities in the family. At home, the boy still does not do any hard work for him. Even bringing a bucket of water to the house is not a well-developed, energetic, strong boy». The following are the features of a student's speech, again with the specification and clarification of the reason: «Language is poor. Into national and emotional speech are also poor; the boy has a small stock of words. He answers the questions clearly, often makes the wrong accents, builds the sentence incorrectly. An important feature of language is its

expressiveness, which is brought up by the expressive reading of poems and other literary and artistic works. The book enriches the person most… Sashko reads little. He does not have his own library». But «the boy goes to the school library… every day we read fairy tales and interesting stories. Sashko also participates, but he is more inclined to listen to someone. What is interesting is listening carefully, with interest. «Regarding learning activities, the boy does «easy tasks» on his own and tries to do them as best he can. And with more complex – can not cope without help. Sashko knows how to calculate examples, but he can't think of his own task. Solving the problem begins with a deep awareness of it, and Alexander often during the lesson is inattentive, misses the explanation of the teacher». The characteristic is extremely well analyzed observation of the student during the game: «Play is the main activity of children. Alexander loves to play. The goal is to successfully play the game, to defeat the partner. And almost always becomes a winner. But qualities such as friendship and friendship formed during the game are not peculiar to him. He can deceive a friend who understands little in this game. In particular, I watched a lot when Sasha plays billiards with the first-graders ... sure to displace the weaker student and take his place. » At the end of the characteristic, the teacher outlines the activities and sets tasks that are aimed at forming positive traits of the student's character: «Every lesson should be followed by this student so as not to lose sight of good character qualities. To cultivate restraint and self-control. In the education of these qualities, the word must play a big role. To show the boy the positive and negative aspects of his behavior, to help him to understand them in order to change his behaviour ... To assign cases that require endurance, diligence, focus. Constantly take an individual approach».

As you can see, the student's understanding of the teacher has a creative character, which is manifested in the ability to distinguish the individual identity of the student's personality, tendencies of its development. Characteristically, the teacher identifies the cause – effect relationships, which allows you to record not only the visible evidence of behaviour student, but to identify also the underlying causes of its development, to disclose the contents of the controversial process, in which emerging and developing personality of the student . It should also be noted that the characteristic clearly traces the teacher's use of the knowledge obtained at the psychological seminar, in particular theoretical provisions of V. Sukhomlynsky's reports «Psychic features of adolescents», «The process of understanding knowledge in lessons», «The role of reading in mental education and spiritual life» «Work as an Important Condition for Full Moral and Mental Education». In these and other reports, Vasily Olexandrovych concentrated the latest achievements of psychological science with the aim

of their practical implementation into the teacher's work, because the speeches of the director at the seminar were addressed primarily to the pedagogical staff of the Pavlovian school. Teacher G. Vovchenko points out that «it was not necessary to re-read the stacks of methodical literature, but only to listen carefully to his report, speech, to receive valuable guidance and advice» (Memories of Sukhomlynsky, 1990, p.52).

One of the main reasons for the effectiveness of a psychological seminar as a form of student learning is the role of its leader. And not only in the organizational and administrative activities of the headmaster, the preparation of meetings, thorough reports, but above all in the personality of V. Sukhomlynsky. According to the memoirs of his contemporaries, the psychological stardom of Vasily Olexandrovych was phenomenal, he possessed passionate energy of a deeply creative nature, an amazing ability to ignite, wing his colleagues in their difficult search for pedagogical truth, he had a characteristic trait in which to notice others,]. Thus, V. Haluzinsky, recalling the visit to the Pavlovsk school, gives the following episode: «In the teacher's bulletin board I read: On April 16 at 5 pm there will be a psychological seminar» Discussion of the psychological and pedagogical characteristics of Mikhail Borisenko. – Vasily, what did this Mouse deserve such an honour for? – Absolutely nothing. Said the director seriously. – I took the first-best class journal, the first name on the list and suggested that it be noticed, invisibly, at a psychological seminar. That is the case – an invisible child, but in it lies the whole inner world» (Memories of Sukhomlynsky y, 1990, p.102). As the organizer and leader of the seminar, V. Sukhomlynsky also gave valuable methodological guidelines. The teacher of the Paul School S.O. Sukhomlynsky in his «Memories of a Brother» mentions: «Much attention was paid to Vasily Olexandrovych working with parents, studying the personality of the child. Unfortunately, not all teachers are engaged in psychological and pedagogical observations of children. On his recommendation, I started a special magazine, where each student class was given a few pages; there were records of a family where the student lives, its atmosphere, relationships, and hobbies. preferences ... Knowledge of this information greatly helped in working with children» (All Life – School: Memories of Contemporaries about V.O. Sukhomlynsky, 1993, p.21-22). The director of the psychological seminar and the activities of the teachers for studying the students and compiling psychological and pedagogical characteristics were planned several years in advance. In the Perspective Plan of Ideological and Educational Work of Paul's Secondary School (1968-1974), in the section «Formation of students' personality» we read: «To study the psychological and pedagogical characteristics of children. To ensure that every teacher has a deep knowledge of the features of mental

activity, emotional life, type of nervous system, memory, will, character of his student» (Sukhomlynsky, 1969).

Conclusions and prospects for further research

Thus, on the basis of the analysis of the protocols of the pedagogical councils and the psychological seminar of the Pavlovsk secondary school, the scientific and pedagogical works of V. Sukhomlynsky, the memoirs of the contemporaries of the teacher, we have established that the study of the student's personality and the drawing up of the student's character in the Pavlyk school were based on the scientific basis It was first discussed in detail at the pedagogical councils, and then in the form of a psychological seminar. The seminar was valid during 1965-1971, and structurally consisted usually of two parts: a theoretical report and consideration of the psychological and pedagogical characteristics of one or two students, followed by discussion and accumulation of collective thought into clear conclusions and recommendations. The high efficiency of the seminar activity was clearly reflected in the content of the psychological and pedagogical characteristics of the students, which are marked by deep penetration into the essence of mental processes, thoughtful analysis and clarification of the reasons for complex and sometimes contradictory manifestations of the student's personality, guidance on ways of improving the character.

The leading role in organizing the seminar and ensuring its effective activity belonged to V. Sukhomlynsky and was due to his purposeful activity of a scientist, teacher, practitioner and headmaster. It should be noted that Vasily Olexandrovych himself was deeply understood in the subtle movements of the child's soul, quickly and actively entered the child's internal psychological situation, felt his mood, was perfectly oriented in the external manifestations of the psychological state of students of different school age. Giving a comprehensive pedagogical character to a growing man, he distinguished the psychological features of his spiritual world at every stage of mental, moral, emotional and aesthetic development. In view of this, the prospects of further scientific research can be seen in a more detailed study of V. Sukhomlynsky's contribution to child and pedagogical psychology, namely: an analysis of his scientific and pedagogical works with an emphasis on pedagogical characteristics of younger, middle and senior school age.

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Appendix A

Pauline High School Psychological Seminars
(based on the archive of the Pedagogical Memorial Museum
V.O. Sukhomlynsky)

№	Date of holding	Topic of the meeting (agenda)
1	14.09.65	1. Difficulty in educating a student 5 cl. P. Chernyavsky (reports by the director of the school SUhomlinsky VA) Consideration of the psychological and pedagogical characteristics of the student.
2	23.09.65	1. Difficulty in educating a student 2 cl. Akmazikova O. Consideration of the psychological and pedagogical characteristics of the student.
3	26.01.66	1. Report of Sukhomlynsky VA «Questions of the psychological culture of the lesson«
4	16.02.66	The conversation about the psychological culture of the lesson continued. The subject of discussion was the question «Ways to ensure active thinking of students in the classroom«
5	24.02.66	1. Psychological and pedagogical characteristics of the student 7 cl. Irklia O.

