

COLLECTIVE MONOGRAPH



LIFELONG LEARNING: TRENDS, HALLENGES, PROSPECTS

Edited by N. Demyanenko, V. Benera

LIFELONG LEARNING: TRENDS, HALLENGES, PROSPECTS

the collective monograph

Library of Congress Cataloging-in-Publication Data

ISBN - 978-1-63848-656-5 DOI - 10.37835/2410-2075-2021-1-01

Published by Primedia eLaunch https://primediaelaunch.com/

LIFELONG LEARNING: TRENDS, HALLENGES, PROSPECTS: the collective monograph / edited by N. Demyanenko, V. Benera. International Science Group. – Boston: Primedia eLaunch, 2021. 366 c.

Approved for publication by the Academic Council Taras Shevchenko Regional Humanitarian-Pedagogical Academy of Kremenets (Minutes \mathbb{N}_{2} 11 of June 11, 2021).

AUTHORS: Boyko A. M., Benera V. Ye., Demyanenko N. M., Kravets L. M., Malykhin O. V., Onyschuk I. A., Shmir M. F.

The collective monograph "LIFELONG LEARNING: TRENDS, HALLENGES, PROSPECTS" presents six sections developed based on the results of scientific research by the authors.

The ways of internationalization and development of lifelong learning in the civilizational dimension are presented; the world tendencies and directions of development of continuous education are actualized; heroism in the system of lifelong education is characterized; the theory and practice of non-formal and informal education are revealed; individual support of the person in open educational space is substantiated; innovative andragogical technologies of organization of educational environment are offered.

For specialists-educators, scientists, researchers of psychological-pedagogical and managerial problems of development of adult education in Ukraine and in the international educational-scientific space.

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The of structure of collective content the monograph of "LIFELONG LEARNING: TRENDS, CHALLENGES, PROSPECTS" is presented by six divisions and worked out by such authorial composition:

♣ Section I. «LIFELONG LEARNING: CIVILIZATIONAL DIMENSION, UKRAINIAN EXPERIENCE» (authors: Natalia Demyanenko, Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Psychology of the Higher School of NPU named after M. P. Drahomanov, Kyiv, Ukraine; Oleksandr Malykhin, Doctor of Pedagogical Sciences, Professor, Head of the Didactics Department, Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine, Kyiv, Ukraine; Maria Shmir, Doctor of pedagogical sciences, associate professor of the department of foreign languages and methods of their teaching, Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy, Kremenets, Ukraine);

Section Π «WORLD**TRENDS** ANDAREAS OF**EDUCATION**» DEVELOPMENT INCONTINUING Valentyna Benera, Professor, Doctor of Sciences in Education, Shevchenko Regional Kremenets Taras Academy of Humanities and Pedagogy, Kremenets, Ukraine).

Section III «ANDRAGOGICAL TECHNOLOGIES IN ORGANIZING EDUCATIONAL ENVIRONMENT» (authors: *Alla Boyko*, Professor, Doctor of Sciences in Pedagogy, Corresponding member of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine; *Natalia*

Demyanenko, Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Psychology of the Higher School of NPU named after M. P. Drahomanov, Kyiv).

- ♣ Section IV «THEORY AND PRACTICE OF NON-FORMAL AND INFORMAL EDUCATION» (authors Valentyna Benera, Professor, Doctor of Sciences in Education, Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy, Kremenets, Ukraine; Love Kravets, Candidate of Pedagogical Sciences, Associate Professor of department of pedagogics and psychology, Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy, Kremenets, Ukraine);
- ♣ Section V «INDIVIDUAL SUPPORT OF INDIVIDUAL IN THE OPEN EDUCATIONAL SPACE» (authors: Valentuna Benera. Professor, Doctor of Sciences in Education. Regional Kremenets Taras Shevchenko Academy Humanities and Pedagogy, Kremenets, Ukraine; Iruna Doctor of Pedagogical Sciences, Onuschuk, Professor at the Department of Theory and Methodology Pre-Education, School and Elementary Kremenets Shevchenko Regional Academy of Humanities and Pedagogy, Kremenets, Ukraine);
- ♣ Section VI "HIEROGOGY IN THE SYSTEM OF LIFELONG LEARNING" (author Natalia Demyanenko, Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Psychology of the Higher School of NPU named after M. P. Drahomanov, Kyiv, Ukraine).

Section I <u>«LIFELONG LEARNING: CIVILIZATIONAL DIMENSION, UKRAINIAN EXPERIENCE»</u> includes two sections. Subsection 1.1. «THE IDEA OF «LIFELONG LEARNING» IN THE GLOBAL EDUCATIONAL SPACE: HISTORY, PROJECTION INTO PERSPECTIVE» (author - Natalia Demyanenko, Doctor of pedagogical sciences, Professor, Head of the Department of Pedagogy and Psychology of the Higher

School of NPU named after M. P. Drahomanov, Kyiv, Ukraine) contains analysis of basic directions of updating of activity of pedagogical university in the context of processes of internationalization of education. Modern society and economy increasingly need highly educated people who are constantly improving their professional, civic and personal competencies, learning throughout life.

New civilizational challenges naturally lead to the global "educational movement", profound reforms in education systems focused on current and future needs of society, efficient use of resources, especially human ones. It is traditionally that UNESCO, being an intellectual center of intergovernmental cooperation in education, science and culture that includes 188 countries and about 600 non-governmental organizations, is developing adult education.

Thus, in the late 20th early 21st centurieshierogogy (elderly people education) was actively developed at the international level.Lifelong learning" and "lifelong education" were interpreted as two complementary concepts where the second one was considered a pre-condition for the implementation of the first.

At the end of 2020, the Ministry of Education and Science of Ukraine developed a Draft Law of Ukraine "On Adult Education" aimed at ensuring the conditions for functioning adult education in Ukraine. It determines the priority areas, components and structure of adult education, principles of state policy in adult education. There are flexible mechanisms for adults to obtain formal, non-formal and informal education, recognition of qualifications obtained through non-formal and informal education.

Introducing a specific complex concept "adult education provider" into legislation that will coverall legal entities and individuals to provide adults educational services is expected.An author summarizes, that globalization processes motivate further active involvement of Ukraine in the activities of European and world associations of adult education, in-depth analysis and use of international experience of educational work with adults, development of andragogy and hierogogy as branches of scientific knowledge, training of pedagogical staff (andragogy, hierogogy specialists) to work with adult population and implement lifelong learning tasks.

Thus, globalization processes motivate further active involvement of Ukraine in the activities of European and world associations of adult education, in-depth analysis and use of international experience of educational work with adults, development of andragogy and hierogogy as branches of scientific knowledge, training of pedagogical staff (andragogy, hierogogy specialists) to work with adult population and implement lifelong learning tasks.

In subsection 1.2. «STAGES OF FORMATION, CONTENT AND CURRENT CONDITIONS OF TRAINING PEDAGOGICAL STAFF FOR ADULT EDUCATION (ANDRAGOGUES AND HIEROGOGUES) IN UKRAINE (experience of the Department of Pedagogyand Psychology of the Higher School, National Pedagogical Drahomanov University, Kyiv, Ukraine)» (author -Demyanenko, Doctor of pedagogical sciences, Natalia Professor) presents the graduating Department of Pedagogy and Psychology of the Higher School of the National Pedagogical Dragomanov University (Kyiv) has initiated and andragogues and hierogogues in the master's educational and professional programs "Pedagogy of the Higher School" and "Andragogy. Adult education" (specialty 011 Educational, pedagogical sciences). The subject of the educational course "Hierogogy (pedagogical gerontology)" is non-formal informal education, pre-retirement, and

retirement education aimed at adapting the elderly to society, their development. It has interdisciplinary links with: pedagogy, high school pedagogy, andragogy, gerontology, medicine, age physiology, biology, philosophy, psychology, gerontopsychology, sociology, history, geography, ethnography, law, demography, etc.

Among the prospects of the Department of Pedagogy and Psychology of the Higher School in andragogy / hierogogy are: to expand the scope and to constantly update a content of training andragogues and hierogogues (taking into account world experience) in the master's educational programs 011 Educational, Pedagogical sciences "Andragogy. Adult Education" and "Pedagogy of the Higher School. Andragogy"; to develop research in adult education; to introduce an experimental model of the Institute (faculty) of the third age and the project of the Educational program for teaching elderly people in the structure and educational process of the National Pedagogical Dragomanov University.

In subsection 1.3. «LIFELONG LEARNING: THE DIMENSION OF CIVILIZATION» (authors: Oleksandr Malykhin, Doctor of Pedagogical Sciences, Professor, Head of the Didactics Department, Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine, Kyiv, Ukraine; Maria Shmir, Doctor of pedagogical sciences, associate professor of the department of foreign languages and methods of their teaching, Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy, Kremenets, Ukraine) the results of scientific search are presented in relation to education must also create the most favorable conditions for comprehensive guaranteeing self-development, improvement and self-realization of the individual, is the guarantor of individual development of its intellectual, spiritual and productive potential, the main driving force of progress in all spheres of human activity.

Modern civilization has entered a new type of progress - that is, one that carries a high dynamism, rapid change of knowledge, information, technology. Variability is not an exception in the life of man and society, but an everyday characteristic of life. Therefore, it is necessary to form a person capable of both psychologically and professionally living and acting in a constantly changing environment. To do this, you need to change the direction of the learning process.

The analysis of scientific publications shows the diversity and versatility of this problem. Scientists are unanimous in stating that continuing education is an important strategic direction in the training of new types of specialists.

Advanced training is a stage of professional development and professional growth. Other forms of education that are aimed at meeting human needs for self-development, self-improvement, self-realization of personal and professional potential.

The self-educational competence formed at the stage of basic education is the basis of professional growth of a specialist. The spark ignited by the need to acquire knowledge, which erupted at the stage of basic training, permeates the activities of the individual at all other stages of professional growth, being the driving force, a powerful impetus to the acquisition of new and new knowledge.

Thus, it follows from the above that the professional development of a specialist is a determining factor in his demand in the labor market, and the vector of continuing education is aimed at shaping the competitiveness of the specialist. We see the prospects of scientific research in the further study and substantiation of pedagogical conditions for

the effective development of the professional potential of the specialist.

The authors of Section II «WORLD TRENDS AND AREAS OF DEVELOPMENT IN CONTINUING EDUCATION» (author Valentyna Benera, Professor, Doctor of Sciences in Education, Shevchenko Regional Academy Kremenets Taras Humanities and Pedagogy, Kremenets, Ukraine) it is marked, that scientists shared the purpose of supervision according to its function, while clarifying that achieving goals is related to meeting the needs of the supervisor. Meeting the needs of education and development defines the following tasks: promoting the professional and personal development of future supervisors; providing learning opportunities by creating a platform to update or increase knowledge and skills; development of awareness of roles and responsibilities in the organizational context of the institution; promoting an understanding of people, their needs and problems; development of self-confidence, creativity and new ways of working supervisors.

The study of scientific and pedagogical works and research, which examines the education systems of foreign countries, showed that the problem of supervisory support of a social worker in the Polish educational dimension against the background of modern globalization processes has not shown signs of complete and detailed consideration. As a result of scientific research the tendency of introduction of supervisory support in practice of the Polish social workers on progressive approaches of practical experience in the social sphere of the European countries and the USA is traced.

It is marked an author, that the tendencies of accompaniment of practical preparation of development workers are traced in accordance with the European orientation to early specialization of preparation of specialists of social sphere; bilateral з'вязок between development of scientific school of social work and system of professional preparation in the conditions of decentralization of preparation of management professionals; rapid co-operation of the system of changes of social character for providing of providing of regional labour-market.

The content of the III-th section «ANDRAGOGICAL TECHNOLOGIES IN ORGANIZING **EDUCATIONAL** ENVIRONMENT» is revealed in two paragraphs. In «TUTORING AS Α 3.1 **MEANS** OF paragraph INDIVIDUALIZATION OF THE EDUCATIONAL SPACE» (author Alla Boyko, Professor, Doctor of Sciences in Pedagogy, Corresponding member of the National Academy Educational Sciences of Ukraine, Kyiv, Ukraine) it is marked thatcurrent trends in the civilization development shape lifelong educational processes and, thus, design an individual educational way based on open education that motivates to create new technologies and even new pedagogical professions.

Systematic scientific analysis includes: 1) modern processes of higher education development in Ukraine (small number of entrants; low occupancy of student academic groups; low regular attendance by students of academic studies due to the professional employment, and, at the same time, objective need for updating professional knowledge, completing education, retraining, etc.); 2) available scientific and theoretical generalizations, publications in tutoring that allow to conclude that profession of tutor and his professional training are of high importance, particularly at higher schools.

Based on tutor's activities within the framework of his professional training the Department of Pedagogy and Psychology of the Higher School of Drahomanov NPU holds job (research, scientific and pedagogical) trainings. Master's trained in innovative quasi-professional students are (situational) modeling technology, individual context-oriented programs. This all forms in future tutor the ability: to plan joint activities with student based on his position; to jointly develop individual education programs for student and tutor; to build and maintain a trusting relationship with student and his environment; to create conditions for joint cognitive activity, communication and reflection; to use different methods and techniques of manifestation and completing of educational request; to correlate student's actions with the development of culture, science, education, professional environments, etc.; to organize methodically individual and group tutorials; to search and analyze social, pedagogical, economic, cultural and other information; to analyze educational and professional standards, to monitor their requirements for student's educational competencies; to develop maps of personal needs, goals, requests, interests, aspirations; to use communication and teamwork technologies in accordance with value-oriented, age and individual characteristics of the students, with content and situational conditions of routing and implementation of the individual educational program.

Tutor provides individualization of educational activities aimed at personal and professional self-determination and self-growth.He designs organizes and educational environment within and beyond educational establishment, provides individual educational request, forms individual educational trajectory, develops methodological support and implementation of individual educational program in the of institutional (full-time (daytime, evening), correspondence, remote, network, mixed); individual (external, home education, pedagogical casework, in-service training) and dual education [6]; analyzes and cogitates the results of implementation of the individual educational program. In the educational area he can also work as tutor-consultant (individually, in groups), tutor-moderator, tutor-coach (trainer), tutor-facilitator, tutor-mediator, etc. Therefore, tutor must receive master'sdegree or master's degree in in-depth psychologic-pedagogical training. Such training is available in higher teacher-training establishments as a major or minor or supplementary specialization within the master program for professional training 011 Sciences of Education (Pedagogy of Higher School).

An inferencing is position, that the problems of world mobility, labor market need for initiative, responsible professionals focused on lifelong personal and professional self-development and self-improvement, with innovative thinking, determine the need for effective mechanisms of introduction of personality-oriented educational technologies and education based on individual students' pathways and therefore, provide professional support for their implementation.

Paragraph 3.2. «THE INTEGRATED TECHNOLOGY OF SITUATION SIMULATION IN ORGANIZING EDUCATIONAL ENVIRONMENT» (author *Natalia Demyanenko*, Professor, Doctor of Pedagogical Sciences, Head of the Department of Pedagogy and Psychology of the Higher School of NPU named after M. P. Drahomanov, Kyiv, Ukraine) it was devoted the problem of professional studies of tutors at higher school requires the decision of wide row of problems, including development of vision of profession of tutor and teaching to the analysis of effective approaches, methods, technology of studies of tutors. To improve the professional studies of tutor of teacher of higher school, an author is present integral technology of design of situation in educational space of

higher school that will deepen context, practical orientation of education and the professional to the competence will increase efficiency.

Analyzing scientific literature helped to establish and specify such concepts related to the situation simulation institution", as"educational space of higher education institution", "educational process of higher education "educational technology", "learning technology", "pedagogical technology", "educational simulation", "model as a construct", professional situation", "quasi-professional "educational simulation", "design education", in "construction educational technology". It was found that interconnected and complementary that contributed to the specification and deeper understanding of the problem of situation simulation in the didactic process of higher education institution. Particular attention was paid to the theoretical basis and characteristics of the scientific category "innovative learning technologies" that were interpreted as author's or improved educational technologies with clear systematic phased structure and with latest, effective tools, methods and technologies that had a positive impact on the dynamics of education from the goal to the expected results. suggested that active integration of innovative was technologies in the educational space of higher education institutions would significantly improve the quality of student training and help to form the competences necessary for future professional activity.

The effectiveness of the integrated technology of situation simulation was experimentally tested in the educational process at the master's degree in the specialty 011 Educational, pedagogical sciences (Pedagogy of the Higher School. Tutoring) at the National Pedagogical Drahomanov University (Kyiv, Ukraine). The integrated

situation simulation technology in tutor's training combines: case method, portfolio technology, win-win strategy and game. It is aimed at building professional business competences; applying knowledge acquired in practice simulating professional activity; deepening through knowledge of educational courses: "Tutoring and tutoring technology", "Partner subject-subjective interaction teacherstudent", etc. An introduction of the technology is expected to result in: an increase of professional competences of future tutor; an expansion of practical component in tutor's professional training; introduction an of additional contextual, practice-oriented module in the educational course "Tutoring and tutoring technology"; an increase in effective solving professional situations / problems and in making decisions.

Based on the findings of the empirical study, the following recommendations for introduction of the integrated technology of situation simulation in the educational process of higher education institution were developed: at the theoretical and methodological level: to develop educational methodological complexes using and the integrated technology of situation (quasi-professional) simulation, master's theses, project activities, scientific conferences, round tables to pre-test and introduce innovative situation technologies, to integrate them into educational process of higher education institutions; at the implementation level: to develop an algorithm of implementation and mechanism of application of the integrated technology of situation simulation in theoretical and practical professional training of masters in educational, pedagogical sciences; to create projects of autonomous training at higher school on the basis of situation simulation of contextual individual educational programs.

On results undertaken a study we came to the conclusion, that the study does not cover all aspects of the problem. We consider the study of the integrated situation simulation technology as a means of ensuring the context of formal and non-formal education; variation of the content and methods of individualization of the integrated situation simulation technology at higher school; inclusion of practice-oriented situation modules in professional training of specialists to be promising and debatable.

Chapter IV «THEORY AND PRACTICE OF NON-FORMAL INFORMAL EDUCATION» combines ANDtwo sections. Subsection 4.1. «INFORMAL EDUCATION AS A RESOURCE PROFESSIONAL DEVELOPMENT OF**FUTURE** TEACHER» (author - Valentyna Benera, Professor, Doctor of Sciences in Education, Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy, Kremenets, Ukraine) the idea of multicultural model of education, that requires the new going near development of row of individual possibilities of future teacher.

Multicultural model of education is accompanied by the emergence of new institutional forms and requires new approaches to disclosure of range of individual capabilities of the future teacher. There is a constant change of paradigms of education: from the concept of education, which aims to transfer knowledge – knowledge-oriented education «for life» - to lifelong learning, through life, continuing education, which is usually based on amateurism and activity of the individual. It is logical that for self-realization of the future teacher's personality in professional activities it is necessary to use along with the traditional new institutional forms of education. After all, higher education should not only ensure the growth of professional competence, but also give

individuals the opportunity to develop, to master new areas of activity.

Among the trends of globalization of world development, scientists note the consolidation and expansion in the global dimension of the leading role of human ability to work innovative content, recognition of human capital as the main productive force, which determines the growth of material and spiritual wealth, competitiveness. The interaction of learning, research and innovation, as well as the combination of academic and workplace learning will enable future teachers to develop a critical and creative way of thinking and make innovative decisions that are primarily reflected in adverse conditions.

Introduction of individual supervision of a future teacher in informal education, along with formal, will contribute to more comfortable and effective socialization, acquisition of new professional and social competencies (soft skills), self-learning strategies, ability for successful self-realization and learning independently throughout life.

paragraph 4.2. «METHODICAL ASPECTS OF EDUCATIONAL PROCESS ARRANGEMENT IN EDUCATIONAL (author Liubov Kravets, Candidate INSTITUTIONS» Pedagogical Sciences, Associate Professor of department of pedagogics and psychology, Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy, Kremenets, Ukraine) the results of scientific secret service are presented educational programs should provide comprehensive professional and pedagogical training of the teacher, thankfully to the combination of subject competence as a professional priority of applicants, with important components of the professional skills of the teacher, educator, in particular pedagogical, psychological and professional, as well as aimed at forming regional self-identification.

Each educational institution teacher exercises educational activities. Consider the specifics of ensuring the educational process in institutions that are listed by informal and information education.

The mission of the institution of higher education is to provide high-quality modern education through free creative training and research in accordance with the social needs due to the development of the state, science, economics and culture, as well as global processes of human civilization development. It is to ensure the training of a teacher capable of a full-fledged agency in secondary education and capable of solving challenges in the paradigm of modern education in the educational institution. This determines the provision of rational and effective approaches to the integration educational and scientific activities, the introduction of innovative techniques in the modern practice of general secondary education institutions, institutions of preschool education and the institution of extracurricular education introduction of new forms training in the context of the ideas of NUS, integration into the European educational space, taking into account the priorities of regional. Educational policy (ensuring accessibility, continuity and improvement of higher education quality), strengthening the position of the educational institution among the institutions of higher education in Ukraine.

Therefore, we believe that the quality of the organization of informal and unformaleducation depends largely upon what kind of competencies, outlook and civil principles will enter a new information society.

The content of the V-th section <u>«INDIVIDUAL SUPPORT</u> <u>OF INDIVIDUAL IN THE OPEN EDUCATIONAL SPACE</u>» it is exposed in three paragraphs. In paragraph 5.1. «INDIVIDUAL SUPPORT OF PROFESSIONAL DEVELOPMENT OF THE

FUTURE TEACHER'S PERSONALITY» (author Valentuna Benera, Professor, Doctor of Sciences in Education. Shevchenko Regional Academy Kremenets Taras Humanities Kremenets, Pedagogy, and Investigational, that individual instructive activity is most effective on condition that there is the approach that assumes organization of instructive process with consideration to individuality of students' for their all-round development oriented by a personnel.

The educational content of the scholarly-methodological approach is more appropriately reflected in its definition as the scholarly-pedagogical technology aimed at solving the tasks concerned with the mastery of moral and ethical norms, development of professional and self-educational competency, the generation of a life strategy and selfassurance in the selection of one's future professional activity. In the educational process, it helps to understand the situations that students encounter on a daily basis, promotes the rational selection of instruments and skills for solving these situations, and allows using a reflexive attitude toward one's future profession. In the process of professional development, support facilitates the advancement of creative, critical, and individual thinking, promotes the ability to plan, explore, realise, and evaluate one's achievements.

Therefore, in the present research, we define *individual* scholarly-methodological support of future teachers' professional development procession the course of individual work's innovative technologies on the basis of humanising interactive collaboration and dynamic development of the educational process' participants' autonomy from the positions "teacher \leftrightarrow student" to partnership pedagogical collaboration "colleague \leftrightarrow colleague" on the basis of

facilitative communication and supervisory help in overcoming difficulties; democratic means of organising and governing individual work in the process of educational-professional activity (in the educational process, in extracurricular time, in practice) for their becoming and development in the professional sphere and gaining success throughout life.

In paragraph 5.2 «CULTURE OF FUTURE EDUCATORS' SELF-EXPRESSION AND ITS **DEVELOPMENT** IN MODERN CULTURAL AND EDUCATIONAL SPACE HIGHER EDUCATION INSTITUTION» (author Iruna Onyschuk, Doctor of Pedagogical Sciences, Associate Professor at the Department of Theory and Methodology Pre-School and Education, Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy, Kremenets, Ukraine) it is marked that the revival of a humanistic tradition in education causes a return of the interest of scientists to the problems of personal and professional formation of future teachers in the HSI, development of pedagogical and spiritual culture in them, active humanistic position. Pedagogical humanism is a modern strategy of all units of education, based on the system of humanistic knowledge, views, ideas, beliefs and is realized in the educational process.

Higher education institutions concentrate the best samples of human socio-spiritual activity of a certain era, so the social value of education is determined by the education of a person. One of the important directions of this policy is the development of state educational standards that determine the mandatory educational-professional program of educational institutions. Each educational component and a certain educational technology are focused on acquiring competencies and personal growth of higher education.

In the aspects of the above, the problem of development of the culture of self-expression as an important aspect of the personality-professional formation of student youth, future educators in particular. An author marks that in the course of a molding experiment, we sought to "work" and with a third component of self-magnification - self-drawing. As evidenced by the data stages of the experiment, a significant percentage of future educators in the process of fulfilling the tasks of artistic content managed to remote, exaggerate their shortcomings and diminished abilities. It produced internal conflicts - between the desire to self-nominate in the artistic activity of cultural, socially approved or acceptable way and distrust of themselves, remembering past failures, self-destruction, negative emotional coloring of the process of independent activity.

For this purpose, explanatory illustrative methods, moral selection situations, search and research methods and various forms of educational work are lecture, practical, seminars, trainings, independent work of future educators from artistic activity, which belonged to culturally self-release in the presence of others. Indicators of effective work in the formation of professional communications in the process of performing creative tasks of artistic content were served: communicability, empathy, self-control, speech culture, nonverbal means of communication, performance of actions.

The concept of research provided by the unity of methodological, theoretical, methodological concepts, scientific approaches, systematic influence, coherence of organizational, content, technological and evaluation aspects increased the effectiveness of the process of teaching disciplines of vocational training, attracting future teachers to active experimentation and the creation of artistic products,

their cultural presentation, realization of itself as a subject of value relations and its own value growth.

In a paragraph 5.3 «SUPERVISORY SUPPORT IN SOCIAL WORK (ON THE EXAMPLE OF WMU IN OLSZTYN AND PA IN SLUPSK (REPUBLIC OF POLAND)» (author *Valentuna Benera*, Professor, Doctor of Sciences in Education, Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy, Kremenets, Ukraine) it is marked that surveillance models in Europe. Supervision does not have a single, unambiguous theory. Courses are performed by different methods and based on different theoretical principles, initial studies on the supervision of social work education in Europe.

Modern interactive technologies for supervision of practical training of a social worker contribute to the development in practice of the necessary algorithm of group of scientific and pedagogical support in general and each of its members in particular, as well as clear and coordinated work of teachers and parents, social workers and clients to support their education at higher educational establishments and at home.

Training course "Supervision in Social Work" at the University of Warmia and Mazury in Olsztyn is studied at the first level of training – bachelor (Polish licensee). The form and condition of testing educational effects is an oral exam, which tests the level of knowledge about the specifics of the method that supervises social work and demonstrates its ability to solve problems in the social sphere. Compared to the sufficient share of study time for the practical training of social workers during the course "Supervision in Social Work" at the Pomeranian Academy in Slupsk, we see a decrease in the number of hours at the University of Warmia and Mazury

in Olsztyn from 160 (80/80) to 100 (49/51) in relation to classroom classes and independent work of the student.

The introduction of supervision of social work for training of social workers in higher education of the Republic of Poland, according to teaching staff of specialized departments, improves the quality of social education, improves learning, more comfortable and effective socialization of students, training of competitive graduate capable of successful self-realization all life.

Section VI «HIEROGOGY IN THE SYSTEM OF LIFELONG (author - Natalia Demyanenko, Doctor Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Psychology of the Higher School of NPU named after M. P. Drahomanov, Kyiv, Ukraine) in a paragraph 6.1 SOCIO-CULTURAL **SCIENTIFIC** «HIEROGOGY IN AND DIMENSIONS» it is presented the prospects for the development of hierogogy are seenin three areas: as an important aspect of educational policy, research practice. The formation of elderly people educational education as a synergetic phenomenon has common ways to resolve general contradictions related to external influences on the development of education in general and older people education in particular. These are, first of all, economic, political, cultural and social factors and contradictions inherent in Ukrainian education (shifting fromtraditional learning model, reforming the system of functions. continuing education, expanding university involving representatives of all ages in education on the basis of partnership).

In a paragraph 6. 2. «FEATURES OF DEVELOPING THE REGULATIONS AND PROGRAM OF THE INSTITUTE OF THE ELDERLY PEOPLE (third age)» (author Natalia Demyanenko, Doctor of Pedagogical Sciences, Professor, Head of the

Department of Pedagogy and Psychology of the Higher School of NPU named after M. P. Drahomanov, Kyiv, Ukraine) it is marked thatbeing global problem of the 21st century, rapid aging creates political, social, economic and cultural challenges faced by society. In higher education institutions, new opportunities open up for the involvement of the elderly in the academic environment and, accordingly, the issue of developing educational programs (both general and professional) for this age and social group arises.

Development of the educational programs for elderly people topically, as educational activity in the period of post-retirement is effective means of social defence, adaptation and development persons in quickly economic and social transformations, that require permanent expansion and enriching of universal and national value of personality in particular and for maintenance and development of human potential on the whole.

The ways of internationalization and development of lifelong learning in the civilizational dimension are presented; the world tendencies and directions of development of continuous education are actualized; heroism in the system of lifelong education is characterized; the theory and practice of non-formal and informal education are revealed; individual support of the person in open educational space is substantiated; innovative andragogical technologies of organization of educational environment are offered.

For specialists-educators, scientists, researchers of psychological-pedagogical and managerial problems of development of adult education in Ukraine and in the international educational-scientific space.

From the Editorial Board

N. Demyanenko, Dr. of Pedagogical Sciences, Professor V. Benera, Dr. of Pedagogical Sciences, Professor

SECTION I.
LIFELONG LEARNING:
CIVILIZATIONAL
DIMENSION,
UKRAINIAN
EXPERIENCE

DOI: https://doi.org/10.37835/2410-2075-2021-1-01-1

Natalia Demyanenko, Professor, Doctor of Sciences in Education, Head of Kyiv, Ukraine the Department of Pedagogy and Psychology of the Higher School of National Pedagogical DragomanovUniversity

1.1. THE IDEA OF "LIFELONG LEARNING" IN THE GLOBAL EDUCATIONAL SPACE: HISTORY, PROJECTION INTO PERSPECTIVE

Educational policy of Ukraine, reflecting national interests in adult education, is focused on the process of internationalization of educational systems and global development trends:

- comprehensive modernization of society in intensively changing socio-cultural conditions, features of the post-industrial stage inits development and as a consequence –the need to train people for a new quality of life;
- emergence and growth of global problems that can be solved by expanding intercultural interaction and dialogue that require to shape a noosphere and planetary style of thinking:
- increasing importance of human capital, which represents 70-80% of national wealth in developed countries, that leads to intensive, continuous, advanced development in education of theadult population;
- demographic aging of society, an increase in the number of elderly people who, even after retirement, are capable of active self-growth, professional, social, educational activities. Thus, global trends help develop views on education and training as a "lifelong process." Back in the 17th century Jan Amos Comenius, believing that "all life is a

school for a person", said: "We, above all, seek to provide comprehensive education for all people, all mankind and not individuals. ... A person at any age is destined to learn, and the purpose of learning is the purpose of life"[16, p. 97, 145].

New civilizational challenges naturally lead to the global "educational movement", profound reforms in education systems focused on current and future needs of society, efficient use of resources, especially human ones. It is traditionally that UNESCO, being an intellectual center of intergovernmental cooperation in education, science and culture that includes 188 countries and about 600 nongovernmental organizations, is developing adult education. Since the late 1940-s UNESCO's international conferences on andragogy have become periodic. The first conference took place in Elsinore (CONFINTEA I, Denmark, 1949). Then adult education was mainly understood as additional education of the traditional humanitarian type and was intended for adults with basic level of education. The Second World Conference on Adult Education in Montreal (CONFINTEA II, Canada, 1960) focused on adult education in changing world as an integral part of the "global education." There is a tendency to single out the profession of andragogist, training teachers who would work in adult education. At the resolution level. conference the recommended "consider education adult governments an substitutebut as an equalpart of national education systems." As a result, 2 years later, at the 12th session of UNESCO's General Conference, States Parties were invited to "consider various forms of out-of-school and adult education to be an integral part of education system in order to provide person the opportunity to learn culture throughout life, to create conditions for both its development and for

participation in the society's life, social and economic progress of the country" [2, p. 181]. This proposal became the source of the idea of "lifelong learning" and its development on the world scene. Almost simultaneously, the World Congress of Ministers of Education on the Eradication of Literacy (Tehran, 1965) raised the issue of functional literacy, defined it as "educational activities related to socio-economic and vocational training." Thus, the 1960s introduced the conceptualization of the idea of "lifelong learning" and defined the prospects for its implementation at the international level. At the same time, a number of contradictions motivated by divergence of viewsamong countries restricted the development of global cooperation in adult education.

countries that hadrecently gained independence had the majority of the adult population illiterate; others with long-lasting adult education programs faceda further development of educational projects. addition, developed countries have used a variety approaches to adult education, ranging from public high schools in the Nordic countries to "workers' education" in the former Soviet Union, "continuing education" in the United Kingdom, and "lifelong education" in the United States and Canada and "public education" in France. Apart from the target group of adults, at that time there was no unifying principle, common ideal or goal that could guide those involved in adult education at the national levels. General scientific and didactic approaches that helped address the status of adult education with regard to to the basic education system have also not been developed. In most countries, adult education was usually seen as a kind of "poor relation."

A decade-long debate at UNESCO on the issue of "lifelong learning" led to the establishment of the

International Commission on the Development of Education in 1971. The first report of the Commission made the idea of "lifelong learning" and "learning society" official, in particular, it was recommended to adhere to the guiding principle of educational policyaccording to which every person should have access to lifelong learning. It was noted that "lifelong learning is not an educational system but the principle of education system" [2, p. 181-182]. "Lifelong learning" and "lifelong education" were interpreted as two complementary concepts where the second one was considered a precondition for the implementation of the first.

The Third International Conference on Adult Education (CONFINTEA III, Tokyo, 1972) stated that "the right individuals and peoples to education, their right continuous learning must be treated on a par with other fundamental rights such as the right to health care and hygiene, the right to security, the right to all forms of social freedoms, etc." [3, p. 70-71]. "Lifelong education" was presented for the first time, and the working paper of the conference was entitled "Adult education in the context of lifelong education". The special role of lifelong education as a factor of cultural development was emphasized. In particular, it was noted that cultural development was a coherence of physical and spiritual human resources with needs of the individual and society and was defined as a continuous lifelong process. Its orientation depended on the criteria defined by different countries, groups or individuals. Each place where "people gather, work, eat or have fun" was determined as potential environment for acquiring knowledge. Thus, non-formal education was to become an integral part of everyday life. Adult students were given an active role in planning, managing and conducting their own learning. Education specialists had to be prepared to work with

population in its natural environment where adults would feel more confident and their motivationwas more natural. General cultural aspects of educationwere highlighted. The traditional relationship between teacher and students was considered as collaboration based on participation in shared cognition. The Tokyo Conference also raised the status and training of future adult education professionals. It was decided to help universities to play a more active role in intensifying research, using the media, developing progressive methods, visual aids for adult education and encouraging inter-university exchanges of professionals. Strengthening the adult education universities was 1) recognizing andragogy as a scientific area and conducting relevant research; 2) creating training courses (short-term, inservice, long-term) for adult education specialists with obtaining state recognized certificates upon their completion; 3) establishing professional relations with educational institutions that would purposefully provide the adult population with education. In accordance with the above decisions, it was planned: to include the results andragogical research in the teacher training content; to develop training programs for future professionals in adult education; to recognize seminars and courses for staff working in adult education, including short-term training courses for instructors an integral part of the education system; to combine printed materials, distance and e-learning in training adult education staff [5, p. 16-17, 19-20, 39-40, 61-62].

In 1976, the Recommendation on the Development of Adult Education adopted by UNESCO's General Conference justified a number of conceptual approaches in this area. In particular, it was noted that "the term `adult education' denotes the entire body of organized educational processes,

whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in universities and schools. colleges as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development" [11, p. 23-24]. In turn, the concept of "lifelong learning and training" was explained as "an overall scheme aimed both at restructuring the existing education system and at developingthe entire educational potential outside the education system" [11, p. 26]. Thus, it was stated that education and learning should extend throughout life, include all skills and branches of knowledge, use all possible means and give the opportunity to all people for full development of the personality.

The idea was supported at the next UNESCO's forum - the Fourth International Conference on Adult Education in Paris (CONFINTEA IV, France, 1985). In particular, it was noted that "adult education has the twofold objective of achieving individual self-fulfilment and encouraging the individual to participate in socio-economic and cultural development." [6, p. 21]. "Elderly people – those who have ended their professional activity, but still have energy and are ready to use it to solve socially useful problems" were defined as a significant resource of educational activity [6, p. 23-24]. This later led to establishing the European Learning in Later Life Network (LiLL, 1995) when a group of enthusiasts from several European countries decided to join forces of their organizations to expand contacts and exchange experiences

among hierogogy specialists, practitioners working with the elderly, organizers of training and senior age people interested in the implementation of educational programs. The Network which currently includes partners from 21 countries is coordinated by the Center for General Scientific Continuing Education (ZAWiW) at the University of Ulm (Germany). In 1996, at a meeting organized by the Center in Paris, it was noted that the concept of "social demand" (the main in the theory of recovery education)was replaced by the concept of "individual demand" – a kind of key to adult education, their general education and training" [17, p. 88-89].

The fifth International Conference on Adult Education in Hamburg (CONFINTEA V, Germany, 1997) was held under the general slogan "Adult learning as a joy, a tool, a righ and a shared responsibility" where "education for all" was declared as "a key to the twenty-first century", and one of the areas was adult learning and aging population." The main report purposefully voiced the problems of the elderly and their influence on education policy. The focus was on human factor as the main productive force of each country, the role of which would grow, and therefore, would win, overtake in competition those countries where the acquisition knowledge by adults would be constantly provided. In this regard, the issue of "functional literacy", and especially computer literacy, was raised as the need for knowledge of foreign languages. Lifelong learning was rethought by the Hamburg Declaration on Adult Learning (1997) in the perspective of formal, lifelong learning and "the full range of non-formal and informal learning in multicultural society". Among the main 10 topics discussed at the conference was "Adult learning for all: the rights and aspirations of different groups" [4]. The complex of issues of training and retraining of adults was transferred to UNESCO Institute for Lifelong

Learning (UIL) in Hamburg, which, accumulating information in the theory and practice of adult education, disseminated experience worldwide.

In the late 1990s, post-Soviet countries also became actively involved in international and European education projects. In 1999, on the initiative of the Knowledge Society and with the support of the Institute for International Cooperation of the German Association of People's scientific-practical Universities. conference а Education: A Look at the 21st Century" was held in Moscow. Its participants promoted the role of adult education for the development of socio-economic, moral and cultural spheres. It was noted that civic and third age education became more central in the activities of the "Knowledge" society. The latter was identified as one of the promising projects. It emphasized "the importance of education in human socialization at all stages of its development from entering adulthood to retirement. In particular, S. Vershlovsky considered mostly important aspects related to professional, family, leisure socialization of individual where he \ she found himself. From the perspective of the problem, the issue of scientific and theoretical foundations of adult education was raised. The focus was on creating projects and programs not only for professional but also for personal development.

The next stage in implementing "lifelong learning" was the World Education Forum in Dakar (Senegal, 2000) which approved the Concept of Adult Education until 2015 that aimed at transferring and enriching common cultural and moral values that hid identity and meaning of existence of individuals and societies" [9, p. 16]. The Sofia Conference (Bulgaria, 2002) continued "Lifelong Learning in Europe: Moving towards EFA Goals (Dakar, 2000) and the CONFINTEA V Agenda (Hamburg, 1997)". Among the current

areas of the program "Lifelong Learning" highlighted "involvement in the educational programs of the elderly", and in addition to the requirements for "basic literacy skills" was gaining skills in social, cultural, political and economic space, mastering civic education programs and personality development" [13, p. 2, 4]. Adult education methods considered student's leading role in education and his / her active involvement in all stages of the educational process a priority.

Thus, in the late 20th - early 21st centuries hierogogy (elderly people education) was actively developed at the international level. The International Conference of the European Learning in Later Life Network "Elderly Education" took place in 2005 (Otzenhausen, Germany). It was noted that civic education should primarily teach people to be active citizens, to show that everyone could change for the better their lives and the lives of society (P. Jarvis, University of Surrey, UK). In this regard, the issue of deepening social inequality among adults was discussed, including the lack of the necessary level of education. As it was noted that the success of teaching older people is determined by their own needs, it was proposed to introduce educational courses and programs that would allow low-skilled people to overcome social isolation, expand the circle of everyday communication and strengthen social ties. "Intergenerational exclusion" was called an important aspect of social isolation of the elderly; educational and integrative work with people of different ages as well as bridging the gap between generations became a necessary aspect of increasing civic activity of retirees (M. Sanchez-Martinez, University of Granada, Spain). The fact that intergenerational learning would contribute to the development of European democracy was reflected in a number of policy documents, including the Green Paper

(European Commission, 2005) and the Intergenerational Pact developed at the Youth Forum in September 2005. The KOJALA project "Competence Exchange for Youth and the Elderly in Joint Learning", presented in Otzenhausen, is still being successfully implemented in Germany. The project is aimed at helping each other from different generations and stimulates new forms of teaching and learning, such as communication via the Internet platform. Among the above European perspectives, introduction of Internet technologies teaching the elderly and developing "multimedia competence" in the older generations expressed particular interest. The conference concluded with the adoption of a resolution on expanding the educational opportunities of the elderly. The expectations included the creation of structures that would be able to ensure the continuous development of pensioners' education in Europe, their funding from the EU budget and reliable conditions for the activities of relevant educational institutions. Harmonious development of society was recognized as possible only if the elderly are given opportunities for creative self-expression in any field and respect for older generations among youth [7, p. 33, 34-35, 371.

The next one, CONFINTEA VI (Belém, Brazil, 2009), was aimed at substantiating adult learning and non-formal education as components of lifelong learning. The general task was to build relationship between adult learning and non-formal education with other major education and development programs (the LIFE programme, the UN Literacy Decade, the UNDecade of Education for Sustainable Development) and to promote their integration into national strategies. Among the long-term goals proclaimed by the UN for the 2003-2012 period was: learning to live in constantly complicated social relations, mastering language and culture

of society [15]. In October 2017, representatives of 95 Member States at a meeting in Suwon, Republic of Korea, reaffirmed their commitment to continue implementing the Belene Framework for Action (BFA) adopted at the Sixth International Conference on Adult Education (CONFINTEA VI) [12].

The Seventh International Conference Adult. on Education (CONFINTEA VII) will be held in 2022 in Morocco. It is expected that the conference participants will study the directions of effective adult education policy in the perspective of lifelong learning and in the framework of the UN Sustainable Development Goals. The conference participants are to develop a new plan for adult learning and education that will replace the 2009 Belem Framework for Action. CONFINTEA VII will guide UNESCO Member States to implement policies, incentives, regulatory frameworks and institutional arrangements that will contribute to social justice and shared values. Particular attention will be paid to the use of information and communication technologies to promote access to adult learning and inclusion [14].

In accordance with international program documents, national adult education weeks are held annually in more than 50 countries [1, p. 616-618]. In Ukraine, the problems of adult education are developed by the Ivan Zyazyun Institute of Pedagogical and Adult Education of the National Academy of Educational Sciences of Ukraine. In 2011, the Institute developed the Concept for the Development of Adult Education in Ukraine (author – L. Lukyanova) that justified the current problems of adult education, defined its purpose and objectives, proposed areas of development in the context of globalization, European integration [8].