6	13.04.66	1. Psychological and pedagogical characteristics of a student 6 cl. Raznichenko O. 2. Speech by Sukhomlynsky VA «Creative works of students«
7	13.10.66	1. Report of Sukhomlynsky VA «Psychic features of adolescents«
8	17.11.66	1. Report of Sukhomlynsky VA «Means of educational influence on students«
9	21.01.67	1. Report of Sukhomlynsky VA «On the feeling of novelty, emotional culture of the pedagogical process and spiritual interests of students«
10	25.02.67	1. Report of Sukhomlynsky VA «Teaching students to manage their desires«
11	16.03.67	1. Report of Sukhomlynsky VA «On the inadmissibility of discussing in the collective individual actions of children, adolescents, boys and girls«
12	19.04.67	1. Report of Sukhomlynsky VA «On the inadmissibility of» strong «,» volitional «means of influence on students«
13	13.09.67	1. Report of Sukhomlynsky VA «About the education of heavy children«
14	11.10.67	1. Psychological and pedagogical characteristics of the student 4 cl. Red Hat B. 2. Psychological and pedagogical characteristics of the student 4 cl. Vinkovaya V.
15	07.12.67	1. Psychological and pedagogical characteristics of a student 4 cl. Stankevich N.
16	24.01.68	1. Psychological and pedagogical characteristics of the student 4 cl. Malolitko M.
17	21.02.68	1. Psychological and pedagogical characteristics of 5th grade student Onufrienko S.
18	15.03.68	1. Report of Sukhomlynsky VA «On the education of children with pathology of behavior and emotions« 2. Report by KM Zhalenko «Features of pupils' temperament and their consideration in educational work«
19	17.04.68	1. Report of Sukhomlynsky VA «Raising love for mother«
20	16.09.68	1. Report of Sukhomlynsky VA «Educating the need for knowledge«
21	09.10.68	1. Report of Sukhomlynsky VA «Cultivating a sense of personal moral dignity in students«
22	23.10.68	1. Report of Sukhomlynsky VA «Work as an Important Condition for Full Moral and Mental Education«
23	13.11.68	1. Report of Sukhomlynsky VA «Fostering love for the mother tongue«
24	03.12.68	1. Report of Sukhomlynsky VA «Teacher-educator«

25	19.12.68	1. Psychological and pedagogical characteristics of the student 5 cl. Fruitless S. 2. Psychological and pedagogical characteristics of the student 2 cl. Gutnik O. 3. Report of Sukhomlynsky V.O. «The role of the team in cultivating the student's respect for himself«
26	11.01.69	1. Report of Sukhomlynsky VA «Discipline and a sense of duty«
27	22.01.69	1. Report of Sukhomlynsky VA «On the education of conscience« 2. Psychological and pedagogical characteristics of the student 2 cl. Shepherd O.
28	13.02.69	1. Report of Sukhomlynsky VA «The process of understanding the knowledge in the lessons« 2. Psychological and pedagogical characteristics of preschooler Volovik N. 3. Psychological and pedagogical characteristics of preschooler Vorobyova M.
29	12.03.69	1. Report of Sukhomlynsky VA «On the intellectual life of the school« 2. Psychological and pedagogical characteristics of a student of 1 class. Boredom S.
30	16.04.69	1. Report of Sukhomlynsky VA «How to learn poetry and prose by heart« 2. Psychological and pedagogical characteristics of the student 2 cl. Omelchenko V. 3. Psychological and pedagogical characteristics of the student 3 cl. Gonchar O.
31	08.09.69	1. Report of Sukhomlynsky VA About Ethical Conversations and Their Impact on Students' Consciousness and Feelings
32	24.09.69	1. Report of Sukhomlynsky VA «Assessment of knowledge as a means of education and detection of pedagogical tact« 2. Psychological and pedagogical characteristics of the student 4 cl. Gubenko V.
33	10/15/69	1. Report of Sukhomlynsky VA «Civic Education of Youth«
34	10/22/69	1. Report of Sukhomlynsky VA «The role of reading in the mental education and spiritual life of students« 2. Psychological and pedagogical characteristics of the student 3 cl. Frolov M.
35	12.11.69	1. Report of Sukhomlynsky VA «On nurturing a sensitive, caring, caring attitude to the living and beautiful« 2. Psychological and pedagogical characteristics of the student 7 cl. Yushchenko Yu.

36	03.12.69	1. Report of Sukhomlynsky VA «The most important prerequisites for successful preparation of children for school in preschool years«
37	20.01.70	1. Report of Sukhomlynsky VA «The problem of teacher-student relationships«
38	28.01.70	1. Report of Sukhomlynsky VA «On the education and upbringing of the weak-minded, low-ability, slow-thinking children« 2. Psychological and pedagogical characteristics of the student 6 cl. Polushkin M.
39	04.03.70	1. Report of Sukhomlynsky VA Psychological Foundations of Fast Reading 2. Psychological and pedagogical characteristics of a student 8 cl. Difference T.
40	14.04.70	*The last seminar conducted by Sukhomlynsky VA* 1. Report of Sukhomlynsky VA «Teenage conformism and upbringing of the adolescent team« 2. Psychological and pedagogical characteristics of a student 8 cl. Irkley N.
41	09.16.70	1.Fedorova TG's report Nurturing love for the native word
42	10.28.70	1. Kodak's report MI «Knowledge assessment – both a very delicate and dangerous weapon is needed. Teacher's Pedagogical Skill Shows Ability to Use Assessment »
43	11.23.70	1. Kodak's report MI «Avoiding prejudice in relationships with children«
44	26.01.71	1. Kodak's report MI «The essence of self-education« 2.Psychological and pedagogical characteristics of the student 8 cl. Irklia S.
45	03.03.71	1. Kodak's report MI «Memory efforts and thought efforts in the lesson«
46	14.05.71	1. Kodak's report MI «Ambition, self-love and self-esteem are the subtle» strings «that a teacher needs to be able to play skillfully« 2.Psychological and pedagogical characteristics of the student 4 cl. Colodia S.
47	22.09.71	1. Kodak's report MI «The essence of the basic mental processes and the task of the teacher.

Educational Dominants in Vasyl Sukhomlynsky' Pedagogical Concept

Mariana Marusynets, Yuxiang Zhao, Nadiia Sylenko

The primary dominant of the educational process is the upbringing of the child's need for another person, no compulsion to live among others or collective interest, and personal needs that is close to the soul.

All the activity of the teacher was filled with the boundless faith in the child, the generosity and nobility of his/her soul, the inexhaustible wealth of intellectual and moral strength, the enormous educational opportunities that society creates. He wrote that the years of childhood were first of all the upbringing of the heart, which became its pedagogical meaning. Love for a child's heart is born in someone who is able to dispel anxiety and confusion, comfort, instill faith in their own strength; who is able to protect vulnerable, very sensitive children feelings i.e. a sense of dignity. He was convinced that empathy is a sensitive period in the formation of the child moral «I». Such moral concepts as: good and evil, justice and injustice, truth and lie, sincerity and selfishness, are manifested in the child's mind first and remain in children's emotional memories for life.

The pedagogical world of V. Sukhomlynsky is complex and diverse. It has constantly understood by scientists and educators of the new era. To deeply understand the teacher-thinker, it is necessary to rise above his professional impulses, to comprehend the depths of his humanistic worldview, which culminated in the pedagogy of higher wisdom i.e. the wisdom of education. His life was filled with joys and sorrows, hopes and disappointments, creative prospects and self-dissatisfaction.

Keywords: *educational dominants; Vasyl Sukhomlynsky; pedagogical concept.*

Presentation of the main material

The topicality of the child's personality study by V. Sukhomlynsky is due to the needs of education pedagogy and innovative technologies. The

phenomenon of «personal education» took a leading place in the pedagogical achievements of the teacher. An example of this is one of his greatest works «Problems of the comprehensively developed personality education», in which Vasyl Sukhomlynsky did not leave to follow the formulation on the concept of «personality» due to the pedagogical prohibitions, but identified its two main features: personality is not born, you can become in the process of education. This position does not cause objectives, if to consider the social basis of the concept of «personality» as an individual who acquires certain qualities in the process of life in society (Sukhomlynsky, 1977) and personality is an individual with a sense of dignity, emphasizing the need for self-esteem education to everyone. «Without self-respect, there is no moral purity and spiritual wealth of the individual. The most important pedagogical tool for us is the ability to deeply respect the human personality in their upbringing» (Sukhomlynsky, 1977).

Immersing in the concept of «personality», the teacher points to the following features: personality lives on the scale of human charity, and human develops and educates as a subject of creative activity, in order to be happy and bring good to people. To be a real person means to give the strength of your soul in the name of the people around you to be beautiful, spiritually rich, «… for every person you meet in life, there is something good from you and your soul» (Sukhomlynsky, 1976).

In this context, the individual is a means for becoming e a real person who has a great ability to live. The path to the individual ascent is complex and long. «Only humanity, tenderness, and kindness, the simple human kindness can bring up a real person…. (Free education of VLADI – VLADI: pedagogical almanac, 1993). Sukhomlynsky was convinced that every pupil should value people as the greatest value. It is possible if he himself has a sense of self-esteem, respect for others and for society. Without this, human will not be an individual, but a despiteful, unhappy creature. The primary dominant of the educational process is the upbringing of the child's need for another person, no compulsion to live among others or collective interest, and personal needs that is close to the soul. In the book «I give my heart to children» the educator notes: «… if a child does not know how to see in the eyes of another person, what is in his/her heart – he/she will never become a real person» (Sukhomlynsky, 1977). And for this, teachers and parents need to know the child well. «To know the child is the most important point where the pedagogy theory and practice meet.» This is the basis for the creation of the people spiritual community, the success in the individual educating, when the meaning of education is reduced to its spiritual enrichment through creative human communication. Such upbringing makes him/her wise, sociable, tolerant and non-aggressive.

If material needs are fully satisfied, a person will perceive the state of mind of others more acutely and compassionately. Such sophistication of her soul will be the key to human happiness (Sukhomlynsky, 2012).

Without human love and respect to pupils, there can be no upbringing. Reasonable love and respect make a child capable of being influenced by a teacher. According to Sukhomlynsky, to love a child is to give him/her what is valuable to yourself. … «Without self-respect there is no moral purity and spiritual wealth of the individual» (Sukhomlynsky, 1977).

All the activity of the teacher was filled with the boundless faith in the child, the generosity and nobility of his/her soul, the inexhaustible wealth of intellectual and moral strength, the enormous educational opportunities that society creates. He wrote that the years of childhood were first of all the upbringing of the heart, which became its pedagogical meaning. Love for a child's heart is born in someone who is able to dispel anxiety and confusion, comfort, instill faith in their own strength; who is able to protect vulnerable, very sensitive children feelings i.e. a sense of dignity. He was convinced that empathy is a sensitive period in the formation of the child moral «I». Such moral concepts as: good and evil, justice and injustice, truth and lie, sincerity and selfishness, are manifested in the child's mind first and remain in children's emotional memories for life.

How to teach parents, to win the teachers' trust, openness, sincerity of the child, if it has not become a favorite for them are the rhetorical questions that the teacher himself/herself constantly thought over and demanded from his colleagues at Pavlysh school. It was unacceptable for him:

- to allow the child to be looked at as a monster;

- to be away from children's complaints, do not consider them slander, and all small complainants – «thin-tear slanderers. This is not always a true.

- to be able to listen to the child. This is a great pedagogical art. Where there is no such art, there is not and cannot be education;

- to be an example for training, self-education, have strong convictions, if you want to do this, but are not sure what not to do, never say: I give my word that I will do. Better say: I want to force myself to do this; I'll make myself to do just that. No matter how difficult it is, achieve your goal. Fulfill ten times, but make sure you are not ashamed in front of people;

- to bring up irreconcilability and intolerance to chatter, empty eloquence, crackling phrase, boastfulness. Let the habit of calling things by their names be transformed into character, into nature;

- to strive for thought and word to be spiritualized by deeds and work, because everything in education is interconnected.

The family and the pupils group played an important role in this interaction (as the primary center). He believed that the individual and the team are two sides of the same coin. Without the education of the individual there can be no question of the collective as an educational force, and the education of the individual is inconceivable without self-education. He was convinced that self-education needs a very important, powerful stimulus as a sense of self-esteem and self-respect. The main purpose of this approach, according to V. Sukhomlynsky, is «to create a very tender, delicate thing: the desire to be good, to become better today than it was yesterday. But the desire to be good does not arise by itself, it can only be brought up when the child's soul is very sensitive to the tenuous, purely human means of influence such as a kind word, advice, kind look. There can be no question of self-education if the child is accustomed to rudeness and responds only to «strong» words, screams, compulsion. The essence of self-education involves trust in yourself and others, an appeal to honor and dignity.

Giving the priority to self-education, he saw first of all the relationship between teacher and pupil, filled with a deep mutual faith in good intentions. The teacher put a lot of pedagogical effort and experience to understand students' motive for their actions, behavior and actions. Contrary to the authoritarian approach, he put forward the idea of self-sufficiency of the individual in the conditions of collective education. The theory of education was dominated by the thesis «the team is always right» and the life of the individual must be completely subordinated to his interests. In contrast, V. Sukhomlynsky argued that the sensitivity of the individual to his/her own world of thoughts and feelings, self-respect, all this in certain circumstances require a limitation of the sphere of team influence on the individual»(Marusynets, 2018).

To bring up a person according to Sukhomlynsky means to breed in him/her demand to himself/herself. This is possible only when the grown-up does not lead the child constantly by the hand, but allows him/her to act independently, to be responsible for himself/herself, to form his/her own life position.

What is the key in the education of personality in modern conditions? There are important dominants due to changes in the personality motivation. Today, the individual as an active subject of interaction must be motivated to work independently, to develop their own subjectivity in the context of meanings and values, the knowledge of which receives social networks, through the construction of their own program of education and self-development. The whole system of personal and collective

communication must work for self-realization and self-development. The obvious potential and predictive role of V. Sukhomlynsky's pedagogical ideas about the system of group interaction of subjects on the way of the personality education as a member of society (micro and macro).

Educating the individual in the team, Sukhomlynsky made some warnings: is it possible to talk about the team as an individual educator, «if you do not understand all seriousness, where are the streams that fill the source of spiritual wealth of the team? A group of people becomes a disorganized crowd if everyone who communicates with their peers does not open up to them every day».

According to Sukhomlynsky, only those who can be a teacher, who has this vocation, believe in the power of education, can turn to the child's personality. To support the child, the teacher must feel the childhood, develop the ability to understand children and everything that happens to them, to treat their actions wisely, to believe that the child is wrong, not violating them intentionally; to protect it, not to think badly of it, unfairly, and, most importantly, not to break the individuality of the child, but to correct and direct his/her development, remembering that it is in a state of self-knowledge, self-affirmation, self-education.

The preschooler has already seen his/her «inner spiritual world», moreover, – «feels, understands, experiences the process of educational influence on himself». Therefore, penetration into the inner world of the child, a thorough study of the personality is possible if a real friendly relationship is established between the teacher and the pupil. Common interests are the strongest foundation. To get to know a child, the teacher must become a friend for her, not only to rejoice with him/her, but also to share grief; truly grieve for his/her fate. A child's trust to the educator can be compared to the thinnest, barely audible sound of a string when a musician's hand touches an instrument. … «Figuratively speaking, in every child's heart there are tender, sensitive strings tuned to the perception of cheerful, bright music i.e. children's joys, creative work, friendship, brotherhood, society» (Free education of VLADI – VLADI: pedagogical almanac, 1993).

Knowing the psychology of the child, Sukhomlynsky wrote that the child's psyche is open, unprotected, vulnerable, so in the children's world cannot make the laws of the adult world, which are often unfair and cruel. Training teachers, he emphasized that the relationship between student and teacher should be based on interest and attention. Only in this case there will be real communication, and the child will hear his/her educator, feel the aspirations and follow them.

Mentors in education are not only the school, but also the family, which is the primary center where the foundations of education are laid i.e. the tradition morals, behavior that requires great efforts. Such education, according to Sukhomlynsky, leads not only to the harmonious development of the children, but also to the self-determination of parents, the assertion of their human dignity. «There are dozens, hundreds of professions, specialties, jobs,» says the teacher, «one builds a railway, another builds a house, the third grows bread, the fourth treats people, the fifth sews clothes and the most universal, most difficult and noble work, one for all and at the same time, it is peculiar, unique in every family, it is a creation of the human» (Sukhomlynsky, 1976).

The teacher emphasized that no matter how responsible the work of the parents is at work, remember that at home you will have the same responsible, complex and delicate work as raising a child. We share the opinion of the teacher that everywhere you can replace a person with another employee, but no one will replace a real parent (Sukhomlynsky, 1976).

Realizing and understanding the inner world of the child, his/her experiences and feelings, V. Sukhomlynsky considered it as a mirror of the family, which reflects the spiritual world of father and mother. It is important for the family to have a relationship between parents and children based on kindness, openness, and respect. The main condition of such upbringing is the well-being of the family, which is its strong foundation, where prevails marital fidelity and love for children. In all his works, it is addressed the topic of human creation. His pedagogical credo is to teach people, to respect and love each other remains relevant through the centuries. «Human is created out of love i.e. the love of father to mother and mother to father; mother and father to people, deep faith in the beauty and dignity of man. It is important that parents create an atmosphere of respect and love for their children. He convinced them that wonderful children grow up in families where father and mother truly love each other and at the same time love and respect people. The teacher was able to read information about the family from the expression on the child's face: «I immediately see a child in whom parents deeply, heartily, beautifully, faithfully love each other. This child has peace and tranquility in the soul, deep mental health, sincere faith in the good, faith in human beauty, faith in the word of the educator» (Sukhomlynsky, 1976).

Sukhomlynsky assigned a special role in the upbringing of children to mothers. The success of each member depends on her ability to create relationships in the family, to preserve generational traditions. It is important that children have been brought up to have a noble attitude towards women

as mothers. He started a wonderful tradition in the Pavlyshka school, which glorified the role of the mother that was «Mother's Day». In the fall and spring, students prepared for such a holiday by preparing gifts for their mother and grandmother. It was a common holiday that united everyone. The festivities began at the entrance to the school, where a board hung with the cherished words: «Mother, remember, you are the main teacher, the main educator. The future of society depends on you». No kindergarten, even the most ideal kindergarten or school, can replace the mother's school or overtake what the mother missed.