Since 2000, "Adult Education Weeks" have become traditional in Ukraine. The order of the Ministry of Education

and Science of Ukraine "On holding the International Adult Education Week" (2000) approved the initiative to establish the All-Ukrainian Coordination Bureau of the International Public Program "Adult Education in Ukraine" with the support of the UNESCO Institute for Education. Our country takes an active part in the International Adult Education Weeks. These events are held in accordance with the Concept of the program "Adult Lifelong Learning" developed by participants of the first International Week of Adult Education in Ukraine, taking into account global trends.

At the end of 2020, the Ministry of Education and Science of Ukraine developed a Draft Law of Ukraine "On Adult Education" aimed at ensuring the conditions for functioning adult education in Ukraine. It determines the priority areas, components and structure of adult education, principles of state policy in adult education. There are flexible mechanisms for adults to obtain formal, non-formal and informal education, recognition of qualifications obtained through non-formal and informal education. Education Minister S. Shkarlet stressed that adult education is a recognized component of the education system in the European educational space. Modern society and economy increasingly need highly educated people who are constantly professional, improving their civic and personal competencies, learning throughout life. Introducing a specific complex concept "adult education provider" into legislation thatwill coverall legal entities and individuals to provide adults educational services is expected. There are two categories of providers - adult education centers (providers that work on non-formal education programs and perform social function) and adult education institutions (that provide education in a particular area). They should systematically meet the needs of adults in professional and personal

development, as well as access to education for all potential applicants. In addition, it is planned to establish a new institution – the National Council for Adult Education – an advisory body that will ensure public influence on shaping the state policy in adult education. A draft law also defines the legal basis for financial support of adult education, in particular the activities of the Adult Education Support Fund. There are draft laws on amendments to the Budget and Tax Codes to support adult education aimed at improving the system of its financing [10].

Thus, globalization processes motivate further active involvement of Ukraine in the activities of European and world associations of adult education, in-depth analysis and use of international experience of educational work with adults, development of andragogy and hierogogy as branches of scientific knowledge, training of pedagogical staff (andragogy, hierogogy specialists) to work with adult population and implement lifelong learning tasks.

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DOI: https://doi.org/10.37835/2410-2075-2021-1-01-2 *Natalia Demyanenko*,

Professor, Doctor of Sciences in Education, Head of the Department of Pedagogy and Psychology of the Higher School of National Pedagogical Dragomanov University, Kyiv, Ukraine

1.2. STAGES OF FORMATION, CONTENT AND CURRENT CONDITIONS OF TRAINING PEDAGOGICAL STAFF FOR ADULT EDUCATION

(ANDRAGOGUES AND HIEROGOGUES) IN UKRAINE

(experience of the Department of Pedagogyand Psychology of the Higher School, National Pedagogical Drahomanov University, Kyiv, Ukraine)

The graduating Department of Pedagogy and Psychology of the Higher School of the National Pedagogical Dragomanov University (Kyiv) has initiated and trains andragogues and hierogogues in the master's educational and professional programs "Pedagogy of the Higher School" and "Andragogy. Adult education" (specialty 011 Educational, pedagogical sciences). Teaching of the educational courses "Fundamentals of Pedagogical Gerontology" and "Andragogy" began in the master's educational program "Pedagogy of the Higher School" in 2006-2007 and in 2007-2008. p. [9; 10].

In 2010, Professor N. M. Demyanenko, after undergoing a research internship at the University of Warsaw (grant of the Polish Academy of Sciences, PAN, 2008-2009, Warsaw, Poland), studying an experience of Warsaw and Krakow scientific gerontological schools in comparison with Ukrainian ones – Kyiv and Kharkiv scientific schools – developed her author's scientific direction "Pedagogical (educational) gerontology" and published a handbook "Fundamentals of pedagogical gerontology" [7]. In the same year, the concept

was developed and the International Scientific and Methodological Seminar "Adult Education: Paradigm shift at the beginning of the 21st century" was organized and conducted [18].

In 2011, testing and introduction of the educational courses "Andragogy" and "Pedagogical Gerontology" in the master's program "Pedagogy of the Higher School" was confirmed by publishingan educational and methodical complex of training students in the specialty 8.000005 "Pedagogy of the Higher School" (in 2 parts) [8, p. 22-137; 19, p. 79-87]. In 2011 the Department of Pedagogy and Psychology of the Higher Schoolalso developed and published educationalandmethodological complexes in improving skills of teaching staff in the specialty "Pedagogy of Higher Education" (professional unit – human sciences; professional unit – natural sciences, mathematics, technical sciences) for the Institute of Postgraduate Education of the National Pedagogical Dragomanov University that included the curriculum of courses in andragogy as variative part [12; 13].

In 2015, at the initiative of the Department and by the decision of the Academic Council of the University, an additional specialization "Andragogy" was inctroduced in the master's educational program "Pedagogy of the Higher School" (specialty 011 Educational, Pedagogical Sciences). The program was licensed by the Ministry of Education and Science of Ukraine and accredited until 2026.

In 2017, the Department developed and published an innovative educational and methodological complex in the master's educational program "Pedagogy of the Higher School" (in 2 parts), which presented a block of specialization "Andragogy" and, accordingly, curricula for such educational courses as: "Andragogy in the system of pedagogical sciences", "Hierogogy (fundamentals of pedagogical

gerontology)", "World experience and international programs of adult education", "Andragogical and hierogogical technologies" [14; 15].

With regard to the content of these educational courses, the subject of the "Andragogy in the system of pedagogical sciences" course is a theory and practice of adult education, patterns, principles and trends in lifelong learning. It has been developed on an integrative (interdisciplinary) basis. This includes philosophy of education, pedagogy, history of pedagogy, pedagogy of higher school, psychology of higher school, history of educational systems of higher school, methods of teaching and developing an educational process in higher school, methods of scientific and pedagogical research, foreign educational systems, educational policy, hierogogy.

The purpose of teaching the educational course "Andragogy in the system of pedagogical sciences" is to deepen knowledge of the theory and practice of continuing education, adult education, foreign and domestic experience in building civil society on the democratic principles of lifelong learning. The main objectives of the course are: to determine methods, historical and pedagogical foundations in andragogy development, to form the peculiarities of this the European Union countries; to scientific area in characterize andragogy as a branch of scientific and pedagogical knowledge and area of social practice; to promote main directions of implementing the adult education concept and training andragogues; to compare andragogical and pedagogical education models; to identife prospects for the development of andragogy, to harmonize UNESCO's strategic policy and national programs in adult education. The course is based on three modules. Module 1. Andragogy as a branch of scientific and pedagogical knowledge and area of social

practice. Module 2. The essence and content of the educational course "Andragogy in the system of pedagogical sciences". Module 3. Andragogical learning model. The educational course includes 180 hours (6 ECTS credits) [1, p. 110-126].

The subject of the educational course "Hierogogy (pedagogical gerontology)" is non-formal and informal education, pre-retirement, retirement education aimed at adapting the elderly to society, their development. It has interdisciplinary links with: pedagogy, high school pedagogy, andragogy, gerontology, medicine, age physiology, biology, philosophy, psychology, gerontopsychology, sociology, history, geography, ethnography, law, demography, etc.

The purpose of the educational course "Hierogogy (pedagogical gerontology)" is to form knowledge in aging pedagogy, skills and competencies in pre-retirement, retirement education, elderly people education, to promote their adaptation in society, self-education and self-growth of this category. The main purposes of the course are: to raise an awareness in aging of the human body (biological, physiological, psychological and other); to compile and systematize the data from gerontology, social gerontology, biology of aging, geriatrics, hygiene of elderly people work, nutrition of elderly people, gerontopsychology and other areas of scientific and gerontological knowledge regarding different periods of the third and fourth age; to master methods and approaches to pre-retirement and retirement education; to determine directions of education, self-education, self-growth of elderly people; to develop skills and competencies in implementing hierogogical programs. The content of the educational course includes three modules. Module 1. The place of the elderly in society. Module 2. The essence and content of the processes of aging and old age. Module 3.

Hierogogy. Elderly people education and self-education. The course includes 180 hours (6 ECTS credits) [3, p. 127-140]. Ttraining of andragogues was presented as contextual, practice-oriented, based on quasi-professional simulation.

In 2018, we initiated and justified the need to introduce such an occupation as "Andragogue" in the National Occupational Classification of Ukraine. Here is the full text of the justification to include the occupation of "Andragogue" in the National Occupational Classification of Ukraine: "Entering the occupation of "andragogue"in the National Occupational considered appropriate. Classification is The information society accelerates the process of updating knowledge. Basic education cannot provide a person with lifelong knowledge. Accordingly, the concept of lifelong learning is being actualized in the world educational space. The primary task of educational policy, adult education system in modern Europe and in the world is to train people who are socially, professionally and culturally mobile, who are able to engage in various spheres of life at the level of dynamic society, and human learning is declared an integral and natural part of a person's lifestyle at any age. The above realities motivateto form andragogy as the science of adult education in the system of pedagogical knowledge and to actively develop it.

Growing demand for adult education dictates the need for a new occupation "andragogue", requires training of staff qualified to provide lifelong learning for social, economic, professional and cultural development of individual, group, society and to solve problems of social interaction in various life spheres.

As modern comparative research has shown, a significant experience in training and activities of andragogues has been accumulated in the education systems

of Austria, Great Britain, Denmark, Canada, Germany, Norway, Poland, the USA, France, Sweden and other countries. Pedagogical universities should become a systembuilding center of lifelong learning in Ukraine. It is here that training of andragogue should be carried out as a purposeful, step-by-step, modeled, systematic learning process based on the principles and technologies of androgogy that are aimed at creating conditions to meet the needs of specific groups of specialists and resulting in a readiness for andragogical activities. This is a relatively new area of professional activity, focused on taking into account the social and professional experience of adults, their activity in the learning process. It is realized in the andragogical model of learning, which is based on the subject-subjective (partner) interaction "andragogue - adult student" and where, unlike traditional pedagogical model, student has the lead role.

Andragogue is a specialist in professional educating adults. The evolution of the world educational paradigm changes views on his role. These changes include a shift from the concept of information transfer to the concept of management growth organization, of and personal development. Therefore, the term "andragogue" is associated with many categories that are the main subjects in the adult education system: consultant, mentor, mediator, coach, trainer, training organizer, instructor, facilitator, whose task is to help an adult student to restore motivation to educational and professional activities, to organize selfdirected learning, to build own educational trajectory, educational program, to be aware of personal responsibility for its implementation. Andragogue provides andragogical support of an individual at the level of formal, non-formal and informal education.

At the National Pedagogical Dragomanov University professional and pedagogical training of andragogue with the qualification "Teacher of higher education" and specialization "Andragogy" has been carried out since 2015 by the graduatingDepartment of Pedagogy and Psychology of the Higher School in the master's degree 011 Educational, Pedagogical sciences (Pedagogy of the Higher Andragogy). According to the curriculum, future teachersandragoguesattend lectures on: "Andragogy in the system of pedagogical sciences", "World experience and international programs of adult education", "Hierogogy (pedagogical gerontology)", "Technologies in andragogy and hierogogy" and others. Training specialists also includes holding training in particular, "Professional interaction communication", research. scientific and pedagogical practices. Masters are trained in innovative tutoring technology, individual context-oriented programs.

Professional requirements for andragogue include: having special knowledge, skills, competencies in andragogy; understanding of the theory and technology of adult learning; being aware of adult (physiological, mental, professional) features; being informed in social, leisure, household activities of students. The main skills of andragogueare: determining of educational needs, level of training, nature of accumulated life experience in adult student to use it in the learning process; identifying of cognitive and educational style of personality, his/herpsychophysiological features; finding out the educational purpose of a particular student; defining of training strategy and technology; structuring an education content; selecting of sources, means, forms and methods of teaching; developing of curricula, programs; modeling of learning situations, etc. Among the main parameters for assessing the professional competence of teacher-andragogue

are: relevance of the knowledge provided to the educational needs of adult students; level of practical significance of the information to the students; ability to apply the technology in teaching a certain special course; degree of mastering andragogical tools in the educational process; ability to systematically solve problems related to learning and development of adult personality; level of compliance of the actually achieved learning outcome with the goals and objectives set.

Thus, global prospects for the implementation of the lifelong learning concept, the development of adult education in Ukraine, the formation of andragogy as a scientific area in the system of pedagogical knowledge, content development and implementation of professional training of teachers-andragogues in higher pedagogical school demonstrate the demand for this occupation and the need to include it in the National Occupational Classification of Ukraine.

This official justification was submitted to the Ministry of Education and Science and the Ministry of Social Policy of Ukraine. Cooperation has been established with Ivan Ziazun Institute of Pedagogical and Adult Education of the National Academy of Educational Sciences of Ukraine (a Cooperation Agreement was signed).

The name of the occupation "Andragogue" was introduced into the National Occupational Classification of Ukraine in 2019 by Order of the Ministry of Economic Development of Ukraine dated 15.02.2019 №259 [16].

In light of the official approval of the occupation "Andragogue" in the Occupational Classification of Ukraine and the analyzed experience of the European Union (Germany, Austria, etc.), the working group of the Department of Pedagogy and Psychology of the Higher School developed and introduced in 2019-2020 in the educational

process of the National Pedagogical Dragomanov University the master's educational and professional program "Andragogy. Adult education" (specialty 011 Educational, Pedagogical sciences) with the basic qualification "Andragogue" and additional: "Hierogogue", "Coach-mediator in adult education".

As part of the training of andragogues and hierogogues, the Department of Pedagogy and Psychology of the Higher initiated and implemented (2018-2020)International Integrated Project "Educational Gerontology" (author and supervisor - N. Demyanenko), jointly with the Florida International University (Miami, Florida, USA) and D. Chebotarev Institute of Gerontology of the National Academy of Medical Sciences of Ukraine. Based on the results of the project activities (taking into account an American experience), adaptive models of the Institute (faculty) of the third age and the Educational program for the elderly have been developed to be implemented in the National Pedagogical Dragomanov University. Participant of the project N. Chahrak defended doctoral degree's thesis titled "Theory and practice of elderly people education in the United States (1962-2015)", specialty 13.00.01 - General Pedagogy and History of Pedagogy. The ideas of the International integrated project "Educational Gerontology" has been tested and discussed at scientific and communicative events and publications by project's participants [2; 4; 5; 6; 11; 17].

In 2020, the Department organized and conducted the 6th Moroziv readings in the scientific area "Adult Education: Pedagogy, Andragogy, Hierogogy" [21]. Materials of the 6th Morozov readings, including articles by masters of the educational programs "Andragogy. Adult education", "Pedagogy of the Higher school. Andragogy", have been published in the Historical and pedagogical studies: scientific

journal of the National Pedagogical Dragomanov University [20].

Among the prospects of the Department of Pedagogy and Psychology of the Higher School in andragogy / hierogogy are: to expand the scope and to constantly update a content of training andragogues and hierogogues (taking into account world experience) in the master's educational programs 011 Educational, Pedagogical sciences "Andragogy. Adult Education" and "Pedagogy of the Higher School. Andragogy"; to develop research in adult education; to introduce an experimental model of the Institute (faculty) of the third age and the project of the Educational program for teaching elderly people in the structure and educational process of the National Pedagogical Dragomanov University.

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DOI: https://doi.org/10.37835/2410-2075-2021-1-01-3

Oleksandr Malykhin, Doctor of Pedagogical Sciences, Professor, Head of the Didactics Department, Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine, Kyiv, Ukraine;

Maria Shmir, Doctor of pedagogical sciences, associate professor of the department of foreign languages and methods of their teaching, Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy, Kremenets, Ukraine

1.3. LIFELONG LEARNING: THE DIMENSION OF CIVILIZATION

The fundamental basis of the development and progress of society is education. The National Strategy for the Development of Education in Ukraine for 2012-2021 defines education as one of the most important strategic directions for the implementation of state policy in Ukraine, as education is a certain strategic potential for the spiritual and cultural formation and development of society. Education is designed to help improve the well-being of people in accordance with their national interests, as well as to increase international perception and the development of Ukraine's image as an independent state.

Education must also create the most favorable conditions for guaranteeing comprehensive self-development, self-improvement and self-realization of the individual, is the guarantor of individual development of its intellectual, spiritual and productive potential, the main driving force of progress in all spheres of human activity. The development of the state, structural transformations at the micro- and

macroeconomic level must be harmoniously combined with the reform of higher education.

Modern civilization has entered a new type of progress – that is, one that carries a high dynamism, rapid change of knowledge, information, technology. Variability is not an exception in the life of man and society, but an everyday characteristic of life. Therefore, it is necessary to form a person capable of both psychologically and professionally living and acting in a constantly changing environment. To do this, you need to change the direction of the learning process.

It is necessary not only to intensify the creative assimilation of knowledge, but also to implement other functions, in particular, to form a person's need to learn throughout life, as well as to use knowledge in practice: professional, social, social and everyday. That is, to form a knowledgeable personality for whom knowledge is the methodological basis of life and activity [4, p. 1].

1. "LIFELONG LEARNING" FROM THE POINT OF VIEW OF RESEARCHERS

The rapid development of all spheres of society has led to the need for constant rethinking of existing and new knowledge at the pace of real change. Knowledge acts as the basis of behavior and professional activity of the individual. Among the new approaches, ideas, concepts that can be used to solve modern educational problems, the concept of continuity of education, lifelong learning occupies a prominent place.

Numerous works of domestic and foreign scientists are devoted to the problem of "lifelong learning". The basics of continuing professional education are revealed in the works of S. Goncharenko, I. Zyazyun, L. Lukyanova, N. Nychkalo, S. Sysoeva, O. Pometun, P. Talanchuk and others.

P. Talanchuk considers continuing education as a set of means, forms and methods of obtaining, deepening and expanding general education, professional competence, culture, upbringing, civic and moral maturity. For each person, - the scientist notes, - continuing education is a process of formation and satisfaction of its cognitive inquiries and spiritual needs, development of inclinations and abilities in a network of educational institutions of various forms of ownership.

The purpose of continuing education, the scientist considers the formation and development of personality both in the period of its physical and socio-psychological maturation, flowering and stabilization of vital forces and abilities, and in the period of aging, when compensation for lost strengths and opportunities comes to the fore [14]. An indisputable fact, - D. Yegorychev believes, - Is that continuing education is a strategically important area of optimizing the training of a new generation of professionals [1, p. 77].

The idea of continuing education is approved and supported by I. Zyazyun, interpreting it as "awareness of the process that covers all life. He believes that this is a relentless, purposeful assimilation of socio-cultural experience using all parts of the existing educational system, that it is adherence to the principle of education, educational policy aimed at creating conditions for human lifelong learning, interconnection and heredity different levels of education".

The scientist emphasizes that, despite numerous scientific works on this issue, "lifelong learning" in Ukraine has not yet become a phenomenon that "embodies the scope

of several semantic goals" [2, p. 13]. In the paper "Trends in the development of adult education in the Scandinavian countries" O. Ogienko notes that in the new dynamic living conditions, the strategy of education and lifelong learning becomes relevant and is the only possible: it is not aimed at acquiring fixed knowledge, but to meet human educational needs, its adaptation to changes in the environment, learning new social roles, creating conditions for self-education and self-realization by providing the opportunity to build their own prolonged educational trajectory that covers her whole life [12, p. 73].

The processes of continuing education in modern conditions are considered not only as "lifelong learning", but also as "lifelong learning", which emphasizes the diversity of types of education – formal, non-formal and informal, which accompany any sphere of modern life [11, p. 111].

Researcher I. Nosachenko emphasizes the gradual development of the creative potential of the individual, the comprehensive enrichment of his spiritual world, which occurs in the process of mastering professional and general knowledge [9, p. 235]

In the work "Continuing education of adults in the context of age development of personality" the author draws attention to the lack of system in this process [11, p. 11].

The analysis of scientific publications shows the diversity and versatility of this problem. Scientists are unanimous in stating that continuing education is an important strategic direction in the training of new types of specialists.

2. THE MAIN STAGES OF DEVELOPMENT OF THE PROCESS "LIFELONG LEARNING"

Considering the ways of solving the problems of continuing education in the work "Lifelong learning - the core of the modern educational process", the author identifies two subsystems of the outlined process. One of them is the training of personnel for their introduction into social production and the provision of basic education: it combines preschool education, secondary education and higher education. The second subsystem solves the problem of modernization of professional training of human resources employed in the national economy. Emphasis is also placed on the peculiarities of education at each stage.

In preschool education, – the author notes, – it is necessary to nurture in children a true love for Ukraine, native land, history of the people, own family, and parents - to bring up in children cheerfulness, respect for people and love for work. In high school, in addition to comprehensive education, – the author emphasizes, – it is necessary to maintain the originality of thinking and uniqueness of the individual, to care for talents and at the same time develop self-discipline, dignity, truthfulness and diligence. In high school you need to teach how to think in a global world, correctly and effectively acquire and apply knowledge and skills. The relationship between the various parts of the education system ensures the harmonious development of each individual.

In the studied process S. Babashko identifies the following stages: basic vocational education, further vocational education, training and on-the-job training. We share the author's opinion on determining the characteristics of the development of the studied process, namely: continuity

and continuity. Continuity of education is determined by the change of educational components, and continuity is manifested in the sequence of different levels of education and in the gradual transition from one degree to another. This should be clearly planned and linked to other activities of the specialist.

In the process of professional development of personality we distinguish the following stages: basic education advanced training and other forms of education. Basic education is a stage of professional self-determination and development while studying in a higher educational institution.

Advanced training is a stage of professional development and professional growth. Other forms of education that are aimed at meeting human needs for self-development, selfimprovement, self-realization of personal and professional potential. The interconnected element of these types of education is self-education.

3. DIDACTIC CONDITIONS FOR THE FORMATION OF FUTURE PROFESSIONALS' ABILITY TO LEARN THROUGHOUT LIFE

Lifelong learning is a complex and long process, it is a professional growth of a teacher, it is a quantitative and qualitative transformation of his professional potential due to internal and external factors, one of which is the ability to learn throughout life. By this concept we mean those personality traits that ensure the successful mastery of activities, its successful implementation, make a person capable of successful performance of any activity, acting as "internal conditions" for learning the knowledge necessary for a particular activity.

Scientists believe that human abilities develop in the process of its activities. Comenius also noted that the child becomes accustomed to activity through activity. So, there is a relationship between abilities, that is, the ability to do a certain job, and an activity. That is why we intend to consider the process of professional development in the context of the activity approach, which we interpret as a methodological basis of cognitive activity, which is a fundamental principle of learning.

As mentioned above, the main stage of professional development of a specialist is basic education. A characteristic feature of this period is that the educational activity is aimed at the student's awareness of the prospects of the future profession, its prestige and personal significance, which is ensured by the implementation of one of the features of the activity approach – motivation. Internal motivation contributes to the mobilization of creative forces aimed at solving educational problems, has a stimulating effect on the flow of mental processes.

The leading component of educational motivation is interest, a necessary condition for the formation of which is to give students the opportunity to show independence and initiative, the basis of which is internal activity, manifested in systematic learning, the desire to improve personal level, which in turn encourages students to work independently, which paves the way for self-development.

Students' independent work has significant didactic potential. It is able to deepen. to expand, systematize knowledge, to form interest in cognitive activity, to develop methods of the process of cognition, to develop cognitive abilities, to bring up responsibility [3, p. 20–22]. The success of students' independent learning activities is determined by the creation of a person-centered creative environment, which

allows students to be highly active and creatively self-realize in the educational process.

The essence of independent activity from the standpoint of the activity approach is that the focus is not just the activity, but the joint activities of teacher and student in the implementation of goals and objectives that encourage students to find ways to solve them [15, p. 15–16].

In the organization of independent work, the role of the teacher changes over time from learning from the organization of independent work to its management. By involving students in independent activities, the teacher creates conditions for the formation and development of skills of self-organization, self-control, self-activation and self-regulation. Self-organization, as a prerequisite for personal development, cannot be imposed from the outside, but it is initiated by the external influences of the teacher. In independent work, as an important component of the educational process, there are two features - independence and efficiency.

Skillful use of independent work stimulates the inner activity of the individual, which forms a thirst for knowledge, produces a characteristic feature of personality - the desire for self-education, self-improvement throughout life.

Peculiarities of independent work of the future specialist, its significance and formation of the need for self-education are widely revealed in the scientific achievements of Professor O. Malykhin and his school [5, p. 15–17; 6, p. 131–145; 7, p. 6–12,]. The scientist made a significant contribution to the development of the problem of organization of independence in educational activities.

The monograph "Organization of independent educational activities of students of higher pedagogical educational institutions: theoretical and methodological

aspect" substantiates the theoretical and methodological principles of the organization of independent educational activities of students of higher educational institutions. The model of the organization of independent educational activity is developed, criteria and indicators of efficiency of its functioning are defined, the technique and the maintenance of its realization is given.

In the monograph "Organization of independent educational activity of students of higher pedagogical educational tasks: theoretical and methodological aspect" the theoretical and methodological bases of the organization of independent educational activity of students of higher pedagogical educational institutions are substantiated. The model of the organization of independent educational activity is developed, indicators of efficiency of its functioning are defined, the technique and the maintenance of its realization is given [10, 307 p.].

Among the problems that arise in the process of forming in students, future professionals the ability to professional growth, an important role belongs to the individualization of the educational process, which contributes to the involvement of even inactive students, forming in them confidence in their abilities.

Among the various forms of independent work, distance learning occupies a prominent place. The need for the development of distance education is due to the fact that education is becoming not only a tool for the interpenetration of knowledge and technology on a global scale, but also capital, a means of fighting for the market, solving geopolitical problems.

All of the above emphasizes the continuity of the relationship between the outlined components of education and the gradual development.

The above features of the educational process are the basis for the formation of self-educational competence, which acts as an integrative quality of personality, manifested in the ability to purposeful, self-organized educational activities, as well as a set of knowledge, skills and personal experience. such activities.

In the structure of self-educational competence, scientists distinguish the following components: motivational-value, cognitive-activity, organizational and control-reflection.

Motivation is considered as a system of motivations, consisting of needs, motives, interests, ideals, values and so on. A necessary condition for successful self-development and self-education of a specialist is the presence of value orientations. The cognitive-activity component includes the possession of a specialist a certain set of knowledge, skills and abilities and the ability to use the acquired knowledge in new conditions. The organizational component is the knowledge, skills and abilities for the organization and implementation of self-educational activities. The control-reflection component is a set of skills for reflection, self-analysis, self-assessment of self-educational activities.

Numerous works are devoted to the formation of self-educational competence as a component of professional competence, in which scientists reveal its significance as one of the conditions for the competitiveness of the future specialist in the labor market [8, p. 48–55; 9, p. 57–60].

The self-educational competence formed at the stage of basic education is the basis of professional growth of a specialist. The spark ignited by the need to acquire knowledge, which erupted at the stage of basic training, permeates the activities of the individual at all other stages of professional growth, being the driving force, a powerful impetus to the acquisition of new and new knowledge.

The next stage of professional development is advanced training. which is a certain type of activity aimed at improving existing knowledge, skills and abilities that provide an opportunity to perform more complex, responsible tasks. Advanced training classes are held at the appropriate time in higher education institutions.

Other forms of education include non-formal and informal forms of education. These types of education are provided by the Law of Ukraine "On Education" (2017). These types of education are not an alternative to formal education, but only a complement to it. The most common forms of non-formal education are courses, trainings, master classes, webinars, case workshops, etc. A characteristic feature of informal education is that it takes place in a convenient mode for the learner. This type of education is not subject to control.

The subject is guided by internal needs and motives. It is worth emphasizing that a specialist who carries out self-education through non-formal or informal education, has a fairly high level of motivation, self-control, self-discipline, self-organization.

Thus, it follows from the above that the professional development of a specialist is a determining factor in his demand in the labor market, and the vector of continuing education is aimed at shaping the competitiveness of the specialist. We see the prospects of scientific research in the further study and substantiation of pedagogical conditions for the effective development of the professional potential of the specialist.

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SECTION II.
WORLD TRENDS AND
AREAS OF
DEVELOPMENT IN
CONTINUING
EDUCATION

DOI: https://doi.org/10.37835/2410-2075-2021-1-01-4 *Valentuna Benera*,

Professor, Doctor of Sciences in Education, Kremenets Taras Shevchenko Regional Academy of

Humanities and Pedagogy, Kremenets, Ukraine

TENDENCIES OF ACCOMPANIMENT OF PRACTICAL PREPARATION OF FUTURE SOCIAL SPECIALISTS: THE EUROPEAN MEASURING

The gradual integration of modern domestic higher education into European requirements for the practical component of social work leads to the intensification of training of social workers for the successful implementation of the functions of social work in Ukraine. In improving the practical training of social workers, we consider it appropriate to refer to the experience of the Republic of Poland in order to thoroughly study and identify opportunities for the introduction of progressive ideas of supervision in the practical training of social workers.

In the process of studying the practical training of Polish social workers in theory and in practice, valuable experience of supervision of social work in the integrative application of European practices and national developments was revealed. It is investigated that the use of the term "support" is dictated by the need to further emphasize the independence of the subject in decision-making (Benera, 2018, p. 72).

In modern psychological and pedagogical education, one of the innovative areas of research is "support" (psychological, pedagogical, methodological, social, monitoring, speech, communication, etc.). The concept of "support" entered the life of the domestic pedagogical community in the first half of the 90s of the twentieth century. Note that the use of the

term "support" is dictated by the need to further emphasize the independence of the subject in decision-making.

First of all, we will find out the key concept of "accompaniment" in explanatory dictionaries, which is defined by V. Dahl's dictionary as an action: "to accompany someone", "to accompany, to go together to accompany, to follow", (Dal, 1982, p. 272). In the new explanatory dictionary of the Ukrainian language, accompaniment is that which "accompanies an action, phenomenon - society, environment, group of people accompanying someone", "accompany". It is noted that a "companion" is a person who accompanies someone or something, (Stork, 2001, p. 1217). Scientists argue that the term "support" can be coined by "providing the conditions for the subject to make a decision", but lexically it is a more rigid form that emphasizes the priority of the individual "as the one who provides"; the same "help" (Benera, 2018, p. 72).

Development support is a certain alternative to the method of development, which is "directed". The emergence of the method of support as a necessary component of education is dictated by a number of circumstances: the general humanistic concept of education; focus on the development of the individual and society as the self-worth of education; reliance on the internal development potential of any system; awareness of the new essence of the methods of individualization and differentiation in education as those that defend the right of the individual to choose the most appropriate path of development (Benera, 2018, p. 73-74). Basic principles of support: responsibility of the subject for the choice of the decision (the one who accompanies has only advisory rights); priority of the interests of the person being accompanied; continuity of support. Thus, supervision,

management, supervision will be considered as an administrative and educational process that is widely used in social institutions to help social workers / students majoring in "Social Work" to further develop and improve their professional skills, increase morale and provide quality assurance. social services to clients. On the other hand, supervision is a method of managing the organization by increasing the effectiveness of practical training of social workers in achieving the goals of the organization through a process of constant consultation between the teacher and future social professionals (V. Benera, Zh. Shevchenko, 2019, p. 137).

Objective: to reveal the features of supervisory support in the theory and practice of training social workers in higher education in Poland and to outline the possibilities of extrapolating positive experiences into the higher education system of Ukraine.

FUNCTIONS OF SUPERVISION IN EDUCATION ACCORDING TO EUROPEAN STANDARDS

The educational content of social support is more adequately reflected in two approaches to its definition as a scientific and pedagogical technology aimed at solving problems related to the assimilation of moral and ethical norms, development of professional competence, development of life strategy and profession. In the field of education, it develops an understanding of the situations that students face in their daily experience, provides them with the tools and skills to adopt a reflective attitude to their profession. In the field of professional development, supervision includes assistance in the development of critical and autonomous

thinking, develops the ability to research, plan, implement and evaluate interventions.

Educational supervision is a specific form of supervision located and performed in an academic context, ie the student must be assessed. which means that the traditional resistance to the assessment process that appears in some institutions should always be taken into account (Hees G. van, Geissler-Piltz B., 2010). The relationship between "paper" plans and the actual experience of educational supervision is questionable. And although most universities tend to describe their supervisory policies in terms of focus or development, further research is needed on the issues raised above in order to fill existing gaps in the empirical knowledge of educational supervision in social work in Europe.

The proposal for a European *standard model* includes five components of supervision:

- 1. Institutional and organizational framework for supervision (Ramy instytucjonalno-organizacyjne superwizji pracy socjalnej).
 - 2. Control person (Osoba superwizowana).
- 3. Supervisor for social work (Superwizor pracy socjalnej).
 - 4. The process of supervision (Proces superwizyjny).
- 5. Supervision in education (Superwizja jako edukacja) (M. Grewiński, 2013, p. 328-344).

Supervision of the methodological process should be based on the *principles* developed by the participants, which will facilitate joint work and give participants a sense of security. *The principle of confidentiality* is considered the basic principle of supervision, but it should be included in the contract together with an explanation of the situations in which it may be violated. In addition to the principle of confidentiality, it is necessary to determine the terms of

cooperation in the contract, for example, related to the behavior during the session or relationship. They can relate, for example, to punctuality, the degree of openness, activity, the way of giving feedback, they can prohibit evaluation, criticism, etc. (Benera, 2019, p. 120–121). The Polish system of social education regulates the issue of supervisory communication or relations between the head and the supervisor, which are based on a supervisory alliance under a contract. These relations should characterize: cooperation, mutual trust, care (Benera, 2019, p. 138). It is investigated that the purpose of supervision in education, defined in the Polish standard, is multidimensional (Fig. 1).

The proposed model is positioned between a minimum standard and a high level of supervisory services, including professional training and professional development of future professionals and compliance with ethical standards of According to M. Sosnowski, supervision. educational supervision mainly serves the professional development of social workers and helps to solve professional problems. The function of educational supervising the activities supervisors should be carried out in terms of lifelong learning and respect for human rights and needs. The supervisory alliance regulates the relationship in which the leader provides support and demands, which gives the opportunity to arn.

Supervisors, individually creating their professional roles in social care centers and non-governmental organizations, create the basis for a new professional environment - the environment of social work managers in Poland. The creation of a group of professional managers of social work, however, is supported by several circumstances: the implemented system project "Creation of a standard of supervision over social work". (D. Jaworska, 2013) – from

Matisse University in Gdańsk notes that good supervisory practices are applied in the Republic of Poland.

The goal is to improve the quality of work through training and counseling, strengthening social workers and integration institutions in the field of work with the client, family, group and local community The educational function of supervising social work is carried out by training and developing the competencies and professional knowledge of supervisors, according to their needs, as well as the development of their professional self-awareness, the purpose of reflection and ethics of social The educational function of supervision is responsible for the formation of the supervisor through support in the application of theoretical knowledge in the practice of social work, as well as in activities aimed at supporting subjects at risk of social isolation The supervisor should play an important role in the professional development of the supervisor in the role of mentor training a social worker in acquiring knowledge about society The supervisor is responsible for determining areas of activity based on his / her knowledge in the field of social work theory, professional standards, skills, competence and code of ethics in professional practice The supervisor must have systematic professional knowledge and competencies in the theory of social work and methods of solving social problems The supervisor is obliged to continuously learn how to work with beneficiaries from the groups with which workers work (for example, drug addicts, young criminals, the long-term unemployed and others) The educational function of supervising the activities of supervisors should be carried out in terms of lifelong learning (Life Long Learning) and respect for the rights and needs of supervised persons (both adults and students)

Fig. 1. Functions of supervision in education according to European standards (according to M. Sosnowski)

At the same time, scholars, outlining some remarks on the concept and determinants of good supervisory practice (D. Trawkowska, 2012, p. 125), note that every good practice of supervised social assistance is determined by current professional experience. For example, social workers, managers, staff and volunteers, representatives of the third sector, heads of social assistance centers in relations with local governments and government agencies (legal and control requirements) are good innovative practices.

To implement the above-mentioned opportunities of supervision, it is necessary to determine the conditions implementation supervisory for the of management. Thus, M. Szyszka, (2013) from the Higher School of Pedagogy of the Society of Public Affairs in the Warsaw College of Social Services defines the following conditions necessary for the supervision of management: joint goal and mutual acceptance, mutual understanding, trust, qualifications and adequate training, the presence government in professional contacts, common requirements by the advisory method at the level of consensus, which are jointly developed by the team of supervisors with the supervisor and concluded in the form of an agreement (Table 1.) (Grewiński M., 2013, p. 279).

A notable phenomenon in the Polish experience is the introduction of supervisory practices for child and family support systems (in particular, as a means of supporting family assistants working in the PSR model (Krasiejko, 2011), street workers, professionals working in the homeless, disabled and unemployed). Polish scholars and practitioners emphasize the need for good practice to better fulfill the additional requirement of using scientific knowledge, which means that practitioners "practice" theory for certain

purposes. According to D.Trawkowska, other determinants of good practice (observation) can be formulated, which will always be related to the reflection of one's own actions and the actions of others, in the context of the specific functioning of Polish social assistance and social work at local, regional and global levels. (Grewiński M., 2013, p. 145).

Scientists shared the purpose of supervision according to its function, while clarifying that achieving goals is related to meeting the needs of the supervisor. Meeting the needs of education and development defines the following tasks: promoting the professional and personal development of future supervisors; providing learning opportunities by creating a platform to update or increase knowledge and skills; development of awareness of roles and responsibilities in the organizational context of the institution; promoting an understanding of people, their needs and problems; development of self-confidence, creativity and new ways of working supervisors.

As part of the project aimed at creating a standard "Supervision of social work" (A. Karwacki, 2013) conducted an empirical study "Culture of professionalization of social workers and its formation in the educational process" (Grewiński M., 2013, p. 152-177). According to the results of the research, the motives for the introduction of supervision in the practical training of specialists for social work, formulated by the respondents, were published (Scheme 2). The scope of educational supervision includes: systematic assessment of training needs of employees and providing them with opportunities to participate in various forms of training and acquire skills of practical activities that help professional self-knowledge and professional responsibility, creative approach to work, confidence in their own competence, etc. V. Babska from the Center for

Customer Support of Local Activities (CAL) (Centrum Wspierania Aktywności Lokalnej) notes the essence of the supervision contract (Grewiński M., 2013, p. 344).

Table 1
The most well-known and common conceptual approaches in supervision [compiled from source: Grewiński Mirosław i Bohdan Skrzypczak, p.361-394]

	pezak, p. 501 55 ij
APPROACHES IN	QUALITATIVE FUNCTIONS
SUPERVISION	
Supervision of group	analyzes which groups of
dynamics (Superwizja	processes are consistent with the
dynamiki grupowej)	main goals of the leader and are
	contradictory, and develops
	alternative actions that allow the
	leader to influence the situation
Balint's group (Grupa	focused on psychoanalytic
Balinta)	orientation, primarily demonstrates
	the unconscious feelings and
	impulses of the leader about the
	group exposed to its actions
Interaction, which	gives a balanced form of work to
focused on interaction	the topic, preserves the feelings of
(IST) (Interakcja	those involved and forms
Skoncentrowana na	relationships with the community
Temacie)	
Customer-oriented	through control seeks genuine
supervision (Superwizja	emotional contact between the
skoncentrowana na	supervisor and the target group and
kliencie)	emphasizes the importance of
	understanding, acceptance, real
	meetings and trust
Supervision with the	provides an opportunity to play

help of psychodrama (Superwizja za pomocą psychodramy) roles, spontaneously identify shortcomings and give examples of structuring problems and new behaviors developed in the group
psychodramy) structuring problems and new
benaviors developed in the group
Gestalt-type tries to identify labor problems a
supervision (Superwizja blocking the client and reintegrating
typu Gestalt) the client experience and artificia
contradictions
Supervision through examines the relationship
transactional analysis between the target group and the
(Superwizja za pomoca supervisor, the executive superviso
analizy transakcyjnej and the supervisor, solves complex
sprawdza) regulations that interfere with work
through informal messages, trap
and games
Supervision based on primarily suitable for solving
the theory of problems that arise between the
organization needs and position of people, as well
(Superwizja oparta na as between tasks and skills within
teorii organizacji) complex functional schemes
Supervision based on draws attention to the condition
systems theory of disruption of communication
(Superwizja oparta na between people and seeks to
teorii systemów) formulate new clear mechanisms fo
their relationships
Supervision of corrects the change plan
behavioral therapy of presented by the supervisor in terms
the supervisor of analyzing behavior, choosing to
(Superwizja terapii improve it and predicting the
behawioralnej koryguje consequences
przedstawiony przez
superwizanta)

The Polish researcher defines that the contract is a written agreement concluded between the executive supervisor and the supervisor (superwizorem oraz superwizantem) (one person or group), which defines the goals and principles of joint work under supervision. Realization of the purpose of supervision is one of the most important elements of the supervisory contract (Benera, Shevchenko, 2019, p. 133).

FUNCTIONS OF SUPERVISION IN SOCIAL WORK

It is important to note that among the expectations expressed by future social workers who want to receive supervision, these two orientations clearly contrast - "focusing on yourself" and your own needs, "thinking about others" and combining supervision with opportunities to effectively help clients. Regarding the problem of motivation for education in social assistance and integration institutions, it should be recognized that almost 58% of social workers stated their readiness to study in the field of supervision (Karwacki, 2013; Grewiński, 2013, p. 164).

Supervisors, individually creating their professional roles in social care centers and non-governmental organizations, create the basis for a new professional environment - the environment of social work managers in Poland. The creation of a group of professional managers of social work, however, is supported by several circumstances: the implemented system project "Creation of a standard of supervision over social work". (D. Jaworska, 2013) – from Matisse University in Gdańsk notes that good supervisory practices are applied in the Republic of Poland.

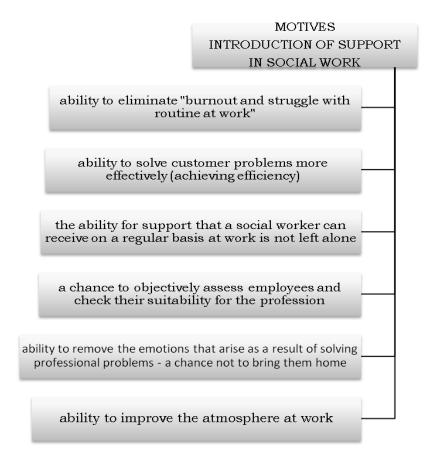


Fig. 2. Motives for the introduction of supervision in social work

At the same time, scholars, outlining some remarks on the concept and determinants of good supervisory practice (D. Trawkowska, 2012, p. 125), note that every good practice of supervised social assistance is determined by current professional experience. For example, social workers, managers, staff and volunteers, representatives of the third sector, heads of social assistance centers in relations with local governments and government agencies (legal and control requirements) are good innovative practices.

Scientific and methodological support of social support of future social workers is developing dynamically in tandem with the practice of application. This is the leitmotif of the publication of the book "Social Entrepreneurship and Social Work. New social work" (Przedsiębiorczość społeczna a praca socialja. Nowa Praca Socjalna). Authors: T. Barchevsky, V. Duranovsky, M. O. Omen. Pankiv. A. Rvmza (ed. O. Pankiv, V. Duranovsky). (Warsaw, 2014) quote "A man is the best investment!" (T. Barchevsky, 2014). It was found that to increase the professional competencies of social workers, the most important theoretical and practical achievements of Western Europe and the United States in the field of innovative concepts and methods of supervision of social work are presented. In the Supervision of Social Work (Superwizja Pracy Socjalnej / Pod redakcją Mirosława Grewińskiego i Bohdana Skrzypczaka) (Warszawa, 2013), in three parts of the publication, scientists present an integrated synthesis of the theory and practice of social work in the world and in Poland: National Experience" and "Supervision of Social Work in Practice" (M. Grewiński, 2013).

The educational function of supervision is carried out taking into account new forms of social work, useful for working with the client. The development of the professional identity of the family helper (Szpunar, 2011, p. 55-61) provides supervisory functions as a mechanism to support the professional development of assistants. It has been established that regular observation sessions are not the only form of support for professional development and improvement of the organization of social work (Langowska, 2011).

Polish scholars and practitioners note that the current

changes in social care and integration institutions are related to the professionalization process, access to new tools, cooperation with the environment, expected high standards of service delivery, public and media pressure. This requires constant professional development, creativity, openness to change and readiness for their implementation, and, above all, raising standards of work and communication and constant evaluation of activities (Table 2).

Supervision, in addition to many functions capabilities, is also a method of managing a team of employees focused on improving the organization of work, increase productivity in the context of achieving the goals of the institution (Szmagalski, 2011). Supervision styles reflect interpersonal skills and attitudes of managers: attractive, interpersonal and task-oriented. In the field of higher education (Glickman, 1985) also represents three main styles of supervision: authoritarian ("autorytarny"), and non-authoritarian ("nieautorytarny") ("współpracy") (M.Grewiński, 2013, p. 123; V. Benera, Zh. Shevchenko, 2019, p. 135).

According to the scientist, different styles of supervision depend on the personal qualities of supervisors, as well as on the needs and characteristics of learners: personality traits, styles of learning and cognition, personal development. Authoritarian supervisors are generally required to provide guidelines, criteria, and conditions for observers.

Supervisors, who prefer collaborative strategies, gather students' opinions, summarize suggestions and problems, and help solve them. In a non-authoritarian style, they are characterized by the ability to understand the world of students, the ability to listen and explain ideas, appreciate thoughts, feelings and encourage students to take the initiative (Zh. Shevchenko, 2018, p. 21-25).

Table 2
Functions of supervision in social work
[Source: M.Grewiński, 2013, p. 284–285]

TYPE OF	SUPERVISION FUNCTIONS
SUPERVISION	
Superwizja	Supervision operates in a context related to
Supervision	the professional performance of employees.
Control	The supervisor acts as a teacher, coach, and
	opiekun", who monitors the professional
	development of the employee, improving his
	skills, as well as building appropriate
	relationships with others and customers.
	The educational function dominates, there is
	no managerial or auxiliary function.
Superwizja	It operates in educational contexts: teaching,
szkoleniowa	methodological improvement, student
Supervision of	internships, internships and volunteering.
training	The supervisor as a "teacher of the
	profession" "nauczyciel zawodu" includes
	both the managerial function and the
~	organizational and direct work of the head.
Superwizja	This case of supervision occurs when the
menedżerska	manager, in accordance with the formal
Guided	relationship, is the head of the controlled
supervision	person or group of supervisors.
	It can also perform an educational support
~	function.
Superwizja	This dimension is similar to informal
konsultacyjna	supervision. It is also often held informally
Advisory	and the supervisor is not formally a
supervision	supervisor or a specially trained educator.

Supervision in social education involves the use of practical methods of application (M. Sosnowski, 2011). These are: conversations (conversations) with the client by the

method of coaching (coachingu), the characteristic feature of which is simplicity, brevity and lack of suggestions for answers; options of "question chains" that can lead the client to inspired answers; the so-called "energy issues", which lead to deep reflection, affecting the openness of the client, influencing the motivation and change of attitudes (M. Grewiński, 2013, p.177-178).

It was found that active listening, correct questioning, metaphor, assessment, elevation, complexity and scaling are the basic skills of social workers that are necessary for a conversation through coaching for supervision in future social work. Methods used in the practical training of supervision of future social workers in higher education in Poland: observation as a professional methodological activity that uses in practice certain methods of guided learning and is associated with post-factual learning (on their own mistakes and successes); discussion and analysis of cases in which observers were (or are) directly involved; solving problems and tasks; modeling of direct supervision; planning and recognizing the causes of stress (Benera, 2019, p. 109–115).

In the practical training of future social workers for the supervision of social work. the Polish scientist (D. Trawkowska, 2012) (Uniwersytet Śląski) suggests paying attention to the phenomenon of transactional games. In the literature on this topic, we find descriptions of such games (controlled and uncontrolled), as well as games conducted by managers of social work. A. Kadushin described four groups of games (described four groups of games conducted through superwiozwanych). L. Hawthorne described two groups of games conducted by managers.

In the practice of training social workers in a Polish high school higher education, transactional play performances (individual and collective) are used, which allow future social workers to take on the role of an actor and express themselves, influence others and consolidate the relevant impression of social work clients (E. Goffman, 1981). In this context, supervision plays an important role in enabling theoretical foundations integrate the professional knowledge with empirical knowledge in different situations, as well as to develop reflective practices that theory, methods and personal abilities, prerequisite for daily critical practice. The influence of supervision knowledge in social work is especially important for the development of students' knowledge and reflective skills, their ability to understand and apply new ideas in everyday situations.

CONCLUSIONS

The study of scientific and pedagogical works and research, which examines the education systems of foreign countries, showed that the problem of supervisory support of a social worker in the Polish educational dimension against the background of modern globalization processes has not shown signs of complete and detailed consideration. elements of positive experience of supervision in practical training of a social worker in a higher school of the Republic of Poland.

As a result of scientific research the tendency of introduction of *supervisory support in practice* of the Polish social workers on progressive approaches of practical experience in the social sphere of the European countries and the USA is traced. It has been proved that a significant contribution of the period of *integration and intensification* of practical training and supervision of social workers in the higher school of the Republic of Poland in accordance with national social needs and world trends in the practical training of Polish social workers for the future profession was

a series of works by authors from around the world, including including Poland for social work supervision (Tomasz Barszczewski, Wojciech Duranowski, Magdalena Omen, Olga Pankiv, Agnieszka Rymsza (2014); Mirosława Grewińskiego i Bohdana Skrzypczaka (2013); Mirosława Grewińskiego i Jerzego Krzyszkowskiego (2011) and others.

One of the leading trends in the practical training of future social professionals at the level of licentiate and master's studies in Polish higher education is the presence of end-to-end supervision of higher education students by the faculty and department. Components of scientific pedagogical support in Polish higher education are the processes of psychological and socio-pedagogical support, from "accompanying" teachers, consultants, supervisors. Socio-pedagogical support can be presented as a system of joint actions of teachers and students aimed at determining the interests. opportunities and ways to overcome obstacles (problems) that prevent them from achieving the desired results professional activities, self-actualization.

According to the results of the research, the tendencies of supervisory support of the departments of social work on the practical training of social workers in Poland are traced: compliance with the pan-European orientation to the early special training of all social specialists; bilateral connection between the development of the scientific school of social work and the system of professional training; training of a church educational social worker in institutions: decentralization of vocational training management; rapid response of the system to changes in the social nature, the demands of the regional labor market.

On results research the tendencies of accompaniment of practical preparation of development workers are traced in accordance with the European orientation to the early special preparation of specialists of social sphere; bilateral connection is between development of scientific school of social work and system of professional preparation; preparation of development worker is in educational establishments of church; decentralization of management professional preparation; rapid reacting of the system on the changes of social character, to wash down regional market.

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SECTION III.
ANDRAGOGICAL
TECHNOLOGIES IN
ORGANIZING
EDUCATIONAL

DOI: https://doi.org/10.37835/2410-2075-2021-1-01-5 *Alla Boyko*,

Professor, Doctor of Sciences in Pedagogy, Corresponding member of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine

3.1. TUTORING AS A MEANS OF INDIVIDUALIZATION OF THE EDUCATIONAL SPACE

Current trends in the civilization development shape life-long educational processes and, thus, design individual educational way based on open education that motivates to create new technologies and even new pedagogical professions. The above mentioned is determined by a number of contradictions: between social need to educate an active, initiative, highly developed citizen and the lack of theoretical and practical organization educational process aimed at personality development; between labor market need for innovative, responsible professionals and educational practice that does not teach to make choices and predict their responses; between desire to build and organize individual educational programs and the lack of educators able to bring them to life and support in professional and personal self-determination and self-growth. Experience shows that no matter how independent a person is in his / her personal and professional development, he / she needs the support of a certain specialist, particularly in choosing a profession, defining a goal, making a decision, etc.And special place here belongs to tutor who provides personality an educational support in the informationoriented society.

In the domestic and foreign science tutoring was partly developed by N. Beliakova, N. Demyanenko, M. Kulahina (historical experience of tutoring in British higher school, its interpretation for Ukraine, justification of tutoring as an individual support for professional development of students), Kovaliova, A. Zotkin, N. Pylypchevska A. Boiko, (internationalization of educational processes, idea of tutoring and problem of personality in education, tutoring theory and practice), N. Pohribna, T. Shvets (introduction of tutoring into higher schools), S. Vetrov (theoretical approaches establishment of the Ukrainian Tutors Association) and others.

Systematic scientific analysis includes:

- 1) modern processes of higher education development in Ukraine (small number of entrants; low occupancy of student academic groups; low regular attendance by students of academic studies due to the professional employment, and, at the same time, objective need for updating professional knowledge, completing education, retraining, etc.);
- 2) available scientific and theoretical generalizations, publications in tutoring that allow to conclude that profession of tutor and his professional training are of high importance, particularly at higher schools.

The purpose of the scientific report is a systematic author's approach to tutoring in European history, including modern foreign and domestic educational theory and practice with generalizing the experience in training teacher-tutor at National Pedagogical Drahomanov University and benefits from introducing the "tutor" occupation to the dictionary of occupational titles of Ukraine.

In the context of the defined purpose, we should refer to the interpretation of the concept "tutor" and historical development of such phenomenon as "tutoring". "Tutor" (teacher-mentor, comes from the English "tutor" and the Latin "tueog" that means "to watch", "to care" (assistant, mentor) is a central figure, and tutoring is an officially recognized component of the British education system. Tutoring was considered to appear at the universities of the United Kingdom. This phenomenon took shape in the 14th century at the universities of Oxford and subsequently of Cambridge. At that time self-education was essential in gaining university knowledge and tutoring, being a form of university mentoring, provided support for this. In the late 16th century, tutor became a central figure in university education, mainly responsible for the education of his students [7, p. 23-35].

By the 17th century, tutor's functions expanded and tutoring was officially recognized as a part of the English university system. Tutor became the student's closest adviser and assistant in overcoming the difficulties of personal and professional development. There were three main directions of tutoring at the English universities of that time:educational, training and leisuring [9, p. 82-91]. Between the 18th - 20th centuries, tutoring did not only worsen its position, but, conversely, took a central place in the education provided by the oldest universities of England [3, p. 30-33]. At the universities of Oxford and Cambridge tutors still work as full-time employees, providing the feedback between student, teacher and all teaching staff, and therefore maintaining the integrity of academic education [10, p. 34-35].

Over time, the school education of England began to use tutoring. In particular, it took a prominent place in the public schools where tutors tutored students' individual study. Among the most famous educational institutions were Winchester (1378), Eton (1441), Shrewsbury (1551), Westminster (1566), Rugby (1567), Harrow (1571), St. Paul's

(16th c.), School Merchant-Tailors School (16th Charterhouse (1609). The development of public schools was linked to the rather democratic trends in teaching in Late Tudor England that ensured a relatively equal access to the education for both nobility and gentry. As a rule, English youth studied in classical schools composed of socially democratic students. The further formation of public schools greatly influenced by the introduction of ethical education (character building) that focused on the leadership qualities (first introduced by T. Arnold at School of Rugby). In public schools, students of different ages were not only divided into classes but also into "school houses" (boarding schools) with student government. A particular attention was paid to religion and sports. The aim was to prepare students for entry into the elitist universities of Oxford and Cambridge, to educate future state and political figures, senior industrial staff, etc. [3, p. 31-32].

The second half of the 19th century was marked with the level of school funding. In this case, boarding students paid for living in the territory of school but not for education [5, p. 110]. It is at this time that tutoring became a system. An increase in the number of boarding students gave an impetus to its active development. In Eton, for example, this led to the active placement of Dames houses in the territory of the school [1, p. 65]. Tutors were selected by some ways. As a rule, well-to-do families selected mentor for their child among 8 to 10 teacher's assistants. At the same time, there were cases when aristocracy was dissatisfied with selected person. Therefore, they sent to school their own tutor who worked as a teacher and tutor. In the mid-19-th century Eton banned outside tutoring, only full-time college staff had the right to tutor. Tutoring became a tool to realize educational goal in public schools and improve students' social skills in the school environment. This tutor's activity helped consolidate students and reproduced the principle of indivisibility of education and upbringing, linguistically united in the term "education" in English [3, p. 30-33].

It should be noted that tutoring at public schools and universities of the United Kingdom has always been an ambiguous phenomenon. If study at universities (the second level of education of English aristocrats) had no analogues, then the first level was considered an alternative, and debate on this issue continued for more than a century and half. An alternative was home-schooling, available exclusively to the aristocratic families and focused on individual pedagogical support that immediately made it elitist. The development of tutoring (the definition of "tutor" was used for both home and school tutors) gave the nobility an opportunity to provide their children the first degree of education or to enroll them to a privileged school (among the most prestigious in the 18th century were Westminster, Winchester, Eton) or to teach them at home [1, c. 68].

In this regard, it should be recalled that there were debate between advocates of school and home education. The benefits of the latter were proved by famous philosopher, educator and public figure John Locke in his work "Some Thoughts Concerning Education" (1693). The key word in the original of this edition was education. The term, as noted, in the English tradition combined education and upbringing. Gentleman J. Locke put upbringing in the first place in the educational system. The author rightly pointed to the shortcomings of school tutoring where the main one was the lack of individual approach to student. At the same time, he considered the shortcomings of home education (such as "shyness, lack of sociable skills", which, in his view, "could be helped") less harmful in comparison with laissez faire attitude

in schools. As for education content, the educator believed that the knowledge acquired needed to be constantly updated, helping student to be current in the public and political environment, while ethical basis laid down in childhood remained unchanged. The latter, from his point of view, was easier to cultivate in home education. Thus, John Locke laid the idea of the applied nature of education which later became the core area of English pedagogical concept. The discussion mainly focused on methods of achieving this goal. And, if initially the supporters of home education won, then in the 18th century school education challenged the palm. In the Enlightenment, the all-English discussion of teaching methods grew into the global race of French (closed aristocratic education) and English (public schools) education models. Public model of secondary education, or school tutoring that played significant and supportive part in the personality's education and gave it an individual character eventually won [5, p. 106-116].

Modern European research institutes consider the ability to work with managed future to be the key value of education. Accordingly, tutoring with tutor acting as a developer of educational projects, programs and consultant in educational services, combining mentor, assistant and designer functions is again in demand.

Today, this profession is actualized in many Western European countries (Italy, Germany, Poland, France) [13; 14; 15; 16]. It is also formally introduced into the dictionary of occupational titles of the post-Soviet countries. In Ukraine, the social and personal order for tutoring is growing. Firstly, this need is based on the development of civil society and fundamentally new position of person in it. The society supports the modernization of the education system within the framework of European agreements, as there is a desire

for educational and professional mobility. The idea of life-long education that includes continuous human education strengthens this position. It also recognizes the value of thoughtful building by person's his\her education, including general and professional. Secondly, those who study have steady educational requests. Modern person has a growing need for self-actualization, self-education and self-realization. Search for a new path in profession, acquisition of original style, need to develop and implement a personal educational, professional, life program, and thus, promotion along individual education trajectory become relevant.

In the modern educational space tutoring is based on teacher-student, tutor-student relations. On the other hand, pedagogically effective, subject-subjective, moral-aesthetic relations are a condition to introduce tutoring and they form personality-oriented activity of two equal partners - tutor and student. It should be noted that tutoring is individual and socializing practice. Tutor is responsible not only for the level of knowledge, but also for the formation (education) of the personality [2, p. 45-47].

Modern tutoring is a pedagogical activity based on the individualization of education and it is aimed at identifying and developing the educational, value-oriented motives and interests of the personality, searching for educational resources to create an individual educational program and forming educational reflection of the person. This includes: organization of educational environment; support for student individual education implementing an program; methodological support of the process [7, p. 1-18]. Tutoring is provided in accordance with the peculiarities of students' age (from preschool) [11, p. 48-55] and includes pedagogical support for independent setting and realization by the person of educational goals, stimulation and motivation of independent educational activity.

Since 2007 scientific approaches to the organization of tutoring and training of teacher-tutors have been justified in the professional articles [3; 5, etc.]. Between 2015 and 2025, the Department of Pedagogy and Psychology of the Higher School of the

National Pedagogical Drahomanov University trains tutors under the Master's educational and professional program 011 Educational, pedagogical sciences (Pedagogy of higher school. Tutoring) licensed by the Ministry of Education and Science of Ukraine. Learning and methodical complex on professional training for masters in 01 Education, 011 Educational, pedagogical sciences (Pedagogy of higher school) context-tutorial technology with additional specializations "Andragogy", "Tutoring" was published in 2017 (Kyiv, 2017 - P. I, II). The benefits from introducing the "tutor" occupation (with qualification profile) were prepared and submitted to the Ministry of Education and Science of Ukraine.

Future tutor is trained on the basis of the so-called inconsistent pedagogical master's degree program. Bachelor's degree in any, including non-pedagogical, qualification is necessary for admission to the master's degree program. Master's students are involved in mastering and introducing tutorial support technologies into the practice of educational institutions. In accordance with the educational and professional master's program, they study the following subjects: "Tutoring and tutorial technology" [4, p. 160-179], "Organization of self-study of students and consultative activity of teacher-tutor", "Grant policy, international projects and development programs in higher education", "Scientific

school and personalized experience in the world educational dimension" and others [4].

Professional program is methodologically based on social, personality-oriented, systematic activity, synergistic and competence approaches in education. It is assumed (according to the qualification profile) that future mastertutor should use individualization pedagogy, didactics, age psychology, developmental psychology, and pedagogy of further professional training (in tutoring). Future tutor should be able to organize an educational space focusing on openness and variability; to design and create subject-learning environment: to process and systematize information, to own methods of communication, including organizational and online. He should expand knowledge and awareness of motives, interests, goals, educational inquiries of his students and take into consideration learning difficulties, peculiarities of cognitive (educational) activity and motivation of students of different categories (by age, gender, etc.). Future tutor should be able to organize, to implement and develop pedagogically appropriate aesthetic partnership (subject-subjective) relations "teacher-student", student" by introducing active and interactive forms of educational activity, open education technology, tutorial action resource schemes, software for group and individual planning and conducting activities, technology of educational route guidance in forming and implementing individual educational trajectory and program. Mastering the techniques of reflection organization, examination, monitoring educational results and achievements, self-organization and self-development of personality are also important [4].

Based on tutor's activities within the framework of his professional training the Department of Pedagogy and Psychology of the Higher School of Drahomanov NPU holds job (research, scientific and pedagogical) trainings. Master's trained in innovative quasi-professional students are (situational) modeling technology, individual context-oriented programs. This all forms in future tutor the ability: to plan joint activities with student based on his position; to jointly develop individual education programs for student and tutor; to build and maintain a trusting relationship with student and his environment; to create conditions for joint cognitive activity, communication and reflection; to use different methods and techniques of manifestation and completing of educational request; to correlate student's actions with the development of culture, science, education, professional environments, etc.; to organize methodically correct individual and group tutorials; to search and analyze social, pedagogical, economic, cultural and other information; to analyze educational and professional standards, to monitor their requirements for student's educational competencies; to develop maps of personal needs, goals, requests, interests, aspirations; communication to use and teamwork technologies in accordance with value-oriented, age and individual characteristics of the students, with content and situational conditions of routing and implementation of the individual educational program.

The main functions of tutor are: at the initial stage- to identify and support the educational interests of the personality, to involve student in the project, playing, author's activities during supplementary or basic education, to assist student in educational initiative, design, review and presentation of his own educational achievements; at the implementation stage – to organize individual and group self-preparation, to hold tutorials (individually, in groups), to analyze educational successes and difficulties, to ensure an effectiveness of students' attempts in various activities and in

transitions from trial to effective action; at the evaluation stage- to monitor student's educational activity and to assist him in evaluation of training efficiency, to provide feedback to other subjects of the educational process [4]. In various forms of counseling tutor helps student to reflect on his own educational steps and pick up further education. Tutoring is also a form of non-formal means of transmitting knowledge, developing skills, competencies (lifelong education). One of the main focuses of tutorial support is not only providing personality with timely assistance and support in education, but also training to overcome the difficulties of this process, to be responsible to his own development, that is, this includes assisting in education of the personality as a fullfledged subject of educational, professional, public life. The importance of the problem led to the pilot project "Tutoring as a means of realizing the principle of individualization in education" by the Ministry of Education and Science of Ukraine in 2015-2020 [12, p. 26-27] that demonstrated the benefits from individual educational support and need for professional tutor training.

Therefore, in today's context, only tutor is able to effectively ensure the effectiveness and continuity of all educational stages. He can provide pedagogical support for development of the personality in formal (institutions of preschool, complete general secondary (elementary, basic, specialized), extracurricular, professional (vocational-technical), professional pre-higher and higher education), as well as in non-formal and informal lifelong education. Tutor provides individualization of educational activities aimed at personal and professional self-determination and self-growth. He designs and organizes educational environment within and beyond educational establishment, provides individual educational request, forms individual educational trajectory,

develops methodological support and implementation of individual educational program in the forms of institutional evening), (daytime, correspondence, (full-time mixed); individual (external, home education, network, pedagogical casework, in-service training) and dual education [6]; analyzes and cogitates the results of implementation of the individual educational program. In the educational area he can also work as tutor-consultant (individually, in groups), tutor-moderator, tutor-coach (trainer), tutor-facilitator, tutormediator, etc. Therefore, tutor must receive master'sdegree or master's degree in in-depth psychologic-pedagogical training. available in higher teacher-training training is establishments as a major or minor or supplementary specialization within the master program for professional training 011 Sciences of Education (Pedagogy of Higher School). It is suggested that necessary competences can be developed in non-formal education and improved in practical educational activity.

Thus, the problems of world mobility, labor market need for initiative, responsible professionals focused on lifelong and professional self-development personal and improvement, with innovative thinking, determine the need for effective mechanisms of introduction of personalityoriented educational technologies and education based on students' pathways and therefore, provide individual professional support for their implementation. Today, the number of Ukrainian educational institutions ready to invite professionally educated for individual support tutors is growing. This demand is expected to grow from year to year. All this determines the necessity to introduce the "tutor" occupation to the dictionary of occupational titles of Ukraine and the prospect of special professional training of tutor capable of providing pedagogical support for person in his professional and personal self-determination and self-growth.

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DOI: https://doi.org/10.37835/2410-2075-2021-1-01-6 *Natalia Demyanenko*,

Professor, Doctor of Sciences in Education,

Head of the Department of Pedagogy and Psychology of the Higher School of National Pedagogical Dragomanov University, Kyiv, Ukraine

3.2. THE INTEGRATED TECHNOLOGY OF SITUATION SIMULATION IN ORGANIZING EDUCATIONAL ENVIRONMENT

The needs of society and labor market for training of proactive, responsible, aimed at continuous personal and professional self-growth, professionals with innovative thinking, make necessary effective mechanisms for the introduction of personality-oriented educational technologies, individual educational programs, and therefore providing their professional support. Today, more and more educational institutions in Ukraine declare the need and readiness to include professionally trained for individual support in education tutors in the staff. This need is expected to grow from year to year. All the above mentioned makes necessary special professional and pedagogical training of tutor capable to provide pedagogical support to person in his professional and personal self-determination and self-growth [11, p. 66].

That is why the issue of professional training of tutors is relevant. The problem of professional training of tutors at higher school requires the solution of a wide range of issues including the development of vision of tutor's profession and tutoring to the analysis of effective approaches, methods, technologies of training of tutors. To improve the professional training of teacher-tutor of higher school, we offer to introduce the integrated situation simulation technology in

the educational space of higher school that will deepen the context, practical orientation of education and increase the efficiency of professional competences.

The problem of training tutors in higher education institutions was raised in the works by V. Artiomenko, M. Holubeva, T. Kovaliova, T. Lytyynenko, A. Boyko, V. Nikitin. Content, methods of professional training of tutor, the practice of using interactive technologies in higher education institutions were analyzed by V. Osadchy, K. Osadcha, K. Bakhanov, N. Kolomiyets, L. Pyrozhenko, H. Serdiuk, P. Shevchuk and others. Some technologies of simulation were studied by L. Pukhovska, situation O. Tarnopolsky, O. Potemkinsky, O. Pometun, L. Yakubovska.

Analyzing scientific literature helped to establish and specify such concepts related to the situation simulation as "educational space of higher education institution". "educational process of higher education institution". "educational technology", "learning technology", "pedagogical technology", "educational simulation", "model as a construct", "educational professional situation", "quasi-professional "design in education", "construction simulation", educational technology". It was found that thev interconnected and complementary that contributed to the specification and deeper understanding of the problem of situation simulation in the didactic process of higher education institution. Particular attention was paid to the theoretical basis and characteristics of the scientific category "innovative learning technologies" that were interpreted as author's or improved educational technologies with clear systematic phased structure and with latest, effective tools, methods and technologies that had a positive impact on the dynamics of education from the goal to the expected results.

It was suggested that active integration of innovative technologies in the educational space of higher education institutions would significantly improve the quality of student training and help to form the competences necessary for future professional activity. After all, imitating professional situations as close as possible (situationally) to reality, they autonomy in decision-making, increase an readiness for future professional activity and help to achieve the planned learning outcomes. In general, the concept of "situation simulation" was revealed and justified in the context of integration of such scientific approaches as competence, context, personality-oriented, activity and synergetic that provide a broader idea of their application in the educational process of higher school.

The analysis of scientific and pedagogical literature confirmed that the raised problem is under-developed. To increase the efficiency of training of tutors on the basis of mutual enrichment and potential of a number of innovative educational technologies, the integrated technology of situation simulation was developed and itsexperimental introduction into the educational space of higher school was expected.

The research paper had an aim to justify the author's integrated technology of situation simulation theoretically and prove its influence on efficiency increasing in professional training of masters-tutors in educational, pedagogical sciences experimentally. To achieve this goal, we faced the following challenges arising from the general problem: disclosure of scientific approaches to the development of situation simulation techniques; theoretical support and the integrated simulation construction of situation technology; experimental verification of effectiveness of the technology proposed in training of future masters-tutors in

educational, pedagogical sciences (specialty 011 Educational, pedagogical sciences, educational program "Pedagogy of the Higher School. Tutoring").

The relevance of tutoring is explained, firstly, by the fact that it meets not only educational needs of personality but also needs of the country and society as a whole; secondly, it is determined by the need for personality-oriented pedagogical interaction and personification of pedagogical education; thirdly, there was the need to build partner pedagogically appropriate subject-subjective relations among participants of the educational process that help to enhance their personal and professional growth. Thus, teacher-tutor of higher schoolis an important mediator among cultural and individual, personal and corporate in the open educational space of university [1, p. 4–11].

As for Ukraine, tutoring is a profession in demand here and it is consonant to the current situation in society and to the crisis of pedagogical knowledge. We share the assessment that "training of tutors is an important condition modernize national education. The main tasks of tutoring in Ukraine are: determining the goals and content of tutor and customers of tutoring services, taking into account the world tutoring experience; development of own models to provide scientific research" on individualization of educational process, etc. [6, p. 157]. In this context, we note that tutor as a key person in pedagogical support should have a high level professional following of competences 1) communicative (ability to communicate and establish interpersonal relationships, ability to cooperate); 2) managerial (ability to organize and manage various forms of educational activities during formal, non-formal and informal education); 3) professional use and innovation of educational technologies (basic knowledge of technology,

basic skills in their application, formation and application of innovative and communicative educational technologies); 4) ensuring individualization and student-centered educational process (fostering an environment of personality-oriented learning, development of individual educational programs, individual educational routes and trajectories, individual support in education) [2, p. 72–75; 10, p. 137–141].

We also support the view that tutor cannot be prepared according to the traditional (pedagogical) model. It is necessary to rely on interactive technologies that would simulate future professional activities, contain a situation with high level of uncertainty that would produce intensive learning of new ways of activity and using reflection [4, p. 132]. In general, future tutors should study according to the context-oriented programs and innovative technology of (situation) quasi-professional simulation. Professional training helps to form an ability: to plan joint activities with tutor taking into account his position; to jointly develop an individual educational trajectory of tutor and individual tutor educational program; to build and maintain a trusting relationship between tutor and his environment; to create conditions for joint cognitive activity, communication and reflection; to use various techniques and methods of expressing and making an educational request; to correlate actions with development of culture, education, professional environment, etc.; to methodically competently organize individual and group tutorials; to search and analyze social, pedagogical, economic, cultural, etc. information; to analyze educational and professional standards, to record their requirements for educational competences of tutor; to make maps of needs, goals, requests, interests, aspirations of individual; to usetechnologies of communication and group work in accordance with valuetarget guidelines, age and individual characteristics of students, content and situational conditions of routing and implementation of individual educational program.

The main functions of tutor are: to identify and support personality's educational interests, to integrate student into projects, games, author's activities during basic or further education, to assist student in educational initiative, preparation, analysis and presentation his educational achievements at the initial stage; to help to organize individual and group self-training, to conduct tutorials (individual, group), to analyse educational progresses and challenges, to ensure student's effective attempts in various activities and productive transitions from trial to action at the stage of implementation; to monitor student's educational activities and assist him in assessing the training effectiveness, to organize feedback with other participants of educational process. Tutor should support student in reflecting own educational movement, assist in selffor further education at the determination stage assessment. Tutoring is also a form of informal transfer of knowledge, skills, competencies (lifelong learning). One of the main directions of tutoring is not only providing timely assistance and support of personality in education but also training to overcome challenges of this process, taking responsibility for own development, i. e. assisting in becoming a full-fledged subject of educational, professional, social life [11, p. 59-66].

Tasks and features of tutoring, analysis of innovative interactive educational technologies, methods of contextual situation simulation made it possible to define "the integrated technology of situation simulation" as educational technology aimed at combining theory and practice of educational activities based on coordination of effective components (a

number of interactive educational technologies) in order to obtain the positive learning outcome under its system-staged applying in the educational process of higher school (in training of teacher-tutor of higher education institution).

The integrated situation simulation technology in tutor's training combines: case method, portfolio technology, win-win strategy and business game. It is aimed at building professional competences; applying knowledge acquired in practice through simulating professional activity; deepening knowledge of educational courses: "Tutoring and tutoring technology", "Partner subject-subjective interaction teacherstudent", etc. An introduction of the technology is expected to result in:an increase of professional competences of future tutor; an expansion of practical component in tutor's training; introduction professional an of additional contextual, practice-oriented module in the educational course "Tutoring and tutoring technology"; an increase in effective solving professional situations / problems and in making decisions.

Let us analyze each of the components of the integrated situation simulation technology in training future high school tutors. Case study includes the use of specific professional "cases" (situations)so-called for ioint analysis, discussion or decision-making by students from a certain module of the educational course "Tutoring and tutoring technology" [3, p. 160–179]. It successfully combines educational, analytical, scientific activities with practice that is certainly effective in training of tutor. The second integrated component is an introduction of business games in educational process of pedagogical master's degree, their focus on solving the following tasks: the development of practical and professional thinking of students, the ability to analyze situation, to choose constructive solutions. The

content of business games includes simulation of certain situations, their dynamics, well asactivities as relationships of participants. One of the requirements of business game is professional communication standard "[7, p. 209]. The third integrated component includes win-win strategy or so-called "Harvard strategy" aimed at solving professional problems, conflicts and situations. This strategy of mutual benefit and cooperation takes into account the interests of all parties and determines the search for mutually beneficial solutions, as it sets both parties on a creative and mutually beneficial alliance that guarantees future prospects [9]. Cooperation is a main condition of pedagogical subjectsubjective interaction teacher-student. The fourth component is portfolio technology. It combines two areas: authentic assessment of achievements and business card of professional that provide "materialization of his efforts to form his own positive image" [5, p. 129]. In the integrated technology of situation simulation, portfolio is the final stage and the result of reflection because it documents the process assessment and self-assessment accumulation. educational achievements.

Questionnaires were chosen as a diagnostic tool at the empirical level. To determine the competences level the teaching methods by E. Helfman, L. Demydova, M. Kholodna as well as a modified version "Your creative potential" by N. Fetiskin were used. As a result, increasing of the professional competences level of future tutors; improving the use of theoretical information in practical classes; deeper understanding of the specifics of future profession and algorithms of work in the specialty were expected.

THE STAGES OF THE TECHNOLOGY APPLICATION:

I stage. The sequence of actions: setting of real professional situations; isolation of the main problem from a number of related ones for its further solution; raising questions to reflect on the situation. The stage description. To develop own knowledge during discussing (simulating) problem, situation, making effective individual and collective decisions, it is reasonable to use case situations that best simulate real problems of professional activity. In our technology we use case situations aimed at analyzing preconditions, main topics for reflection, description of the situation (or video presentation) and literature [8]. However, unlike usual case situation, we use case without options for solving controversial issue / problem. Depending on academic class goal it is possible to use case situations, supportive cases, case examples.

II stage. The sequence of actions: support and presentation of the own vision of problem solution (group work, teacher-centered work); holding business game with the use of developed solutions; providing an additional case with educational information and creative task to the case. The stage description. After support and registration of situation, problem, controversial issue, we propose to use business game with conceptual, script, production, stage modules, excluding criticism and judge's modules. Student receiving master's degree (team) produces his "vision" of problem solving with its subsequent "acting" in the parts. Using the elements of business game, we adhere to the principle of simulating professional activity, problem-solving, integration of theory and practice.

Therefore, we found experimentally that the most effective in the educational process of master's degree (training of higher school tutor) are case situations with further introduction of business game that would simulate professional activity, workshop, scientific conference and encourage action in a professional choice. If the situation or problem contains a conflict, it is advisable to "act" it through the prism of different views and find options that would satisfy each side of the conflict. In this case, it is better to use win-win strategy or cooperation strategy that takes into account the interests of all parties. At this stage, when business game is over, teacher provides an additional case with information and tasks for each student (group).

III stage. The sequence of actions: this includes reflection in the form set by teacher or chosen by student; registration of results and addition them to own portfolio. The stage description. The obligatory final stage of "acting" problematic issues, situations is reflection which can be presented in the form of discussion, sharing lessons learned, group exchange of experiences, recording own decisions and achievements in the portfolio. Portfolio allows you to capture the reflection of your activities during business game; to use it as a means of individual personality development.

After professional simulation, students and tutors have the opportunity to "replenish" their portfolio: with descriptions of problem situations and methods / ways to solve them; with elements of educational technologies, author's developments, programs, courses, ideas. We also assume that an introduction of the integrated technology of situation simulation in the educational process of tutor's training will help to increase its level and quality.

The pedagogical experiment involved 58 students receiving master's degree in the specialty 011 Educational, pedagogical sciences (educational program "Pedagogy of the Higher School. Tutoring") of the National Pedagogical Drahomanov University. During determining stage, a survey

of students was conducted in order to determine the professional competences level of future tutor and establish the feasibility of introduction of the integrated technology of situation simulation.

A questionnaire developed for masters in the specialty 011 Educational, pedagogical sciences, educational program "Pedagogy of the Higher School. Tutoring" included two blocks of questions that involved the choice of answer: "yes", "no" or your own version.

The 1st question pool consisted of 15 questions:

- 1. Do you consider the applied teaching method in the specialization "Tutoring" out-of-date?;
- 2. Does the existing educational process need an improvement?;
 - 3. What do you propose to improve?;
- 4. Which educational courses would you add to the list of the existing ones in the specialization "Tutoring"?;
- 5. What do you think to be more important: theoretical knowledge or their practical application?;
- 6. Do you have enough practice in the educational course "Tutoring and tutoring technology"?;
 - 7. Should we increase the share of practical training?;
- 8. In your opinion, is it appropriate to introduce situation simulation technologies in training of tutors?;
- 9. Which situation simulation technologies do you consider the most appropriate in training of tutors? (choose from the following: imitations, simulations, role-play games, "simplified court hearing", etc.);
- 10. Do you take an active part in role-play games, simulations, caseexercises in the process of professional training?;
- 11. Would you like to take part in role-playgames, simulations, case exercises?;

- 12. Is it important, on your opinion, to simulate professional activities of tutor during training?;
- 13. Do you think that special knowledge and skills are required to act as tutor?;
- 14. Would you like to increase the level of tutoring professional competences?;
- 15.Determine your level of knowledge according to the scale from 1 to 5 where 1 unsatisfactory, 5 fully satisfactory.

The 2nd question pool included 16 questions:

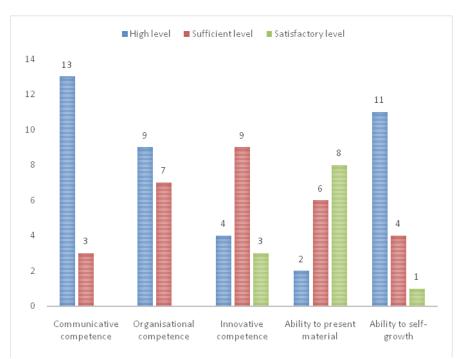
- 1. Who is tutor?:
- 2. Is the role of tutor in higher education institution important?;
- 3. Do you think an interaction with tutor to be an important part of learning?;
- 4. Does individual tutoring program, on your opinion, realizes educational, personal, professional interests and needs of student?;
- 5. Is it appropriate to take into account student's educational needs in developing an individual educational program?;
- 6. Is it easy for you to develop an individual educational program and individual educational trajectory?;
- 7. Is planning and organizing an educational process, in your opinion, an important skill?;
 - 8. Do you lack organizational skills?;
- 9. Is it easy for you to establish contact with strangers and why?;
 - 10. Do you like working in a team and why?;
- 11. Is cooperation important for you to achieve the goal?;
- 12. Are you familiar with the latest learning technologies in higher education?;

- 13. Which innovative technologies, on your opinion, should be used in training?;
 - 14. Do you lack the ability to work with online tools?;
- 15. Which form would you choose to present the study material in interesting and clear way?;
- 16. Do you consider self-growth important for yourself and why?

According to the results of the survey, 75 % of respondents believe that the current training of tutors needs to be improved, 75 % of respondents said that applying knowledge in practice was an important condition for their training and 100 % indicated that they needed to increase the share of practical classes. 87 % of respondents agreed with the expediency of introducing the situation simulation technology in training of tutors and 94 % of respondents would like to participate in the educational process using this technology.

We formed three levels of the above-mentioned professional competences: high, sufficient, satisfactory and developed criteria for their definition. The results of the survey of respondents were presented in Pic. 1.

The questionnaire conclusions indicated the need to increase professional competences of masters (innovation, presentation skills, ability to self-development) to the sufficient and high level.



Pic. 1. Determining the levels of professional competences of future tutors

The effectiveness of the author's integrated technology of situation simulation was experimentally tested in the educational process of pedagogical university in the training of tutors at master's degree in the specialty 011 Educational, pedagogical sciences, educational program "Pedagogy of the Higher School. Tutoring". The results of forming stage within pedagogical experiment showed that the integrated situation simulation technology professional increased the competences level in some students of the experimental group (EG) from satisfactory to sufficient and high. According to the obtained experimental data, an organizational competence level of the EG was: satisfactory (0 %), sufficient (37.5 %), high (62.5 %), while in the control group (CG) it was:

satisfactory (12.5 %), sufficient (37.5 %), high (50.0 %). Thus, the EG showed an increase in the high professional competences level to +12.5 % and a decrease in the satisfactory level to 0%. As for presenting an educational material, the EG indicators were: satisfactory (0 %), sufficient (50.0 %), high (50.0 %). At the same time, the skills rate in the CG was as follows: satisfactory (37.5 %), sufficient (50.0 %), high (12.5 %). Thus, an increase in the EG of high level indicators was + 37.5 %, the satisfactory level decreased to 0%. As for an awareness of innovative educational technologies and ability to apply them in practice, the indicators showed the following levels in the EG: satisfactory (0 %), sufficient (37.5 %), high (62.5 %). Meanwhile, the CG indicators were recorded as:satisfactory (0 %), sufficient (62.5 %), high (37.5 %). Thus, an increase in the EG of high skills level was + 23.0 %. The level of ability to self-growth in the EG after experiment was: satisfactory (12.5 %), sufficient (37.5 %), high (50.0 %), while in the CG it was noted as: satisfactory (62.5 %), sufficient (25.0 %), high (12.5 %), indicating a decrease in the satisfactory level by 50.0% and an increase in the high level by 37.5 % in the EG. Statistical mathematical verification within and of the results pedagogical experiment confirmed the positive dynamics of professional competences level increasing the experimental group compared to the controlone that gave grounds to assert the effectiveness of the author's technology of situation simulation.

Thus, we carried out a theoretical justification and experimental verification of the integrated technology of situation simulation in the educational process of higher school. "The integrated situation simulation technology" is defined as an educational technology that aims to combine theoretical justification and practice of educational activities

based on the integration of effective components (interactive educational technologies) to obtain the positive learning result provided system-staged application at higher school. The developed integrated situation simulation technology is based on combination and interdependence of 4 interactive technologies (portfolio, case study, win-win strategy, business game) to increase the efficiency of professional training and professional competences that include its phased application.

The effectiveness of the integrated technology of situation simulation was experimentally tested in the educational process at the master's degree in the specialty 011 Educational, pedagogical sciences (Pedagogy of the Higher School. Tutoring) at the National Pedagogical Drahomanov University (Kyiv, Ukraine). According to forming stage within pedagogical experiment (questionnaire), professional training of future tutors should be focused on the formation of professional competences. 75 % of respondents confirmed this. In particular, they proposed to increase the contextuality level (practical orientation) of the educational process. At the beginning of the experiment professional competences of the participants were recorded at the sufficient and satisfactory levels.

The results of forming stage within pedagogical experiment showed that the integrated situation simulation technologyincreased the professional competences level in some students of the EG from satisfactory to sufficient and high. According to the obtained experimental data in the EG there was an increase in the high level of formation of professional competences by + 12.5 % and a decrease in the satisfactory level to 0%. Regarding the ability to present educational material, an increase in high-level indicators in the EG was + 37.5 %, the satisfactory level decreased to 0 %. Regarding an awareness of innovative educational

technologies and ability to apply them in practice, the indicators showed an increase in the EG of the high level of skill formation + 23.0 %.

The indicators of ability to self-growth in the EG showed a decrease in the satisfactory level by 50.0 % and an increase in the high level by 37.5 %. Based on the findings of the study, the following empirical recommendations introduction of the integrated technology of situation simulation in the educational process of higher education developed: at the theoretical were methodological develop level: to educational methodological complexes using the integrated technology of situation (quasi-professional) simulation, master's theses, project activities, scientific conferences, round tables to pretest and introduceinnovative situation technologies, to integrate them into educational process of higher education institutions; at the implementation level: to develop an algorithm of implementation and mechanism of application of technology of situation the integrated simulation theoretical and practical professional training of masters in educational, pedagogical sciences; to create projects autonomous training at higher school on the basis situation simulation of contextual individual educational programs.