The tireless research work aimed at creating a favorable family environment helped Sukhomlynsky to find answers to numerous questions: why this or that child is excited, nervous, unbalanced; why its intellectual capabilities and interests are limited, where the roots of moral misfortune are hidden, etc. Some of them required the efforts of the teacher to persuade parents to change the style of education, especially authoritarian, unjustified prohibitions, physical abuse. He explained that if a child hears only prohibitions, it ties him/her, makes him/her shy, passive. He instructed on the demands of parents, emphasizing that the strictness should be expressed not only in prohibitions, but mainly in encouraging the child to take certain positive actions.

He was convinced that the authority of parents depends on many conditions, one of which is the correct, skillful use of parental authority. Parental authority is not only a right but also an art. Reflecting on the wisdom of maternal and paternal love, he identified their varieties. Here are the main ones in the characteristics of the meter of pedagogy of education. It:

1) *love of admiration* – where mother and father rejoice in every step of the child, without thinking about what step it is and what it can lead to. As a result, sons and daughters «sit on the neck» of parents, turn into little tyrants. A child who is brought up in the spirit of admiration does not know that in human coexistence there is the concept of «possible», «impossible», «necessary», it seems to him/her that everything is possible. Children's thoughts are especially destroyed in those cases when admiration is specially organized by adults, when children are turned into toys.

2) *despotic love* he described through the prism of anxious thoughts of parents: about a son who had a good heart as a child and was obedient; grew up and became rude, capricious. Why is this happening? I have been convinced a thousand times that the cause of this phenomenon is the inability of parents to exercise parental authority; that force is perceived and experienced by the child as an evil force that suppresses his/her will.

Parental authority should encourage, inspire the inner spiritual strength of the child i.e. his/her desire to be good. This desire is almost in every child.

3) *love of ransom*. There are parents who sincerely believe that by fulfilling all the material needs of their children, they are fulfilling their parental responsibilities. Material costs, according to such parents, can measure parental love, in the worst case to pay off (moral and emotional thick-skinned, present to male parents).

The outstanding educator has identified a number of valuable practical tips for parents to create an atmosphere of full and harmonious development of the child in the family. Some of them deserve attention and have not lost their effectiveness in the current environment, when the institution of the family loses its functions and responsibilities to children. It:

1. Relationships in the family should be built so that even the smallest members are concerned with a sense of mutual duty, respect and care. Children should give someone a share of their soul from childhood, not to be closed in on themselves.

2. It is important to create such conditions that the child to his/her best abilities was the creator of good deeds for other people, especially for relatives. Particularly dangerous from the point of view of moral education is the individualism and consumer nature of young people lives in families, because it is where parents give their children everything and do not demand anything in return, people with stone hearts are egotists, lazy grow up people. «The family is the primary environment where a person must learn to do good» – these words of the teacher also became a well-known instructive aphorism. The pedagogical responsibility for the upbringing of the child should concern more with the parents. However, he did not take the responsibility for the child's upbringing from school. Emphasizing that the school educates and teaches, however, such work must be joint. The family and school must have a common approach to raising children, enabling them to develop harmoniously. Therefore, not only teachers but also parents must master the basics of education pedagogy.

3. The main «doctor» of all moral ailments is work. It becomes an effective means of education only if it is inspired by noble moral motives i.e. first external, which eventually grow into internal. The simplest motive is to bring joy to your family with your work.

The main dominants of parent-child relations according to Sukhomlynsky are: awareness that raising children is an honorable social duty; father and mother must be no less wise creators than teachers. In solving complex problems of education it is necessary to consider the individual approach and adhere to pedagogical tact; pedagogy should

become a science for all, so much attention was paid to the organization of pedagogical education among parents.

He organized the parents' university at Pavlysh Secondary School, where parents enrolled two years before the child entered school and studied until he or she graduated. The course of study at the university was designed for 250 hours. The program covered all major sections of the theory of education and pedagogical psychology. Particular attention was paid to the characteristics of school age, personality formation, physical, mental, moral, aesthetic and professional education of children. Almost all parents (98%) attended the university. The main goal of the university is to raise the level of family education culture (Sukhomlynsky, 1977).

Conclusions

Speaking about the uniqueness and predictability of the ideas of personality education, we note that the teacher-innovator was able in the totalitarian Soviet system to breed in children a sense of dignity, kindness and self-sufficiency. Based on the principles of humane pedagogy, he created a system of education that was radically different from the conventional, authoritarian, with the use of assessments and punishments. The relationship between students and teachers at Sukhomlynsky's school was built on the basis of: trust, humanity, kindness, respect for the child; no one should ever force a child to learn; to be a friend and mentor, to help understanding oneself, to develop the talent, to promote personal growth; to love people and nature, to see the surrounding beauty; invite parents to the school to encourage the child's actions; remember that a team becomes the children educator if it is formed in joy, respect, work.

A third of a century working at school has convinced the teacher that a child is best brought up when he raises others, cares about others. The whole teaching staff sought to ensure that in the years of adolescence, each pupil showed heartfelt care for a small child. Sensitivity, compassion, care for the child, these feelings are the noble emotional basis of the adolescent and youth team. Observing the students, he admired the filling of children's feelings that arose during joint activities.

In the conditions of the Sukhomlynsky era and nowadays, the educational effect of the team in different ages does not lose the levers of acquiring positive feelings, subject-subject interaction. The idea of interpersonal interaction in the conditions of school deficit, psychological bowling acquires special sharpness. According to statistics, 80% of Ukrainian children are bullied without even realizing it. Most of them, experiencing emotional problems, do not know how to build relationships

with adults, peers, parents, teachers; have problems of psycho-emotional development. They already need the support of parents, teachers, and adults to help them to develop healthy relationships with both parents and peers. We find the answers to these questions in Vasyl Sukhomlynsky: a positive example of an adult who sees and imagines in his/her mind a child, a teenager, a young man who seeks self-realization, to achieve an ideal.

He introduced the concept of «protective education» in order to protect the child from evil, to create conditions to avoid loneliness. The main criteria for the choice was children who needed more attention from the teacher, a lack of love from the parents, as well as those who were complete irresponsible of action freedom. Among the components of such education Sukhomlynsky calls the education of self-esteem, compassion for people, understanding the beauty of nature. The very feeling of self-dignity, according to the scientist, directs a person to the good, keeps from immoral acts.

He was against punishment. If a child is brought up in tenderness, kindness, understanding, especially adolescents, then no punishment is required. It is important to teach him/her to control the emotions; help to understand, evaluate and develop the correct worldview, volitional qualities of the child's personality, and then the problem of difficult adolescents will disappear. He urged parents not to neglect the child, as this can lead to negative educational consequences, aggression, violation, cruelty. «Strong» means of influence frees the child from thoughts, considerations, reflections; he/she experiences not the shameful act, but punishment; it essentially forgets about a bad deed, and the logic of upbringing is that the child thinks about it, thinks, and it turns out that the child thinks badly. He/she thinks of herself as offended; anger accumulates in her heart. In addition, if there is even a drop of injustice in the punishment, then an avalanche of anger threatens a strong, unexpected collapse for the teacher.

He considered children's experiences as the basis of the values of the growing personality. According to traditional educational methods, the teacher must monitor the flow of emotions of the child and in time to resort to prevention and correction. Emphasizes the cultivation of We-experiences that produce emotional integrity, harmonious relationship between teacher and student. This spiritual unity contributes to personal development. It occurs when a child wants to help his elder persons. Adults should not interfere with these intentions, but take them seriously. The child should form emotional judgments such as: «we work», «we are busy», «it's hard for us», «we are tired», «we rest».

Thus, the educational process serves to help the child, in which the teacher preserves the inner subjective integrity of the pupil, stimulates

him/her to spiritual and moral self-improvement. It hurts even to think that in schools we still have some students who carry undivided grief, which dries the heart, devastates the soul. My heart aches, the educator wrote, when I see a gloomy teenager who is closed in himself/herself. The most terrible grief is the feeling of inferiority: knowledge is given to others, but nothing works for me, I am a loser, this is my destiny ... This grief accumulates gradually, day by day, it painfully compresses the heart, binds the soul with cold. The teenager wants to share his grief, but he is ashamed and he is silent. He is silent at home, silent at school. Therefore, it is necessary to look closely at such children and to help them to get rid of an unbearable burden. It is important to bring them joy, help them believe in themselves, see their success in mastering knowledge and experience this feeling of pride. Awareness of the pupil of his own formation; understanding and experiencing what I can – a wonderful motivation to realize my own development – dignity, experiencing a sense of self-esteem. Only where the pupil respects himself, self-education is possible. And the deeper the feeling of self-esteem, the more sensitivity, receptivity to your moral teachings, to your instructions: you need to educate yourself like this. Where there is no self-esteem, the person is completely deaf to your teachings and advice. Self-esteem does not tolerate rude, «strong», «strong-willed» means. Sukhomlynsky called self-esteem a child's intelligence, by which he meant mental weekness, multiplied by the purity of thoughts, desires, intentions. Here we are dealing with the most interesting thing in school, which deserves great attention, but, unfortunately, little studied i.e. with children's mental work, or rather, with the reflection of this work in the emotional sphere and with intellectual feelings. Self-respect is born of bright intellectual feelings as the joy of knowledge. In these intellectual feelings is the source of children's intelligence. If upbringing is accompanied by gloomy feelings, the child becomes indifferent to himself i.e. there can be no question of any self-education. The most important educational task of a teacher as an educator is to protect the light of bright intellectual feelings in a child's heart, not to let them go out, it is very difficult to highlight them again.