The study does not cover all aspects of the problem. We consider the study of the integrated situation simulation technology as a means of ensuring the context of formal and non-formal education; variation of the content and methods of individualization of the integrated situation simulation technology at higher school; inclusion of practice-oriented situation modules in professional training of specialists to be promising and debatable.

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SECTION IV.

THEORY AND
PRACTICE OF NONFORMAL
AND INFORMAL
EDUCATION

DOI: https://doi.org/10.37835/2410-2075-2021-1-01-7 *Valentuna Benera*.

Professor, Doctor of Sciences in Education, Kremenets Taras Shevchenko Regional Academy of

Humanities and Pedagogy, Kremenets, Ukraine

4.1 INFORMAL EDUCATION AS A RESOURCE FOR PROFESSIONAL DEVELOPMENT OF FUTURE TEACHER

Modern Concept "New Ukrainian School" produces new requirements for raising prestige of teaching profession and the use of innovative forms and means of stimulating the effectiveness of professional development.

Current stage of development and consolidation of national education systems in the world educational space, the influence of global structures that determine employment policy, staff training, strengthening the role of international organizations in determining priorities of education in the world and regions is an objective and dynamic phenomenon.

Multicultural model of education is accompanied by the emergence of new institutional forms and requires new approaches to disclosure of range of individual capabilities of the future teacher. There is a constant change of paradigms of education: from the concept of education, which aims to transfer knowledge – knowledge-oriented education "for life" – to lifelong learning, through life, continuing education, which is usually based on amateurism and activity of the individual. It is logical that for self-realization of the future teacher's personality in professional activities it is necessary to use along with the traditional new institutional forms of education. After all, higher education should not only ensure the growth of professional competence, but also give

individuals the opportunity to develop, to master new areas of activity.

Due to the transformational changes that modern education is undergoing (mass and increasing access to globalization of education education; increasing and international competition in the market of educational services; internationalization of educational space, etc.), informal education is actually becoming one of the integral factors of personal and professional development of a teacher.In this context, we consider informal education as window of opportunity for the development of competencies that can help future teachers to find their identity in profession and successful self-realization. Imperatives are shifted to the independence of learning in the context of informal education; moreover, not so much to obtain a certain amount of new knowledge, but to improve the knowledge and skills already acquired by the individual.

One of the priorities of higher education in the European educational space, identified in the Yerevan Communiqué (2015) [20], is to find ways to introduce pedagogical innovations to maintain and increase the level importance of independent learning of students on the basis of freedom of choice, academic mobility and student-centered approach [6];strengthening of European identity through education and culture (2017); in the Paris Communiqué (2018) - "cooperation in the practices of innovative teaching and learning" and the development of "new and inclusive approaches to their continuous improvement" [12].

On the basis of axiological approach, a fundamentally new strategy of education and self-education is built: a formation of mechanisms for modifying the motivational and value aspects of teacher's independent activity through the processes of self-knowledge. At the same time, the emphasis is redistributed in the educational process from teaching to learning and the concept of education aimed at learning centered or student-centered education is activated.

In today's conditions, the interdependence of education, individual freedom and social responsibility was established on the basis of the European philosophy of personal autonomy. The Lifelong Learning Program, among the eight key competences that every European should possess, makes it mandatory to single out learning competence as the ability to learn [8].

The concept of "lifelong learning" covers learning that runs through the entire life cycle from early childhood to old age. It includes formal education (primary, general secondary education, secondary vocational education, higher education, post-secondary education), non-formal education (planned educational activities of general cultural and professional orientation outside official educational institutions) and information / social -household / spontaneous (informal) learning (individual form of cognitive activity that accompanies everyday life, is realized through the own activity of individuals in the surrounding cultural and educational environment) [1, p. 62].

Among the value principles of European Higher Education Area (EHEA), which determine the activities of future professionals, is the law of "basic organization of competencies" of the individual (V. Lugovyi, O. Slyusarenko, J. Talanova, 2018). They are one of five types of competencies defined as "activity abilities of a person based on the system of his priority principles and subjects of activity" [10, p. 10]. This requires transition from qualifications to competence, which allows you to find solutions in any professional and life situations, which allows the activities of an educated person, regardless of local or global context of

the labor market. Such a person, having mastered the technology of decision-making, freedom of choice, will be able to adapt to constant changes. It is in the plane of dichotomy "values-principles" (responsibility, tolerance, diversity, integrity, etc.) and "values-subjects" (knowledge, education, teaching, etc.) (V. Lugovyi, O. Sliusarenko, J. Talanova, 2018)] we will consider values of the EHEA, which are reflected in professional development of the future teacher [10, p. 7].

The concept of lifelong learning implemented in practice allows future teacher's personality to receive the necessary different blocks of competence at each stage, and information and knowledge become a strategic resource for successful self-realization throughout life. Among the key competencies of a person defined by the European Parliament and the Council of the European Union is readiness to learn, which includes assessing learning needs, process and progress, identifying opportunities to overcome obstacles for successful learning, motivation and confidence [11, p. 55].

We agree with the views of scholars who believe that competencies should be the mechanism that allows for the process of advanced development of higher education and ensure the free development of subjects of the educational process, the right of future professionals to choose their own concept of professional activity. Such ability of the personality of the future teacher to the organization and constant continuation of own individual and / or group training can be provided by independently motivated activity, in particular informal education.

A promising way to develop academic mobility in the field of education and professional development, promoting non-formal and informal learning is the European Commission's announcement of a new Erasmus + Program

for 2021-2027. The program will also support new flagship initiatives such as European universities, academies Erasmus teachers, Centers of Excellence in Vocational Education and Discover the EU [14].

Responding to the challenges of today and the needs of teachers, the state has provided possibility of continuous training of teachers in the Law of Ukraine "On Education" (2017), according to which teachers have the opportunity to choose one of lifelong learning — formal, informal or nonformal (Article 8, p. 2., p. 4). Learning outcomes obtained through non-formal and / or informal education are regulated in the system of formal education in the manner prescribed by law.

Public authorities and local governments must create conditions for formal, non-formal and informal adult education (Law of Ukraine "On Education", Article 18) [19].

According to UNESCO, the main forms of continuing education include: formal, non-formal and informal. The continuum of continuing education makes non-formal and informal education equal participants in the learning process. Informal education cannot be considered outside the context of formal and non-formal education, as they constitute a single educational paradigm of the modern world and constitute a modern system of education, a continuous process of learning to learn throughout life. Therefore, the process of integration of formal, non-formal and informal education in free economic education can be defined as a process aimed at ensuring the completeness and integrity of through interaction, interpenetration education empowerment of formal and non-formal (non-formal and informal) education in harmony and coordination of all subjects of activities.

The concept of "informal education" is enshrined in the Memorandum of Continuing Education of the European Union and means "everyday, in the flow of life", ie education is spontaneous, not carried out according to a specific structure and licensed programs. The program aims at the European community to address fundamental challenges: the creation of a single European space in the field of vocational education, increasing support for the development of competencies and qualifications of specialists. Informal education in this context is a primary factor in the personal and professional development of the teacher.

According to the definitions of M. Goroshkov and G. Klyucharov, informal education is the most innovative in terms of classical theory, and contains types of educational activities that do not fall under the definition of formal and non-formal education. This form usually differs in the absence of organization and can be carried out both at the individual level (for example, self-education) and at the group level (for example, at work or in the family, at leisure).

The desire of the education system to respond to individual needs and the social order requires a new approach, which can be provided by integrating formal education with non-formal and informal. According to scientists, the boundaries of traditional additional education are changing, which today should be considered as a process and result of the integration of formal and non-formal education [6, c. 4]. The vector of integration is a countermovement in which free educational institutions provide open distance courses and separate educational programs for information education and at the same time use the didactic properties of social networks and social media to improve the formal educational process [16].

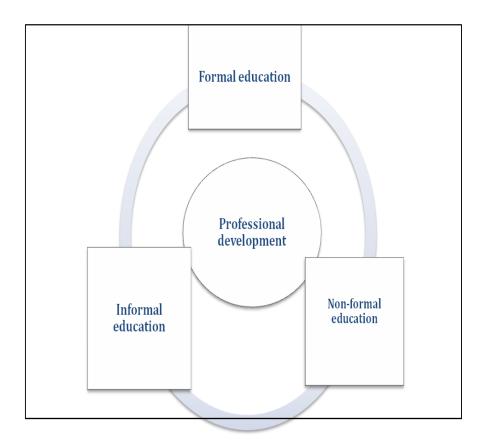


Fig.1. Integration of formal and informal education as a resource for professional development of future teachers

The concept "informal education" at the present stage of development of pedagogical science does not have a stable classical definition. In particular, a number of American researchers disagree with the term "informal education", believing that on-the-job training is based on formal agreements between employees, so the use of this term is incorrect [2, p. 109]. T. Lyskina and N. Paulsen outline eight approaches to the definitions of informal education in the

foreign scientific paradigm (Fig. 2). The study of European experience of training of future teachers in the context of informal education is of great interest for analysis, understanding and enrichment of modern science and optimization of professional training in the domestic higher school.

Among the trends of globalization of world development, scientists note the consolidation and expansion in the global dimension of the leading role of human ability to work innovative content, recognition of human capital as the main productive force, which determines the growth of material and spiritual wealth, competitiveness. The interaction of learning, research and innovation, as well as the combination of academic and workplace learning will enable future teachers to develop a critical and creative way of thinking and make innovative decisions that are primarily reflected in adverse conditions.

The main task of informal education, regardless of its form of acquisition, is that the future teacher is given the opportunity to find an identity related to age, culture and professional activity. Informal education is:

- 1) Education of independent learning, which is characterized by a greater degree of autonomy, independence of an adult from external actions (both adverse and favorable).
- 2) Flexible in manifestations (time, place, forms and methods, content of learning) [15, p. 192].

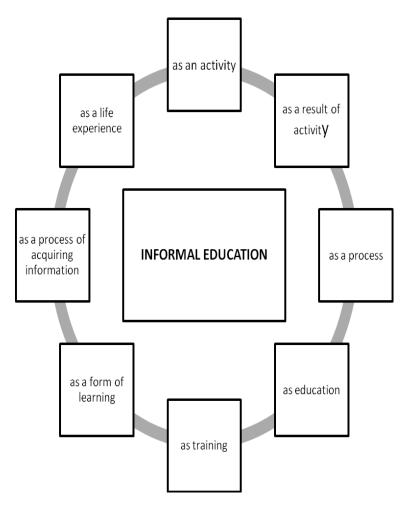


Fig. 2. Format of informal education in foreign scientific paradigm [Source: 9]

Scientific researches present: modern approaches to the definition of informal education in a foreign scientific paradigm (T. Lyskina, N. Paulsen, etc.); the essence of informal education as a factor in the transformation of modern education (I. Zhukevich, O. Pavlova, etc.); formation of professional competence of a specialist in the conditions of integration of non-formal and informal education (A. Honcharuk, M. Gruzdev, T. Krystopchuk, V. Luhovyi, etc.); comparison of foreign and domestic experience in the organization of continuing education and an adult education (L. Aizikova, N. Demyanenko, I. Zhukevych, L. Sigayeva, O. Samoilenko, V. Frytsiuk), etc.

According to scientists, informal education can effectively solve the problem of formation of life attitudes of the specialist, filling the deficit of his professional competence. Table 1 presents the variability of the essential characteristics of informal education (as a type of education, form of education, "learning through experience", educational activities, etc.)

Table 1 Explication of the concept "informal education"

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Informal education (self-education) – is education	[19]
that involves a person's self-organized acquisition of	
certain competencies, in particular during daily	
activities related to professional, social or other	
activities, family or leisure	
Informal education– are forms of education that are	[7]
purposefully or carefully planned, but not	
institutionalized, that are less organized and	
structured than formal and non-formal education.	

Informal education can include educational activities	
in the family, at work, at the place of residence and	
in everyday life, its focus is determined	
independently, by the family or society Informal education is also called "learning thought"	[17]
experience". Sometimes informal education is	[17]
identified with self-education (one of the main ways	
of its implementation), non-systemic / spontaneous,	
random learning, etc.	
Informal education is less organized and structured	
than formal and non-formal education; is an	
additional and / or alternative type of lifelong	
learning	
Informal education is - a type of education that	[17]
involves a person's self-organized acquisition of	
certain competencies during everyday activities	
related to social, professional and / or other	
activities, family, leisure, etc. Informal education	
involves individual cognitive activity of a person in	
the cultural and educational environment throughout	
life; has no age, professional, intellectual restrictions	
for its applicants	
Informal education (self-education) is – an	[5]
educational activity that is not necessarily purposeful	
and structured, is not documented, but contributes	
to the expansion of professional knowledge and skills	
and is one of the key competencies of an individual	

The peculiarities of informal education are that it: is an individual cognitive activity that accompanies the daily life of people at will and does not always have a purposeful nature; it can be considered as a spontaneous formation of the individual, which is based on his own activity, self-affirmation

and self-expression; such education does not always end with a diploma. It is believed that this type of education should be called "everyday education" because it is a "university of life" – a place where we learn and learn about something new [18, p. 141].

Modern science is developing so fast that often the professional knowledge acquired by a person becomes obsolete in a few years and needs updating and requires mobility from people, the ability to change, in particular in the professional activities of teachers. In the process of informal education is the formation of personality, professional qualities and further development of the future teacher.

Examples of *informal education* include trial and error learning, spontaneous self-education in the form of independent search of answers to questions, mutual learning during joint performance of certain tasks, enrichment of the spiritual world through reading and visiting cultural institutions, aesthetic development in reading fiction, development of communication skills in the process of interpersonal communication, broadening horizons, enriching the spiritual world and gaining vital knowledge, skills, abilities during travel, tourist trips, etc. [4].

Types of informal education are: interest groups, classes in public associations to enrich knowledge, learning through visiting entertainment venues, self-study [13]; one-time media consultations, lectures, video lessons, communication, colleagues, reading specialized with television, video, unscheduled magazines, conversations [5], participation in specialized events, festivals, exhibitions, training programs, directly related to professional activities.

Informal education becomes relevant as a powerful educational potential of society in the system of lifelong learning outside the educational environment: individual cognitive activity; individual self-education, which is regulated through active activity in society; self-education for professional interests; learning foreign languages; mastering new information technologies; regular reading of professional literature; travel; writing articles and monographs on a professional topic; professional communication; visits to cultural institutions, educational institutions, participation in master classes, trainings, webinars, etc.

Informal education is also called "learning by experience". Sometimes informal education is identified with self-education (one of the main ways of its implementation), non-systematic / spontaneous, casual learning, etc [17].

Considering the concept of *informal education*, it should be noted that it is much broader than the concept of "self-education", covers family, home, leisure, and so on. Self-education is a part of the concept of informal education; they are interconnected, but not identical. M. Kuzmina, defining the specifics of self-education, notes that it is mainly carried out on the basis of independent human activity in accordance with its individual characteristics and own and professional needs, is not uncommon and is based solely on deep farreaching internal motives of the student. Today we consider this aspect in the framework of new phenomenon of education – *informal learning* (self-education outside the traditional educational sphere) by means of off- and online learning.

The results of the educational process of informal education are determined by the ability of a person to transform the capabilities and potentials of society into factors of its individual development. With the informatization of education, modern forms of organization of independent educational activities of students with access to their professional self-education and informal learning have appeared.

There is a need for innovative renewal of the system of professional development of teachers who need to acquire new skills, become those who learn throughout life to learn new knowledge, pedagogical ideas and technologies. Due to the introduction of *informal learning*, a personal-oriented educational environment is formed, adding to the educational process elements of individualization and personification at the level of: 1) sources of educational information, 2) forms and methods of learning and self-learning. *Informal learning* can be considered as watching TV, visiting a museum, reading books, surching the Internet, just thinking about it. "We are becoming those who learn throughout life" [18, p. 141].

Informal learning has great potential for personal and professional development of future teachers and offers them many modern forms of work through Facebook, Viber, Instagram, Zoom, etc.; using ICT; multimedia programs and presentations using Microsoft Power Point, SmartArt, etc. Through informal learning, the future teacher can expand and deepen knowledge, form the necessary skills, certain professional competencies, in other words, everything that professional contributes to the success competitiveness, and thus - certainly attracts to the system of self-learning, although sometimes beyond the educational plans and programs.

Modern information technologies has become a powerful resource for individual knowledge of the world. They emphasize the importance of informal education and attest to its vast reserves. The basis of the latest information technologies are computers, the capabilities of which depend on their complectation: hardware, software, brainware. The use of modern interactive technologies is effective in *informal learning*: technology of conducting supervisory and training meetings, which determines the strategy of supervisory support and predicts the development of an individual portfolio of professional development of the future teacher; technology of formulation of actual goals according to the principles of SMART goal setting and their coordinated achievement by all and each member of the group; technology of team and dual interaction; technology of self-assessment of professional development of teachers (according to ISSA methodology) and others.

Successful self-learning requires certain conditions: the availability of sufficient sources and means of learning, skills in organization of learning activities of learners, qualified assistance, support in informal learning and more. The emergence of support as necessary component of education is dictated by the awareness of the new essence of methods of individualization and differentiation in education as those that defend the right of the individual to choose the most appropriate path of development (V. Bohoiavlenskyi, 2000) [3, p. 27]. The method of support performs the function of necessary component of support for all innovation processes, and the logic of the support process orients us to the first way to build a strategy of assistance [3, p. 81].

Individual supervisory support of a future teacher's personality in the conditions of informal education should be carried out with a focus on life and professional perspective. In the modern innovation space, TeachHub online support is offered for a person of typical representatives of non-formal education who want to help teachers to develop, become better and feel happy. They provide recommendations on how

to combine different types of education and build own trajectory of successful lifelong learning [5].

Key determinants for *introduction* of informal education as a resource for the development of future teacher's personality are:

- ensuring of transition from legislative support (Law of Ukraine "On Education", Article 18) to executive mission at the state level for implementation along with traditional, nonformal and informal education;
- opening of Centers for Continuing Professional
 Development (including people with disabilities) in regional
 free economic zones of Ukraine;
- development of innovative educational and development space in the Free Economic Zone and in the region to provide conditions for a successful process of informal learning;
- involvement of teaching and research staff of higher education, academic and branch science, leading specialists in the implementation of informal learning, while the amount of their workload should be regulated by a special law;
- expanding of the range of advisory activities of higher education teachers about informal education (including self-education) (supervisor, lecturer-consultant, tutor, coach, mentor, moderator, advisor, facilitator, manager, etc.) with the official approval of the teacher's time on this type of work;
- informing about the possibilities of technological and financial resources for advanced training (internships, courses, web resources and other tools of professional growth) in the country and abroad;
- introduction of European experience of individual supervisory support of afuture teacher's personality (teacher, mentor, consultant, instructor, master, trainer, supervisor).

Introduction of individual supervision of a future teacher in informal education, along with formal, will contribute to more comfortable and effective socialization, acquisition of new professional and social competencies (soft skills), self-learning strategies, ability for successful self-realization and learning independently throughout life.

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DOI: https://doi.org/10.37835/2410-2075-2021-1-01-8

Liubov Kravets, Candidate of Pedagogical Sciences, Associate Professor of department of pedagogics and psychology, Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy, Kremenets, Ukraine

4.2. METHODICAL ASPECTS OF EDUCATIONAL PROCESS ARENGEMENT IN EDUCATIONAL INSTITUTIONS

INTRODUCTION

Strengthening attention to the problem of building a new Ukrainians chool requires preparation of a highly skilled competitive specialist in education by forming topical competencies that meet the needs of society, region and modern requirements of the labormarket.

All educational programs should provide a comprehensive professional and pedagogical training of the teacher, thankfully to the combination of subject competence as a professional priority of applicants, with important components of the professional skills of the teacher, educator, in particular pedagogical, psychological and professional, as well as aimed at formingregional self-identification.

The mission of the institution of higher education is to provide high-quality modern education through free creative training and research in accordance with the social needsdue to the development of the state, science, economics and culture, as well as global processes of human civilization development. The goals of educational programs should provide for the implementation of a specialist preparing a full-fledgedagency in education and capable of solving challenges in a paradigm of modern education in preschool education institutions, general secondary education, extracurricular

education, higher education. This determines the provision of rational and effective approaches to the integration educational and scientific activities, the introduction of innovative technologies in the modern practice of educational institutions, introducing new forms of training, education in the context of the ideas of NUS, integration into European educational space, taking into account the priorities of regional educational policy (ensuring accessibility, continuity, improving the quality of education), and strengthening the position of the educational institution among Ukraine. The announced topic is not new, but veryrelevant in time, since current teachers are educating modern and future citizens of the country. We are aware that the viability of each civilized state - in children. The grief of this country, the nations that do not create proper conditions for life, the fullupbringing of its smallin habitants.

The problem of education of personality is widely by scientists and promoting practices. Thus, O. Vyshnev skyall ocated topical issues of modern Ukrainian education and the content of education in values. O. Savchenko out lined the educational potential elementary education, O. Sukhomlinska revealed the general trends and individual search for spiritual and moral education on the basis of Christian and moral values, A. Gzhegorchyk realized significant description of the world values and its ethical consequences. The integral concept of value-semantic content of education in Ukraine developed I. Bech, K. Zhurba. S. Kyrylenko, L. Koretska, I. Shkilna, etc. [38]. However, despite the above, the issue of meaningful through education in Ukrainian science remain sinsufficiently investigated, and therefore requires the development and introduction of a new Ukrainian school in the innovative educational environment.

1. MODERN EDUCATION CHALLENGES DUE TO THE NEEDS, SPECIFICITY OF INFORMAL AND INFORMATION EDUCATION

Each educational institution teacher exercises educational activities. Consider the specifics of ensuring the educational process in institutions that are listed by informal and information education.

Subsequently, we will use the following definitions:

"Informal education is an educational institutionalized, deliberately and planned by the subject of educational activity. The determining characteristic of informal education is that it is an application, an alternative and / oraddition to formal education in the process of human training throughoutlife. Often it is introduced in order to guarantee the right to access education for all. It is intended for persons of allages, but does not necessarily provide a continuousway of education. In particular, these maybe short-term programs and / or low intensity programs provided in shortcourses, classes education master and seminars. Informal usuallyleads to qualifications that are not recognized as a formal relevant national education authorities or does not provide qualifications at all. Informal education can cover programs that promoteadult and youth, education for children who do not attendschool, form vital and working skills aimed at social or cultural development [33];

Information education is a form of education, which isintentionalor conscious, but not institutionalized. They are less organized and structured than formal and informal education. Unformal education can cover educational activities that are happening in the family, in the workplace,

in the local community and everydaylife on independently, family or socially directed basis [33].

In the context of these types of education, consider the peculiarities of education in modern society. In the perspective of the defined problem, the educational aspects analyzed below.

The author'steam "New Ukrainian School" in progress to values" emphasizes global challenges to preserve the integrity and state of Ukraine, military threat, an urgent need for consolidation of society determine the vector to reform the education system, attracting extraordinary attention to the content of the educational environment and improvement. Organizations of the educational process in educational institutions on the basis of integration of educational power of society, in attracting communities, taking into account the social values of the past and modern society, meaningful qualities of the individual, its desire and readiness for the responsibleact and use of a conscious civicposition.

In a children's society, under the negative impact of adults, tendencies to strengthen the cult of force, money, social inequality, marginalization, the establishment of asocialsubcultures are intensified. This, for greatregret, promotes the acquisition and accumulation of negative, oftenanti-alcohol, immoral experience in children, the formation of their own negative world outlook on life in society and stimulates the need for generating universal moral behavior, resistant to negative interventions in consciousness. Child protection, socio-pedagogical support for a growing personality consists in a new modern approach to the role of a teacher in the educational process and organizing interaction with students on ethical principles and moral imperatives. The help of young people should consist of the development in value-oriented activity, overcoming the

difficulties of social interaction, the prevention of risky behavior, social protection in complex life situations [38].

According to the considerations of I. Bekh and K. Zhurba [2] a key internal challenge of the spiritual security of the nationacts as a national self-identification, which is embodied in feelings-values - "I amUkrainian" - "We are Ukrainians".

The essence of these feelings-values, according to scientists, is the effective involvement of the individual in its nation, to a genuine understanding of the word. Personality mustadopt a historical relay of higher spiritual achievements of the nation, live and act on their basis and multiplythem, taking into account the calls of the present time. Low level of this factor, when not sufficient sense of a single national kind, causesin sufficient consolidation of society, low socioethics members of society, in which they deliberately restrict themselves in socially significant attendants, targets, to improve the existing socio-cultural productive ways situation, their prevailingego-orientation with relevant utilitarian values, exaggeration of the role of interregional identity [2].

Health, family, career growth, material abundance, individual and socially significant self-realization – précisely these values are obliged to take into account the state, in order to not lose their future, in order for young people to live, Create in your country and multiply its goodness. In time, the need is unrealized. Therefore, it is necessary to return to the modern Ukrainian state ideology of its own: the content, potential, history, the pantheon of heroes and prominent figures, to redefine the existing experience and identify the latest tasks of further development of the nation, state, economics, economy, society as a whole.

Let us listen to the opinion of the Science of O. Sukhomlynska [42] that in the present conditions it is important to unite the efforts of all educational institutions to increase the harmonious level of development of youngpeople, the formation of a stable system of deep moral-spiritual values, sincethey are the essence of moral behavior of the individual. and the morality of society as a whole. "Moving to the Ukrainian realities, I note that in the last time in our country there were so many events of state, European and evenworld significance, not to mention the transformation of personal dimension, which the fact its appear anceinduces the revision and revaluation of allthoughts and statements of value character, that has been confused and developed to these fateful events. The core place in themtook the idea of morality, human dignity, the protection of European values justice, honesty, the veracity of sprouting, among other things, and from those grains that sowour education, upbringing throughout our independence."

Great importance should bepaid to humanization and development of spiritual potential of personality. On this occasion, Professor I. Sidanichwrites: "It become sapparent that from the personality of the child, its internal resources, in the first place of its spiritual values and moral settings, from new thinking depends on the future of mankind, its survival [40].

The Researcher M. Roganovsees that in relation to society, it is necessary to: request their civilduties; to be prepared to confront the Idea and the actions, which is led to individuals or the entire consultibility; to relievethem in educators and concerns about holdings; to help people mind the law and his actions; to reckon the law and contribute to its performance by other people; to take different documents and respect the right of other people to religious and cultural

peculiarity; to usepeople who are self-interested in a living sparelife; promote democracy; to make the truth and unity of publiclife [39].

According to the concept of civic education, a significant element of oneshouldbe the formation of a responsible attitude to protecting the sovereignty and territorial integrity of Ukraine, ensuring the security and awareness of the community of human interests and the state, the formation of the skills necessary for active participation in democraticlife, free society, for the purpose of promotion and protection of democracy and right of law, as well as the development of national identity, which provides for the consolidation of the functioning of the state language in allspheres of publiclife, including respect and development of languages of all national minorities and in digenous peoples living in Ukraine [15].

I am convincedin the case if the society, which respects the youngest and oldest citizens of the country, creates conditions for their lives, worried about them – then it is a humane, fairsociety. The state living in deep spiritual values, then the goals and means of its education will also be high enough and humane. We believe that due to the wise strategy, we can achieve a gradual economic, political and spiritual rise of our country, as these areas are quite closely intertwined and interconnected.

We believe that background of religious relationships between different denominations are constantly observed disputes is neccessary. They are especially intensified in the present time. Differences in geopolitical orientations and interests of churche sindicate that very often these confrontations are not so much churches, but political – the struggle for Ukrainian youth, which is in finding absolute values. For great regret, some times through the sermons

promoted hostilities to our values, stimulated separatist ideals, neglect of Ukrainian history, etc.

The Law of Ukraine "On Freedom of Conscience and Religious Organizations glades" noone can establishman datory beliefs and outlook. Anycoercion is not allowed in determining the citizen of his attitude to religion, to the confession or refusal of the confession of religion, to participate or ignorance in worship, religiousrites and ceremonies, religion training "[36].

The education and education system, educational, cultural and educational institutions and massmedia are those sources through which spiritual as sets become an individual's achievements. J. Petrochko claims that the problem of spirituality is the process of improvement, ascent of a person to their ideals, values and realization of them on herlifepath [9, p. 10]. Spirituality as a personality traits involves the presence of a widerange of qualities. Each of social institutions, which is directly involved in the education of a young generation, should direct efforts to their formation and development. This is especially true of such a social institution as a media, under the influence of the spiritual development of the individual. The media form a child's worldview; activate cognitive interest; affect the development of speech; contribute to spiritual and moral establishment; carry out aesthetic education; help in labor education and vocational guidance.

Permanent deterioration about the state of nature, pollution of air, water, soils, accumulation of a huge amount of waste, destruction of forests, land degradation, drainage, deserts, loss of bioresources. Inexignation and reluctance to live in harmony with nature, consumer unregulated adult needs, bathtub, environmentally hazardous animal behavior, plants have in their root cause of the crisis, degradation of

spiritual, universal. Such a consumer academic behavior leads to a conflict with the environment, which provokes the deterioration of the health of citizens, the growth of various types of stress, a sense of dissatisfaction, unfortunate, social sorrow, which, in turn, impacts on the way its own life, aggression of members of society.

Scientists N. Grigoriev, V. Bevzo continue our assertion that "to solve the problem of ecological education is much more complicated than to improve the system of environmental education. If the environmental education of a person is determined by a set of knowledge of the peculiarities of the interaction of society with nature, then an environmental education has a much more complicated content. It, besides environmental knowledge, covers a wide range of diverse human qualities and characteristics, a certain worldview and worldview, moral, legal, environmental, social principles and norms. Therefore, it is not exemplified separately from aesthetic, moral, legal education and education" [6].

We realize that the aesthetic-value orientation should be a practical embodiment in the cultural life of each individual. We also understand that various aesthetic distortions and orientation on the consumption of mass culture are the cause of loss of national peculiarity, depreciation of the cost of life as a whole. In view of the fact that this factor in the conditions of dytgotalized society is gaining special weight, raising the role of aesthetic aspect of spiritual safety in modern unprecedented social relations.

Information impact on the youth is becoming more powerful. Saturated by various content cones, the information war threatens the deformation of value bases, the moral and spiritual conviction of young people. This requires in the education sector to increase the effectiveness of the national-patriotic and military-patriotic education of the younger generation capable of decent protection of itself, their parents, own territory, at the end of the integrity, independence, inviolability of the country.

Manipulative technologies of destructive content of the media, Internet network, various types of advertising products, etc. create for modern children of numerous risks, temptations, negative influences, disorientation in the norms of behavior, rough, and very often harmful leisure.

I am convinced that a very dangerous factor is the manipulation of the person's consciousness, which is formed through the media, various kinds of Internet resources, in order to influence it, deprivate the separatist sentiment, contemptuous attitude towards the country, its cultural achievements. The absence of sustainable moral values, orientation on the value-primitive subculture, the impoverishment of its spiritual world became the reason for the substitution of national archetypes by a mass culture, which is sometimes primitive, with hostile subtext.

In the spaces of the Internet there are countless sites and resources that promote unhealthy sexual relations. Sites that extend the information of a violent nature, propaganda of narcotic drugs and other such content can negatively affect the formation of value orientation. Online games can form addictions, dangerous signals of which are: prolonged stay of the child on the Internet (more than 5 hours a day), depressed state, aggressive handling, reluctance to come out of virtual reality into a real world. From gambling harm may be the need for a teenager to be independent of parents: it is incorrectly formed, it can push to retract children in online game for money. Social networks and online dating sites are useful for identity formation, can be pushed to social isolation. At the same time, this can clearly testify that in real

life, there may be serious problems in terms of communication with peers [16].

It is worth thinking about preserving the health of young people to protect it from risks to lose it through bad habits, conducting an unhealthy lifestyle. Health of children and young Ukraine, which is now critical to actualize the problems of forming a healthy lifestyle, raising to the level of national security of the country, since the component of the physical health of the individual is determining the formation of a healthy spiritual style and lifestyle.

In the upbringing of man (a human being) there are no trivia, the process of forming a value insertion to the surrounding environment, to various events, the formation of a complex of values that determine its attitude towards itself and behavior in the human environment. This is a very long and complicated process, the results of which "sprout" in decades. What are the influence of the family, various social groups, media, society as a whole. An important role in this process plays a system of education, education, which tasks is to create such conditions under which spiritual and moral values would be the property of the personality, internal landmarks in activity, in life.

In the constrict of the above text, we will cover the organization of the educational process in educational institutions.

It is appropriate to note that the Law of Ukraine "On Full General Secondary Education", Article 15 defines - "The educational process is an integral part of the educational process in educational institutions and should be based on universal values, cultural values of the Ukrainian people, values of civil (free democratic) society., principles of the rule (of law, observance of human rights and freedoms, principles defined by the Law of Ukraine "On Education", and are

directed to the formation: responsible and honest citizens who are capable of conscious public choice and directing its activities in favor of other people and society; respect for dignity, rights, freedoms, legitimate interests of man and citizen; intolerance to humiliation and dignity of man, physical or psychological violence, as well as discrimination on any sign.

Patriotism, respect for the state language and state symbols of Ukraine, respect and careful attitude to national, historical, cultural values, intangible cultural heritage of the Ukrainian people, conscious duty to protect in case of need for sovereignty and territorial integrity of Ukraine;

- a conscious need for compliance with the Constitution and laws of Ukraine, intolerance to their violation, manifestations of corruption and violations of academic integrity;
 - civil culture and culture of democracy;
- cultures and skills of a healthy lifestyle,
 environmental culture and careful attitude to the
 environment;
- the desire to affirm trust, mutual understanding, peace, harmony among all peoples, ethnic, national, religious groups;
- feelings of kindness, mercy, tolerance, care, justice, respectful attitude towards the family, responsibility for their actions;
- cultures of freedom and self-discipline, responsibility for their lives, courage and realization of creative potential as integral components of personality.

The unity of training, education and development of students is ensured by joint efforts of all participants in the educational process [34].

Calling for the requirements of the laws of Ukraine "On extracurricular education", "On pre-school education", we formulate the working definition of the concepts of "educational process in educational institutions" and "educational process in preschool educational institutions" [35; 32].

Consider the concepts: "Educational process in the institution of extracurricular education: the process, predicted result of the implementation, which is not only indepth knowledge, skills, special skills of students, that is competence, but also the development of personality, the formation of its individuality, the formation of the system of values in the presence of diverse (including individual) typical, author, comprehensive and other programs ";

"Educational process in a process that involves the presence of its own pedagogical concept; The atmosphere of mutual trust, benevolence and mutual assistance, in order to provide each child opportunities for the development of creative potential, the formation of moral and ethical norms of conduct, acquiring social experience and the ability to apply it when solving daily life situations."

Taking into account the normative-legislative framework for this problem it should be noted that the concept of a new Ukrainian school offers a educational component of the competence of the law defined in the Law of Ukraine "On Education" [33]. The basic benchmarks of the competent education of the student can be filled with concrete content, taking into account the peculiarities of the functioning of the institution of education, age and individual capabilities of students, other topical social challenges, are laid down.

Modern pedagogical science offers meaningful educational programs and technologies, methods of implementing them, based on interactive principles of education [38, p. 11-12]:

- the humanistic principle that consists in recognizing a person with the highest value, understanding of a child, a benevolent attitude towards it, trust, adopting a child with such that it is, changing her behavior through positive;
- Individual principle affects the uniqueness and uniqueness of each child, determines its interests, needs in life;
- altruistic principle manifests itself in unselfish love and caring for another person;
- the principle of continuity, which characterizes the process of education as follows throughout the life of a person;
- the principle of integrity by which consolidates the efforts of all subjects of education in one system;
- the principle of continuity, which provides transmission from generation to generation of experience in the assimilation of humanistic values, which are the basis for the education and development of children's personality;
- the principle of cultural responsibility by which the education of humanistic values is carried out in accordance with the cultural conditions of society;
- the principle of nature, that is, the education of children taking into account their individual characteristics, temperaments, qualities, inclinations, abilities, age characteristics, natural conditions, social environment, folk traditions, etc.;
- the principle of pedagogical competence, which consists in expedient use of pedagogical forms, methods, content selection, pedagogical tactfulness;

- the principle of stimulation is determined by faith in the strength and abilities of the child, its ability to achieve high results, encouraging to self-organization, self-education and self-improvement;
- the principle of life creative amateur envisages the formation of the personality of the student as a creator of his life, which is capable of taking personal decisions, and carry responsibility for them, fully live and actively act, constantly self-improvement, adequately and flexibly respond to social changes;
- the principle of health orientation determines healthsaving competencies as the basis for forming students in educational institutions of responsible attitude towards its own health;
- socio-pedagogical partnership as optimization of joint activities on the basis of dialogue interaction and agreed cooperation between various social institutions in social protection, accompaniment, socio-pedagogical support of vulnerable categories of families and children, other target groups; Coordination of actions of pedagogical, production teams, families, public relations and education of children, supporting formal, informal and informational education, as well as various forms of education: institutional (eye, correspondence, remote, network) and individual (external, family, pedagogical patronage, on work.

In relation to the educational process according to the state standard of basic and complete general secondary education [7], we understand the competence as the readiness and ability of the person to do morally based on values, ideological guidelines, etiquette: realize the need for moral behavior, understand the causal relationships of their actions, be able to understand To substantiate and civilized to defend its position, to accept weighed moral decisions, to

identify responsibility, to assume duties and withstand immoral influences.

Competent potential provides an opportunity for comprehensive personality development based on key competencies [7].

Naturally, the education of the individual and educational system scientists consider only in a particular socio-cultural context in connection with the multifaceing of their relations, in their opinion, education is carried out by socio-cultural functions. That is why modern steakholders are calculated that a potential worker will be able to: creatively to think; to manage time; communicate; to apply non-formation; manage the projections; to create a team; to develop and fill sites; make computer graphics and video assembly, etc.

However, recently, information has become extraordinary in the structure of characteristics that are inherent in people who have a critical, creative and caring thinking. In Ukrainian science, scientists of the Institute of Problems of Education under the I. Bekh's leadershipare actively working on this problem.

Professor I. Bekh believes that the target Mainstream (English Mainstream - the main currency) of the present is the formation of a new person who has a "thinking of a higher order" to be a critical (a special way of thinking, characteristic features of which is the ability to evaluate and analyze the statement and facts concerning any object or phenomenon; to make objective conclusions and make substantiated decisions based on the acquisition and processing of information; implementation of reflexive actions (analytical, controlling, evaluated), creative (strive for continuous self-development, generate new ideas and to take non-standard decisions, to be able to choose from numerous alternatives offering modern

life) and caring (purposefully use their potential both for self-realization in personal and professional terms and in the interests of society and state, that is, take into account the interests and needs of others and to take over guaranteed responsibility for their vital choices and their own livelihoods) [38].

Under such conditions, a full and responsible informing of society about which specialists it needs and what conditions for this creates it.

In this context, it is worthwhile to conduct a language about the formation of special value-oriented thinking in higher education. This should be thinking of caring, or thinking a deep sympathy to a person. In this process, the independence of education and the thorough assistance of the adult must be harmoniously combined. This assistance should only be explained, and a problematic function that provides a complete activity of the pet. In such developing interaction, it does not have a place to inspire as an educational tool, because real spirituality is the result of only independent light opinions of the individual.

In the skillful inceptions, it is aimed at thinking and such a leading feature as tolerance to the surrounding. It is intolerance sharply distinguishing a person from the social environment – this essential condition for its personal improvement. An intolerant person not only does not understand spiritually oriented thinking, but it can easily offend another in this way of reasoning. Such an image of thought will be extremely severe for the internal equilibrium of another person.

In view of this, it seems the most spiritually disastrous social situation, in which the utilitarian-mechanical type of thinking is formed among young people. In a medium where such primitive thinking is cultivated, we do not say about us spiritually to spiritual thinking, moreover, it is often ridiculed. Therefore, this driving force, this spiritual beginning is openly denied, and means closed ways to value the growing person of people and the world of things [38].

If a person has critical thinking skills, this means that she is able to win doubts, analyze information, to withstand influences and manipulations - that is, it has the necessary tools to make its own life more meaningful and successful [38, p. 15-16].

In the process of research it has been established that all these aspects of thinking - creative, critical and caring - work simultaneously. This aspect of thinking is weighty for the future teacher.

On the basis of the above to verify the formation of higher education for higher education, we were interviewed by 30 respondents, 1st year. The questionnaires were presented by the following questions:

1. How often do you appeal to the uniforms?

Often - 5 (16.7 %)

Not often - 25 (83.3 %)

2. Are you able to work in a team?

Being able - 12 (40 %)

Not able - 18 (60 %)

3. Do you listen to the opinions of others?

Listen – 11 (36.7 %)

Not listening to – 19 (63.3 %)

4. Do you envy you?

Envy - 16 (53.3 %)

Do not envy – 14 (46.7 %)

5. Do you criticize often?

Criticize - 17 (56.7 %)

Do not criticize - 13 (43.3 %)

6. Do your groupmates mock at you?

Not mocking - 19 (63.3 %)

Mocking - 11 (36.7 %)

7. Are you able to protect yourself when they mock at you?

Being able - 13 (43.3 %)

Not able - 17 (56.7 %)

8. Do your teachers use interactive technologies that are directed to interactive thinking?

Used - 4 (13.3 %)

Rarely used - 26 (86.7 %)

9. Do you study for yourself, parents, inertia?

For themselves – 10 (33.3 %)

For parents – 5 (16.7 %)

By inertia – 15 (50 %)

10. Are you thinking about your own usefulness for society?

Thought - 10 (33.3 %)

Did not think - 20 (66.7 %)

11. Will you work on self-improvement in the future?

I will be 10 (33.3 %)

I will not be - 20 (66.7 %)

Based on the analysis of the survey of higher education survey, it is obvious that respondents are superficially formed competencies for understanding and using critical thinking in practice.

In this context, the relevance of the content of educational programs to acquire participants in the educational process Soft Skills, to form a communication strategy with the subjects of interaction with observance of ethical norms, apply democratic technologies for collective decisions, taking into account their own interests and needs of others, use effective communication strategies depending on situations; to identify the readiness to make decisions in

complex and unpredictable conditions requiring the use of new approaches and forecasting future consequences on the basis of professional knowledge issued; determine the level of personal and professional development, to simulate trajectory of personal self-improvement, to identify the ability self-organize professional activity, apply ideas concepts to solve specific practical problems; to identify responsibility for the development of professional knowledge and practical skills, the ability to evaluate the importance of subject matter for a particular educational and professional goal, including situations of uncertainty of requirements and conditions; The ability to independently and autonomous training during life, the development of motives of selfactualization in professional activity, ability to use creative abilities, readiness to create fundamentally new ideas.

Appendants of education are involved in student selfgovernment, scientific, cultural and social events of the which also promotes the development improvement of Soft Skills - a complex of non-specialized, super professional skills that are responsible for successful participation in the working process, high performance and, unlike specialized skills, designed with a particular sphere, which in our opinion and is one of the ways of forming a critical, including caring thinking. Target thinking opens the opportunity, and sometimes the need to understand and take other, to adopt one another, to trust, to show tolerance to those partners on the stage, who is not immediately "captures" the nuances of production, to solve contradictory situations on the basis of benevolence, responsiveness and Self-control, analyze emotional experience in interaction with other people - their own impressions, bias, behavioral reactions, stereotypes.

Group work, which is called "community of researchers", develops creative, caring aspect of thinking.

It is appropriate to distinguish such technologies for the education of "thinking of higher order": edutament - training through the game; storytelling - Is the art of telling stories; comics - the use of drawings, usually with short texts that create a specific narrative; case technologies - method of analysis; multimedia technologies are technologies allowing the usage of a computer to integrate, handle and at the same time reproduce a variety of signal types, various media, means and methods of data exchange, information; web forum - Internet resource, popular variety of communication on the Internet; the blog is a resource / site / page on the Internet, where each person represents personal self, their thoughts, interests, hobbies, knowledge or anything else; forum-Theater - methodology of interactive work among various layers of society aimed at solving social problems; coaching - a method for implementing consulting and training in which a special person "coach" helps other people to achieve a certain goal in a profession or in personal life; cluster methods - taxonomy of educational purposes; to describe events narrative methods are used substantiating the role of the story of human life; scram technologies - a project management tool.

Leading scholars of the Education Problems Institute of Ukraine in their studies [38] note that the complexity of modern educational problems requires a comprehensive approach to solve and develop a socio-pedagogical paradigm of education. The basis of a new paradigm, and therefore the basis and the basis of education are the identity of the child, recognition of its highest value, the orientation of the teacher on humane, democratic principles of a common child of life, therefore, the generation of a strategy of subject-subject

interaction. The new paradigm of education is to understand the child as a subject and the aim of education, focuses on socio-pedagogical the awareness of education as a phenomenon, to increase the educational potential of the educational environment and designing a holistic educational space. Preventive measures in dealing with children are determined: paying special attention to the formation of identity, the foundations of spirituality of personality, culture of thinking and culture of behavior, prevention of harmful habits, risky, deviant and criminal behavior, cruelty and violence in the student environment, various types dependencies.

Given the need to obtain positive results of education, the system of national education should be focused on developing a complex of effective educational influences that will be based on universal values, development of critical, creative and careful thinking, socially significant motivation of life and will become an effective response to a variety of challenges of modernity. It is indicated in accordance with the provisions of the concept of a new Ukrainian school, according to which Child Center, Student Center, Pedagogy of Partnership, Formation of Values and Competences necessary for Successful Self-realization in society should become the basis of the entire educational, in particular, educational process.

2. JUSTIFICATION OF THE NEED TO PREPARE A COMPETENT TEACHER FOR THE IMPLEMENTATION OF INFORMAL AND INFORMATION EDUCATION

The idea of continuous education, including informal and informal, helps to solve a positively given problem for a modern teacher who wants to keep up with time and to be trendy. And it is not surprising that quantity of such teachers is growing, since modern science is developing so fast that often professional knowledge gained by a person has become obsolete in a few years. Responding to the challenges of the present and needs of teachers, the state guarantees continuous teachers' training. This is approved in the new Law of Ukraine "On Education", according to which the teacher has the opportunity to choose one of the types of education throughout life – a formal, informal or unformal [33].

Baseline qualities of the teacher as a subject and organizer of the educational process: professionalism, informative literacy, wide horizon, pedagogical creativity, openness to new, possession of interactive methods, mobility, communicative, critical thinking, emotional balance, personality flexibility, self-control.

The teachers must respond timely to the challenges of time, deeply understand the laws of the formation and development of the child's personality, not lag behind its preferences and values capable of dialogue and recognizes a child as an equal subject of the educational process. The teacher is a medium of universal cultural values, deep and diverse knowledge, high moral qualities, patriot of his state, occupies an active civic position taking into foundations and principles. democratic The determines the highest value of each person, respects honor and dignity, rights and freedoms, forms a safe educational environment, is able to find an understanding among the acquisitions of educational services and steadily adheres to the principle of equality.

Successful pedagogical activity, the influence of the teacher is very important. The higher the authority of a pedagogical worker, the more important for the students are the values and competence of the teacher for his pupils. The teacher directs the authority of his profession and his professional community to protect universal values and principles.

With the Pedagogical Code of Pedagogical Workers' Professional Ethics, it is obvious that education concerns the life and success of a person in society, its physical, mental and spiritual health, - the basic qualities of the teacher as a subject and organizer of the educational process, observing the norms of morality and professional ethics are of particular importance. It is appropriate to give considerations to the G. Vasianovych. scientist The author observes "educational institution teacher exercises moral responsibility in creative mastering knowledge, self-perfection, realization of its forces and abilities. Under the retrospective aspect of moral responsibility responsibility is understood, which reflects, as a rule, social and legal actions regarding the personality for past behavior, actions, for violation of the requirements of socio-ethical, legal, professional norms. In this sense, the responsibility acts in two roles: on the one hand, it is a means of responding society, the leadership of education on the negative behavior of a separate teacher, and on the other hand - a means of preventing the possible negative behavior of this person, or other personalities in the future "[5].

The XXI century puts large-scale tasks before education institutions. It is they who have to educate a person capable of creating their own life capable of self-determination. Life requires competitivenessfrom the young generation, professional and social mobility, high education, self-improvement. Educational work should be aimed at ensuring that students can take a look at the eyes of classmates, parents, teachers, and to identify what it is necessary to work

on what to pay attention, because it is in the process of education.

Preparation of a highly skilled competitive specialist in the field of education through the formation of topical competencies that meet the needs of society, region and modern labor market requirements. Educational programs must have a clearly pronounced local focus, to be aimed at teacher of general secondary education preparing a institutions, a teacher of preschool educational institutions with an orientation to entrants from distant rural schools of Ternopil region and related areas for their return to employment in institutions of general secondary education in rural areas. Also provide comprehensive pedagogical training of the teacher, thanks to the combination of subject competence as a professional priority of applicants, with important components of the teacher's professional competence, in particular pedagogical, psychological and didactic.

The mission of the institution of higher education is to provide high-quality modern education through free creative training and research in accordance with the social needs due to the development of the state, science, economics and culture, as well as global processes of human civilization development. It is to ensure the training of a teacher capable of a full-fledged agency in secondary education and capable of solving challenges in the paradigm of modern education in the educational institution. This determines the provision of rational and effective approaches to the integration of educational and scientific activities, the introduction of innovative techniques in the modern practice of general secondary education institutions, institutions of preschool education and the institution of extracurricular education introduction of new forms training in the context of the ideas

of NUS, integration into the European educational space, taking into account the priorities of regional. educational policy (ensuring accessibility, continuity and improvement of higher education quality), strengthening the position of the educational institution among the institutions of higher education in Ukraine.

According to the analysis of educational programs of the Kremenets Humanitarian Academy named Shevchenko we consider it necessary to note that the goals and software learning outcomes are in line with the general trends in the development of specialties with focusing on mastering the didactic instrument of competency training, modern interactive and activity techniques, an emphasis on the development of Soft Skills and competencies that form a new generation teacher. Such a professional vector is demanded in the implementation of the State Program for Reforming Education of Ukraine. In the labor market there is a demand for teachers who have modern didactic techniques that are able to use innovative technologies of training and upbringing, to act as a facilitator and moderator in a dialogue of two cultures (native and other fluent). The demand of the teacher both on the local and the all-Ukrainian labor market is certified by systematic requests from employers.

Goals and software results of educational programs are relevant to sectoral and regional contexts. Taking into account the sectoral context, priorities in preparing a modern Ukrainian school), teacher (new which has professional competencies, capable of agency in the field of secondary education (including in rural school). predict educational the superprofessional programs specificity of the modern global context.

Taking into account the regional context provides a diversity of substantive options in a pile of selective

disciplines, which provides a student to study various disciplines, which are in demand through local realities in Ternopiland neighboring regions.

In educational programs, the main tool for the formation of an individual educational trajectory is a free choice by acquiring educational components. The independent and individual choice of the applicant provides on the procedure and conditions for the election of students disciplines by choice, provisions on an individual curriculum for higher education, the provisions on the organization of the educational process of higher education for individual schedules, the provisions on the procedure for determining the academic difference and reenlistment of educational disciplines, the provisions about the procedure for realization of the right to academic mobility and other normative documents of the institution of higher education for the provisions. All applicants are involved in the selection of selective educational components and the formation of an individual curriculum. It is also provided with the ability to study by individual applicants and schedules, in particular: those, who cannot attend classes for health problems; employed in a specialty; participate in the program of academic mobility, etc. [31; 24; 27; 29; 30].

The content of educational programs involves the acquisition of soft skills, declared in software results: to form a communication strategy with subjects of interaction with compliance with ethical norms, apply democratic technologies for collective decisions, taking into account their own interests and needs of others, use effective communication strategies, depending on the situation; to identify the readiness to make decisions in complex and unpredictable conditions requiring the use of new approaches and foreseeing future consequences on the basis of professional

knowledge issued; determine the level of personal and professional development, to simulate a trajectory of personal self-improvement, to identify the ability to self-organize professional activity, apply ideas and concepts to solve specific practical problems; to show responsibility for the development of professional knowledge and practical skills, the ability to evaluate the importance of material for a particular educational and professional goal, including situations of uncertainty of requirements and conditions; The ability to independently and autonomous training during life, development of motives of self-actualization professional activity, ability to use creative abilities, readiness to create fundamentally new ideas. The applicants take part in student self-government, scientific, cultural and social events of the Academy, which also promotes the development and improvement of soft skills.

In the projects of educational programs in 2021 by the project groups, the professional standard of teachers of general secondary education institutions (approved by the Order of the Ministry of Development of Economics, Trade and Agriculture dated 23.12.2020 No. 2736) for clarification and formation of the corresponding general and professional communicative subject-methodical, (linguistic and information-digital, psychological, emotional and ethical, competence of pedagogical partnership, inclusive, healthdesign, prognostic, organizational, evaluationanalytical, innovative, life-long learning ability, reflexive) competencies during the preparation of applicants Higher education.

Auditor classes provided for in the content of educational programs and curricula contain lecture, seminars, laboratory and practical classes. Among the classroom classes are prevailing practical classes, which is explained by the orientation of educational programs on the acquisition of professional competencies by using interactive teaching methods. Independent work also provides for the preparation of course works on the methodology of teaching professional disciplines and pedagogy / psychology, conducting trial lessons in the school, passing production pedagogical practice, etc. The provisions on the organization of independent work of students defines the essence, requirements, conditions, role of participants in the educational process for the organization and conducting of independent educational and creative work of students and their control.

The Academy normative regulation on issues of recognition of learning results obtained in informal education is carried out in accordance with the Regulation on the Procedure for Recognition in the Kremenets Humanitarian Academy named after Taras Shevchenko learning results obtained in informal education. The relevant position is placed on the official website of the Academy [28].

The achievement of program results is provided by forms and methods of training and teaching that contribute to the theoretical and practical preparation of higher education for educational programs and are defined in the position of the organization of the educational process. The educational process in the academy is carried out according to the following forms: educational classes, independent work, practical training and control measures. Achievements of declared PRRs are based on the optimal combination of traditional and activity-interactive, communicative methods: verbal, promising methods, in particular lecture-dialogue, problem presentation, conversation, call-method, role-based game method, problem-search, method of case, work on stations, cooperation technology, video-fragment analysis,

use of the moodle educational environment, Mixed learning method, interactive methods (brainstorming, teams, sessionresponse, SOS-method, Sencan), etc.

The educational process is based on a student centered approach, regulated by the provisions on the internal system of quality assurance of education; Regulations on the organization of quality control and regulations on the appeal of the results of control of obtaining knowledge [22; 25; 21]. Principles of studentcentrism are implemented through the introduction of a system for ensuring the quality of education in the academy with wide involvement of applicants for monitoring quality. The acquisitions of higher education are part of the education monitoring sector. The level of satisfaction with methods of training is studied regularly through an anonymous survey. Most respondents believe that the Academy carries out the rethinking of traditional forms of organization of the educational process and the practice of communication between the teacher and student. applicants are satisfied with the training and teaching on the educational program.

Students are able to choose selective educational components, topics of course work, according to its scientific interests, databases of pedagogical practice.

Principles of academic freedom of participants in the educational process are realized through the independent definition of their content of educational, methodological, scientific activity within the educational program. In accordance with the competencies and software learning outcomes, teachers independently develop educational disciplines / Systems of educational components, structuring the educational content, diagnostic tools, etc. Providing the principle of academic freedom to higher education is realized due to the possibility of forming an individual educational

trajectory in the position of the procedure and conditions for the election of students disciplines by choice (the catalog of disciplines and their presentations are in free access on the site) [31].

Higher education are on-line surveys on free choice of educational component, give answers to the question that prompted the choice of an educational component, or satisfied with the selected disciplines, which educational components should be added to the list, etc. Taking into account the principles of academic freedom is provided by the free participation of applicants in scientific studies, extra-academic activities. In the institution of higher education, the Moodle Educational Platform works, where the applicant can at a convenient time to get acquainted with the educational content. The applicants have the opportunity.

The issue of academic integrity is regulated by a number of provisions that are openly available on the site of the institution of higher education: the provisions on academic integrity and ethics of academic relations; Regulations on the prevention of plagiarism and the implementation of proper quotation practice [20; 23]. In accordance with the current documents (Laws normative of Ukraine "On Higher (Article 63); "On Education" (Article Education" Prevention of plagiarism and compliance with academic integrity, the implementation of proper citation practice is the initial concepts of the organization of educational process in institutions. education The main tools counteracting the violation of academic integrity in the educational program are programs that make it possible to check the texts of scientific works, in particular Unicheck service. Expert examination of the course workuniqueness and its admission to protection is carried out and appointed by the Department of Experts and the Scientific Manager. When a student fulfill a writing task, one must confirm his level of knowledge, practical skills, professional skills, as well as to adhere to the legislation of Ukraine, the provisions of the Academy, moral and ethical norms on copyright of other people. In accordance with the provision on the prevention of plagiarism and the implementation of proper quotation practice [23], the student undertakes to perform all kinds of educational tasks independently.

The selective educational components catalog 2020 was introduced by educational components academic integrity. Separate issues of procedures for compliance with academic integrity are considered in a selective educational component on the basis of academic writing. In all the wells of educational components in the course policy section, the attitude of zero tolerance to any manifestations of an academic integrity of educational applicants with provision of vocations to the relevant provisions of the Academy on compliance with the principles of academic honesty and decency in the educational environment are prescribed. Academic integrity is also popularized through measures that are involved both students and teachers, seminars and lectures on an increase in academic culture, prevention of violations of academic integrity. Thus, the survey of higher education for compliance with the rules of academic integrity showed the following results: the majority of respondents are informed about academic integrity procedures; most respondents know about using software to automatically detect plagiarism.

Violation of academic integrity, which may occur in the educational program, in particular when writing courseworks, as well as works submitted to international and all-Ukrainian contests, are regulated by the provisions on the prevention of plagiarism and the implementation of proper quoting practice

[23]. The teacher, evaluating the student's written task and fixing the presence of plagiarism, is obliged not to count such work by assessing it to the "zero" points, and to inform within two working days of the fact of the plagiarism found by the department in a written form, which must be studied by the head of the department. This course is outlined, as well as a student parliament. Course works with plagiarism are detected must not be allowed to defend. Two types of measures of influence can be applied to the applicant, in the case of a plagiarism, academic (indexrelts of work) can be applied; disciplinary (reprimand, written warning from Dean). A student who does not agree with the teacher's decision on the established fact of plagiarism and a refectory of the relevant written work, has the right to appeal to the head of the department within 2 working days, which teaches this course to verify the presence or absence of the fact of plagiarism. In 2019, a commission on scientific ethics and the prevention of plagiarism was established in the institution of higher education.

Based on the above generalization, it should be noted that: Modern teachers are obliged to be aware of all necessary competencies, and according to them, choose the future specialization. School objects as a field of knowledge, at times appear not as a particular composition on which the facts spread through shelves, but become a more laboratory, where facts in specific situations are acquired by working with a microscope, exercise calculations during independent work in archives.

Time teacher should be not just a subject and a person who is constantly developing, outlines the problems of a higher rank and involves students in this process, leads and demonstrates, convinces that modern science is capable of. The new generation schools' methodology should be active training and learning based on students' request or inquiry based learning: the process of designing knowledge students by forming its own questions and searches for answers to them. The European Commission in its report on key competencies dated February 2018 just determines the training based on the request as one of the leading education methodologies that will help to achieve the level of competencies that calculate the market and the world community [43]. Subsequent to special competencies, special attention is paid to the social and moral development of the individual. For this, the learning process should include the development of certain skills: critical thinking, teamwork, ability to clearly express their thoughts, ability to understand people, skills of proper dispute leading, management, leadership qualities, creativity, ability to present themselves, solve problems, effectively communicate, to set goals and reach them.

It:

- strengthen professional skills. For example, you are the director of the institution of preschool education and disassemble well in the legislation. To explain the legal issues of parents, you will need Soft Skills;
- will make your life and work easier. Ability to establish contacts with people and make a pleasant impression will help you decide a bunch of problems in a short time with the best result: start from finding a job to find a good doctor, if you are ill;
- will increase your chances to engage in your favorite business with classes;
 - will help achieve most goals.

This strategy requires the teachers the ability to combine all three types of education.

Consequently, the reality of this time provoked, which is an important role in the life of the child, the family plays a role of a teacher. For great regret at time, parents and teachers became hostages of the situation. Due to circumstances, they are trying to solve problems, which should take responsibility for the state.

Especially believe in school parents. By recovering a child to an educational institution, they are confident that a real teacher will see something that they can not see. And then the student's upbringing will be in reliable hands. Each child, of course, has the right to live full, develop harmoniously, to be successful in certain types of activities, to create, first of all, for himself, if there is a great need for and motivation.

Early detection, training and education of gifted and talented children – a national affair. It is also a primary problem of school and parents, as well as various social institutions. Insufficient level of attention from parents, unprofessional teachers in working with children leads to a negative assessment of their personal qualities, humiliates dignity, does not allow them to self-assert.

According to this approach, the modern Ukrainian school should be focused on the optimal development and implementation of the spiritual, intellectual, physical potential of students. Due to optimization, the differentiation of the learning and education process can create favorable conditions for the establishment of an intellectual talented student's youth. Natural potential of children needs extremely high attention from the part of all participants in the educational process. There are many problems that need to be solved on time, taking into account the factors of disadaptation of children. Modern educational space,

saturated with positive and negative connotes, necessitates a special individualized impact on children.

Analysis of scientific literature, education systems in many countries of the world convinces how difficult it is to rebuild its content, to convince teachers and parents to change the attitude towards the child, withdraw barriers that block the development of its giftedness and talent.

In classical pedagogy, there are several groups of teachers that demonstrate various methodological approaches to work with children.

The first group - teachers who know their subject and can interest them, create an atmosphere of general enthusiasm.

The second group – teachers who perfectly know teaching techniques have experience and successfully form knowledge, skills and knowledge.

The third group consists of teachers who help students achieve a high level to master programs.

The combination of all these professional components in one personality, the phenomenon that appears infrequently, however, is an incentive for constant self-improvement.

We offer "the image of a creative teacher." He is inherent in the following characteristics: humanistic orientation, professional and multicultural competence, desire to improve, pedagogical abilities, desire for innovation activity, availability of a cognitive goal, ability to cooperate in a creative process, a high degree of thinking development, lack of stereotypes, ability to predict the result, reflection of personal pedagogical activities, as well as pedagogical technique, high level of performance.

Such a harmonious teacher understands that the main purpose of his pedagogical achievements is the formation of a holistic creative thinking personality that is able to learn, to acquire knowledge, to apply them in practice capable of conscious and responsible choice in various life circumstances.

Therefore, teaching modern children, the teacher and itself must be not just modern, but it is not advanced: to know and love the child, inherent in psychological features, understand the problems and interests; Own a skill to recognize them, be able to worry, activate and develop them.

As we know, only a person can educate a person and only a talent can grow a new talent. The teacher is, first of all, a specialist, who holds the work of the school, is realized in its entirety of its reform. It should be in the trend, understand educational problems, to respond and creatively work on their solution. And this means to be creative, independent, competitive.

Based on the enhancements of the above scholars in the future educators of preschool educational institutions developed value self-examination, they prompted their self-observation, self-examination, self-recognition, self-understanding, expressions, trust in their capabilities, impartial self-esteem.

Consequently, a new generation teacher who will create an educational environment in the work of a new Ukrainian school – a psychologically and emotionally competent person, leader and manager, a good professional, free of stereotypes, a successful person possessing presentation skills, an effective communicator capable of forming competence which is so necessary in the modern world.

According to the conclusions of scientists, the essence of the preparation of a modern teacher is primarily in awareness: the vocation of teachers – to turn the educational space and attitude to children, parents and their guardians, communities should do all possible so that they are comfortable, most importantly, safely.

The modern teacher is no longer a "translator" of new knowledge, and a person who helps to turn a school from a knowledge, to school, which teaches knowledge. He is a mentor who is able to organize a meaningful cognitive process of students: includes the nomination of hypotheses, producing various ideas, the search for creative answers, ways of solutions, learning to ask questions and manifest their interest and curiosity.

Accordingly, the school must satisfy human curiosity. The teacher helps develop curiosity and direct it to solve significant problems with a high price in society and the most important in the world. It is important to choose the right specific questions, help the right tools for research, information search, help learn how to filter the received information, separate random from stable, false from the true one.

To do this, the modern institution of education is obliged to use active methods of training, education in the educational process.

Productive training involves accessing school, class and beyond the curriculum, appropriation of knowledge results. Non-accepts to feel that it works independently, and gets the knowledge that he needs. The premises of the class or other medium are the place that it is possible to go there, where it is interesting to come where they are waiting for accomplices that are interesting to communicate, spend time.

Modern School – Institution that works and should work without coercion. Uses a humane evaluation paradigm, where an assessment is not a student assessment, a comparison of it with someone, a punishment means or a valid instrument in humble, but simply a positive feedback. Such an

assessment predicts self-evaluation and evaluation from the teacher.

A similar training model also includes new roles of the teacher. Modern schools already pilot these new roles. For example, the role of a tutor. Tutor is not a teacher or a cool manager. This is a person who directs the student and works with his request, helps him understand himself, put the right questions, specify them, choose a trajectory of motion and not go away from it.

Mentor, which, unlike the classical teacher, does not check the knowledge of students and does not specify homework. Mentor is one to whom the student comes to explore some topic and check his hypotheses. Mentor says in terms of practice, separates the truth from illusions, constructive decisions that will work from those that will be ineffective and, thus, bring the discipline to the result.

Teacher-facilitator. In the schools of a new generation, there are a lot of group ways of knowledge and research, not the seat "of the screw in the head" in the classroom. This is the use of collective intelligence, the ability to collect the team, work in it. The facilitator is someone who is responsible for group dynamics that can make this process more efficient.

According to scientists, for the successful creation and full development of the educational environment for the teacher of a new Ukrainian school, we propose to initiate such incentives:

- the possibility of constant acquaintance with the latest methods of teaching;
- increase in the number of teacher preparation models;
 - provision of academic freedom;
 - reduction of bureaucratic load;

- support of pedagogical communities;
- organization of material incentives.

In order to avoid methodological errors, pedagogical science, it is necessary to draw attention to incorrect interpretation and use of pedagogical definitions: teaching methods, forms of training, types of education, teaching methods, methods of teaching, teaching certain disciplines, technologies of training, educational technologies, Innovative methods, etc. Therefore, ultimately, there are unprofessional specialists, leaving the old content, trying to mistake them with a new color and design, which leads to errors and unwanted results in the work.

We consider it relevant that in the first year the young teacher will be a pedagogical internship. In its boundaries, an inexperienced specialist will work under the guidance of a mentor, obliged to provide consultations and help the growth of a successful teacher. Obligatory, in our opinion, the test of a young specialist for moral proficiency. This will give an opportunity to avoid getting into the educational environment of "random people". The professional growth of the teacher requires:

- ensuring relevant pedagogical conditions for highquality training of highly skilled, mobile specialists with an innovative, creative-creative type of thinking for providing educational services in general secondary education institutions;
- ensuring the teacher and every schoolchild with modern computer equipment and methodology of using digital technologies in the educational process;
- provision of interdisciplinary training of specialists aimed at assimilating innovation aspects of pedagogy and techniques;

- mastering information technologies, special professional knowledge, which are essential for solving practical problems during professional activity;
- guaranteeing the right to pass the certification, law and bindings that acquire teachers in the event of its successful passage;
- familiarization with the experience of colleagues in Ukraine and outside, creation of conditions for teachers' mobility;
 - ensuring greater opportunities for teachers' teaching;
- Establishing state guarantees for teacher training, which provides for co-financing from state and local budgets, the possibility of advanced training in non-state providers, creating new centers for professional development of pedagogical workers.

Teachers should provide mobility in society, communicative interaction at the level of "man-man", recognition in the teacher profession, which is high demand, will provide the inflow of young people, ambitious entrants that rejuvenate it. Pedagogical science should contribute to the study of pedagogical conditions of qualitative training of pedagogical personnel and recognition of our teacher to the world community.

New Teacher: creative, independent, competitive, morally and spiritually developed, loves his work, his pupils.

What is the teacher of a modern school in terms of statistics? This is a woman (90 % of the respondents), a near forty years (30 %), with higher education, rural school (68 %), and qualifying category (40 %), experience more than 20 years (59 %) [8].

During the long period of time, the views on the personality of the teacher continuously changed. It depended

on the ideology of society, from the requirements that is put to teachers.

Currently, the teachers' personality requirements are presented through competencies. The competencies that characterize the teacher of a new Ukrainian school include: general: civil, social, culture of self-expression, leadership and entrepreneurship; Professional: language-communicative, subject, methodical, information, digital, psychological, emotional and ethical, pedagogical partnership, inclusive, health-saving, project, prognostic, organizational, evaluation-analytical, innovative, ability to study throughout life and reflexive.

The professional activity of the teacher in the standard is exposed to such labor functions [41]:

- application of modern content of education, techniques and technologies;
- affiliate interaction with the participants of the educational process;
- organization of a healthy, safe, developing, inclusive educational environment;
 - management of educational process;
 - continuous professional development.

The labor functions are also attached to the must own teachercompetence, but all of them are well acquainted: linguistic-communicative, subject, informational, digital, psychological, emotional and ethical, competence of pedagogical partnership, inclusive, healthcare, prognostic, organizational, evaluation-analytical, innovative, ability to study throughout life, reflexive, civil, social, culture of self-expression, leadership and entrepreneurial.

It was such competencies that we have allocated an online survey that occurred within the National Campaign

"Class Teacher" and was conducted with the assistance of Ministry of Education and Science of Ukraine.

By the way, a complete portrait of a modern teacher, expected by parents, looks like this:

- \bullet respect for each student equal to all 72 %
- \bullet ability to be interested in learning, to inspire students 70 %
- \bullet understanding children, skill to find a common language with them 67 %
 - ability to disclose student potential 51 %
 - sociability, openness to communication 48 %
 - patience and self-control 43 %
- \bullet caring for health and emotional state of apprenticeship 36 %
 - original teaching style 33 %
 - ability to solve conflicts 31 %
 - perfect knowledge of its subject 30 %
 - demand for apprenticeship 22 %.

To solve the tasks, the teacher must be guided by such rules, regardless of the length of service or category:

- today's active apprentice tomorrow's active member of society.
- it is necessary to accommodate students to think and act independently, gradually depart from mechanical transfers, verbal reproduction.
- it is important to monitor the method and form of expressing students' opinion, it is worth demonstrating to show them with prospects [8].

The collaboration of the fablab school was rather interesting - these are laboratories, study groups equipped with 3-D printers, laser machines, devices for rapid prototyping. They give an opportunity to realize their idea virtuallyto every person. If the school does not have its own

fablab, it can cooperate with similar centers, theyalready are in every large city of Ukraine. Results that will be received during research are credited as the highest mark of the subject, so it recognizes the results of informal education.

Teachers of Ukrainian educational institutions are concerned about the advanced training. For this purpose, there are (non) Regional EDCamp Conferences, Educational Union, Edera Online Education Platform, organization working with the management culture of the School "Pro.Svit", Leadership Development Program "Training for Ukraine", school language camps "GoCamp", etc. It is necessary to arrange a single resource where you could find and look through all available resourcesin Ukrainein a convenient form. These organizations would create a certain system of agents of change.

According to the position of self-development, selfimprovement of the teacher, it is necessary to understand that one should be not only a specialist of the human personality, but also a subject teacher of elementary classes and / or methodologists. The teacher can be an author of books, writer or researcher. The teacher may go to work in a certain laboratory or private education sector. Must be aware of personal and professional development opportunities. Of course, part of services for development are paid and need to be ready to invest in itself. There are tools that are fully available on the Internet: online courses from leading universities or intellectual ofthe world, centers communicating with which are available.

In order to implement the goal, it is important to optimize educational work in all education institutions to prepare specialists who respect people, the country is able to protect its integrity and independence. Those who are engaged in educational work, it must be remembered that

national ideology is formed together with the nation, its spiritual development, so it requires special attention to the realization of its educational aspect. Formal and informal education will promote qualitative training of the future teacher.

3. METHODICAL ASPECTS OF EDUCATIONAL SPACEARRANGEMENT IN INSTITUTIONS OF PRESCHOOL AND EXTRACURRICULAR EDUCATION

Modern pedagogy has a very rich arsenal of methodological tools on organizing educational work in educational institutions of different parts. The use of interactive methods and techniques, forms, means, education technologies will enable teachers to substantively plan and implement educational work on the basis of a competent approach.

We can offer forms and methods, tools, technologies of educational work with students of different age categories.

methods, Basic forms and techniques, technologies of educational work with children of junior school age: performances (theater dolls-horizons, theater gloves, theater bi-ba-boo, puppet theater on wooden sticks, plays for one action), family living room, hour of goodness; auctions of goodness, holidays friendships and society, ecological theater, poetic art cafe, entertainment tournament, exhibitions-presentations, exhibitions, auctions, contest for the best complex of morning gymnastics, sports entertainment, raids of class sanitary, thematic educational hours, game activities (situational activities, rolling game, story-role game, game-drama, game-conversation, gamejourney, game-exercise, building game), excursions, collages, collective creative panels, ethical conversation, narrative,

comment, modeling, quiz, exhibition of drawings, modeling exhibition-fair, sports competitions, Cossack fun, conducting chronicle collective, merry starting, relay, caring for plants and animals and other types of pedagogical animation, markets of children's creativity, morning parties, holiday, oral magazine, collective creative cases, album registration, online travel, school of politeness, minutes with Art, observation hour, hour militation, demonstration, presentation, charity promotion, toloka for Parents and Children at school territory, etc.

and methods, techniques, Main forms means, technologies of educational work with children collective game communication, festivals, adolescence: collective creative cases, etiquette school, ecological tournaments, projects, thematic educational hours, visiting the memorial museum, educational hours of communication, musical living room, benefits, competitions-inspection, competition programs, holidays presentations, Art gallery, presentation of creative pupils' achievements in the form of an exhibition of students' work ceremonial actions: trainings and mini-trainings, educational hours, classroom charges, lecture, meetings, festivals, evenings, competition (quests, fair of solidarity, competitions, fair, quiz, exhibition-competition, tournament, funny starts and relay, competition-perfomance) gaming activity (game express, role play, intelligent game, collective game communication, search play), brain-rings, brain-storms, narrative methods (narrative, conversations, disputes), method of "moral dilemmas", cluster method (assembly of the beauty, diagrams, tables, diagrams), testing method, collective creative cases (flash mobs, live newspaper, newspaper production, holiday presentation, oral magazine, etc.), project activity, label of etiquette, labeling class collective, festival, hike, Olympics, collage, promotion (mercy,

charitable, environmental and others), ecological trail, Art Gallery, exhibition of creative works, Labor landing, family holiday, etc.

Basic forms and methods, tools, educational work with senior pupils: trainings, master classes, project activity, thematic educational hours, school theater, interactive (role games, intelligent auctions, "brain attacks", exercises (oral, written, graphic), exercise, method of analysis of social situations, case studies, creation of successful situations, dialogue, methodology of collective creative cases, narrative methods (ethical and Socratic conversations, discussions, disputes); cluster method (compilation of beauties, schemes, tables, charts); counseling, modeling, charity promotions, student charity projects, raptures (flash mobs), forums, skype conference, online communication, performances, master classes education, multimedia presentation, educational situation, web forum, world catalog of ideas - pins, fractals, coaching, scram technology, multichannel activity, comic, quest search, pedagogical Playback, edutainment, computer means, case technology, blogs, Bin Pony methods, project, electronic libraries. case stands, natural methods. trainings, activity, performance, theater question, brainstorming, brain ring, Collective Creative Cases (CCC), reflexive (reflexive-explicit method), SWOT -analysis, action (mercy, charitable, ecological and others), flashmobe, theater activity (amateur, doll, finger, shadow theater), game activity (situation role play, business game, plot role play, game drama, conversation game, play-travel, game xercise), competition (quest, fair of solidarity, competitions, fair, quiz, exhibition-competition, tournament. competitionperformance), skype conference, online communication. wormshop, flashback, educational divert, photo session, round tables talk show, flash message, marathon.

presentation message, self-educational vernisage, pedagogical salon, socratic conversation, express information, attack, dialogue-dispute, debate, classes, invitation classes, classes briefing, blitz game, briefing, debriefing, discussion swing, press release, review, show, auction, tournament, studio, issues, pedagogical situation, education multimedia experience, open thoughts, online marathons, exhibition works of artists of the land, poetic living room, disputes, meetings with specialists of social services on family relations, parent page, student scores, show programs, photo report, public performances, competitive poetic programs, literary coffee shop, evenings of ancient romance, ecological students' conferences landing, environmental comprehensions, environmental promotions, discos, show programs, thematic trainings, mobile consulting point, discussion, brain assault, interesting leisure, information hours, student conferences, charitable events, discussion clubs, religious holidays, plot-role games, projects, schools of leadership: trainings, disputes, tests, questions, testing, philosophical desk, orator tournaments, thematic dialogs, brain rings, creation of case: photos, video materials, mobile guides, mobile materials sketches, cards, cards of scientific editions, TV bridges, educational hours - correspondence protection of fantastic projects, presentation of scientific works, etc.

All existing forms, methods, techniques, means, technologies of education give an opportunity to modernize the content of educational work with children. Therefore, the specificity of our study prompted us to create a program "Approximate content of education in the institution of full general secondary education."

Note that our methodological achievements are actively used by the teachers of the Kremenets Center for Children's

Creativity. The head of this institution is Tetyana Shevchuk. This institution is a modern educational institution for creative children, self-realization and selection of an individual educational path. The establishment is primarily focusing on the use of a wide range of innovative technologies, directions, to open their own ways to acquire a positive experience. During the academic year, the relevant work is carried out for the educational process, the organization of meaningful leisure of pupils in the directions of work, implementation of projects.

Out-of-school work in this institution is aimed at implementing the tasks of raising the younger generation. The main feature of the pedagogical process in it is that it is based on the mutual co-creation of teachers and children, on their friendship and spiritual community, recognized independence of the child's personality, in mutual interest and mutual interest in public success as a result of activities. Weighing principles of an extracurricular pedagogical process are its individualization, voluntary, priority of education, co-creation, unity of development and self-development, emotional attractiveness of interpersonal relationships.

In an out-of-school education institution, the child does not simply reproduce what absorbs, and due to its uniqueness, it develops its knowledge, complements and improves.

Kremenets Center for Children's Creativity carries out its activities in areas: artistic-aesthetic, scientific and technical, tourist-ethnography, ecological-naturalistic, social and rehabilitation, military patriotic. A circle work is covered by more than 700 children. Study work on the basis of the institution and on the basis of city education institutions and community. Training of children is carried out at two levels -

initial and basic. The activity of the institution has a mass character and is based on the principle of voluntary.

The key aspect of the work of an out-of-school educational institution associated with the upbringing of value in children and young people is the formation of a system of national patriotic and spiritual values that should be laid as the basis of each person's life and society as a whole.

Depending on the educational needs of each child, its cognitive capabilities, abilities and inclinations were organized by individual, group and collective work using various organizational forms of the educational process.

In the area of special attention to the teachers of the Center for Creativity - the involvement of children with special needs, orphan children, children from large families.

Educational work in circles is carried out according to curricula and multi-level programs. Successful implementation of the tasks of out-of-school education, ensuring the practical orientation of the activities of the circles promotes the participation of pupils in various contests, exhibitions, holidays, festivals, organization of teachers of measures for mugs and students of city education institutions.

Pupils Annual Winners of Exhibitions-Contests "Instead of Christmas Tree – Winter Bouquet", "Our Search and Creativity to You, Ukraine!", Young Designers, Decorative and Fine Arts "Find and Love Your Native, Works of Junior School Age, Photo contest "My Ukraine!", the contest of drawings "Security and Peace in Ukraine". Mugs Participants of the regional take-off of young naturalists, competitions of military patriotic direction "Dzhura".

In the institution, various forms of cultural leisure are conducted, socially useful work, creative reports (artistic amateur, exhibitions), contests.

Kremenets Center for Children's Creativity – Initiator and organizer of tourist competitions devoted to the World Tourism Day, District Vocal-Choreographic Festival-Competition "Talent Fair".

Heads of CPT circles – Participants in district and regional workshops-practitioners, methodological associations of head-school educational institutions. The teachers of the institution are annual participants and repeated winners of the contest of the pedagogical skills "Source of Creativity", competition of methodological developments on scientific and technical creativity, competition of manuscripts of educational literature for institutions of out-of-school education.

In the Kremenets Center of Creativity, a positive experience in organizing work with parents and public. During the academic year, the relevant work on the implementation of a common goal is to ensure comprehensive and harmonious development of the child's personality, the establishment of close cooperation of "parent teachers" under the slogan "Only together". Measures in which parents involved have filled the leisure of children with brightness, warm and friendly communication while browsing a concert or participation in a master class, and enchanting and shares.

The institution has developed a structure of work with parents and the public, which includes circles and general parent meetings, individual consultations. There is a parent club "Family of Creativity". In an out-of-school institution, the continuous interaction of parents, children and educators in

close cooperation with the institution and public of the city is fully ensured.

Cooperation of educators of institution, pupils, parents, the public contributes to the effectiveness of the educational process, stimulating thinking, forming the national and universal values, education of the person capable of creative activity.

In the context of formal and informational education, we will describe the experience of two educational institutions that cooperate effectively with museums and receive qualitative results. We believe that it is quite relevant to establish relationships of educational institutions with various social institutions.

Society increasingly requires personalities of initiative, creative, with a high level of spirituality and intelligence. Therefore, a socio-cultural environment acquires special importance. From the first years of its existence, the museum performed pedagogical functions. That is why, and unreasonably, museums were often compared with school. This school is unique, the child does not just get knowledgein it, but learns to be a man. After all, the museum collects and exhibits the best of what was created by the creative genius of mankind, and you can know these treasures.

Museum Pedagogy is a section of pedagogical science; whose content is the transfer of cultural experience through a pedagogical process in a museum environment. From the point of view of museum pedagogy, the "true meeting" with a cultural heritage helps to reveal the intellectual and creative personality abilities, to form evaluation of judgment. Many teachers believe that the identity of material presented in museums, its visibility, reliability, brightness is more effective in cognitive terms than standard classes.

It is difficult to predict what volume will take for itself from the exposition and laid information in it every child-preschooler, but what will be pleased - the fact. In this, in essence, there is the ultimate goal of museum pedagogy: experiencing emotions, the child is enriched with experience, which will contribute to the formation of tastes, systems of values, personality development and self-consciousness.

At the time in museum pedagogy, rethinking approaches to the knowledge of preschoolers of museum space. Communication of the teacher and children in a museum environment, which traditionally limited to the algorithm of excursions, is now acquiring a lively improvisatory nature. The interaction of a child with museum objects involves a manifestation of various feelings, perception of images and the formation of individual representations. But this is not enough to build a truly dialogical communication of an adult and a child in a museum environment. Therefore, there is a need for constructing a socio-cultural environment, which would contribute to the development of children's research, creative and cognitive activity.

Museum pedagogy is a fairly new, but already popular direction of educational activity. According to O. Medvediev, M. Yukhnevych "Museum Pedagogy is a scientific discipline at the intersection of pedagogics, psychology, museum studies, art and ethnography. The subject of museum pedagogy has problems associated with the content, methods and forms of pedagogical influence of the museum, with the features of this impact on different categories of population, as well as with the definition of the museum in systems of educational institutions "[13].

At time the most important and most up-to-date directions of work in the field of museum pedagogy is spiritual and moral and civil-patriotic education.

In order to operate their activities the museum and the institution of preschool education have a lot of common: they seek to educate a sense of patriotism, a conscious attitude towards the benefits of world and homeland science and culture; develop thinking, creative abilities and certain practical skills, stimulate the creative activity of the individual.

The museum pedagogy plays a role of an intermediary between the museum and the institution of preschool education, contributing to the creation of an effective educational environment, forming in students of emotional and value attitude towards knowledge, overcoming intercultural stereotypes.

By implementing the practice of educating children with means of cooperation of educational institutions with museums, based on approaches to the problems developed by the leading specialists in the art, in particular, on the fundamental ideas of museum pedagogy are related to the names of such German teachers and museum figures.

Let us turn to the experience of specialists who work closely with museums for the purpose of raising children.

The history of museum pedagogy is associated with German teachers and museum figures, namely:

- G. Freudental has developed a methodology for working with schoolchildren, based on the preparation for visiting the museum, fixing the knowledge and impression gained there and in the lesson. This technique is directed to a school teacher, which is presented in the lesson and excursions as a leader.
- G. Kerchteiner introduced the idea of a museum exposition, which should be created on a pedagogical principle and provoke activity of visitors in the process of perception of the material.

- A. Rachvein spread an opinion about the creation of special museums-workshops for children, where they would be able to work independently.
- A. Liechtvark proposed a new approach to a visitor as a member of a dialogue. Such a method promotes deep understanding and immersion in the study of the material [13].

The formation of museum pedagogy as an area of activity in Germany is not the only one, but precisely most indicative and, without exaggeration, prominent. Such processes are observed in other countries such as England, America, Poland, Ukraine, France, Italy and in many other countries.

Due to this, the distribution of museum pedagogy, work with the audience is no longer considered as secondary.

Thus, in prewar Germany, the most important museum-pedagogical ideas were developed and introduced into practice, and then the term also appeared, which indicated initially a special direction of the museum: participation in the educational process of the school, creating educational programs for children. The historical experience of Germany is far from the only one, although perhaps the most indicative. Similar processes are observed in other countries. The American Association of Museums develops an idea of American Museologists, a communicative museum model. English School is familiar with the names and ideas of Ch. Gibbs-Smith, A. Vitllin, G. Osborn [13], which produces the idea of aesthetic education of children in museums.

The problem of development of museum-pedagogical activity has become the subject of thorough studies of domestic psychologists, teachers, methodologists. Despite the rather thorough arsenal of the study of the problem of education of children, it is necessary to show how the

cooperation of the museum and the institution of preschool education are practically implemented.

Conducting a variety of events, joint activities of pedagogical workers of preschool educational institutions with museum workers, parents, mutuality of institutions of preschool education and museum, will help to increase the level of motivational readiness of children to acquire a certain practical experience needed for use in future life, build an individual educational path for each child, to create optimal conditions for its harmonious natural development.

Joint implementation of various measures will enable: dynamically combine relatively autonomous educational components – preschool and museum pedagogy; to provide the link between pupils and educators in the institution of preschool education and museum workers; to realize the practice of visiting senior preschoolers of holidays, entertainment, trivia contest, etc.; Install a close relationship between museum workers, parents and children.