Sukhomlynsky imagined the right upbringing as follows: a child does not allow serious bad deeds, and small, insignificant «sins» he/she deeply experiences, takes to heart, feels remorse, this is the most important thing. The art of parenting is to prevent serious misconduct through individual conversations with the child. Such conversations should be conducted carefully, gently touching the child's heart, be tender, the most careful. Only tenderness and caution motivates the child to talk, to reveal the secrets. Training teachers, he emphasized to keep the secret that the child has

entrusted to you and this is one of the basic rules in pedagogy of upbringing and self-education.

The main dominant in the pedagogy of Sukhomlynsky's upbringing is the golden rule: *the like is brought up only by the like: love is love, demand is by demand, kindness is by kindness.*

Through the prism of the dialogical principle, the teacher considered the moral sphere of the individual. This forced him to critically analyze the spiritual world of the individual.

Awareness of education as an important act, a complex work that gives rise to man, requires the teacher to be professionally and morally prepared for this.

In the article «Years of Adolescence – Second Birth» (1966), which is called the mature work of a teacher, we find prophetic words, which laid the deep educational meanings of the human and humane. Their highest engine is human behavior, which is metaphorically called «the king in the head.» Its essential characteristics are – experience and moral values. All these take possession of the consciousness of the pupil only when, in addition to understanding good and evil, in addition to logical analysis – that good and bad, in the soul lives a feeling, the experience of good and evil. «The king in his head becomes a powerful leader only if, communicating with people, feeling an active participant in human relations, a person experiences good and evil, good and bad outside his/her face, as good and bad in himself» (Etudes about Pedagogical Apocrypha: Scientific-Popular Publishing House, 2008).

Reflecting on the inner world, comparing it with the ideals of the spiritual culture of previous generations, the teacher fills it with a new meaning «personality» as an inexhaustible whole (moral, intellectual, emotional, creative).

Creating a person for a full life should be the main common goal of the teacher, parent and child. Belief in the power of education did not leave him throughout his teaching career. He was convinced that the success of education depends on a deep penetration into the spiritual world of the student «... Three thousand seven hundred pages in the notebooks that I lead all my teaching life ... Each page is dedicated to one person – my student. Three thousand seven hundred educational destinies. Here is almost the entire adult population of our village. Recently, I wanted to turn these pages ... Each child was a special, unique world». Sukhomlynsky noted that the teacher is obliged to know this world, because the process of education is expressed in the unity of their ideals, interests, thoughts, experiences.

Harmony of pedagogical influences is the main component of the education. «Any influence on the individual loses its force if there are not hundreds of other influences,» wrote V. Sukhomlynsky.

As we can see, the pedagogical world of V. Sukhomlynsky is complex and diverse. It has constantly understood by scientists and educators of the new era. To deeply understand the teacher-thinker, it is necessary to rise above his professional impulses, to comprehend the depths of his humanistic worldview, which culminated in the pedagogy of higher wisdom i.e. the wisdom of education. His life was filled with joys and sorrows, hopes and disappointments, creative prospects and self-dissatisfaction. Educational dominants identified by an outstanding teacher are waiting for their researcher, teacher, reader for their implementation in the educational process.

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Theoretical and Practical Principles of Primary Education in Vasyl Sukhomlynsky's Legacy

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The article attempts to analyze the main ideas of Vasyl Sukhomlynsky's educational work concerning the purpose, content and specific features of the organization of primary education in the Pavlysh School. Being aware of the significant role of primary education in the overall development of a child and the great experience of Sukhomlynsky in improving the quality of primary education, it is thus necessary to rethink his ideas in accordance with the new requirements of modern education.

First of all, the purpose and tasks of primary education have been analyzed in accordance with Sukhomlynsky's requirements. The views of the prominent educator on the importance of developing universal values, general learning skills and assimilation of basic knowledge which is necessary for successful further learning by younger schoolchildren have been outlined.

The influence of the leading ideas of Sukhomlynsky – humane pedagogy, child-centrism and human studies – on the development of basic organizational principles of teaching in primary school has been determined. Sukhomlynsky's ideas regarding the introduction of a diagnostic approach to conducting classes, confident achievement of positive learning results in the «school of joy», which was created by the educator, can significantly improve the quality of primary education. The influence of Sukhomlynsky's ideas concerning the creation of learning environment of the educational institution, integration of school subjects through the introduction of outdoors lessons of thinking, and new approaches to the evaluation of educational achievements of younger students, on the quality of modern primary education have been characterized.

The innovative teaching methods and techniques that were used by the teacher in the educational process of the Pavlysh School have been considered and can be effectively applied by primary school teachers. The article also proves that Sukhomlynsky's ideas were way ahead of their time, and that the Ukrainian school reforming process is based on the best traditions of national pedagogy and education.

Introduction

The scholarly works of prominent Ukrainian thinker and educator Vasyl Sukhomlynsky largely enrich the world pedagogical thought treasury. For more than half a century, the European and Ukrainian schools of thought, as well as practicing educators have been exploring the rich creative legacy of Ukrainian scholars. During the period of a totalitarian state, and directive approaches to the organization of the educational process in the 1950-1970s, Sukhomlynsky asserted the idea of a humane, personality-oriented approach to the education of children, the development of the child's personality. Not only were these ideas the motto of his pedagogical legacy, with his help they obtained specific ways and means of implementation, such as creating a situation of emotional well-being of the child in school, obtaining positive results during learning, experiencing a sense of success of personal learning achievements by each child, diagnosing children's mental characteristics.

The importance of pedagogical ideas of this prominent Ukrainian educator is propelled by the fact that he was not only a scholar, but all his ideas were tested by practical work at school and based on his own pedagogical experience. Unlike many other educational figures, Sukhomlynsky was a practicing teacher, creator of an experimental and proprietary school, and was able to move beyond general theoretical approaches through methodological improvements to the practical implementation of his own pedagogical ideas. Combining the capacities of an experienced practitioner, successful teacher and administrator, astute psychologist, original writer and a true scholar in one person, Vasyl Sukhomlynsky managed to offer many ideas that are relevant for the development of both national and world pedagogical thought.

Recent research and publications analysis

The analysis of recent scholarly inquiries of contemporary foreign and Ukrainian researchers shows a considerable interest in the theoretical and practical legacy of Vasyl Sukhomlynsky, which consists of 40 books and brochures, more than 600 articles, thousands (included unpublished ones) pieces of children fiction, published in 59 languages. Various aspects of

psychological and pedagogical science, covered in Sukhomlynsky's writings, have been considered and analyzed by many Ukrainian researchers (Antonets, 2011; Beh, 2013; Bogush 2012; Savchenko, 2011; Sukhomlynska 2018; and others). It is also worth noting that Ukrainian scientists consider new strategies for developing a Ukrainian school system from the perspective of Vasyl Sukhomlynsky's ideas. His concept of education, being based on a personal-developmental approach and aimed at objective laws and patterns of interaction between a teacher and a student, still continues to generate interest of modern educators. Many of his views on the system of education have been proven and confirmed over time.

Vasyl Sukhomlynsky left a large and varied legacy concerning an extremely wide range of pedagogical issues. In the last decades, almost every European country has begun and actively continues the process of reforming its primary school education system. Such changes have also touched upon the activity of Ukrainian primary schools as a component of the secondary school, which aims to ensure children's comprehensive development, desire and ability to learn, healthy lifestyle. The problem of the primary school education quality is in the focus of the attention of educators, parents and society.

The importance of primary education for students' comprehensive development is indisputable. After all, the initial level of education is the foundation for acquiring the necessary knowledge and skills in the future. The effectiveness and efficiency of primary education depends largely on the quality of secondary and high school systems, which must be linked to each other on the basis of the principle of continuity. Therefore, identifying key problems at the primary school stage and correcting mistakes made on this stage will help improve the quality of education and ensure the effectiveness of lifelong learning. This is the major mission of primary education which implies the comprehensive development of child's personality and its role in the system of education.

Teachers' approaches to the organization of primary education, especially the selection of its content and forms of teaching have become the subject of consideration for modern researchers. It is worth distinguishing the historical and pedagogical works of M. Antonets (2011) and O. Savchenko (2012) on the analysis of Sukhomlynsky's ideas about the issues of primary education. M. Antonets (2011) paid considerable attention to the ways Sukhomlynsky tried to solve the problem of the continuity between preschool and primary education, the introduction of lessons with six-year-old children in the «school of joy» and outdoors lessons, during which the thinking and speaking skills of children had been developed. O. Savchenko (2012), a Ukrainian primary education didactician, conducted a

thorough analysis of the implementation of Sukhomlynsky's ideas of child-centrism, human studies and the nature of conformity in the educator's legacy, as well as the modernization of the modern Ukrainian primary school on this basis.

Being aware of the significant role of primary education in the overall development of a person and the great experience of Sukhomlynsky in improving the quality of primary education, there is a need to rethink his ideas in accordance with the new requirements of modern education.

The article is aimed to analyze and summarize Vasyl Sukhomlynsky's views on the specific features of the organization of primary education process as an important component in the overall development of the child and the modern system of education.

Results and discussion

The issue of outlining the purpose, content and objectives of primary education occupied an important place in Sukhomlynsky's creative legacy. Despite the fact that Sukhomlynsky was the principal of the Pavlysh School and a teacher of the Ukrainian language and literature, he attached great importance to the issues of organizing the teaching process of younger students. It is the teaching of schoolchildren of this age that he devoted his famous works «To Children I Give My Heart» (Sukhomlynsky, 1977) and «One Hundred Pieces of Advice for Teachers» (Sukhomlynsky, 1988). The practical nature of his knowledge regarding the teaching of younger students speaks for that major practical experience which he received while working with them in the Pavlysh School.

Sukhomlynsky consistently pointed out the importance of this period in the child's overall development. «Primary classes are the basis of the basics» «Preschool and primary school determine the future of a person» «Everything begins and is decided in primary school» – these words of prominent educator Vasyl Sukhomlynsky emphasize the importance of a successful beginning of the school time.

Answering the question «What is elementary school ?» in his book «To Children I Give My Heart» Sukhomlynsky stated: «The years of study in primary school are a whole period of moral, intellectual, emotional, physical, aesthetic development, which will be a real thing, not an empty talk only if the child lives a full life today, instead of just preparing for the acquisition of knowledge tomorrow» (Sukhomlynska, 2018, p. 183). Explicating this topic, he continues: «Childhood is the most important period of human life, not the preparation for the future life, but the true, bright, original, and unique life. How a person spends the childhood period, who leads a child by the

hand in childhood, what fills their mind and heart from the outside world, – these all presupposes what kind of person today's toddler will become» (Sukhomlynska, 2018, p.49). With this phrase the educator emphasized the importance and pivotal role of primary education in the overall development of the child.

The purpose of this level of education was, according to Sukhomlynsky: «I set out to make learning a part of a rich spiritual life that would contribute to the child's development, enrichment of their minds… I want children to be discoverers and creators in this world. To observe, think, reflect, experience the joy of work and be proud of creation, create beauty and joy for people and find happiness in this creation, admire the beauty of nature, music, art, enrich their spiritual world with this beauty, take sorrow and the joy of other people close to their hearts, to experience their fate as a deeply personal matter – that is my ideal of education» (Sukhomlynska, 2018, p.185). Sukhomlynsky's ideas correspond to the mission of modern primary education, which is based on the comprehensive development of the child's personality in accordance with their age and individual psychophysiological characteristics, development of cultural, moral and ethical values, key and subject competences, vital social skills to ensure their readiness to proceed with their study in secondary school, to live in a democratic society. The most valuable result of primary education in a personal dimension is a healthy child, motivated by successful learning, with a research attitude towards life; a child who is able to learn from different sources and critically evaluate information, is responsible for himself/herself and other people, and aware of himself/herself as a citizen of Ukraine (New Ukrainian School, 2016).

Recognizing the importance of the initial level of education, Sukhomlynsky above all noted that it is during the years of study in first four grades – from 7 to 11 years – that the development of a personality takes place (Sukhomlynska, 2018, p.183). He called the younger students' learning process «a school of cordiality and mercy». He advised to teach students goodness, love and respect. According to him «… sensibility and vulnerability of the soul is formed in childhood. If the childhood years are spent in vain – this will never be made up» (Sukhomlynska, 2018, p.162). Of course, the educator emphasized, that this process may not be fully completed until the end of primary classes, but it is these years that account for the most intense segment of human life. In fact, at this time, according to psychologists, basic moral values of the individual are formed: kindness, truthfulness, humanity, empathy. Thus, the primary task of primary school, according to Sukhomlynsky's works, is the formation of human values, the assimilation of the norms of human life. The significant ideological and

educational impact of primary education should not be forgotten by modern elementary schools.

While referring to the tasks of the primary school, Sukhomlynsky stated that «General development is for sure an extremely important element of education and upbringing, and no less significant role is played by those elementary knowledge, which memorizing and lasting preservation in memory enable general development of a person, because general development is a constant mastery of knowledge, and it requires the learning competence» (Sukhomlynska, 2018, p.162). Thus, on the one hand, he pointed out the formation of students' general learning skills, on the other – the acquisition of the well-defined essential knowledge.

The basic conceptual principle of primary school education, according to Sukhomlynsky, is *to teach children how to learn*. «The primary task of primary school is to teach children to use the tool with a help of which a person acquires knowledge throughout their life. Of course, this task is still present at further stages, but in primary school it is in the first place» (Sukhomlynska, 2018, p.182). The analysis of the educator's oeuvre revealed that the learning competence includes a number of skills related to the acquisition of knowledge: the ability to read, to write, to observe the phenomena of the outside world, to think, to express their opinions. On this basis, Vasyl Sukomlynsky distinguished 12 complex skills, which he considered to be important for the development of children's ability to learn. «During ten years of schooling, the pupil must master the ability to observe the phenomena of the surrounding world: to compare, to contrast, to find the incomprehensible, to be surprised; to express an opinion on what he or she sees, watches, does, thinks; to read freely; to write freely, quickly and correctly; to allocate logically finished parts of the text, to establish the relationship and interdependence between them; to find a book on an issue of interest; to make a preliminary logical analysis of the text in the process of reading; to listen to the teacher and at the same time briefly note down the content of the story; to read the text and at the same time listen to the teacher's instruction on working with the text; to write a composition, to express what he or she sees and observes around themselves» (Sukhomlynsky 1977, p.567).

Sukhomlynsky assigned an important role in developing the learning competence to the ability to observe. In his book «One Hundred Pieces of Advice for Teachers», he wrote: «In primary school, a child needs observation, the same way a plant needs the sun, air, and water. Here, observation is the most important source of energy for the mind» (Sukhomlynsky, 1988, p.72). To develop this skill in his students, Sukholmlynsky conducted outdoors lessons, in which the teacher taught

students to notice minor changes in the phenomena, to compare them with each other, to determine the cause and effect relationships, and most importantly to ask questions that would encourage even more observation attitude to the world around. The result of the formation of this skill is the development of students' curiosity and observation as personal qualities.

The educator set high demands for teaching primary school students reading fluently, clearly and consciously. «Reading is an individual voyage in the sea of knowledge, and our task is to help every student feel the happiness of this voyage, to feel like a bold man, who became face to face with the boundless sea of human wisdom» (Sukhomlynsky, 1976, p.431).

An indispensable element of every lesson at the Pavlysh school was the exemplary, emotionally rich, expressive reading of the teacher, and then the children read on their own, not only the textbook material, but also the book they liked. In order to develop the technique of reading, the teacher used various means of activating students' learning activities: collective listening (a student who mastered well the reading skill, read the text, and the class listened), drawing, compiling books about nature, etc. Reading skills are closely linked in primary school to the ability to write quickly, clearly and grammatically correct. As Sukhomlynsky pointed out, those who read badly always write illiterately» (Sukhomlynsky, 1988, p.78). Students can learn how to write literately and without mistakes already in primary school years.

To the general learning skills, which should be developed in primary school, Sukhomlynsky included thinking and speaking competences. «Outdoors lessons of thinking» which were created by him in the Pavlysh School, encouraged students to make independent judgments and statements. His piece «To Children I Give My Heart» gives examples of primary school lessons, in which the student acts as a researcher, co-discoverer of knowledge. The development of coherent speech in younger schoolchildren was achieved through free mastery of imaginative speech by the teacher, his emotional presentation of the material, creating stories and tales by the students etc.