Announcing the experience of preschool education institutions N_0 5 "Teremok" in Netishyn, Khmelnytsky region. Under the guidance of the head Julia Kulesh and educator-methodologist Olga Nazarenko.

The result of the collectives of the Netishyn City Museum and the preschool institution of preschool education No. 5 is the program "Museum for the preschooler", which solves the task of not only education in children respect and understanding of the past of our people, the beauty of the surrounding nature but also enriching their vocabulary, contributes to cultural development and creative activity of children. The museum-pedagogical program "Museum for Preschooler" is targeted, its essence takes into account the profile of the museum, the thematic direction of its exposition halls. Thanks to the program, they provide communication to

children with preliminary generations with the past of our people. The program is a tool for the effective interaction of the institution of preschool education of the institution and the museum and acts in some areas.

The educational process in the museum's spaces is an excursion, cycles of classes in the museum audience, the celebration of thematic days, in the process of which, preschoolers get to know the history, traditions of their people, the nature of their native land.

Successful experience in the establishment of classes on the basis of the museum with the involvement of parents and specialists of the institution (musical leaders, physical education instructor and others). At the same time, teachers, parents and children were active participants. Integrated museum pedagogy with innovative activities according to modern partial programs "Aflatot" (social and financial education of preschoolers), "preschoolers – education for sustainable development".

Implementing an educational institution, museum pedagogy, meant involvement of museum teachers to educational process in a preschool institution, conducting classes, entertainment, joint organization of children's work exhibitions.

With experience, realizing the features of the organization of museums and mastered the rules of the museum visitor, older preschoolers, together with educators and parents, are equipped with temporary museums. For example, a museum of toys played by parents. Children invite parents to visit the museum and independently conduct interesting excursions.

At the heart of the program, although one traditional museum-pedagogical form of work is determined – the museum occupation – however, the variety of influence is

ensured by the use of additional forms of work in the complex with the very classes: excursions, visit exhibition exhibitions.

The "Preschool Museum" program developed by institution employees is based on the expansion of the capabilities of complex programs and includes three sections: natural, local lore, ethnographic. Each section has its own specifics, educational-educational value and purpose. The natural section has several subdivisions that specify its content.

The museum-pedagogical program is compiled taking into account the age and cognitive features of children of senior preschool age. This manifests itself in the selection of the content of the work, which is the most interesting and relevant to understand and perceived preschoolers, but some museum classes are expedient for the children of the Middle Preschool. The "communication of a child" with a museum largely depends on the level of development of its perception, interests, the ability to navigate in the surrounding world, the presence of a certain amount of knowledge. That is why the program involves integrating work with children through thematic planning.

The museum-pedagogical program provides for the prepreparation of the child to visit the museum. Namely:

When selecting exhibits in the museum environment you need to take into account the capabilities of each child.

It is known that the child learns the information in the first 10-15 minutes, so no more than 3-4 items are selected for consideration.

There are many things in the museum that attracts the child's attention, which can cause scattering, so the first excursion to the museum needs to be planned and carried out as an inspection (observation). During such an excursion,

children pay attention to the interior or basic details that make up a collection as a whole.

It is necessary to gradually introduce preschoolers with what things fall into the museum, focusing on their careful storage.

Particular attention is paid to those exhibits that children cannot see at home or in the kindergarten. Together with parents, organizational issues, rules of conduct in the museum are discussed.

Methodical provision for the program are thematic projects, developed by teachers of the institution of preschool education. It is a project that is one of the few methods that displays the pedagogical process from the children of kindergarten, in addition, provides a widespread study of any topic.

Analysis and evaluation of the efficiency of the museumpedagogical program in decreased that this program greatly contributes to the expansion of the cultural worldview of children and their social integration.

Means of museum pedagogy in children are formed: cognitive values, awakening the need for new knowledge, their own experience is expanding due to accession to the earnest generations; The values of the transformation, there is a desire to do what is available to others and do something new, original, creating; Value of empathy, the child is absorbed by the feelings of beauty, the perfection of things created by man, surrounding its nature, there is a sense of respect for the skill, the ability to live in harmony with nature is produced, the basic environmental problems of the environment are being aware; Folk traditional relationships of man with nature are assimilated.

The museum-pedagogical program was represented by the urban seminar of heads and methodologists as one of the priority directions of preschool education.

We were guided by the provisions that the natural potential of preschool children needs extremely high attention from the part of all participants in the educational process. There are many problems that need to be solved in time taking into account the factors, indicators of child education. The modern educational space, which is saturated with positive and negative connotations, determines the need for individualized influence and the use of experiences of various social institutions. Filed recommendations for the education of children in the context of a modern educational institution in interconnection with museum pedagogy are promising in professional activity of preschool teachers.

According to this approach, in content saturation of educational programs and in the process of choosing methods and emphasis on children, priority was provided not so art critic, as the initiative of future educators.

Museum and School Education have a lot in common in its activities: they seek to educate and develop a sense of patriotism, a positive attitude towards science and culture of their country, influence thinking and creative abilities and skills of visitors to the museum.

Museum pedagogy is studying all possible ways of using museum exhibits and their history for educational and educational institutions. These words emphasized by the director of Zboriv school №1 D. Shcherbak in defining "Museums as cultural and educational and research institutions, are intended not only to study, preserve and use monuments of material and spiritual culture, but also for the accession of citizens to the acquisitions of national and world historical and cultural heritage "[3, p. 10].

Instead, domestic psychologists, teachers, museums devote their research to the history and modern state of museum pedagogy in Ukraine, forms and methods of cooperation between the museum and school education, the dissemination of aesthetic education of students in museums.

Home researchers M. Yukhnevych and O. Medvediev believe that "museum pedagogy is a scientific discipline at the intersection of pedagogics, psychology, museology, art and regional studies. The subject of museum pedagogy has issues related to the content, methods and forms of the pedagogical influence of the museum, with the peculiarities of this impact on different categories of population, as well as with the definition of the museum in educational institutions [12].

In addition, the museum pedagogy includes the following areas:

- cooperation with the school age audience;
- the effectiveness of communication in the museum:
- formation of the ability to understand the information provided by the museum worker;
 - approbation of new techniques;
- arrangement of the museum's conditions for better visualization of the museum information provided, exposures;
- popularization of various technologies for museum education, as well as involvement of partners for cooperation [10].

The aim of museum pedagogy and the content of museum workers are intertwined. After all, they pursue a joint task of education – raisingvisitors' patriotic feelings.

Our study of educational aspects of cooperation in the secondary school N_{Ω} 1 and the Local Historical Museum "Zborov Battle" was confirmed. The stimulus for conducting

this study was the materials of the museum where "the lessons on the history of the native land, students, pupils, the excursion service of visitors" [1, p. 11].

In the process of the study we managed to get acquainted with the history of the museum. Museum was founded in 1993. The writer and journalist Gregory Baran-Radoshivsky. Formerchief of Zboriv RSA, SofiyaDemkiv says that "Great Love to Ukraine, GrygoryBaran prompted to create a historical-local museum" [3] manifested the Initiative The institution is of great importance demonstrating the history of Ukrainian state-building because it is quite cognitive and available to highlight the victory battles of the Zboriv Battle in 1649.

Ganusevych Natalia, a junior research assistant of theNational Reservein the Research Department "Castles of Ternopil" writes that "it can be told a lotabout this battle, it is mentioned in a school textbook on the history of Ukraine, some facts can be read in the Polish essays on the end of the XXX – early twentieth centuries. Ludwick Kubal and Ludwick Frasia, but it is impossible to find a full-fledged study" [4, p. 168]. The Museum "Zborov Battle" since then serves a business card of the city.

The polls of the museum confirmed our assertion that the main activity of the institution is aimed at the dissemination of patriotism among people of different ages, in particular young people, as well as to establish the worldview and memory of this prominent event for the Zboriv Region.

Frequent visitors of the institution are precisely the students, in particular with a secondary school number 1. After all, the lessons of history, educational measures cannot be assumed without illustrations of the museum, given that its topics and the theme of the lesson of Ukraine are closely linked.

As for the surveys of students of 6-8 classes, class leaders and history teachers, we managed to determine that the biggest part of the visitors are attracted by diorama of the historical battle, depicted by a well-deserved artist Ukraine, StepanNechay. This is because the image of the decisive moment of the liberation battle with the Polish army transmits the power of the Spirit of soldiers who gave lifes for the sake of Ukraine. It is difficult not to note that this situation is closely interwoven with the present events in the east of Ukraine.

"They are informed that chronicles, chroniclers, historians said ages about the Battle of the Battle in the seventeenth century" [1, p. 11] is carried outfrom the excursions. Educators believe that it is quite well helping to convey the value and importance of the event of the region.

During educational events, lessons organized in the museum, teachers and guides, in the framework of museum pedagogy, various methods and forms of their conduct, complementing valuable historical exhibits were implemented. Gaming technologies, often browse short films about the Battle and the history of the native land were also successfully used.

Consequently, the museum pedagogy helps students to achieve a new way of thinking, to increase the level of culture and attitude towards cultural heritage, which contributes to improving the motivation to study, so the process itself becomes more qualitative.

It is worth noting that museum pedagogy is still poorly studied. From the beginning of the occurrence, it was focused on preschoolers, schoolchildren, students, but subsequently, the scope of its use has expanded. For different categories of visitors, special methods of work are being developed, indicating the spread of museum pedagogy.

Given the specifics of our study, we revealed only individual aspects relating to formal and information education, which at times are actively declaring themselves. Results of scientific research show that time requires constant changes. Therefore, constituent education should also be constantly improving, updating forms, methods, education technologies in order for interest in self-improvement.

CONCLUSIONS

Therefore, we believe that the quality of the organization of informal and unformaleducation depends largely upon what kind of competencies, outlook and civil principles will enter a new information society.

To do this, you need:

- to restore the educational function of informal education institutions against the background of dissemination attitude towards them as "educational service";
- generalize resources information needed to citizens for self-education;
- to analyze the situation that educational programs are the most popular and demanded that they are not enough;
- to master forms, methods, technologies of educational work on the formation of personality, its value sphere, skills and responsible attitude to their own life;
- to restore the systematic and integrity in the upbringing of students, try to avoid fragmentation in the organization of educational work in educational institutions;
- to provide humane, democratic principles of life between teachers and children, recognition of their highest value,

- remove shortcuts from the thinking of specialists who carry out educational activities with the help of moralization, "intimidating", "insulating" methods and approaches;
- to form the readiness of pedagogical workers on the practical use of innovations, correct methodological and technological implementation of socio-pedagogical technologies;
- promote the development of pedagogical skills, competent psychological and pedagogical development of teachers through the organization in educational institutions of systematic methodological work on education problems;
- to coordinate the vector of educational influences, actions of various subjects and objects of education (families, children's and youth associations, out-of-school educational institutions, cultural institutions, sports, health care, etc.) in the creation of a harmonious educational space, provision of a comprehensive approach in solving and developing a sociopedagogical paradigm of education;
- promote the development of the infrastructure of the educational process in schools, educational institutions, preschool educational institutions, creating a safe educational environment;
- to improve the system for monitoring education, learning outcomes in informal and unformal education, to substantiate criteria, indicators, evaluation tools, to facilitate the removal of quantitative fixation of results;
- to eliminate the shortage of resource, personnel provision of educational institutions;
- promote the update of the educational system in which informal andunformal education should become important and inherent components.

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SECTION V.
INDIVIDUAL SUPPORT
OF INDIVIDUAL IN THE
OPEN EDUCATIONAL
SPACE

DOI: https://doi.org/10.37835/2410-2075-2021-1-01-9 *Valentuna Benera*,

Doctor of Pedagogical Sciences, Professor, Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy, Kremenets, Ukraine

5.1. INDIVIDUAL SUPPORT OF PROFESSIONAL DEVELOPMENT OF THE FUTURE TEACHER'S PERSONALITY

The main motto of the personality's individual support is help and assistance in the process of the future teacher's professional development during individual work through accompaniment, support, consulting, joint planning, and envisioning career growth for reaching success in the image of "I – professional."

The need for personal support in the professional personality the teacher's development of future international practice, including counseling, mentoring, practical communities, reflective supervision and technical support, scientists emphasize [17]. Based on the principles of academic mobility and future teachers' freedom of choice in the process of individual work, international criteria of relationship development have been used - three main roles in learning through collaboration with others: evaluation, challenge, and support with appropriate characteristics [21]. For relationships to bear developmental character, learning should occur through collaboration: (1) evaluation (the translator of feedback, the point of comparison, the interpreter of feedback); (2) challenge (dialogue partner, the broker of possession, the model for following); (3)support (a consultant, a fan, the

encouragement, a cohort (a group of people united by mutual ideas, aims, and endeavours) etc.)

The individual learning activity is the most effective on condition that there is a personal-oriented approach, which presupposes the organisation of the learning process with the consideration individuality to students' for comprehensive educational development. In higher establishments with a large number of students in a group and a considerable workload of a teacher, the personaloriented approach is gained through the individualisation and differentiation of learning.

In the process of analysing national and foreign research studies, the valuable experience of supervision has been identified. It has been deduced that "the use of the term "support" was guided by the need for the additional emphasis on the subject's individuality in the decision making" [4, p. 72]. The key definition of the notion "support" is characterised in V. Dal's dictionary as an action: "to accompany something," "walk someone somewhere, walk together for guiding, follow" [10, p. 272]. "Support is something accompanying some action, a phenomenon... company, surrounding, a group of people accompanying someone" [6, p. 457].

It should be noted that the use of the term "support" is governed by the need for an additional emphasis on the independence of the subject's decision making. "The emergence of the support method as a crucial component of education is triggered by a number of circumstances: the general humanistic conception of education; the orientation on the personality's and society's development as the self-value of education; the reliance on the inner potential of any system's development; the realisation of the new essence of individualisation and differentiation methods in education as

the ones advocating for the right of an individual to choose the most appropriate way of development" [4, p. 73-74]. "The main principles of support are the responsibility of the subject for decision making (the supporter only has the advisory rights); the priority of interests of the individual who is being supported; the continuity of support" [25, p. 137]. Therefore, support (governance, supervision) is considered as the administrative and educational processes widely applied in the European higher education system with the aim of helping higher education seekers to develop and enhance their professional skills and habits and increasing their motivation, moral spirit, and assurance in their professional self-realisation.

In the process of scholarly research, it has been established that the scholarly-methodological support is viewed by researchers (according to Т. Сорочан) [24] "as mutual professional activity of the subjects in the course of which the mastery of new content and technologies of education and upbringing is gained." We view support (supervision) as the method of governing the organisation of the future labour training and technology teachers' professional development process during self-work with the aim of increasing future professionals' level of preparation to professional and personal growth.

Out of the prioritised directions, the problem of organising students' individual work in the conditions of innovative pedagogical technologies, especially personally-oriented learning, has been identified. In the conditions of a traditional system of education, students' individual work is directed mainly at assimilating knowledge, habits, and skills, whereas the personality's development and independence are treated as secondary goals. The higher education system is concerned with solving the tasks directed at the formation of

individual creative work skills. Currently, there is an active search for such forms of organising the educational activity that would promote the development of individual thinking along with the creative and interested attitude toward the process of cognition. In the conditions of the higher school educational process' humanisation, there emerges an increasing role of students' individual work since education presupposes the mastery of approaches to individual learning and their further creative use.

The following conceptual grounds of the individual support of future teachers' development based on the competency approach have been formulated:

- singling out the stages of students' individual work according to the logic of shaping the professional competence
- revealing the dependence of the future teachers' professional competency level in the process of carrying out individual work;
- providing the systematisation of professional preparation in the process of individual work based on the competency approach;
- forming the scientific outlook of students and their mental upbringing, which directs them to a creative approach toward utilising the independently gained knowledge;
- ensuring the continuity of students' knowledge in the process of individual work; prognostic-motivational directing of students' individual work based on the competency approach;
- the differential approach to the content of students' individual work in the process of gaining professionally meaningful knowledge and skills, especially the selection of talented students who have the desire and abilities to assimilate knowledge on a deeper level.

The educational content of the scholarly-methodological approach is more appropriately reflected in its definition as the scholarly-pedagogical technology aimed at solving the tasks concerned with the mastery of moral and ethical norms, development of professional and self-educational competency, the generation of a life strategy and selfassurance in the selection of one's future professional activity. In the educational process, it helps to understand the situations that students encounter on a daily basis, promotes the rational selection of instruments and skills for solving these situations, and allows using a reflexive attitude toward one's future profession. In the process of professional development, support facilitates the advancement of creative, critical, and individual thinking, promotes the ability to project. plan, explore, realise, and evaluate achievements.

Individual support of the personality in open educational space in the conditions of non-formal and informal education is grounded on the bases of humanising the subject-subject collaboration, facilitative communication, and supervisory help.

approach (principles Facilitative of availability, governance, and unity of scholarly and educational activity) used to provide the realisation in research of the governance of the future labour training and technology teachers' individual work on the levels of planning, projecting, organising, regulating, and controlling, which promoted the of the educational process and teachers' improvement professional features: helped in shaping knowledge (fundamental and meta-professional) and ways of acting, which serve as a meaningful nucleus of professional selfdetermination and one of the major components in future professionals' self-educational competency.

The humanistic direction of the notion "facilitator" is related to the fact that the term was first mentioned in the book "The Freedom to learn" (К. Роджерс). In the context of higher education establishments' work, "the important function of a teacher is to support students in their knowledge-cognition: facilitate a successful movement in the flow of educational information, simplify solving the emerging problems, and realise one's abilities" [27, p. 259]. The main task of the facilitating impact (English – to facilitate – to make something simpler) is to actualise the need for development and personal growth, the mechanism of which is grounded on the dialoguing activity and certain personal features pertaining to the facilitator [8].

One of the main tasks of the present is the scholarly justification of cultural and pedagogical space with its content, organisation, and means, which will ensure the subject-subject collaboration, self-development, and self-realisation of the individual. An important condition of the professional development process' success is adherence to the premises of the didactic approach that is based on the interactive collaboration during the organisation of individual work in the process of educational-professional activity of future professionals [18], which is supported by the provisions of researchers (W. Vertegel, N. Kalashnik [12], S. Goncharenko [9], A. Kuzminsky [15], V. Kremen [14], O. Mukoviz [18] and others).

Unlike active methods, the interactive ones ("interactive" – from English "interact," where "inter" means "mutual" and "act" means "to carry out") are aimed at a broader interaction of students not only with the teacher but also with each other, as well as at the dominance of students' activity in the process of learning [26]. In the process of future teachers' professional development, the peculiarity of

interactivity is that the process of dialogue learning creates the conditions for critical thinking, solving complicated problems on the bases of analysing circumstances and correspondent information, evaluating an alternative thought, decisions, productive active participating taking discussions, and communicating with various people. " The advantage of interactive learning is that the educational occurs in the conditions of constant collaboration among all the members of the pedagogical process" [26, p. 25]. It is crucial to note that the emphasis in the individual work during pedagogical collaboration shifts from the outer impact to the person's inner self-formation and self-value. The teacher's support during individual work is realised indirectly through the organisation of the educational system in conditions of self-preparation.

When disclosing the essence of individual work in the process of future teachers' professional development, we shall refer to the general pedagogical definition of "the form of organising learning as an outer manifestation of the teacher's and student's coordinated work that is carried out in a defined order in a settled frequency in space and time and the method of learning as the way of arranged collaboration between the teacher and students that is aimed at solving the tasks of education and upbringing [3; 15; 19]. It has been found that the very nature of the future teachers' individual work is based on the premises of the collaboration's humanization, the means of arranging, governing, and managing individual work (direct or indirect) to the extent of students' learning autonomy.

The management functions of scholarly-methodological support of the future teacher's personality in the educationalprofessional work in higher educational establishments are carried out by the graduation chair, which provides the organisation and governance of students' individual work at practicums, art-studios, trainings, and workshops with the use of innovative technologies (web-quests, technologies of cooperative and cooperative-group learning, and active methods of case-technologies).

It is necessary to note that "the notion of "soft skills" encompasses professional ethics, which involves the responsibility of the future labour training and technology teachers in the process of individual work and their ability to identify the correct way of solving professional tasks." It has been found that "it is the advisors' responsibility to form "the soft skills" of the future professionals (flexible, universal skills) – professionally meaningful qualities that provide successful participation in the manufacturing process of the future professional activity.

"Soft skills" give the future teacher the possibility to utilise optimal approaches for solving the professional tasks not explained in the instruction due to its ambiguity or unpredictability. In the research, individual work is viewed as "a specific pedagogical way of organising and governing individual activities" [2, p. 56] and the basic inner-motivated autonomous strategy of students.

Individual support of the future teacher's personality in educational-professional activity is carried out by the defined criteria of "collaboration character": connecting a specific number of individuals (frontal, group, pair, individual, microgroups ("dyads," "interpersonal groups," training groups, team-individual); individual work via Internet resources on social media (remote online and offline work) with the help of information technologies (Fig. 1).

It has been found that due to the versatility of the functions and kinds of individual work as a didactic category, the content and forms of learning on the individual choice of the future teacher constantly improve, and, as a result, professional and self-educatory competencies are formed and developed, and future teachers grow professionally and personally.

The content of such innovative process of individual support in collaboration in the process of individual work technologies allows stimulating and intensifying the process of professionals' becoming and forecasting their next step of development.

By means of individual support, the content and character of future teachers' individual work have been directed at the development of inner motivation, which is viewed as the individual-personal process of continuous, determined, and systematic self-improvement, self-development, and one's individual work. It is crucial to note that the individualistic nature of self-learning presupposes the development of self-cognition, self-education, and self-upbringing.

Teaching the strategies of future teachers' individual work in conditions of individual support involves the humanisation of interactive collaboration among the subjects of the educational process (teacher – student, student – teacher, student – student) on the basis of the student-oriented approach. "In the policies of individual work with the use of Internet, there are strategies such as *metacognitive* (goal forming, planning, self-governance, self-correction, self-evaluation etc.), cognitive (mnemonic cognitive, cognitive strategies of conceptualisation, cognitive learning strategies), compensatory strategies (compensating verbal means, strategies of searching for reliance), strategies of learning cooperation (social strategies), the gradual implementation of which enables the effectiveness and efficiency of individual work" [5, p. 119].

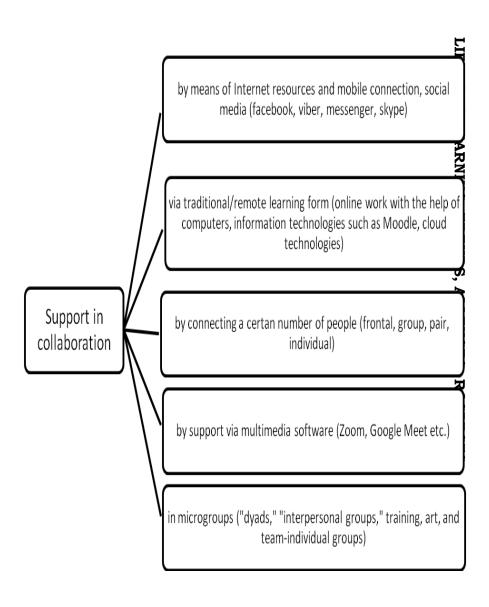


Fig. 1 Individual support of the future pedagogue's personality in collaboration

With the aim of gaining a proper level of professionalism in the conditions of the future teacher's individual support in the process of individual work in all kinds of activities, it is crucial to create such situations of guided self-education that would contain the following components: "shifting the emphasis from teaching to teaching how to learn; shaping not only cognitive but also professional motivation of students' work; formulating personal goals, realising ones I-conception or one's image; critical analysis, evaluation of one's assets and drawbacks; creating the program of self-upbringing and individual work; defining the means and methods of individual work; using practical recommendations on governing the thoughts, emotions, and behaviour; providing self-control and teacher's control" [3; 12; 22].

Apart from utilising the traditional means of individual work in higher educational establishments, researchers have introduced individual work in educational-professional activity pertaining to the future teachers based on the following criteria: depending on the type of the didactic task, on the means of carrying it out, and on the form of defence. It has been identified thatvarious types of future teachers' individual work are in a dynamic relationship with the development of educational-informational environment of higher educational establishments as a prerequisite of future professionals' personal growth.

Under such organisation of the educational process' support in higher educational establishments, the teacher receives the role of a competent advisor and consultant who provides professional and personal becoming and growth, whereas the individual scholarly-methodological support of students in conditions of priorities' shift in the educational process is given the role of the movement from the traditional knowledge acquisition during lectures to conscious active

self-cognitive activity of future professionals.

Peculiarities of individual support during individual work on the basis of project-technological approach include the problematisation and variability of individual work's content and technologies with the adherence to actual regional problems; psychologisation of the educational process, which is manifested in the creation of the *teacher* – *student* – *practitioner* collaboration on the premise of integration between the principles of self-determination and reflexivity; the monitoring support of students' individual work organisation based on the contextual approach in the educational-professional activity.

Problems of practice-oriented learning have been viewed in scholarly works of A. Verbytsky [7], who emphasised the significance of students' active inclusion in various types of practice-oriented activities. The core of practice-oriented learning is the need to unite theory and practice, which undoubtedly is an inseparable component of future labour training and technology teachers' professional development. It has been found that by its essence, "practice-oriented learning is considered as one of the most effective means of professionalisation of learning in higher educational establishments since it provides students' preparation to future professional activity. This approach orients students toward assimilating practical actions the experience of using which becomes possible as a result of theory's and practice's integration" [16, p. 164].

With the help of individual support offered to students, in practice (in the status of an advisor, supervisor, understudy, consultant etc.), real possibilities for forming students' preparedness to conducting educational work with pupils, the needs for individual acquisition and application of new theoretical, practical, and methodological knowledge and

simultaneous assimilation of advanced pedagogical experience. It has been established that the changes in the future teacher's personality in the educational-professional space in practice occurs in the process of achieving concrete goals and tasks and is the process of collaboration between personal parameters and functional structure of the future pedagogical activity.

A prominent place is given to the development of social skills of communicative culture, formation of pedagogical collaboration in a team of teachers, and formation of certain personal and professional features necessary for starting the professional way in the conditions of current schools' continuously evolving environment.

Individual scholarly-methodological support of future labour training and technology teachers in the active collaboration teacher – student - practitionerduring pedagogical practice is arranged by the graduating chair, managers of practice, and methodologists of general middle education establishment. The guidance of future teachers is directed to mastering the pedagogical profession, forming their professionally meaningful personal features, and the professional generate ability to and self-educational competency, which are the vital constituents in the first working place.

Innovative-enriching stage of research presupposed academic support of individual educational trajectory of the students gaining higher education by their teachers who are more experienced connoisseurs, as well as pedagogical experience in class, extracurricular, remote, individual, or group forms. On the grounds of pedagogical collaboration, a number of active/interactive pedagogical technologies were introduced to the process of future teachers' professional development, which is directly aimed at gaining the planned

result based on facilitative communication and supervisory help in overcoming difficulties on the way to success. Among these, there are tutoring, module, personalised, teamindividual, technology of asynchronic learning etc.

An important place in the process of individual work is given to the assimilation of *technologies with professional direction* of educational-professional activity, in the process of controlling and defining educational achievements, actualisation of the creative potential and self-development and providing psychological-pedagogical support in the context of general humanistic values' priorities (table 1).

Table 1
Professional direction of learning technologies
(adapted after N. Bordovskaya [22])

(adapted after 11. Bordovskaya [22])	
PROFESSIONA	TYPES OF TECHNOLOGIES
L DIRECTION OF	
TECHNOLOGIES	
Technologies of learning	 technologies of module learning; technologies of problematic learning; technologies of contextual learning; technologies of learning in collaboration; conducting a seminar in the form of a dialogue; technology of "Debates"
Technology of working with the data of the educational process' subjects	,

m 1 1 :	organising individualwork
Technologies of	
the educational	
process' subjects'	environment; technology of self-
actualisation	presentation;
	 technology of forming self-
	assurance and readiness to successful
	individual professional activity;
	• technology "The development of
	positive thinking in the system of
	students' relationships in the higher
	educational establishments'
	environment";
	• technology "The development of
	students' competency in organising their
	learning";
	• training the diagnostic thinking;
	technology of developing critical
	thinking; technology of increasing the
	pedagogue's communicative competency
Expert-	• technology of rating learning
evaluative	achievements;
	• technology of creating the
technologies	evaluating materials for thefinal state
	certification of graduates within the
	frame of competency and module
	approaches (on the example of higher
	educational institutions);
	• technology of humanitarian
	expertise of educational programs:
	technology of evaluating the quality of
	higher educational establishment
	teachers' professional activity
D + 11 : 1	roduction of computerised didactic means

Due to the introduction of computerised didactic means to the system of organising students' individual work, the following became possible: provision and control of individual rhythm of students' educational process; the selection of such process' level and individual transition from a higher level of complexity to a lower one and vice versa; visualisation of utterly formalised and abstract material; intensification and rationalisation of time needed in conditions of usual learning for demonstrational issues, information search etc.; individualisation of the educational process with the use of an individual methodology for each student, which enables taking into consideration their peculiarities and improve the quality of assimilating the necessary knowledge and skills.

The benefits of such technologies are not only in the intensification of individual work's value but also in their direction toward the development of the personality's creative potential, individualisation and differentiation of the educational process, and promotion of effective self-control and self-evaluation of future labour training and technology teachers' learning.

technologies Innovative in education presuppose increasing the interest to education and teaching students to work individually, gain competency and mobility, and adapt to the demands of modern society. An important place in the students' individual work organisation of belongs since it opens information technology access knowledge education. atypical accumulation information technology sources, broadens the perspectives for creativity and special approaches when solving practical situations, and serves not only as the means of learning but also as qualitatively new technologies in preparation of competitive specialists in the transition from the primary level of independence to a higher one.

The results of the research and materials for selfanalysis allow noting that in practice, teachers prefer to use knowledge-based (traditional) educational technology with individual "additions" of project and research activities among a small part of labour training and technology teachers. It has been found that "the majority of teachers intuitively combine in their work innovative educational technologies, striving for versatile activities, but at the same time, they develop their own teaching style quite fast and apply it at micro- and macro-levels, which is rather static with the relative presence of pedagogical means' versatility. That is, at the macro-level, teachers prefer to employ a concrete system (sequence) of stages and forms of organising work, whereas at the micro-level, in the middle of each phase, they prefer a certain arsenal of teaching actions and operations (methodsofwork)» [20, p. 306].

Experience indicates that holding scholarly-methodological seminars for teachers with the participation of students and practitioners – general middle education establishment teachers – promotes the integrative development of their research and creative professional-educational work, realisation of creative activity and independence, and helps teachers to determine the specification of forming the future professionals' inner world by taking into account their pedagogical skills and scholarly interests, as well as individual peculiarities in professional growth.

Facilitation of the process of future labour training and technology teachers' professional development's individual support promotes the formation of integral abilities of the personality as a basis of their self-realisation in the future professional activity and the intensification of teachers' consultative-coordinative function. Also, during the arrangement of work, we took into consideration the scholars' approaches concerning that the system of stimulating students to individual work should be aimed toward a result rather than be a waste of time and the source of worsening

student-teacher relationship. The democratic style of managing the individual trajectory of students' learning has facilitated the revelation and attainment of a self-sufficient level of future labour training and technology teachers' professional development in the process of individual work [26].

We single out such components of the scholarly-methodological support of future labour training and technology teachers' professional development in the process of individual work as the processes of psychological and socio-pedagogical support, as well as help on the part of "supporting" teachers, coaches, consultants, and supervisors. Pedagogical support is the system teachers' and students' of joint actions aimed at determining the aim, objectives, interests, opportunities, and ways of overcoming problems that stay in the way of gaining individual positive results in their future work or self-actualising.

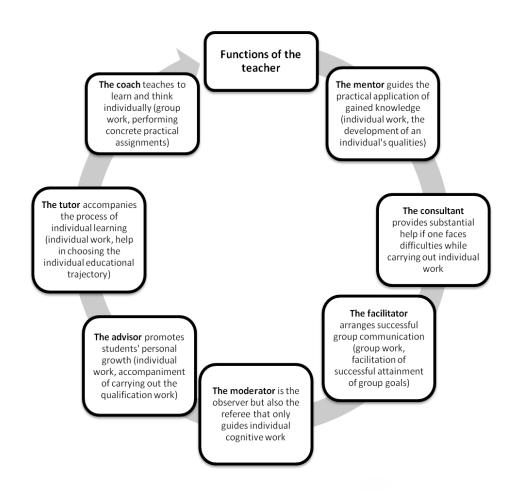
Individual work presupposes "the development of inner and outer self-organisation of future teachers, their ability to build up an individual trajectory of self-education, as well as self-development form the ability of and creative implementation of the received knowledge" [1, c. 56]. In the practice of outrunning learning, the method of controlling students' individual work by means of regular consulting has proven effective, which allows determining students' level of preparation and helping them with methodological advice. In the process of realising individual support, future teachers were offered to employ the stage approach to the organisation of individual work when preparing a creative project and an example of students' creative projects' element, which facilitated the positive dynamics of their creative selfexpression and optimal time-management for solving the set project-technological assignments.

The decisive role in the project-technological approach to the process of future teachers' professional development during individual work organisation belongs to the need for conforming to the principle of unity of educational, developmental, and upbringing influences. According to V. Slastyonin, "functions of applied didactics can be performed by individual work's technologies, which allows the teacher to arrange pedagogic collaboration within the educational content of a subject with the learners in the context of their future professional work in order to achieve the didactic purpose of professional development" [5, c. 135]. When applying the technological approach to learning, according to A. Verbytsky, professional direction of technologies focuses on the organisation of various types of students' work during which "the teacher plays the role of a pedagogue-manager and director of teaching, not a translator of learning information; information is used as a means of organising the work, not the aim of studying"; "the student is the subject of activity along with the teacher, taking a part of responsibility for learning and control, whereas their personal and intellectual development is one of the educational goals" [7].

We agree with the opinion of foreign and national theorists and practitioners who consider that effectiveness of the level of future teachers' professional development during the arrangement of individual work depends on the content and character of students' collaboration and the mobility of the teacher (competent leader, lecturer-consultant, tutor, coach, mentor, moderator, advisor, facilitator, manager etc.); on the methods of teaching individual work, governance and evaluation of work's results; resultative conditions of performing practice with individual support and supervision of the student's personality [5; 23] (fig. 2).

The mentioned roles of the mentor in individual support help students to learn various evaluative and diagnostic methods and approaches in practice, for instance, "to evaluate the society's needs" and "to perform psychosocial assessment," which enables them to understand people's problems better and employ effective means of helping those who require the improvement of their life level [11, p. 5-12; 25, p. 154].

We have come to a conclusion that the following are needed for the qualitative arrangement of the process of future teachers' professional development in the process of individual work: the formation of a positive motivation of educational-cognitive activity; the use of modern methods, forms, and technologies of teaching; the inclusion of personalised sense in the teaching material, which arouses students' learning-cognitive interest; the creation of psychological conditions and the use of methods and means of learning that activate the educational-cognitive activity.



• Fig.2. Functions of the teacher in the individual support of the future professionals' personality [5; 23]

Following Ye. Vrublevs-koyu, we view the ability to conduct facilitative communication as the teacher's personal quality that is developing and allows performing pedagogical collaboration that is inspiring and stimulates students to intensive and conscious self-alteration according to personally prioritised senses of life, whereas actualising the process of directed and productive self-development.

In the course of research, it has been found that creative individual work of the future teacher in practical direction of the educational process is characterised by the unity of motivational, intellectual, process, and emotional-wilful processes and is formed in the educational process that is twofold and depends on the subject-subject collaboration.

It has been found that with the development of future teachers' individual learning activity, the nature pedagogical collaboration between the teacher and future professionals alters. From organising, planning, controlling, it changes to orienting and recommending. In its turn, the activity of the student also shifts: functioning as the subject of self-education, they become more active, their level of responsibility increases, and more opportunities to reveal one's interests and preferences in working with learning material emerge, hence, new personally meaningful motives to learning and future work emerge. Therefore, the findings of the research, analysis of scholarly literature, and practice in higher educational establishments, the following complex of providing factors for effective individual scholarlymethodological support of the process of future labour training and technologies teachers' professional development can be singled out:

- the development and implementation of modern innovative technologies with the focus on interactive collaboration aimed at stimulating inner motivation of future teachers to educational-professional work and future profession;

- the realization of a systematic approach to increasing professional qualification and gaining autonomy of scholarlypedagogical employees who work on students' professional development via national and foreign internships with correspondent financial support from the government;
- the implementation of modern licensed multimedia software enhancing future teachers' educational-professional activity into the educational process of higher educational institutions, which corresponds to continuous professional and personal growth;
- the realisation of a system of objective inner and outer monitoring of future teachers' scholarly-professional activity's quality and forecasting their personal and professional growth;
- purposeful work of Career bureaus in higher educational institutions for understanding the opportunities, perspectives, and promotion of employment for future teachers on their first working place;
- the creation of Centres future of teachers' professional development higher in educational establishments for the provision of psychological support and qualified consulting, spreading the information about the of professional development (programs possibility increasing one's qualification, internships, courses, webresources and other instruments) etc.

Therefore, in the present research, we define *individual* scholarly-methodological support of future teachers' professional development processin the course of individual work's innovative technologies on the basis of humanising interactive collaboration and dynamic development of the educational process' participants' autonomy from the

positions "teacher ↔ student" to partnership pedagogical collaboration "colleague" on the and supervisory facilitative communication help in overcoming difficulties; democratic means of organising and governing individual work in the process of educationalprofessional activity (in the educational process, extracurricular time, in practice) for their becoming and development in the professional sphere and gaining success throughout life.

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DOI: https://doi.org/10.37835/2410-2075-2021-1-01-10 *Iruna Onyschuk*,

Doctor of Pedagogical Sciences, Associate Professor at the Department of Theory and Methodology Pre-School and Elementary Education, Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy, Kremenets, Ukraine

5.2. CULTURE OF FUTURE EDUCATORS' SELF-EXPRESSION AND ITS DEVELOPMENT IN THE MODERN CULTURAL AND EDUCATIONAL SPACE OF HIGHER EDUCATION INSTITUTION

INTRODUCTION

The revival of a humanistic tradition in education causes a return of the interest of scientists to the problems of personal and professional formation of future teachers in the HSI, development of pedagogical and spiritual culture in them, active humanistic position. Pedagogical humanism is a modern strategy of all units of education, based on the system of humanistic knowledge, views, ideas, beliefs and is realized in the educational process.

Characterizing the role of humanistic pedagogical valuesspecialists are special importance to the values of self-acceptance and adoption of a growing personality, since they must have a high degree of culture for the future educational duties. In the opinion of scientists, the ability to self-suffer, choose the optimal methods for the situation, especially relevant for future educators, to occur, because they serve as samples of behavior for a growing personality, from them, as meaningful adults, children perceive ways of expressing "I",

the most correct models of self-propelled, self-evidence, open examples of high level of self-expression culture.

So, the mission of the institution of higher education is to form a responsible attitude to the preservation and enrichment of cultural values, to update the content and technology of education in accordance with life realities. Assigning and creating higher education applicants within the framework of the educational system of new cultural values, in the opinion of specialists, is a "creation process", which is implemented by the principle of dialogue of cultures. In view of this, the problem of development of the culture of self-expression of future educators is at the time of art.

1. INTERCONNECTION OF CULTURE AND EDUCATION AS AN IMPORTANT COMPONENT OF PREPARATION OF FUTURE EDUCATORS AT PEI

The modern philosophical concept of education, aimed at reforming and developing society, is presented in the works of V. Andrushchenko, O. Bazulus, V. Kremnya, I. Zaziuna, N. Yukhymenko, etc., not only provides mastering knowledge and technologies of educational activity in conditions of transformation. Society, but also substantiates the axiological and pedagogical preconditions for the formation of a personality, which will take place in a new, dynamic, modern society in the future, in order to achieve successful and effective self-realization.

Education in the philosophical aspect is the transformation of the "spirit of the era" in the structure of consciousness, worldview, spiritual world, culture and general nature of the individual. At the same time, according to V. Andrushchenko, everything outlined above becomes the basis that determines the integrity (or unspecified) of a

person and the age. It should be noted that through education (as well as culture and education), this "spirit" defines socially significant personality parameters. Instead, the philosophy of education adjusts its social quality and significance, the effectiveness of the implementation of pedagogical events in the conditions and capabilities of the existing type of culture, compliance with the general capacity of humanity development in a generic aspect. According to the definition of scientist, the term "education" should understand the social process (activity, institution) of the development and self-development of the individual associated with mastering socially significant experience in knowledge, skills, creative skills, sensory-value forms of spiritual and practical Mastering the world.

In addition, V. Andrushchenko emphasizes that distinguishing and rethinking the value-orientation context of modern life process, it is worth taking into account two groups relative to independent and at the same time organically interconnected realities - external and internal, peculiar comparison of which at the level of household consciousness and theoretical analysis It forms a peculiar "spirit of the era", from which the modern philosophy of education begins. Modern education, according to the scientist, should be based on the basis of the future anthropogenic socio-cultural environment, and its main task – the formation of a person who can survive in conditions of socio-cultural uncertainty. Consequently, it is important not knowledge as such, but above all their creative interpretation.

Thus, education, higher in particular is the process of subject-subject interaction of the teacher and student aimed at transferring knowledge: formation of practice and skills; upbringing culture of thinking, feelings, behavior; Clinging the ability to self-study and independent outline activity. The mechanism of education is its reproduction on individual-personality and social levels (individual in personality is largely unique and unique, but social - the fact that "delegates to education" as a requirement of a particularly historical type of culture).

Naturally, the education of the individual and educational system scientists consider only in a specific socio-cultural context in connection with the multifaceting of their relations, in their opinion, education is performed by socio-cultural functions, such as:

- socialization of personality and continuity of generations;
- communication and attachment to world values, achievements of science and technology;
- development and formation of man as a personality, subject and individuality;
- formation of human spirituality, its outlook, value orientations and moral principles.

According to the results of the study, G. Mednikov, education is a part of culture. At the same time, culture, according to the author, needs an educational subsystem, since it is an aggregate product of the creative forces of mankind. At the same time, the development of culture entirely depends on human activity, which is formed by information and cultural programming [9].

Analyzing modern culture, A. Schwezer guide, "that culture is a" combination "of the progress of man and society in all sectors, directions, provided that it will contribute to spiritual perfection of the person" [11, c. 103]. In generalized characteristics of the specified definition of "culture" by V. Shynkaruk is defined as a form, result, a way of communicating with reality; Manifestation, assertion of the

essential forces of mankind, since the way of human existence is an activity that appears the main source of culture. The complexity and variety of human livelihoods determine the complexity of the structure of culture as a holistic phenomenon [11].

To realize the completeness of the content and essence of the defined allow the statement of S. Crimean, which observes that "culture is not just an expression of something abstract, otherwise it would have turned into expressive means and language of history; Culture is a system of transfer of values of the present in the life of man, in the meaning of her life, taking into account the experience of the past and prospects of the future, this is a way to build a person's life based on the experience of past generations and on the basis of realization and - which is especially important - still unrealized opportunities of historical reality "[7, p. 20].

Based on the above generalization, it is worth noting: in cultural processes, a young man is open to the future, acts as a kind of personal project, which requires exercise and self-realization.

Analyzing the essence of culture, its place and role in society, interconnection with education, specialists distinguish the following main aspects:

- culture as a social phenomenon inherent in society, reflecting its qualitative characteristics and enriches the spiritual life of a person;
- culture as a process of creative activity aimed at the knowledge of the surrounding world and the person himself in this world, to obtain objective and reliable information on the environment, where the main role belongs to science and art;

- culture as a component, designed to help a person not only to know the world and itself, but also to identify its place in this world and its own worldview installations;
- culture includes not only the essence of the man achieved in the process of mastering the world of material and spiritual values, but also the corresponding value orientations;
- culture provides regulation of social relations of people;
- culture as a powerful factor for the formation of human essential forces.

According to the approach I. The formation of a new level of self-organization of human culture is connected primarily with the formation of a specific orderly structure - the education system designed to provide targeted consumption of culturally accumulated experience in the cultural background. In particular, in the pedagogy, the concept of "culture" is used as "the main factor" - a source from which the content of education, and as "social regulations", reflecting the value products of spiritual and material activity of man, properties and quality of the person himself as a carrier and the creator cultures; Education is the best purposeful way of mastering culture [2, p. 31].

Thus, the substantiation of organic ties of education with culture and their influence on the development of society is the subject of special scientific research. Educational and cultural processes reflect the real nature of the life process, its changes, contradictions, successes and failures, positive and negative parties. Important for the development of modern society is a new type of culture, oriented for the dignity of a person, where the highest personality is considered. From the methodological part, a key role plays a comparison of the principles of modern education with those

ideological ideas of culture, which should jointly create a new educational paradigm. In view of this, adequate to a new educational paradigm, taking into account the position of humanism, can only be the principle of unconditional acceptance of the individual.

According to the conclusions of scientists, the essence of the preparation of a young person to independent life is primarily as follows:

- forming a lifestyle accepted in society;
- development of various forms of life educational, labor, social, professional, leisure, domestic;
- development of spiritual potential of personality in order to intensify creativity.

Higher education institutions concentrate the best samples of human socio-spiritual activity of a certain era, so the social value of education is determined by the education of a person. The humanistic value of education lies in the possibility of developing cognitive and spiritual needs of student youth. Education is the social institution transmits and embodies the basic cultural values and objectives of the development of society. The implementation of social function requires prediction and planning of society. The latter becomes a great component in the process of forming a state educational policy. One of the important directions of this policy is the development of state educational standards that determine the mandatory educational-professional program of educational institutions. Each educational component and a certain educational technology are focused on acquiring competencies and personal growth of higher education.

In the aspects of the above, the problem of development of the culture of self-expression as an important aspect of the personality-professional formation of student youth, future educators in particular.

2. CULTURE OF SELF-EXPRESSION AS A SUBJECT OF PEDAGOGICAL RESEARCH

According to scientists, the self-expression of the future educator is always involved in the implementation of selforganized activity. The authors understand an activity, in the process of which interacts self-management behavior and external influence of the situation, circumstances, the environment. According to O. Zinchenko, I. Shkuratova, A. Yafalian, self-organization is a process in which the forces of the subject itself is created, reproduced or improves the organization of a complex dynamic system. Self-organization allows obtaining a higher education to a certain extent autonomous, independent, opens opportunities for full selfexpression and self-realization. This enables implementation of such a form of self-expression, which creates a desired image of its own "I", allows you to show themselves in a profession, promotes the receipt of new information about themselves, surrounding the world, about pedagogical activities in general.

Investigating the phenomenon "Culture of self-expression", it is worth considering through the prism of measurement "Culture - Personality - Society." It combines two aspects of the problem - social (cultural requirements, social assessments and limits) and psychological (internal inductions, value orientations, individual features). Both moments are updated in the pedagogical aspect of the problem - to create favorable conditions for the formation of self-expression culture teachers in future educators.

Full performance of professional activity involves mastering future educators perceptual skills, the ability to flexibly respond to each pedagogical situation, capacity to culturally promote and at the same time remain an autonomous person. According to the scientific approach, X. Hartmann Autonomy of future teachers encouraged their internal activity, without which it is impossible to imagine a full self-expression. The author distinguishes the primary and secondary autonomy "I" functions:

- the first describes the processes of personality development regardless of external influence;
- the second manifests itself in the course of responding to external influences of other people.

According to the specialist, this is especially important to take into account the study of the phenomenon "The culture of self-expression" of the teacher. Consequently, in the process of self-expression, demonstration of other personal values, future educators are operating in accordance with the fact that they are "dictate" their individual characteristics, quality, features, representations and external conditions.

E. Omelchenko emphasizes the relevance for the pedagogical science of the problem of self-expression, creation for this appropriate conditions, promoting the compliance of self-expression as an internal nature of the personality requirements of culture. The author objects the need for formation in the process of education of students is necessary for a full life in society of the level of self-expression culture, in which features are embodied, methods, performance, results. The specialist also emphasizes the importance of the teacher's ability to organize and perform self-organized activities of self-expression, adhering to its own individual characteristics and focusing on the culture of society [8].

In addition, E. Omelchenko notes that in the process of self-realization, the future educator actuals his potential - his knowledge and skills, interests and abilities, aspirations and intentions, the idea of himself and the world, According self-realizes. to the author, autonomy, independence and self-realization are necessary for the full self-expression of the teacher in professional activity. the researcher, they to are important characteristics of self-organized activity. Focusing on it, a specialist observes that self-organized activity involves the ability to organize itself, its time and activity, organize and regulate its own behavior [8].

According to scientists, the readiness for self-organization is the integral quality of the individual, which manifests itself in need, ability and determination to make an ordered conscious activity to organize and managing themselves. In this case, in order for future teachers, the readiness for self-organization was formed, they should develop the skills to gradually perform activities on professional self-expression, to be corrected, to take into account the intermediate results of pedagogical activity, increase its efficiency. Due to this, future educators master the skills to rationally plan, organize, adequately evaluate, adjust and improve the process of self-expression, "to cultivate" it [8].

That is why the "culture of self-expression" E. Omelchenko defines through self-organized activity, which, on the one hand, must comply with the individual characteristics of the future teacher, and on the other - the culture of society in which he lives. Culture creates a problematic development situation for the future specialist, and it is important, puts it before the need for self-development. In addition, culture is a way to disclose reality,

providing life for meaning, values. As a scientist observes, the culture is not only what is outside man (as an objective data), but also inherent in the feature of it. Thus, E. Omelchenko focuses on the importance of an individual culture of the future teacher, a person's culture.

Summarizing the data of its research, the scientist qualifies the culture of self-expression as peculiarities, methods and results of self-organized activity of the future teacher, which he acquires or creates in accordance with their interests and abilities as a result of cooperation with the culture of society. The culture of self-expression allows the future teacher to realize itself in a profession, focusing, on the one hand, to its advantages, aspirations, life goals, and on the other hand, on the requirements of culture and society.

During the study, E. Omelchenko notes that from the whole variety of definitions of the term "culture" is the most appropriate determination that it treats this term as a form of self-determination of an individual in the horizon of personality, the form of determination of life, consciousness, thinking. In the opinion of the author, such a view of culture shows the need for development in the future teacher of skills to independently restrict itself in case of necessity, to build their own forms of behavior and the reaction to the surrounding world.

In addition, E. Omelchenko concludes that during the preparation of future teachers to professional activity in their culture of self-expression gradually consists of skills:

- a) guided knowledge about the peculiarities of the development of preschool children, to provide them with the opportunity to express itself in the forms of forms.
- b) to navigate in the process of self-expression to the real world;

- c) to self-release with the use of methods adequate to interaction situations with the subjects of the pedagogical process;
- d) to self-release in the process of creating a developing environment, choose health-saving technologies;
 - e) to carry out reflexive and evaluation activities;
- e) develop their own programs, create conditions for self-expression of other subjects of the pedagogical process [8].

The problem of self-expression culture is reflected in the writings of O. Kononko. As "the culture" the author understands a set of codes that guide the personality to a certain behavior and lead to progress in its spiritual self-improvement. Operating the concept of "individual culture", the specialist emphasizes that it manifests itself in the presentation of a young man itself, identifying its own internal entity, individuality. The fundamental element of individual culture, according to the author, is the culture of self-expression, which manifests itself in the self-organized activity of the teacher.

The author's main characteristics include: independent of external influences of the subject of self-expression, its ability to independently organize, perform, control, regulate and adjust their behavior, present individual features, aspirations, advantages that do not contradict the standards of culture. O. Kononko also focuses on the fact that, developing criteria for assessing the measure of formation student youth's culture of self-expression, on the one hand, should be guided by the main vectors of pedagogical activity business, axiological, communicative and transformative, and on the other - to understand the culture of self-expression as a personal phenomenon [5].

According to the position of V. Voropayev, the introduction of a paradigm of personality culture in the

conditions of globalization involves the formation of those culture personality, foundations of that affect the implemented in it through a complex of socially significant qualities. As the author emphasizes, in the context of cultural globalization, a person that affects various factors - historical, social, economic, political, ethnonational, ethno-cultural. In the social space unfolds, ways and rules for its enhancement with the environment, the process of self-realization and selfpreservation. V. Voropayev also emphasizes the importance of the spiritual space - the scope of senses and thinking structures, in which the world-famous concepts are formed responsible for the method of perceiving and interpreting the reality of the world. The main purpose of this space is the enrichment of the spirituality of the individual based on the activity vector of Genesis.

The spiritual development of student youth is associated with its individual culture. As experts say, the concept of individual culture development is based on the representation of a person about the possibility of revealing, enriches his knowledge of the world and itself in it. These knowledge are expressed, they are mastered and embedded in the system of ideas in the culture, implemented creatively, enriches, are complicated, systematized.

E. Gusinsky under an individual culture understands character, customs, habits; consciousness and self-consciousness; knowledge,skills; Intelligence and sense of personality. According to the author, in an individual culture, the external manifestations of a teacher (self-presentation) are harmoniously combined with its internal features. Individual culture is reflected in the activity, behavior, actions, through which a person seeks to convey another value for her subjectively experienced knowledge, skills, personal experience. Consequently, the indicated phenomenon is

manifested in the presentation of a person itself, based on its internal entity, and broadcast due to self-expression [1].

Thus, scientists emphasize that an individual culture in the future teacher is formed in the process of developing its independence, liberty to creative action, enrichment of individual experience, forming the ability to correlate the external situation with its internal state. According to scientific data, the development of individual culture is a consistent reincarnation of internal knowledge of the individual in renovenced life impressions. The motion of individuality in the path of self-development "is launched" by the inconsistency of the integrity and completeness of the knowledge of the individual about the world and itself and the ways of its interaction with the environment, because culture develop without internal problems experiences contradictions. Tested and individuality fragments of internal knowledge consecutively pass into operation zone of technical development, instrumental use.

In the context of the problem of self-expression culture, it deserves its aspect as a self-organization and self-regulation of the personality of its own activities. As M. Yarushkin notes, the person is constantly faced with the need to coordinate the values, norms, role regulations assimilated in one sphere of life, with requirements that act in other or find compromises. Given that self-expression is the social phenomenon of self-presentation of the person before the team, it should be taken into account that its social behavior is regulated by the processes of self-organization and self-regulation that interact with each other. The author focuses on the fact that self-regulation provides socio-psychological adaptation of the individual, and self-

organization - its relative autonomy, independence and self-realization.

According to M. Yarushkin, the value orientations of the individual defining its orientation, and the value-normative system of society are the socio-psychological mechanisms of self-regulation and self-organization of behavior. The author observes that dynamic processes in the team affect the regulation of the behavior of each person as a participant in group relations. Based on the data of its research, the author stands on the role of an active subject of group relations, capable of influencing the processes of self-regulation and self-organization in the team, acts only a relatively small part of its participants. This is mostly the most active in relation to the group norms and values of the person. The author clarifies: Changes in the group's values selectively affect the value orientation of the individual, reinforcing or weakening the processes of self-regulation and self-repair, reducing or increasing the role of personality as a subject of social relations.

The problem of self-expression culture is directly related to the value of the future teacher: the more he appreciates itself, the more clearly, it is brighter and original self-defense, and vice versa, underestimated self-esteem, low self-esteem and harassment produce uncertain behavior, and therefore, deformed need to self-release.

V. Ivanov qualifies the process of forming value self-propelled as a purposeful, organized, humanistic-oriented interaction of the teacher and student, which prompts the latter to self-knowledge, self-understanding and self-realization. To the criteria for the successful formation of the value of the future teacher, the author attributes: its positive self-esteem; Student's confidence; personality orientation of its value orientations. The researcher determines the

pedagogical conditions of effective formation in future educational educators, main among which are the use of a personally oriented education program, ensuring the success of educational activity and humanization relations of subjects of the educational process.

It is appropriate to give considerations to the scientist O. Kolyshko. The author observes that self-response as one of the most important attitudes of social existence; Any manifestation of a person as a social entity is accompanied by inclusion in this process of his attitude towards himself. Assessment of the personality of his own "I" through the prism of socio-normative criteria – purposefulness, success, morality, social approval - expresses, according to the author, self-esteem. As a manifestation of self-appointment it is close to the sense of competence, efficiency, instrumentality "I". Self-esteem provides for the process of assessing the future specialist in comparison with certain socially significant criteria, norms, standards, ideal image "I".

Investigating the phenomenon of self-propelled, O. Kolyshko analyzes autosimpathy as a person's ability to take himself, to experience his spiritual value, to treat himself. Unlike self-esteem, autosimpathy is an emotional feeling, positive self-interest, internal honesty, which certifies the openness of man to itself itself. Characteristically, these experiences are not determined by the nature of man and are not established in one or another perception of its own personal manifestations.

In the context of the phenomenon that we studied, self-expression deserves attention and such a manifestation of human self-response, such as self-attraction, self-accusation and internal conflict. They create a negative emotional tone of self-position, are a negative pole self-esteem and autosympathy. As a specialist notes, self-drawing involves the

suffering position "I", transferring responsibility for failures on other and external circumstances [3].

The separation of the positive and negative personality attitude to itself is due to the need to protect its "I" from negative emotions and maintaining general self-esteem at a relatively constant level. According to V. Stolin, the action of this protective mechanism of self-support is directed primarily to "blocking antipathy to themselves", so that the fall of sympathy does not lead to an increase in antipathy. The scientist emphasizes that the lack of self-affirmation, condescension does not necessarily mean self-accusations, self-sufficiency.

Noting the sufficient development of the problem of pedagogical consciousness and self-consciousness, it necessary to state insufficient coverage of technologies for the formation of professional-value self-prevention of the teacher. It is necessary to recognize the predominance of psychological research of this direction, lack of pedagogical works aimed at activating the methodological and didactic capabilities of academic disciplines of humanitarian orientation, which are characterized by significant personal development potential. of integration Consequently, question sociothe psychological and pedagogical approaches to the formation in the future educator, pricing to today remains relevant.

Given that the culture of self-expression is a personal integral, its important component is the psychological culture of the individual. According to O. Motkov, under this term understand the system of constructive ways produced and assimilated by the personality, the skills of self-knowledge, communication, self-regulation of emotions and actions, creative search, self-development. In developed form, psychological culture is certified by high quality of self-organization and self-regulation of life, positive self-

government, the dynamic characteristics of its needs, values, attitudes, qualities, as well as the optimal construction of their implementation processes.

According psychological culture to scientists, characterizes primarily behavioral, procedural component of the professional life of personality through real deeds, a wide repertoire of skills to possess. As the author observes, for a person with a high psychological culture, it is important to behave optimally, find acceptable for her and other cultural behavior. In this regard, under the concept of "cultural" understood those schemes of conduct, which take into account both the desires and objectives of the individual, and the position of other people. That is, it is about intelligent, arbitrary deeds, subjectivity, personal meaning of action, efficiency "I".

In the context of the study of the phenomenon of selfexpression culture acquires the significance of the scientific provision, according to which psychological culture should be qualified as a reasonable self-organization and self-realization of the personality of its aspirations, taking into account home needs, real capabilities and environmental features. In the course of studying the phenomenology of self-expression culture, it is expedient to take into account that psychological culture provides a steady harmonious functioning of the individual and at the same time is one of the manifestations of the optimal lifestyle. In view of this, the author emphasizes that psychological culture as an important component of general culture serves as a personality means of carrying out the desires and objectives of personality, ensuring a full life, an optimal organization of its development and consistency with the outside world.

Close to the above is the determination of the psychological culture of V. Rybalka, which characterizes it as

the ability of the person to deliberately form, digest, preserve, multiply and to actualize the essential value, resources, potentials, values that need to be taken into account as priority in optimization, improving the efficiency of life, educational and professional activities of future specialists. According to the scientist, the intra-personal components of psychological culture include: communicative, motivational, characterological, reflexive, education, intellectual, psychophysiological culture.

At the same time, V. Rybalka emphasizes that one of the promising directions of introduction into a professional education system of cultural and psychological, reflexive and value-creative technologies may be assimilation of content and methods of professional training of pedagogical personnal qualities of psychologically cultural personality and modeling in various forms and types. Professional preparation of vertex cultivated situations. Implementation of this approach to the development of psychological culture In the process of professional training of student youth stimulates the growth of their cultural and psychological level ensures the experience of creative actualization of personal potential.

According to the researcher, the problem of changing the personality of its features and behavioral characteristics, development and use of its own resources, the creation of a favorable environment for this is one of the most relevant in pedagogical psychology. So, the author emphasizes that autopsychological competence plays a significant role in the development of human individuality, actualizes its internal potential, promotes the development of an individual style of activity, creativity, ability to find out the crisis situations, to form effective strategies for organizing their life path [10].

Understanding under the psychological culture, the potential of subjectivity of the personality of the future

teacher, analyze the phenomenon of autopsychological competence associated with it. A. Derkach and L. Stepnova qualify autopsychological competence as the readiness and ability of personality to targeted work on oneself, over the self-improvement of their rice and behavior as the authors, autopsychological competence plays a significant role in the development of human individuality, actualizing its internal potential, promotes the development of individual style. Activities, creativity, the ability to come out of crisis situations and maintain its own psychological health, to form effective strategies for organizing their life path.

Investigating the phenomenon of autopsychological competence of future educators of pre-school education institutions, O. Kononko qualifies it as a personal integral, the unity of adequate "I-image", value self-response, ability to self-regulate and full realization of its potential. The author goes out to understand that autopsychological competence as a personal integral is realized in two vectors: internal (expansion and deepening of self-consciousness) and external (self-determination, self-expression, self-realization, self-development, self-preservation, self-improvement).

A specialist developed the typology of the autopsychological competence of future educators, which included students of productive-personalized, fragmentary-personalized, disharmonic personalized and depersonalized-reproductive types. The author determined that the productive-personalized type of self-position is recorded in approximately 20% of future educators of preschool educational institutions [4].

The problem of autopsychological competence is considered by the majority of scientists through the prism of individualization and self-actualization processes (O. Asmolov, A. Maslow, A. Petrovsky, K. Rogers). They certify

the importance of the desire of a young man to be a personality and themselves. One of the important aspects of the process of development study of the future educators' personality in general and its autopsychological competence in particular is the issues of self-realization (L. Korostyliova, Y. Rupetsky, O. Semenov), which defined by the authors qualify as an integral attribute of self-development personality.

In this case, indicated scientists determine self-realization as a holistic phenomenon that manifests itself in all major spheres of life in general and professional in particular. The authors are distinguished by determinants and main barriers to self-development and self-realization of personality in a professional sphere. Under self-realization, they understand the process of developing "I" development opportunities due to our own efforts, co -ology and co-creation with other people; Disclosure of personal potential. The criteria for self-realization of personality is determined by productivity as objective and satisfaction as the subjective characteristics of this process.

Performance and satisfaction with life - important indicators of the process of full self-expression of personality. The measure and form of culture of self-expression of the future teacher depends to a large extent on the organization of the cultural and educational space of the institution in which he receives education. This problem is devoted to the study of O. Yanootsh. According to the author's approach, cultural and educational space is an objectively existing system of zones (loci) of physical and virtual reality used to implement the practice of education (training, education, education) and self-development of personality.

O. Yanootsh notes that the cultural and educational environment is a set of conditions that define the vector, the

content and quality of the general cultural development and self-development of the individual or, as the author notes, "substance", which fills the space. The main characteristics of the cultural and educational space O. Yanootsh releases: a variety of subspaces, their density and rareness, length and fragmentation, isolation and symbiotic existence with other segments of cultural space, which have its own functional and axiological significance of culture as a whole. The most important criterion for the harmony of cultural and educational space, the author considers compliance with its structure of psychological features and needs of the individual.

It is advisable to note that it is not just an artificially created material or virtual reality, but also about the nature of the cultural paradigm. All together they create a coherent system, each element of which is necessary for full socialization and the inculturation of a young man. According to O. Yanootsh, the number and structure of cultural and educational zones (loci), as well as the degree of their accessibility, may significantly differ in various educational institutions. According to a specialist, recently, researchers and authors of projects are increasingly turning to the idea of creating non-new subsystems as a vimbiotic cultural spaces.

O. Smolinska, as well as the previous author, O. Yanootsh, studied the phenomenon of creating a cultural and education space. The object of its attention was pedagogical institutions of higher education. The researcher qualifies cultural and educational space as a way of existence of certain codes - cultural, intellectual, social, psychological, etc. It emphasizes that "the shifts of the priority of education in the transfer of knowledge to the knowledge of their outlook updates the need for the development of theoretical departments to comprehension of the variation of educational

process of pedagogical universities in the context of the cultural paradigm." Staying his approach to the problem of organizations effective for the full realization of the personality of the future specialist of the environment, O. Smolsnska notes that the medium is a special forming part of the space, and a combination of pathogenic species into a single space leads to a synergistic effect.

The author observes that the concept of "cultural and educational environment" and "space" - spatial, since both surroundings of the subject (pedagogical means the university). The scientist classifies cultural and educational space according to such criteria: the physical factor of the spatial organization (educational environment educational institution) - organized as a result of the purposeful activity of teachers the procedure of events, external circumstances that are expedient; Organizational managerial factor (organizational culture and professional-educational environment) aims to optimize the process of management of educational process, successful implementation of the necessary decisions; a factor of pedagogical influence (formation of the project-technological culture of the future teacher, the development of subjects of students), aimed at achieving the goals of high-quality vocational and pedagogical training); System of coordinates for public values (educational space as the world-cultural basis of socio-cultural development of student youth) generates rules and values, develops modern worldview, picture of the world; Space scientific of social psychological communications (cultural and educational space as a set of cultural samples for forming the life experience of future teachers; the object of philosophical and educational discourse (features of structuring the intellectual life of students, their interaction with carriers of culture);

factor development of subjectivity of personality (reflection In the cultural and educational space of the synthesis of heterogeneous cultural and educational influences that prompts the activity of a young person); the circumstance of metaphorization of reality (educational system of a personality-developing type, which enables the translation of educational information into languages of various sciences and arts, and provides it individually valuable content).

Thus, O. Smolinska summarizes that cultural and educational space is a reason and consequence of the symbols of interactions of subjects occurring in a certain physical and intellectual landscape, creating a new cultural and temporal reality that may have a different character – professionally-pedagogical, social, cultural, scientific, etc. According to her, the cultural and educational space of the pedagogical – this is a special type of local chronotope, which arose as a result of the activities of individual and collective subjects (teachers, students, managers) on the development of professional-applied and symbolic-signs of professional-pedagogical activities; Causes parameters as a factory, and the activity of subjects in relation to the mastering and organization.

In the study we presented to the scientific enhancement of the scientist O. Shevniuk, which conceptual bases of education of future teachers in the department sees: integrity as the development of universal knowledge of various cultural traditions, which enables the formation of a holistic presentation of a student on socio-cultural reality and its role in human life; axiologity as an orientation on cultural values and meanings that are affected by the formation of the valuemotivating basis of the student's pedagogical culture; anthropology as an emphasis on the subjective nature of cultural processes, which affects the formation of a

productive type of pedagogical activity of the future specialist; multiculturalism as a reflection of the multiplicity of national original cultures, which affects the formation of value and communicative tolerance of the student; Pedagogical direction as to ensure the adequacy of the purpose, tasks and principles of teacher's pedagogical activity.

According to the researcher, the universal mechanism for the formation of a teacher as a culture subject is the process of "degradation - a division" as a dialectical interaction of the disclosure of professionally significant meanings of the general cultural experience of humanity and realization professional creative in activities. Accordingly, the subjectivity of the teacher is formed in conditions of influence of socio-cultural processes, acquiring in the system of pedagogical education in a purposeful and controlled character. In view of this, O. Shevniuk remarks, under the term "pedagogical education" it is understanding the process and outcome of a professionalpersonal formation of a teacher as a culture subject while mastering pedagogical knowledge, habits and skills that requires recognition of culture, in particular pedagogical, content the education. Maintaining a culture as a process and the result of the inclusion of personality in the activity of the world, a way of expressing its personal attitude to the environment in general and in particular, indicates the author, is an extremely necessary modern pedagogue. Under such a condition, the broad cultural awareness and eruption of the teacher is considered to be the basis of its formation as a specialist, called to reproduce in a person's personality, the growing personality of universal cultural experience.

At the same time, O. Shevniuk outlines the methodological principles of cultural education of future teachers, distinguished in such key aspects:

- pedagogically organized mastering process of future teachers of the general cultural experience of mankind as an important factor in the formation of pedagogical culture;
- the result of the process of culturological knowledge and skills associated with them, which enables the involvement of higher education applicants to culturally determined ways to solve the tasks of future professional activities;
- systems of training, education and development of the personality of the future teacher in the relationship of normative cultural disciplines, training courses of the cycle of humanitarian and socio-economic training, built on the basis of a cultural approach, and extracurricular work;
- values that determine the formation of students' motivation to independent grafting of cultural knowledge and self-development.

Thus, it is determined that the integrity of the content of education is considered in the unity of such aspects as a cultural essence and cultural personality approach to the design of the content. On the basis of specialistse studies, the multi-values of the term "culture" is characterized, the lack of a single generally acceptable interpretation, which generates the complexity of its use as a scientific category, is revealed. The concept of "culture" is defined as a historically stipulated degree of development of society and a person, inherent in all spheres of human activity and is expressed in the results of its material and spiritual activity. It is noted that culture has always been a powerful factor in social development, reflecting a qualitative characteristic of social life.

Study that in pedagogical science, the concept of "culture" is used and as a basic factor - a source from which the content of education, and as "social regulations", which

reflects the value products of spiritual and material activity of man, its properties and quality as a carrier and the creator. Education is the best purposeful way of mastering culture. The close relationship between culture and education is recorded, emphasized that culture acts as a spiritual and practical basis of personality development and involves recognizing a person with a full subject of culture.

It is stated that the person realizes its "I" as a subject of culture, objects its ability and possibilities in the process of artistic creativity. The self-expression stands for the need and ability to declare itself to others, apply a variety of tools for this, methods and techniques. "The culture of self-expression of the future educator of preschool education in art activity" is interpreted as a type of activity that certifies the ability of higher education not only to adequately exercise professional activities, analyze and in a traditional and non-standard way to solve educational problems, but also to self-determine, self-realized. self-improvement, to show creativity in social and personal meaningful types of art activity.

Thus, the culture of self-expression of the future educator of preschool education is manifested in its individual characteristics, methods (a systematic set of actions aimed at achieving a goal), the results of self-organized activity and in accordance with external manifestations of behavior and activities of the social norms of morality and culture.

The criteria for the development of the culture of self-expression of future educators in artistic activity served as the main vectors of pedagogical activity that certify its effectiveness: organizational-constructive; axiological; creative; communicative.

Organizational and constructive (basic quality – organization): the ability to clearly identify the goal, weighed

to plan their actions, to predict the results of artistic and pedagogical activities and actions; The ability to act is orderly, responsibly, purposefully, persistently, collected, confidently, consistently; the ability to balance its own interest with social requirements; the ability to organize artistic and pedagogical activity, to select the necessary materials and tools, deliberately subordinate their actions to the purpose, reasonably distribute and use time assigned to work; independently control, regulate and correct their actions and their results, to detect diligence; In assessing the result to take into account the qualitative-quantitative characteristics of the final product and its personal efforts are enclosed.

Axiological (basic qualities - respect and own dignity): attitude towards themselves and people as a higher value; the formation of ideological position, beliefs, individual hierarchy of values; selective attitude to moral, pedagogical, aesthetic values; Orientation in the concept of "culture of selfexpression", in virtues and defects (own and loved ones); eliminating contradictions between thoughts, feelings, actions; the ability to relate its capabilities, subjective needs with responsibilities and circumstances; orientation of activity; comprehension, humanistic recognition, actualization and formation of values in artistic activity; Ability pedagogical to present opportunities and achievements; Ability to make responsible solutions, to carry out an independent choice, to defend its own position, argue it, to resist inequality.

Creative, converting (basic quality – creativity): the presence of interest in a new, unusual, complex, risky; the ability to depart from the template, avoid reproducing the finished sample, to identify creative initiative, tendency to transforming activity; the ability to produce interesting plans and implement them; Ability to vary content, means and

methods of performing artwork, diversify material and tools, produce original ideas, to take non-standard decisions, identify identity in the results of educational and artistic activity; The desire to creatively promote and self-fulfilling in the process and products of artistic and pedagogical activity.

Communicative (basic quality - comm.unication): openness to contacts, trusting attitude to people; confident behavior in social environments; ability to speak before the audience; a conscious attitude to critical assessments; the ability to establish affiliate interaction, productive business and personal communication, organize and maintain effective teamwork; Ability to negotiate, coordinate their plans and vield recognize intentions, to their mistakes achievements of others, argue and defend the feasibility of their initiatives and proposals; combine personal interests with collective, avoid manifestation of egocentrism and selfishness; solving conflicts in a peaceful way, readiness to compromise; ability to initiate their assistance and support; possession of verbal and non-verbal means of establishing feeling pleasure interaction; and satisfaction ofcommunication with colleagues.

Given that the culture of self-expression is a personal phenomenon, its criteria are the basic personal qualities of the student, which correspond to the designated vectors of professional activity, namely: organizational abilities, self-esteem, own dignity, creativity and communicability.

Thus, the culture of self-expression of the future educator of preschool education is manifested in its individual characteristics, methods (a systematic set of actions aimed at achieving a goal), the results of the organized activity and compliance of external manifestations of behavior and activities of higher education for public norms of morality and culture.

3. SUBSTANTIATION OF THE DEVELOPMENT PROCESS MODEL OF THE ARTISTIC ACTIVITY OPTIMIZATION OF FUTURE EDUCATORS'CULTURE

Developing a model for optimizing the development educators of preschool future institutions of self-expression culture in artistic activity, we were guided by the need to create an environment favorable for the development of individual culture in them. Individual culture, reflects the peculiarities of self-organized personality activities, based on its self-consciousness, experience, values system (E. Omelchenko, O. Kononko). The basis of the substantiation of the development model in future educators of self-expression culture in artistic activity is the position of modern scholars (G. Ball, I. Ziaziun, N. Nychckalo, V. Rybalka, S. Sysoyeva, etc.), which consider the problems of personality development, attitudes. and basic qualities in pedagogical institutions of higher education.

From a number of aspects, the problem of forming a graduate of a teacher of great importance acquires the development of an autopsychological competence in him. As noted by V. Agapova, A. Derkach, I. Yelshina, V. Lescin, Sitnikov, A. Markova. L. Mitina. O. L. Stepnova, autopsychological competence is the willingness and ability of a person to purposeful work on changing their features and behavioral characteristics, development and use of own for this favorable resources. creation environment. Autopsychological competence plays a special role in the development of the student's individuality, actualizes its internal potential, promotes the formation of an individual style of activity, creativity, ability to find out of crisis situations and to support themselves, to form effective strategies for organizing its own way.

In the process of the study, the need for in-depth cognition of student youth itself as a personality is actualized. The effectiveness of this process needed to introduce into the pedagogical practice of certain principles of the organization of the educational process in general and teaching disciplines of an artistic-aesthetic cycle in particular. The basic principles include: systemic, activity, personally oriented, axiological, cultural and competent. They were aimed at constructive purpose of students to society, self-development and movement to "akme" served as a conceptual basis of the author's model of development of the culture of self-expression of future educators in artistic activity.

methodological point initial on which development of the author's model was based, became a systematic approach. In this regard, V. Sadovsky notes that the is the plurality of elements interconnected in a certain connection, form a certain unity, Gusinsky, Nikulina, integrity. E. N. V. Slastionin, Y. Sokolnikov, P. Frolov under the system understand the set of components that are in certain relations, and their interaction generates a new quality, not characteristic of existing components. Consequently, the system has not only certain structure, but also organization, method of communication of elements. According to A. Averianov, the organization provides for a certain order due to the purpose and purpose of the system. Each element of the system works for the sake of the goal, which is achieved by the entire system as a whole.

Social systems act as high complexity. The structure of any social system involves the relationship of people and is always manifested in activity. To this type of systems include pedagogical systems, in particular education system. Specialists note that social systems are characterized by selfdevelopment, progressive improvement of elements and interconnections between them. The source of self-development is the internal contradictions of the social system, in our case - educational.

According to I. Blaueberg and E. Yudin, the system of system approach involves the development of principles, methods and means of studying and improving objects. For his part, E. Marcaryan observes that the system approach outlines new approaches and prospects of research, acts as a chain that binds pedagogical science with other branches of knowledge. According to V. Afanasyev's approach, a systematic approach, as no other, organically combines analysis and synthesis. In connection with this B. Dmitrenko, P. Filonov, L. Freidman, P. Frolov note that the system approach is sometimes called complex, holistic, investing in the content of terms by certain shades, but without changing their essential characteristics.

In the study of the systematic approach provided the theoretical sense, as a methodological principle, the process of improving the system of organization of educational and artistic activity of student youth is used. We consider the use of a "holistic approach" in a pedagogical study in a pedagogical study in relation to the development of the personality of the future educator, perceiving it as an identical systematic. Using the concept of "comprehensive approach", understood under this term organizational form of the implementation of the system approach, where each partial transformation optimizes the functioning of the system as a whole.

In accordance with the above substantiation, the development of the culture of self-expression of the future educator of preschool education is qualified as a holistic object of influence, which involves taking into account the

manifestations of consciousness, attitude and behavior of the studied in various types of art activity. In this case, it is updated the need to influence the culture of self-expression not only as itself, but also as part (element, component) of a broader pedagogical system. In the context of a systematic approach, at the stage of formation, becoming increasingly relevant between the intermittent bonds.

Future educator as a member of a molding experiment aims to exhibit themselves as a complex self-pointed system with a significant range of qualities and properties, will act as a set of socially significant properties, system of attitudes to the world and itself, system of activity, a set of social roles and behavioral acts, as well as a system of needs and behavioral acts, as well as a system of needs and creative possibilities. In this regard, we will be able to understand that the student's personality as a holistic system will develop only in a holistic pedagogical process in which the target, meaningful, organizational-activity, diagnostic-productive components are closely interconnected.

During the organization of the molding experiment, we are based on the generalizations of A. Fokshek, according to which the system approach is based on the predominance of a whole relative to its components and provides a continuous transition from total to partial. This allowed to consider the process of optimizing the educational process as a whole and artistic activity in particular in particular in terms of their methods, structure, content. set of systemic Consequently, the investigated phenomenon was formed in various spheres of life, types of art activity and forms of its organization. The system approach enabled the achievement of a dynamic equilibrium of various factors influencing the culture of self-expression of students in artistic activity.

The fact that the activity is the main and decisive condition for the development of the personality of the future educator, and hence the culture of its self-expression in artistic activity, in a molding experiment, the system approach is used in interaction with the activity approach. An important value of the latter in his writings was proved by O. Leontiev, emphasizing that for the mastery of young achievements of culture, the formation of readiness for future professional activity should be involved in a full-fledged system of life in social and moral plans.

Implementation at the stage of the formation of a "activity approach" provided for an enhancement of the subject position of the investigations due to the diversity of the types of independent work of artistic orientation, providing future educators of the right to choose and accept their own decisions, manifestation of the creative initiative.

By introducing into a pedagogical practice, an activity approach, we were based on the scientific basis K. Abulkhanova-Slavska, В. Ananyeva, L. Ancyferova, V. Petrovsky, V. Slobodchikov, T. Tatenko. These authors call the subjectivity by the leading quality of the individual as an active figure, indicate that it can not be imposed from the outside, but should be developed gradually. The subject is manifested in the awareness and active attitude of student youth to the world and itself, in independence, self-value, self-organization of activity, self-regulation of behavior, transformational activity, reflection, self-determination and creative expression, responsible position in interpersonal relationships.

Determining the person as a subject of individual history of life, L. Ancifrerova excludes its characteristics:

high level of organization;

- the ability to self-began in a complex system of life relations;
- perception of the world as a structured, integrated, content phenomenon;
- expansion of the horizons of consciousness and selfconsciousness;
 - ownership of art full of living;
 - · autonomy;
 - the ability to recognize its failure in something;
 - high levels of activity.

In view of the above, the author justifies the important role of the subject in the transformation of his own life, in the manifestation of his life position [30].

E. Isaev and V. Slobodchikov characterize the subject as a capable of transforming their own livelihoods, positively treat themselves, to adequately evaluate, control, change its own "I". In the concept of "subjectivity", they include the entire set of manifestations of humanity as integrity, qualify as the plurality of abilities and mechanisms, generalized in understanding, feelings, envelopes, abilities, character. Based on the completion of the authors, at the stage of formation, the subjectivity of the future educator will be considered as a mechanism for the development and self-development of the person studied in the harmony of their social, socio-cultural and individual experience - life and artistic.

Consequently, at the stage of formation of future educators were presented in the role of subjects of life, educational process, artistic activity, subject-subject interaction. They faced a necessity to put responsibility for the process and the result at all stages of independent work, planning and performing creative tasks of artistic orientation, overcoming obstacles to the goal, achievement and evaluation of the final product of artistic activity.

Along with the systemic and activity approaches in the molding experiment, a personally oriented approach was introduced. Traditionally, the educational process in higher education institutions is directed to mastering the students with the necessary knowledge, skills and habits. This applies and organizing the teaching process in particular disciplines artistic-aesthetic cvcle. Today, of an appointment of education is considered wider, in particular, it is aimed at becoming a personality of the future specialist, its individuality and spirituality. According O. Asmolov, E. Bondarevskaya, O. Gozman, I. Yermakov, V. Kudriavtsev, L. Sohan, the task of modern institutions of higher education - to help future teachers to become subjects of theirown lifes, learn life-looking.

In accordance with humanistic values, a state policy in the field of higher education is determined, the essence of which is the recognition of a person with the highest value. A personally-oriented approach actualized the problem of physical, psychological, moral and spiritual health of future educators of preschool educational institutions, recognition of their rights to free development and realization of natural opportunities and creative abilities, mastering the skills of self-determination, self-expression, self-realization and self-education.

According to G. Ball, I. Bech, V. Kremen, N. Nytchkalo, O. Sukhomlynsky, I. Yakimanska, meaning of personally oriented higher education is to promote the personality of the future specialist as an individuality in: its identity, uniqueness; providing each student rights to select its own developmental path on the basis of identifying its features, life values and aspirations, personal meanings; taking into account the individual history of life of each future specialist; defining the personal price of their educational achievements;

creating favorable conditions for a sense of comfort and security. In essence, it is about the actualization of the question of "Care for the soul" of students, their emotional well-being and optimistic worldview.

In connection with a bilateral nature of a personoriented approach to higher pedagogical education, the problem of the development of the personality of teachers, the formation of personal and professional qualities in them is actualized. By organizing this direction of work in the molding experiment, we were based on the achievement G. Belenkaya, V. Bondar, I. Kotov, N. Nytchkalo, S. Sysoyeva, E. Shyyanov, which in the role of the main ones are the qualities of the future teacher as independence, sociability, tolerance, social mobility and lability, openness of a new, exposure, valuable attitude to the world and themselves. The authors indicate the need to rethink teachers and students of life and professional installations, stereotypes, motivational and value landmarks.

At the molding stage of the study, a personally oriented approach was introduced into pedagogical practice through a special organization of educational work with teachers and students, amendments to the content and forms of independent artistic activity of future educators of preschool education; stimulation of cultural self-expression of studied in the process of artistic activity and its final results; making adjustments to certain forms of assistance to teachers; cultivating their subject-subject interaction.

System, activity and personal-oriented approaches required the transition of future educators of preschool educational institutions to the position of subjects of knowledge, labor and communication. Consequently, a polysubjecting, a dialogic approach based on the idea of specialists is implemented in a molding experiment that the

essence of personality is richer, a variety of and more complicated for its activities. The activity of the future teacher of the preschool level of education, its need to self-improvement develops only in terms of relations with other people built on the principle of dialogue.

Implementation of three-characterized methodological principles of development in future educators of preschool education institutions of self-expression in art activity at the formation stage was carried out in a relationship with an axiological (value) approach. Personal humanistic pedagogy, he acts as a mutual relationship between practical and cognitive approaches to the study problem. By definition of specialists, the content of the estimated-target and effective aspects of the life of the individual is determined by the direction of its activity on comprehension, recognition, actualization and creation of valuables (material, cultural, spiritual, moral, legal, psychological, etc.).

During the introduction at the stage of the formation of an axiological approach, they focus on the scientific work of the philosophical and pedagogical thought of N. Berdyaev, Ilyin, V. Vakhterova. K. Ventzel. I. Р. Kaptereva, V. Sukhomlinsky, S. Franko, who recognized the person with the highest value and the aim of social development. As indicated by us experts, at the time not so much the assimilation of future teachers of concepts, but the formation of ways of vision and understanding of things, organization of the inner world in accordance with higher spiritual values.

As a result of the development of a priority for the axiological approach of the spiritual sphere of the personality of the future educator (ideological, moral, aesthetic), it is enabled by the awareness of the universe, itself is not on the floor, but at the semantic level. The significance of the axiological approach as a mechanism of interconnection

between the humanistically directed theory and pedagogical practice is growing. As V. Zinchenko notes, the submitted approach allows us to leave the space of objects into the space of activity and vital meanings.

generalization Based the of V. Belyaev, on M. Boguslavsky, V. Grygoryan, P. Gurevych, I. Lerner, I. Kon, E. Osovsky, I. Frolov, I. Yakovlev, related to the development of the problem of implementation in the pedagogical practice of axiological practice. Approach, in a molding experiment actualized the idea of individual individualization, proclaimed the priority of spiritual and moral improvement of the personality of the future educator of the preschool level of education. The axiological approach allowed, on the one hand, influence the self-expression of future educators in artistic activity in terms of laid down in it the possibilities of satisfying its cultural forms, and on the other hand - to solve the tasks of humanization of this process. During the implementation in the forming experiment of the axiological approach, equality of conditions and requirements for all participants, taking into account the diversity of their individual characteristics.

In the process of organizing a molding experiment, we proceeded from understanding that in the center axiological thinking of future specialists should be the idea of interdependent, interacting world. Therefore, it was important not only to see what is in common that united for studiy, but also learn to see and take into account what characterizes a single student. Humanistic value orientation acted as an activator of all chains of the system of values, a strategic program of qualitative renewal of the educational process, the implementation of a fundamentally new orientation of art education. Instead of preparing scattered future educators of preschool educational institutions provided for

individualization and differentiation of working with students with different inclinations, abilities, life experience, the system of values, outlook.