Many years of experience in teaching at the Pavlysh School allowed Sukhomlynsky to determine that the results of educational work in secondary school are presupposed by the formation of general learning skills at the primary education stage, namely:

- a student who has an excellent ability to read and write freely in primary school, never trails far behind in the secondary and higher classes;

- the earlier these skills are acquired, the higher the quality of knowledge in the secondary and higher classes, and the more leisure time a student has for comprehensive development,

- the stronger the ability to write freely acquired in primary school is, the higher literacy the student has in the secondary and higher classes,

- if a student finishes primary school, not having mastered the strong ability to read freely, his mental work in grades 5-8, is prevailed by cramming, his mental abilities are dulled (Sukhomlynsky, 1977, p.596).

Thus, the success of the student's development at all stages of education, depends to a large extent on the formation of their general learning skills at the initial stage of education, which now include organizational, social, leadership skills, which once again emphasizes the importance of primary education. The idea of developing cross-cutting skills, general educational competences without which further education of students is impossible, which was introduced in the pedagogical works of Sukhomlynsky, now finds its expression in the State standard of primary education and new content of the modern primary school of Ukraine (New Ukrainian School, 2016).

On the other hand, Sukhomlynsky stressed the importance of mastering and remembering the basic essential knowledge in primary school. In «One Hundred Pieces of Advice for Teachers», he wrote that if the foundation for a building is cemented badly, it will constantly crumble and need permanent repairs, comparing the foundation with the systematic knowledge embedded in primary school, which he called «knots of knowledge». Reiterating this idea in the piece «To Children I Give My Heart», Sukhomlynsky noted: «One must not forget a clear, well-defined goal: what exactly children should know, what words they should learn to write and never forget spelling, what arithmetic rules they should remember by heart» (Sukhomlynska, 2018, p.186). «Primary school should provide a student with a solid range of knowledge. Any ambiguity or uncertainty in this matter weakens not only the primary school but also the subsequent links. Without a clear definition of the range of knowledge, theoretical and practical skills that should be taught to the child, there is no school as such» (Sukhomlynska, 2018, p.184). According to the educator, «in the secondary and higher classes, students start to lag behind and fail to perform the tasks, because they did not memorize the material in primary school, did not keep in memory those elementary truths that are the foundation of knowledge» (Sukhomlynska, 2018, p. 184). One of the major drawbacks of primary education in many schools is that the teacher sometimes let out of sight what rules and definitions a child needs to get a deeper understanding about and remember in the first, second and subsequent years of study, what words he or she should learn to write correctly and never forget their spelling. The issue of defining the core body of subjects, compulsory content of primary school learning process is one of the most difficult

problems of modern primary education, which is associated with the standardization of its content.

Considering the content of students' basic knowledge, Sukhomlynsky drew attention to the need for their applied character, the connection of knowledge to practice. «One of the most important goals of education is to teach how to use knowledge. The danger of transforming knowledge into dead luggage originates in primary school years» (Sukhomlynska, 2018, p. 223). The scholar calls for a change in the attitude towards the essence of concepts «knowledge» and «to know'. «To know means to be able to apply knowledge» (Sukhomlynsky, 1988, p. 46). Reasoning ahead of his time, Vasyl Sukhomlynsky stresses the importance of developing students' subject and key competences. Sukhomlynsky drew attention to the fact that a school must be dominated by a bright thought, a living word and creativity of children, combining at the same time the emotional and the logical, a word and an action, the visual and the imaginative, thus laying the groundwork for a competency-based approach to learning.

In particular, most fundamental forward-looking ideas are related to the organization of primary education, which is based on the introduction of ideas of human studies, child-centrism and the natural conformity. Sukhomlynsky primarily drew attention to the uniqueness of childhood, the need in taking into account age and individual characteristics of children during the learning process. As the educator pointed out, the testament of the teacher's pedagogical wisdom is the ability to correctly determine what each student is capable of at the moment and how to develop his or her abilities in the future. The child should never lose faith in their own strength during the learning process, never feel that anything is above their bend. This constitutes the optimism of the teacher's pedagogical outlook.

Sukhomlynsky's pedagogical activity was based on the constant study of the child. He drew the attention of teachers to the fact that there is no «abstract student», each student is characterized by specific characters of cognitive processes, personal qualities, which should be studied by the teacher, who must primarily be «a connoisseur of children's souls» «There is no abstract student to whom one may automatically apply all the regularities of education and upbringing. There are no prerequisites for success in learning that are common to all students. The ability to correctly determine what each student is capable of at the moment, how to develop his or her mental capacity in the future, is an extremely difficult part of pedagogical wisdom» (Sukhomlynsky, 1988, p. 26). The prominent educator begins his «One Hundred Pieces of Advice for Teachers» with a call to action: «Remember that there may be no abstract student».

Just before the beginning of the school year, he wrote in his piece «To Children I Give My Heart«: «All 31 children in front of me are 31 separate universes ... Will I be able to tell how a child lives each day, what is in his soul? (Sukhomlynska, 2018, p. 177). A lot of situations from the practical activity of primary school teachers can be found in Sukhomlynsky's pedagogical legacy, which describe the fate of specific students, their actions and personalities.

All his works are penetrated with the ideas of the intrinsic value of childhood: «Childhood, the world of childhood is a special one. Children live by their notions of good and evil, honor and dishonor, human dignity; they have their own criteria for beauty, they even have their own dimension of time: a day seems like a year, and a year seems an eternity in childhood». (Sukhomlynska, 2018, p. 32). The teacher should study the child, be well aware of and appreciate the world of childhood. Therefore, from Sukhomlynsky's perspective, pedagogy is primarily a human science. «The teacher has no right to be ignorant of what is going on in the child's soul. The most important feature of the teacher's pedagogical culture is understanding and feeling the spiritual world of the child» (Sukhomlynsky, 1988, p. 7). Sukhomlynsky urged teachers to be careful with the inner world of the child, to compare it with a rose, on which a delicate droplet of morning dew is playfully flickering.

The issue of the humane, in tristic value of childhood is closely related to the idea of a joyful, successful teaching of students in primary school. Sukhomlynsky wrote that it is important to teach in such a way that every student will experience the joy of success and a positive result in learning. «From success to success, this is what mental upbringing of a difficult child is all about… Optimism, a cheerful worldview, a sense of self-confidence are, figuratively speaking, a bright light that illuminates the path of a difficult child. When the fire goes out – the child remains in the dark, all on their own, they will be smitten anxiety and hopelessness» (Sukhomlynsky, 1977, p.512). In his works, for the analysis of the learning process in primary school Sukhomlynsky often uses the words «school of joy», «the joy of educational work», «the joy of knowledge», which ensuring is the main task of the teacher's pedagogical skills.

In order for the learning activity to bring joy, it should be organized so that the child becomes an active participant in the process of learning. It will ensure both cognitive interest, enjoyment of the process and learning outcome, both moral and psychological comfort, as well as a sense of personal success. «A child by nature is an inquisitive researcher, the discoverer of the world. So let them discover this wonderful world in vivid colors, bright and vibrant sounds, through fairytales and games, personal

creativity, through the beauty that inspires their hearts, in the desire to do good to other people. Through fairytales, fantasy, games, the unique children's creativity – this is the right way towards the child's heart» (Sukhomlynska, 2018, p. 221).

Sukhomlynsky advises teachers on specific ways to achieve a positive emotional disposition of students during the lessons. It may imply an emotional saturation of the learning material and teaching methods, the use of non-standard ways of setting a task, constant change of activities during the lesson, teacher's imaginative and emotional speech. Sukhomlynsky's works provide many examples of primary school lessons which create situations of effective, joyful learning. «The process of teaching reading and writing will be easy if the literacy becomes a bright and exciting piece of life for children, filled with bright images, sounds, melodies. What the child should remember, first of all, must be interesting. Literacy should be associated with drawing» (Sukhomlynska, 2018, p. 79). In the Pavlysh School, when teaching six-year-olds, every letter in the child's mind was associated with visual images, so that it was easy to memorize all words and letters.

Sukhomlynsky did not forget about the use of play-and-learn games and fairy tales during the lessons with younger students. He warned the teachers: «The child lives in the world of games, fairy tales, music, fantasy, creativity, and if you take it all away from them, they will wither like a flower» «An initial level of education is a combination of two psychological dominants: playing and learning activities». «The game is the spark that lights the fire of curiosity and love of knowledge in children». However, he warned that the use of games at primary school lessons is «quite a serious thing. The game reveals the world to the child, reveals the creative possibilities of a person. Without playing there is and can be no complete mental development» (Sukhomlynska, 2018, p. 175).

It should be noted that Sukhomlynsky paid considerable attention to the implementation of an integrated approach in the learning process of the Pavlysh School. A vivid example are outdoors lessons of thinking. These classes combined the acquisition of the basics of the natural sciences – biology, zoology, botany, anatomy and human physiology, geography, physics, as well as developed logical thinking and speech, encouraged observation skills, contributed to the development of thinking processes, such as: analysis, comparison, generalization; finding relationships between the phenomena of nature, combined knowledge of several subjects.

Another example of the implementation of interdisciplinary relations is Sukhomlynsky's offer to combine the teaching of literacy with drawing, which he put forward in his work «To Children I Give My Heart»

(Sukhomlynska, 2018, p.149). He taught children reading and writing through unusual activities, which he called «a journey to the sources of the word», where they studied letters by finding their resemblances in nature. The subject-based approach to learning proposed in Sukhomlynsky's scholarly legacy is being implemented in the context of the New Ukrainian School through the introduction of integrated learning.

In the Pavlysh School, a significant place was devoted to creating an educational environment for learning and development of students: outdoors lessons, a fairy tale room, a science room, an island of miracles, a health garden etc. Sukhomlynsky called for the creation of a well-designed system of favorable conditions in every corner of the school premises (Sukhomlynska, 2018, p.116-124). There were a «music room», «science room», «island of miracles», «health corners» and «fairy tale room» in the Pavlysh School. Vasyl Suhomlynsky described the activity of this wonderful room as follows: «In the Fairy Tale Room a puppet theater and an acting class were born. Here, children first staged a Ukrainian folk tale the Glove («Rukavychka»), in which the brave animals settled. Then, with a great interest, they adapted for the stagye the tale about Frog Princess, and the Japanese tale about the humpbacked Sparrow» (Sukhomlynska, 2018, p. 313).

Assessing the impact of the learning environment on the development of students Sukhomlynsky wrote: «Such a situation awakens the imagination, creativity, develops the thinking of courageous, inactive children» (Sukhomlynska, 2018). Examining Sukhomlynsky's pedagogical system from the perspective of the creation and use of the educational space provides opportunities for teachers to use it more thoughtfully in modern primary schools. This idea reaches far ahead of his time and occupies a significant place in the modern concept of the New Ukrainian School.

However, as Sukhomlynsky noted, the educational environment must first be health-saving. Childcare was one of the important tasks of the Pavlysh School. «If I measure all my worries and anxieties about children in the first four years of study, half of them are about health» (Sukhomlynska, 2018, p. 187). In today's primary school, the question of maintaining not only physical but also mental, spiritual, and social health of children is very topical. Sukhomlynsky's idea of emotional well-being of a child at school, providing moral and psychological comfort, teaching students to cope with stress and tension is extremely relevant nowadays. Health-promoting potential of education should be provided by the modern primary school. A particularly important task today is to turn the school into a safe place where there is no violence and harassment, and there is respect for the personality of each child, which was successfully introduced in the Pavlysh School.

According to Sukhomlynsky's views, the structure of the school itself must meet the requirements of child's physical condition and be very flexible. The educator approached the development of elementary education rather dialectically – from «school under the blue sky», schools of nature, sensory, emotional-specific perception of the world to the school as a source of spirituality, culture, and moral values.

Sukhomlynsky paid considerable attention to the proper use of the controlling and assessing function of the learning process. He urged teachers not to manipulate their authority during control and assessments, to use assessment very carefully. The educator's view on the control and assessment of students' knowledge is relevant: «Do not catch children in ignorance – assessment is not punishment; it should be joy». The teacher should, first of all, notice the students' educational achievements but not pay attention to the points of weakness in their learning. Sukhomlynsky noted that «the assessment has a distinct moral meaning. It contains an incentive, under the influence of which the child should be striving to be good and not be bad. … Assessment becomes a teaching tool in the hands of a teacher if it awakens a child's desire to learn and assists that desire rather than punishes for unwillingness. Even worse, when a child is given a low grade for inability to learn, getting used to the idea that the teacher considers him or her not gifted, the child starts to lie, becomes hypocritical…» (Sukhomlynsky, 1977, p. 84]. The educator advises teachers that assessment is an incentive to learn, not an instrument of intimidation. Sukhomynsky's advice corresponds to the tasks of the modern primary school: «In primary classes, teachers of our school adhered to the following rules: until the results of the child's work (dictation, essay, exercise) deserve a positive assessment, she is not given any grade at all» (Sukhomlynska, 2018, p. 284).

Many innovative, creative teaching methods and techniques were used by the educator in his own practical work. Sukhomlynsky's groundbreaking achievement is the School of Joy, outdoors lessons of thinking, conversations in human sciences, psycho-pedagogical seminars, Mother's Day celebration, writing fairy tales and stories for children's reading activities etc. Methodological techniques, which develop children's curiosity, mind, cause joy from knowledge, are relevant for teachers as well («questions – knots of knowledge», «to read the book of nature», «to think about your thoughts, about the incomprehensible», «the mind of the child – at the tips of their fingers », «fantastic period of mental education», «travel to sources of thinking and language», «two learning programs», «educational dialogues», «ethical value of teacher's assessment», etc.). Project techniques should be mentioned separately, namely «three hundred tasks from the living problem-book of nature», by creating which, pupils learn to independently develop

the content of their learning activities (Sukhomlynska, 2018, p. 249). Using them in their practical work, modern teachers achieve significant results, which increase the quality of elementary education and the pupils' interest in the learning process.

Significant educational and upbringing potential of Sukhomlynsky's legacy is widely used in modern Ukrainian primary schools. First of all, Sukhomlynsky's ideas on speech development of children have gained widespread use, namely the ideas of enrichment of children's vocabulary, development of coherent speech and speech creativity. Thus, during the lessons of speech development, with the influence of Sukhomlynsky's ideas, the role of students' creative work increases, they write stories, make up tales, the importance of emotionality and imagery in the presentation of literary material increases as well.

Much attention is paid to the inclusion of Sukhomlynsky's fairy tales, stories, parables in the content of textbooks in reading for younger students. The author's literary collections are of great interest for younger students: «School Fairy Tales under the Blue Sky» (1991), «Pure Well» (1993), «Eternal Poplar» (2003), «Flower of the Sun» (2009), «I'll Tell You a Fairy Tale… Philosophy for Children» (2018). The literary and creative heritage of Vasyl Sukhomlynsky has a great potential for raising in children the most important universal human and national values: eternity and value of life, human destiny, love for the \Motherland, conscience, kindness, mercy, tolerance, everyone's right to respect and life, value and beauty of nature, value and beauty of creativity. Every fairy tale, every story of Vasyl Sukhomlynsky, which is included in modern textbooks in reading, is the basis for comprehensive education and development of younger students. The lessons during which Sukhomlysky's works are read take the form of dialogue lessons, reflection classes.

By incorporating the ideas of the great educator into the learning process of the modern primary school, teachers prefer to carry out creative, practical work, conduct search, research and project activities of students. They do not forget about the health of the students. Gymnastics for the eyes, physical activity breaks become a must in the classroom.

The introduction of Sukhomlynsky's innovative ideas into the practice of the modern primary school set a high bar for the professional qualification of the primary school teacher, forcing them to be a master of pedagogical work. However, Sukhomlynsky put personal qualities of a teacher at the forefront. According to him, «a teacher must have a tremendous talent of love for a person and unfailing love for his work and, above all, for children, in order to preserve the vigor, clarity of mind, freshness and sensitivity of feelings for many years – and without these

qualities the work of an educator turns into torments» (Sukhomlynsky, 1976, p. 342).The idea of a humane attitude, which penetrates the entire Sukhomlynsky's pedagogical activity, has developed into the idea of modern pedagogy of partnership, whereas the position of a modern teacher, which is based on humane relationships with students, has developed into the modern position of the teacher-facilitator, moderator, and motivator, who creates a developmental and cognitive environment for a happy life and studying of students, becomes its active participant. Sukhomlynsky's basic ideas underlie the modern Ukrainian primary school concern the attitude to the students, which is based on: the uniqueness of each child; absence of «not gifted» children; individualization of the learning process; identifying each student as a personality; the need for children to receive positive feelings about learning; humanity, responsiveness, tactfulness towards students; taking into account the individual psychological development of each child.

Conclusions

Having analysed Sukhomlynsky's provisions about primary education, we can conclude that primary school plays an extremely important role in the system of education. Being an educator, scholar and practicing teacher at the same time, he subtly noted and vividly outlined in his works new tendencies in the development of primary education, widened the horizons of its content and methods, provided examples of an original approach to solving not only new but also traditional problems of teaching of younger students. Sukhomlynsky left rich theoretical as well as practical and methodical experience that will long be used by teachers.

Thus, the appeal to Sukhomlynsky's pedagogical legacy from the perspective of modern primary school tasks, has shown that his ideas did not lose their significance and relevance. The Pavlysh School headed by Sukhomlynsky may be seen as a conceptual model of the XXI century school, which will be based on the ideas of the intrinsic value of childhood, creation of educational environment for personality development and self-realization, recognition of childhood specificities, which may be confirmed by the experience of modern primary schools. His methodological findings will long be used by practicing teachers for the full and comprehensive development of the primary school student.

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