Operating the concept of "value", will understand the human, social and cultural significance for the future specialist of social ideals, rights and duties, goodness and evil, beauty, love, justice, equality, truth, democracy, life, families, education, labor; the achievements of the material and spiritual culture of mankind; ethical, aesthetic, environmental, political, legal, religious norms and rules; Individual specific hierarchy of personal values, selective attitudes, advantages, beliefs, installations, personal meanings.

During the organization of a molding experiment, we were taken to look at the fact that they were not investigated by foreign observers of life, created beautiful, manifested its spirituality in artistic creativity. The pedagogical process introduced a type of axiological orientation aimed at forming a personality and a professionally competent specialist who is aware of the complex dynamics of the process of social and individual development. An impact on them, adequate response to existing challenges and situations, was given an opportunity to objectively assess their capabilities, take responsibility for the consequences of their actions and results of artistic activity.

Axiological approach as systematic-value due to modern priorities based on traditional and new values of higher education, allowed to emphasize the key position of the person in the pedagogical system, provide the development process in future teachers of preschool educational institutions of self-expression in the art of high social significance and weight. With the help of estimated judgments of teachers and the exercise of students in self-

esteem judgments, the value attitude of those studied to its own ability to act creatively, mobilize to overcome obstacles, worthy of complex situations. Thus, their value-semantic position was improved, the ability to overcome negative experiences, to take appropriate decisions, respectfor this not only themselves, but also of the same groups.

Implementation of an axiological approach to the development of a therapy-functional model of development of the culture of self-expression of future educators in artistic activity at the stage of formation was interconnected with a cultural approach. Higher education is a component of culture, which becomes more and more important in the context of the development of the humanistic essence of the student. In the process of educational activity, future educators of the preschool layout of education were enrolled, turned into subjects of culture. Culture at the same time understood as a specific method of activity, based on the unity of international, national and individual.

Actualization at the stage of formation of a culturological approach is due to the fact that higher education returns to the context of culture, and a phenomenon that is explored and undergoes educational influences, is a culture of self-expression of student youth. Consequently, the culturological approach is considered as a phenomenon of "culture" and qualifies as a rod (a core) in the analysis of consciousness and activities of the future educator.

V. Bondarevska, I. Alexeyev, M. Clarin, V. Zaitsev, V. Serikov, I. Yakiman qualifying a cultural approach as a method of drafting a concept personally oriented education. Indicated authors, emphasizing the importance of the cultural approach to update the process of preparation of pedagogical personnel, emphasize the existence of a contradiction between the necessity of inclusion of cultural

knowledge to the content of pedagogical education in general and artistic and pedagogical in particular (this is this confirming the data of our stating experiment) and the indefoliteness of technology for its implementation in practice.

In the course of organizing a molding experiment, we approached artistic education as a phenomenon of culture. Understanding the education as a cultural process provided for the creation of a cultural medium, whose components are filled with spiritual meaning, serving personalities, enable free manifestation of individuality, developing the ability to cultural self-determination, self-expression and self-realization in the artistic and aesthetic field.

In the study, O. Antonov, N. Bibik, S. Vitvitska, O. Dubassenyuk, I. Zymnya, I. Zaziun, A. Hutorsky regarding competence, as an indicator of readiness for professional pedagogical activity of personality development and productivity in public life. The competent approach contributed to the formation of professional experiences of future educators of preschool educational institutions by improving professional knowledge and skills, development of professional-personality qualities, aspirations and ability to realize their own artistic and creative potential, in particular.

Consequently, in the molding stage of experimental work, special attention was paid to the gravity of the culture of the future educator as a free personality, their general cultural and socio-cultural education; placing the values of culture of communication, artistic, aesthetic, psychological and pedagogical culture. In essence, it is about the formation of the future educators of the preschool level of education of general, personality and professional culture, which is directly related to the culture of self-expression in artistic activity. Such an approach concluded the need for a selection of content on the principle of "human educated - to a human

being", because the culturological paradigm largely focuses on the future specialist not for knowledge, but on the development of elements of culture.

Balance of various methodological principles ensured the effectiveness of the developed structural and functional model of development of self-expression of future educators of preschool education in artistic activity contributed to the defective formulation of conceptual principles of a determined stage of research, defining the original theoretical provisions, developing adequate methods for the formation, creating a favorable environment for optimizing the educational process.

Given the magnitude of the molding experiment and the complexity of the phenomenon "The culture of self-expression", the need to develop a complex of organizational and pedagogical conditions was updated, the introduction of which was intended to improve the indicators of the investigated phenomenon. Each of the conditions was important in itself, preparing the basis for the next, was associated with all others. In its unity, organizational and pedagogical conditions created optimal conditions for the development of the culture of self-expression of future educators (in artistic activity).

The expediency of using each of the above organizational and pedagogical conditions of development in future educators of self-expression culture in artistic activity is characterized.

Justifying the first organizational and pedagogical condition – the development of a positive "I-concept", value self-propagation – based on the completion of leading specialists from the outlined issues. At the same time started serving:

- theoretical provisions of man as the greatest value (B. Ananev, O. Gazman, I. Kon, D. Leontiev, V. Sukhomlynsky);
- philosophical and psychological comprehension of the problem of attitude and self-introduction of personality (B. Ananev, M. Bakhtin, I. Bech, M. Buber, M. Kagan, I. Kon, O. Kononko, V.Miasyschev, S. Pantyleyev, C. Rubinstein, O. Spirkin);
- psychological and pedagogical researches of professional consciousness and self-consciousness of the teacher (S. Dniprov, I. Zymnya, A. Kolyshko, A.Markova, L. Mitina, V. Slastonin, V. Yakunin);
- theoretical and empirical studies of the emotional and evaluation sphere of self-consciousness (V. Viliunas, S. Pantileyev, V. Stolin);
- ideas for the formation of confidence and selfconfidence as a basic quality of personality (N. Yermakova, A. Kupreychenko, M. Mishechkin, T. Scrypkin);
- conceptual principles of formation in the future specialist of pedagogical reflection (A. Byzsaeva, G. Yermakova, G. Shchukina);
- regulations on the definition of ways and means of forming a personality of valuable self-magnitude (N. Berezovin, R. Burns, Y. Kolominsky, A. Mudryk, Y. Orlov, K. Rogers).

Based on the enhancements of the above philosophers, teachers, psychologists, in a molding experiment in future educators of pre-school education institutions developed, they prompted their self-observation, self-examination, self-recognition, self-knowledge, expressions, trust in their capabilities, impartial self-esteem.

In the process of organizing a molding experiment, a holistic approach to development in the investigated value self-growth was implemented. The basicstudies of S. Pantileva, according to which the general level of the resulting self-study of the future specialist is determined primarily by the level of self-growth to the most significant content. In this regard, it was taken into consideration of the generalization of the identified author in relation to the nucleus of self-prevention, which reflects the most significant content, is autosimpathy – a general commitment to the future educator to himself, accepting his "I". Consequently, changes in self-growth will take place only under the influence of factors that affect the "nuclear" layer of self-magnification [459, c. 94-95].

In the organization of experimental work at the molding stage, there were extraordinary steps of A. Kolyshka, who notes that self-response is close in its content to the concepts of "sense of competence, efficiency, instrumentality "I". During the formation of a benchmark, the three main aspects of the development of value self-response of the future teacher were identified by the researcher:

- self-esteem (self-trustee, self-confidence);
- autosympathy (self-help, self-acceptance, self-value);
- self-drawing (self-drawing, internal conflict).

It was also due to the fact that a significant feature of self-esteem as an aspect of self-evaluation is its evaluation. Self-esteem is certified by the ability of future educators to the preschool industry to self-regulation of behavior and confident actions and provides primarily that they evaluate themselves, comparing their own achievements with certain socially significant criteria, norms, standards. In this way, they learn about the measure of its well-being and efficiency. Self-esteem certifies the aspirations of the future specialist to the socially desirable, ideal image "I".

Forming in the study value, first of all, paid attention to the fact that autosimpathy as a second component associated with their ability to take themselves as they are, to feel commitment, sympathy, realize their significance, value. Unlike self-esteem, autosimpathy did not provide for the comparison of students with socially significant standards, but contributed to the characteristics of their "internal honesty", openness, self-acceptance under all conditions, served as a peculiar mechanism of self-defense, supporting a positive thought of himself and usually did not depend on self-esteem, remained even under the conditions of failure.

In the course of a molding experiment, we sought to "work" and with a third component of self-magnification - self-drawing. As evidenced by the data stages of the experiment, a significant percentage of future educators in the process of fulfilling the tasks of artistic content managed to remote, exaggerate their shortcomings and diminished abilities. It produced internal conflicts - between the desire to self-nominate in the artistic activity of cultural, socially approved or acceptable way and distrust of themselves, remembering past failures, self-destruction, negative emotional coloring of the process of independent activity.

The mitigation of this factor is aimed to shift emphasis on the negative self-growth of students on a positive, strengthen the protection of their "I", develop a positive I-concept. In the context of the specified work was carried out in order to eliminate the propensity of individual investigations to protect self-position by "pseudo-covering", that is, withdrawal of responsibility for the culture of self-expression in artistic activity, transferring it to others.

Indicators of the formation in future teachers of the preschool level of education of value self-prevention were: a positive prognostic assessment of the future result of artistic activity; Sure independent actions, the absence of fearful mistakes, independence from external assistance; the

application of efforts to achieve high quality indicators of the final product, the manifestation of the creative initiative; Positive argued his self-esteem. We proceeded from the assertion that positive self-progress will promote students themselves as full subjects of educational process in general and artistic activity in particular.

A key aspect of work related to the upbringing of future educators to itself, was the development of pedagogical purpose, reflexive-innovation reflection. For this а environment, which provided the right to choose and produced their own decisions, provided for a change in the representations of those studied about themselves personalities, professionals, creators of artistic plans. The development of reflexiveness of future educators as a way of life envisaged work with their meaning, values, preferences, unique features. Actualization of the need to review its own professional position contributed to the formation of students' ability to look at its eyes of other people, overcome pedagogical egocentrism, find personal meaning for internal changes, refusal of conservative stereotypes, growth as a personality and professional.

Substantiation of the significance of the introduction in the molding experiment of the second organizational and pedagogical condition - the filling of the positive content of interpersonal interaction in the system "Teacher - student - student", stimulating positive motivation to self-expression in art activity - was based on the understanding that effective use of future educators of preschool education facilities and rules of professional communication play a significant role in future pedagogical activity, the growth of the competitiveness of a young specialist, the development of its potential, qualitative public performances, in the skills to negotiate, hold consultations, to participate in discussions, solve

conflicts. In this regard, the preparation of future educators of preschool links in higher education institutions should provide for the formation of communicative skills in them.

By introducing a second organizational and pedagogical condition in the forming experiment, we were based on approaches to the problem of professional communication developed by specialists in this industry, in particular:

- characteristic of the phenomenon of communication (G. Batyschev, L. Bueva, M. Dyomin, O. Zlobina, E. Ilyenko, M. Kagan, B. Parigin, G. Shredivitsky);
- social aspects of professional communication (G. Andreeva, L. Arkhangelsk, L. Bueva, I. Kon);
- Features of the formation of communicative skills and professional personality skills (G. Ball, V. Bibler, O. Bodalov, V. kan-Kalik, Y. Kulutkin, D. Leontiev, A. Prutchenkov, Y. Timofeyev);
- Regulations on the role of communication in socialization and development of the personality of the future specialist (B. Ananiev, G. Andreeva, M. Bakhtin, O. Bodalov, O. Leontiev, B. Lomov, V. Myasyschev, A. Petrovsky, S. Rubinstein);
- Features of training professional communication (N. Anikeeva, V. Betger, Y. Vasyliev, F. Zimbardo, Y. Yemelanov, S. Zhukova, I. Zymnya, H. Cornelius, J. Parkinson, V. Slobodchykov, Y.Timofeyev);
- recognition of unity of consciousness and communicative activity (L. Vygotsky, O. Leontiev, S. Rubinstein);
- Indicators of personality readiness for professional communication (M. Diachenko, O. Leontiev, B. Lomov, V. Merlin, B. Parygin, A. Petrovsky, V. Shadrikov);
- conditions for improving the effectiveness of the formation of communicative skills in preparing for

professional communication (V. Gorshkova, V. Grekhniev, V. Liaudis, A. Mudryk, F. Hakunov);

• Regulations on values - understanding the personality of life and its purpose - personal and professional (I. Bech, B. Bratus, V. Kremen).

In the course of the implementation of the second pedagogical condition aimed at improving the characteristics of the self-expression of future educators in artistic activity, we were based on the conclusions of leading specialists in relation to the lack of methodological and didactic development of their preparation for professional communication during training in the highest institution of education.

By organizing a molding experiment, the data was taken into account, according to which there is insufficient formation in a significant number of future teachers of the preschool sphere of professional communication skills negatively affects their skills to show their abilities, to present other own achievements in artistic activity, culturally argue their own point of view, creatively promote. In view of this, the aspirations were important:

- formulate the task of developing communicative skills of future educators of preschool education facilities as an important component of vocational training;
- to select and build the content of the educational information of the appropriate orientation;
- create adequate educational technology (methods, forms, means, techniques for education and upbringing);
- develop a means of control, verification of compliance with the results of the formation of professional communicative skills.

In the process of a molding experiment, the content of the theoretical foundations of professional communication with new elements is enriched: the desire for business and personal communication with teachers and single groups, beliefs in their necessitydeveloped the study; They practiced to be able to detect activity and humane orientation on the partner; The skills of establishing constructive interaction were grafted; Appearances of education studied to organize and conduct presentations and consultations, encouraged to improve and creative self-expression in artistic activity - both individual and group.

The communicative skills were understood as an important component of the qualification characteristics of future educators of preschool educational institutions, an integral professional property, which is evidenced by a set of perceptual, interactive, verbal and non-verbal skills. For the purpose of their development during the experimental work, the interconnection of organizational and target, procedural, content and evaluation-effective components was ensured. In the context of the above, special attention was paid to the development of skills of the studied:

- recognize the state of other people in external features, choose an adequate strategy and tactics of behavior in the audience, listen to and hear a communication partner;
- regulate and control itsown emotional state, action, utterance;
- organize productive communication, to establish contacts, negotiate, coordinate actions, to prove their legitimacy, yield to recognize achievements and errors (their own partners);
- improve the skills of facilitation (group management), collections, discussions, presentations;
- toprevent conflicts, solve them constructively into a peaceful way;

- possess mimic means of communication (facial expressions, gestures, pantomyms, eye contact, distance;
- enrich a verbal toolkit, bright figurative speech, assertive skills.

For this purpose, explanatory illustrative methods, moral selection situations, search and research methods and various forms of educational work are lecture, practical, seminars, trainings, independent work of future educators from artistic activity, which belonged to culturally self-release in the presence of others. Indicators of effective work in the formation of professional communications in the process of performing creative tasks of artistic content were served: communicability, empathy, self-control, speech culture, nonverbal means of communication, performance of actions.

Specificity of research aimed at developing future teachers of the preschool level of education of self-expression culture in artistic activity envisaged introduction at the stage of formation of the third organizational and pedagogical condition of optimizing the educational process - modeling of the content of artistic education on the basis of an integrated approach, harmonious combination of individual and collective forms of its organization, application tasks of reproducible and creative character.

The principles of the organization of experimental work on the defined direction were built on the scientific psychological and pedagogical work of leading specialists. The main ones were provisions that distinguish new doctrine of education from traditional pedagogical practice:

• preservation of the importance of knowledge and skills with the simultaneous displacement of the professional-artistic content of artistic activities on its own creative (B. Yusupov);

- integrated and polycultural approach to teaching objects of artistic and aesthetic orientation, recognition of a single artistic nature of all types of art and natural polygraphicity of man (O. Komarovska, O. Otich, G. Sotska, O. Shevniuk);
- perception of species of art as modules of a single artistic space of the educational sphere "Art" (L. Vygotsky, M. Zys, M. Kagan, L. Masol, F. Florensky, Y. Focht-Babushkin).

Unfortunately, today most institutions of higher education of pedagogical profile should not notice that in recent decades art, all sphere of world culture are radically transformed by all parameters of sensory and technological systems. Television, magnetic and light record sound and image, electronic music, digital record changed the attitude. Accordingly, all types of art have changed, awareness of the possibilities of their participation in cultural process and art activity.

The key concepts of modern culture and art are "synthesis" – interaction, integration of various types of art. In this regard, art is understood not only as communication with living bearers of culture - sounds, paints, speech, books, performances, films, musical executives, but also as active participation of students themselves in various types of artistic creativity. Thus, the emphasis is shifted from a professional-artistic content of classes on their own creative activity of the teacher.

By introducing into a pedagogical practice, the third pedagogical condition was taken out of understanding that the integration of arts is an effective means of artistic and creative training of future educators of preschool educational institutions and provides for updating basic and optional courses. At the same time artistic and creative training of future teachers is determined by a set of professional qualities and artistic and creative skills - executive, composite and reflexive. It consists in algorithmizing the preparation process, software, updating the content of the preparation and forms of organization of artistic and creative activity of students, proper diagnostic tools.

The effectiveness of the process of artistic and creative training of future educators was achieved by:

- a scientifically grounded system of successive inclusion of art species (from movements to music, literature, painting, ornamental and design work) in an educational process;
- observance of stages of pedagogical work familiar, motivational and creative;
- Using a modular approach to the organization of artistic and creative training, the formation of a culture of self-expression of student youth in various types of art activity.

According to this approach at the stage of formation in content saturation of educational programs and in the process of choosing methods and emphasis of working with students, priority was provided not so art critic as initiative of future educators. The main directions of modernization of the content of educational components of vocational training were defined:

- 1. A combination of humanitarian bases of general education with noospheric representations, personality ecology, with the formation of a holistic image of the world (in particular artistic), with the basics of culture and artistic creativity.
- 2. The image acts as a form-generating factor of culture, its language. Figuratively symbolic thinking is a higher attitude to information, signs, objects, phenomena, people.

- 3. The culture can be qualified as a separate branch of education with its laws, timeframes, structure, geometry of space.
- 4. To the content of disciplines of artistic and aesthetic direction should include all types of artistic activity in one form or another, that is, as they are presented in the multifaceted cultural life of society.
- 5. The basis of artistic and pedagogical education is communicating with carriers of culture. The acquisitions of higher education should not only know them, but also to be able to use its own culture in general and culture of self-expression in artistic activity in particular.
- 6. Promotion of students to contribute to the art sounding musical instruments, multicolored paints, human speech, art works, modern educational technologies, video, slides, recording, online reproductions, excursions, travelers, articles, warshops, watching movies (films), etc. In the process of teaching educational disciplines of professional training of artistic and aesthetic direction, the emphasis is shifted from a professional-artistic system of representations and skills to develop their own artistic and creative activity of student youth.
- 7. The leading strategy is integration, polythetic approach to the development of the future educator in art. The strategy is implemented in two ways: a monohydrogenous type for certain types of artistic activities integrated with other species; Polygray type that integrates all types of art on a modular system.
- 8. Types of art change each other by a modular system depending on the interests of future specialists and age peculiarities of preschool children.

9. It is expedient to use visual verbal and practical classes with the addition of modeling, layout of cultural situations, imaginary travels in the regions of Ukraine.

We were guided by the provisions that the integration of various types of art will provide teachers to encourage students to the joy of mastering basic knowledge, skills, qualities as a result of knowledge and creative self-expression in artistic activity. The strategy of integration of arts faces different types of perceptions of future educators of the world – visual, audial, kinesthetic, divital. It should not be believed that the domination of one touch system means the weakness of another (in this case, one of them is a launcher, leading).

The need for such a broad approach instead of traditionally narrowed is due to strong general а developmental influence of the development of students of artistic culture asintegral characteristics of the life of modern the society. Thanks new space and network communication technologies there is a transformation of humanity to a single planetary family, where the good of civilization and cultures become everybody. That is why the modern concept of the educational industry "Art" should take into account the features of the new stage of development of mankind, modern culture and art.

Implementation in the molding experiment of the latter, fourth organizational and pedagogical condition, aimed at providing disciplines of professional training of artisticaesthetic orientation of balance between creative and productive, value-semantic and spiritual components. As L. Bukeen notes, earlier the concept of "educated" and "cultural" were synonyms. However, a functional-pragmatic, narrow-information approach to the preparation of pedagogical personnel has led to a separation of knowledge

from the formation of spiritual aspects of the personality of the future specialist, to the breakdown of education and culture, which turned the concept of "educated" on the synonym of the "informed" synonym.

At the time approach to the educational industry "Art" and the field "Culture" as an integral based on their combination with the scientific and humanitarian bases of education - noospheric representations (V. Vernadsky), with "ecology of culture" (D. Lykhachov), with nationally – celebration of the world (G. Gachev), with the spiritual and social search of scientific and artistic truth (M. Timofeyev-Resovsky, O. Losev, P. Florensky).

Under the conditions of spiritual and value vacuum to modern life, the young generation with an eclectic system of value orientations is "breaks", so the value-semantic sphere of the personality of the future educator of preschool education becomes one of the main processes in the process of its professional training. The formation of the value semantic sphere is considered in the context of the problem self-determination, self-expression, self-realization of student youth. The concept of "values" is associated with the notion of "personal meaning", which is an integral part of consciousness, which expresses individual its manifestation, is associated with the needs-motivational sphere of the subject of educational process, with life semant for him real phenomena and relations (V. Viliunas, O. Leontiev, S. Rubinstein).

In the course of introduction into the pedagogical practice of the fourth pedagogical terms, attention was emphasized on the enrichment of future educators about basic values, value stereotypes as a reflection of their expectations, value ideals as a projecting in the imagination of their movement to ultimate landmarks, value prospects.

The approach to the development of the value-semantic sphere of the personality of the future teacher, proposed by B. Bratus, was sent to the forming experiment. According to its terms, personal values are considered conscious and adopted by them the general meanings of their lives (personal and professional). We focused on the component structure of the value semantic sphere, defined by B. Bratus, which includes:

- Values-knowledge (representation, images, knowledge that are embodied in the statement "I know that it is important");
- Values-motives (awareness of value significance of being, beauty, culture, truth, education, etc., certified by the conviction "This is important for me, because);
- Values-goals (underlie actions, actions, and are objectified by the expression "I strive for this, so ...");
- Values-meaning (semantic orientations, saturation of life, satisfaction of self-expression, self-realization that lies in confidence "without this I do not think of my life").

Personal meaning of the culture of self-expression of future educators in artistic activity is certified by its process and high results, measure of interest in work, desire to initiate original ideas and decisions, to identify creativity, feel pleasure from their achievement. The main function of personal meaning - to determine the role and place of a certain phenomenon, action, result; to be a regulator of life studied as subjects of activity. This is primarily about emotional indication, emotional color of events and images. Consequently, the source is thought that emotional indication is a leading form of presentation by the subject of personal meaning of objects and phenomena of reality (O. Zaporozhets, V. Vilyunas, O. Etkind).

Given the specifics of our research, at the stage of formation, the problem of personal meaning was associated with the motives of self-expression and self-affirmation of the studied. In the context of artistic activity, the desire of future educators to achieve a new vision of themselves, feel able to act in a different way, in its own way, to focus not only for assessing the surrounding and own individual experience, but also feel the need to create a qualitatively new meaning of "I", adequately express myself. As O. Leontiev notes, the art is the only activity that corresponds to the problem of opening, expression and transfer of another personal meaning of phenomenon.

The complex of induced and substantiated organizational and pedagogical conditions contributed to optimizing the educational process aimed at developing future educators of preschool education institutions of self-expression in art activity. United with the principles of organization of a molding experiment, methods and forms of educational work with students and teachers presented by us, four pedagogical conditions entered into a model of development of the investigated phenomenon.

CONCLUSIONS

So, precisely from the quality of education depends on which knowledge, outlook and civil principles will include a new information society young generation. Culture is a comprehensive factor and spiritual and practical basis for the development of personality, education, which involves recognizing a person with a full subject of culture. In the process of education, the person learns cultural values, joining the material and spiritual achievements of mankind. Personal meaning of the culture of self-expression of future

educators in artistic activity is certified by its process and high results, measure of interest in work, desire to initiate original ideas and decisions, to identify creativity, feel pleasure from their achievement. According to reference sources, the term "culture" is given as "cultivation", "improvement", "formation" of personality. In this regard, culture is a prerequisite and the result of education of a young man, a way of its entry into the world.

Thus, education is a socio-cultural phenomenon that performs socio-cultural functions. The educational system should be considered only in a particular socio-cultural context, in connection with the multifaceting of cultural and education relations. Subject to radical changes in ideological views, social representations, ideals, being in general, the education serves as a peculiar stabilizer, contributes to the harmonious adaptation of a young person to new living conditions, provides the continuity of cultural and educational traditions, preserves the identity of the people and a typical system of values. Such a preservation promotes their integration into the system of world values as the elements of a macrosociety.

Modern young people live in the space of socio-cultural tradition, which significantly affects its character, style of behavior, aspiration, values and interests.

The concept of research provided by the unity of methodological, theoretical, methodological concepts, scientific approaches, systematic influence, coherence of organizational, content, technological and evaluation aspects increased the effectiveness of the process of teaching disciplines of vocational training, attracting future teachers to active experimentation and the creation of artistic products, their cultural presentation, realization of itself as a subject of value relations and its own value growth.

Facilitating artism as a phenomenon of life and art on the basis of transformation in educational practice The idea of humanism, universalism as a set of versatile professional qualities and socio-cultural self-identity of the future teacher promotes the effectiveness of his future artistic and pedagogical activity.

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DOI: https://doi.org/10.37835/2410-2075-2021-1-01-11 *Valentuna Benera*,

Professor, Doctor of Sciences in Education, Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy, Kremenets, Ukraine

5.3 SUPERVISORY SUPPORT IN SOCIAL WORK (ON THE EXAMPLE OF WMU IN OLSZTYN AND PA IN SLUPSK

(REPUBLIC OF POLAND)

Surveillance models in Europe. Supervision does not have a single, unambiguous theory. Courses are performed by different methods and based on different theoretical principles. Initial studies on the supervision of social work education in Europe (Geissler-Piltz and van Hees, 2010; van Hees, 2011) described three concepts of supervision:

- 1. Supervision as a reflexive practice ("refleksyjna praktyka", Schön, 1983, 1987) or a method of reflection based on the application of David Kolb (David Kolb, 1984) in the observation of the learning cycle.
- 2. The integrated model of supervision, focused on the integrative method of learning, is illustrated by the "Dutch model" (van Kessel and Haan, 1993), which focuses on the aspect of personal professional development.
- 3. Accompanying and advisory supervision based on a systematic approach stemming from the humanistic tradition [1, p. 271].

MODELS OF SUPERVISION IN SOCIAL WORK:

Formal supervision - occurs when the employee to be supervised is subordinate to the manager. This type of supervision serves primarily modern purposes, ie conducting professional practice under the supervision of a manager.

Due to the relationship of its participants / boss – subordinate / limited openness and emotional elements there are limited, technical issues that play a significant role. Such supervision has a clearly defined structure: time, place, purpose.

Informal supervision is a spontaneous situation of a consultative conversation in working conditions, which is characterized by disorganization and undocumentedness. It is mainly used in crisis situations when the employee needs immediate support, learning on a regular basis. This allows participants to show more openness and free expression of emotions.

Direct supervision is training by observing the work of a manager. The employee has direct contact with work. In social work, direct supervision allows you to monitor the current work of the head or supervisor (for example, a joint visit to the field). In the first case, the social worker studies individual actions and behaviors through modeling. In the second situation, the manager can monitor the professional activities of the social worker and, based on this, analyze the causes of difficulties. This supervision is mainly used to correct bad habits.

Interim supervision is used when the manager cannot directly observe the work and skills of the staff. Methods of work: case analysis, discussion, role play, modeling of employee behavior. Intermediate supervision, on the other hand, involves obtaining material based on conversations, case analysis, or role-playing. There is no direct contact with the work, and supervisors can only rely on the indirect transmission of information.

Individual supervision allows you to work with the unit based solely on experience and detailed definition of professional and personal development of the employee. Only

two people are involved in this supervision - the leader and the person under supervision, who ensures confidentiality and a sense of security without any threat from the group.

Group supervision takes into account the group nature of social work, which provides an opportunity to share information and learn from the experiences of others. This makes it possible to conduct a comprehensive assessment of the functioning of the institution and its staff. Group supervision should be carried out in a small group of people. They must have the same level of knowledge and professional experience [1, p. 272].

Models of educational supervision (van Hees (2011), implemented in European higher education institutions) (Fig. 1.).

Triad model: the student, the field teacher and the teacher / supervisor of social work of higher educational institutions form a triad, the common goal of which is to strengthen the student's educational process. This model is used mainly in Belgium, Croatia, Spain, Portugal and the Netherlands, where supervisory meetings take place in an academic environment. The head of social work conducts the process of supervision in a given direction. Measuring the learning process is the responsibility of the industry instructor together with the head of social work.

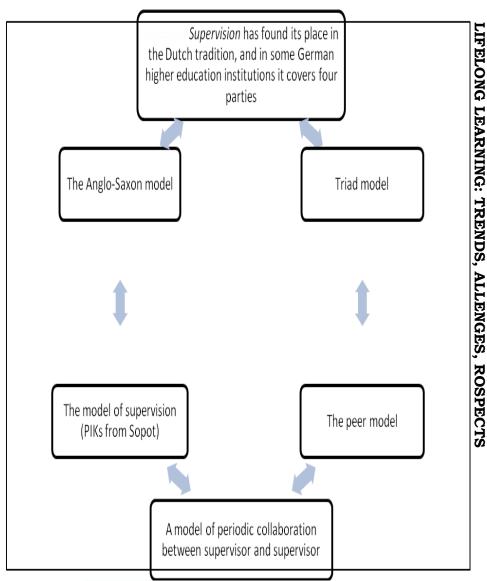


Fig. 1 Models of educational supervision (van Hees (2011), implemented in European higher education institutions) [1, p. 272-273].

The model of independent supervision has found its place in the Dutch tradition, and in some German higher education institutions it covers four parties: student, branch instructor, social work teacher and independent supervisor. The latter has no contact with fieldwork and meets with the student separately from the academic community to create free space for reflection. The supervisor educates on the basis of supervision methods and is only responsible for evaluating the supervision process.

The Anglo-Saxon model, which was adopted in Sweden, assigns a key role to the professional instructor in the supervision process. The instructor of the branch evaluates the educational process with the help of an academic teacher. Universities maintain close links with the field instructor and provide supervisory training. This practice "demonstrates the isorphic or ambiguous nature of the supervisory model: you are guided by the work you do" (van Hees, 2011).

The peer model is chosen where social professions and social work curricula began to develop only after the break-up of Yugoslavia, with a relatively small number of supervising professionals gathering. This orientation in Slovenia includes discussing students in activities on work experience, finding solutions and mutual support in difficult situations. Students are ready to work in an intergroup group, using the module of supervisory skills and to simulate a mentor who remotely monitors and evaluates the progress of the group.

The model of supervision (PIKs from Sopot) works in practice (Model superwizji sopockiego PIK-u sprawdza się w praktyce). It is justified by managers, evaluated by the team and accepted and approved by managers because of its effectiveness in supporting and educating controlled people. Team members emphasize the synergistic effect, when the same problems can be developed through different systems of

interpretation – It gives the opportunity to expand the perspective of vision, provides a broad, multifaceted view of the problems under consideration.

A model of periodic collaboration between supervisor and supervisor, (Louisa Venn Kessela oraz Dinne Hoon), enriched with O'Donoghue's ideas with key issues to facilitate the oversight process. This model is most useful in supervision, which has an educational function, and should therefore be used in the supervision of social work, in which education should be the dominant element. The model consists of three stages, which are called (1) cognition, (2) choice and (3) action.

The teaching of the discipline "Supervision of Social Work" (Superwizja pracy socjalnej) has been introduced into the educational process of the Polish higher school. A comparative analysis of training programs and syllabuses of the discipline "Supervision of Social Work" at the University of Warmia and Mazury in Olsztyn and the Pomeranian Academy in Slupsk (Poland) allows us to note common approaches in determining the purpose, didactic teaching methods, basic and recommended literature for the course. In essence, the framework requirements for the knowledge, skills and abilities of a future social worker are correlated [3; 4; 5].

Supervision of the methodological process should be based on the principles developed by the participants, which will facilitate joint work and give participants a sense of security. The principle of confidentiality is considered the basic principle of supervision, but it should be included in the contract together with an explanation of the situations in which it may be violated. In addition to the principle of confidentiality, it is necessary to determine the terms of cooperation in the contract, for example, related to the behavior during the session or relationship. They may relate

to, for example, punctuality, the degree of openness, activity, the way feedback is given, they may prohibit evaluation, criticism, and so on.

To master the course of supervision in educational process at University of Warmia and Masuria in Olsztyn with future social workers, teachers practice modern forms and interactive didactic teaching methods: classroom classes, small group work, case analysis, discussions, pair work, literature analysis, lecture: (informational, problem, lecture with a multimedia presentation). To this end, teachers at the Pomeranian Academy in Slupsk use the following forms of teaching and didactic teaching methods: lectures, classes, conversational exercises, discussion, and analysis of source materials, multimedia presentations, didactic games and plays, drama scenes.

For example, future social workers in problem groups model options for *supervision-consultations* (according to A. Brown):

- 1. A supervisor participates with the employee in work with the client (superwizja partycypacyjna), observing through the supervisor the work of the employee live and making some intervention unnoticed for the client or returning from time to time to work with the client.
- 2. Supervisor is absent during work with the client (superwizja niepartycypacyjna) (non-participatory supervision). He is an expert, he plays a dominant role, analyzes past work. Based on the relationship with the supervisor analyzes documents, videos, fragments of works, their reconstruction, plans work for the future.
- 3. Supervisory consultation a directed conversation of several specialists about social issues at work, the alternation of roles, partnerships in this process [6, p. 134].

Results of training of future social workers after passing the training course "Supervision of Social Work" should confirm *relevant knowledge* (W), *skills* (U) and *social competencies* (K) (Table 1).

In practical training of future social workers, it is important to form the *competence of supervision*, which, according to Polish scholars and practitioners, is multifaceted and includes: psychosocial competences; ability to look broadly at workplace processes; professional knowledge and professional skills; ability to master the role of leader and organizer of work; ability to perform the roles of leader, subordinate, coach, educator, facilitator, coach, head of psychological support or coordinator; the ability to show courage, which allows you to manage the processes actively in the institution, making changes when necessary; empathy, creativity, including knowledge of methods and procedures used by employees (eg social work methods), indicating best practices in this area.

An important place in supervision have skills of supervisory management, organizational and control-corrective skills, knowledge of tools to improve the efficiency of the institution, etc [7].

It should be emphasized that, regardless of the choice of supervision model, its basis should be to ensure that participants in educational process work in a friendly learning environment and do not provide additional stress to participants, but increase subjectivity, professional and personal development and ensure favorable atmosphere, effective work and elimination of stressful situations [1, p.135].

Table 1 Comparative table of educational effects of the course "Supervision in Social Work" (on the example of WMU in Olsztyn and PA in Slupsk)

TEACHING EFFECTS: KNOWLEDGE, SKILLS,				
COMPET	rencies			
PA in Slupsk	WMU in Olsztyn			
knowledge				
W.01 –lists theoretical	W.1 – can describe the			
concepts of social work	types of supervision and their			
supervision	functions			
W.02 - characterizes the	W.2 – has knowledge of			
scope of observation in social	methods and techniques used			
work and its specifics	in the observation of social			
	work, which are discussed			
	during classes			
skills				
U.01 – can critically	U.1 – has ability to analyze			
comment on different	the problems of social			
approaches to supervision	workers and can combine			
and can explain their history	them with a certain type of			
	supervision			
U.02 – is able to describe				
the symptoms of stress and				
burnout and knows how to				
use methods to prevent these				
phenomena				
Social competencies				
K.01 – is aware of the level	K.1 – analyzes his			
of knowledge and skills,	approach to help. He can			
understands the need for	discuss the meaning and			
continuous professional	need for supervisory activities			
training and personal	that improve the quality of			
development	work of a social worker			

Practical training of social workers in the process of teaching "Supervision of Social Work" at the Pomeranian Academy in Slupsk is carried out by modeling the following topics: 1. Supervision in Polish social work as a method of social work management. 2. The concept of supervision. 3. Forms of supervision. 4. Supervision in exemplary areas of social assistance. 5. Transactional games in supervision. 6. Development of personal style of supervision. 7. Supervision structure: agreement and boundaries; styles and types. 8. Stress and burnout in social work. 9. Western experience and prospects of social supervision in Poland [PA in Slupsk]. It is important to note that in themes of lecture courses in Polish higher education, *transactional games* are observedduring lectures and practical classes (topic 5).

It is investigated that it is with the emergence of the function of support in practice the humanistic orientation of educational processes is realized. The method of support performs the function of necessary component of support for all innovation processes, as it emerged as a method of helping the subject-carrier of a problem [1, p.136-137]. Often the subject of the problem cannot solve the problem on his own, without outside help. However, help can be different, which implies a person's free choice, or one that imposes the will of the person who helps. The logic of support guides us to the first way to build a strategy of assistance.

Training supervision can be carried out at the individual or group level. The oversight process has a specific structure. The structure of the oversight process largely depends on the model of the organization. In general, it includes a series of supervisory meetings that are repeated at regular intervals or over a period of time. There is an introductory stage (the student studies the venue of field trainings, a supervisor and a supervisory group), a stage of detailed study and a final

stage of implementation. The introduction of written reports and reflections has become common practice in most universities and is considered a good way to motivate students to manage their own learning process [6, p. 122].

Practical training of supervision of future social workers is carried out through modern interactive technologies aimed at designing and implementing support processes. Including:

- 1) technology for identification of peculiarities of the child's development, determining its needs for further development of developmental strategy;
- 2) technology of psychoprophylaxis as creation of appropriate conditions in educational institution based on environmental resources;
- 3) technology of systemic developmental work with the child based on the basic structures of mental organization;
- 4) technology of meetings of support group, which determines the priorities, support strategy and develops an individual program of child development;
- 5) technology of formulation of actual goals according to the principles of SMART goal setting and their coordinated achievement by all members of the support group;
- 6) technology of team interaction of support group members;
- 7) technology of self-assessment of professional development of teachers (according to the ISSA methodology) and others.

It was found out that teachers at social work departments try to enrich their own model of teaching social work, making a significant contribution to the proposals of other scientific schools. This is manifested in development of author's programs for teaching disciplines (syllabuses), the definition of interactive forms of work with students and the criteria for evaluating future social workers (Table 2).

Table 2
Syllabus of the discipline "Supervision of Social Work" for
training of social workers (Specialty: Social Work in Social
Service, PA in Slupsk)

Service, FA in Slupsky					
SUPERVISION OF SOCIAL WORK "IN TRAINING OF					
SOCIAL WORKERS					
Викладачі (osób prowadzących): dr. M. Łuczak, mgr K. Zaniewska					
Forms of classes/	Number of hours/ ECTS				
Formy zajęć	Liczba godzin				
3 3 4					
	N(nauczyciel)	S(student)			
	Nillauczycicij	O(Studelit)			
Lecture/ Wykład	10 (5)		1		
, ,	, ,				
Literature		13 (15)			
analysis/Analiza					
literatury					
Exam		7 (10)			
preparation/					
Przygotowanie do					
egzaminu					
Practical /	30 (20)		3		
Ćwiczenia					
Literature		20 (20)			
analysis / Analiza					
literatury					
Preparation for		10 (20)	1		
practical/					
Przygotowanie do					
ćwiczeń (A1)					

Preparation of tasks/ Przygotowanie zadania (Z1)		10 (10)	
Preparation for credit classes/ Przygotowanie do zaliczenia (K1)		20 (20)	
Together / Razem	40 (25)	80 (95)	4

It is investigated that in the process of practical training of future social workers in the process of teaching supervision the *following methods* are used: monologue, dialogue, psychodrama, learning, behavior modeling, exercise, feedback, mini-lecture, examples of best practice, nominal methods, exchange roles, "Hot chair", recording of session with the consent of supervisor, analysis of documents, protocols on social work, observation of joint work with the client [1, p. 261; 265–269].

At the Faculty of Social Sciences at the University of Warmia and Mazury in Olsztyn teaching of the course "Supervision in Social Work" (Superwizja w pracy socjalnej) is providedby the aim of the course: to acquaint students with the method of improving the quality of work, which is to observe and apply it in solving problems arising in social work. The subject's assumption is to acquire the ability to analyze and solve problems faced by social workers in the course of their work, as well as to encourage the development of their own interpersonal skills and to understand their own philosophy of care.

The content of the course is to provide social assistance and help to reflect on their own philosophy of assistance. It includes: methods and techniques used in observation; supervision session (practical classes); relationship between manager and employees who use supervision – transactional games in supervision; problems of social workers and the possibility of solving them through supervision. The training course includes the following *lectures*: 1. Supervision. Introduction of the problems: historical roots of supervision, the plane of definition. 2. Types, goals, functions, models of observation. 3. Supervision as a process of continuous learning and implementation of the idea of reflective practice. 4. The structure of the monitoring session. 5. Observation as burnout prevention.

Modern interactive technologies for supervisionof practical training of a social worker contribute to the development in practice of the necessary algorithm of group of scientific and pedagogical support in general and each of its members in particular, as well as clear and coordinated work of teachers and parents, social workers and clients to support their education at higher educational establishments and at home.

Training course "Supervision in Social Work" at the University of Warmia and Mazury in Olsztyn is studied at the first level of training – bachelor (Polish licensee). 51 houris allotted for the academic discipline (Table 3). The form and condition of testing educational effects is an oral exam, which tests the level of knowledge about the specifics of the method that supervises social work and demonstrates its ability to solve problems in the social sphere. Compared to the sufficient share of study time for the practical training of social workers during the course "Supervision in Social Work" at the Pomeranian Academy in Slupsk, we see a decrease in

the number of hours at the University of Warmia and Mazury in Olsztyn from 160 (80/80) to 100 (49/51) in relation to classroom classes and independent work of the student.

Polish scholars and practitioners agree that in the process of transformation, there should be a transition from learning aimed at transfering of knowledge to learning based on understanding, autonomy and acquisition of competences for lifelong learning. To cope with all this and be aware of new forms of knowledge dissemination, future social workers must learn to understand better what is happening around them, based on theories that expand knowledge (Karvinen-Niinikoski, 2005), and be familiar with the requirements of social work.

Table 3
Supervision in social work
(on the example of WMU in Olsztyn)

SUPERVISION IN SOCIAL WORK IN WMU in Olsztyn					
Status	Profile / Hours				
Specialty:	Соціальна робота				
Form of study:	стаціонарна				
Training level:	ліценціат				
Year / semester:	3 / 6				
Types of classes: exercises,					
lectures					
Number of hours in sem. /					
practical classes, exercises:	30 год.				
lecture	15 год.				
consultations	4 год.				
Total	49 год.				
Independent student work:					
essay-presentation of your	707				
own thoughts about social	10 год.				

assistance			
preparation for exercises	15 год.		
exam preparation 26 год.			
Total	51 год.		
Together 100 год.			
Responsible for the implementation of the subject: Dr.			
Lydia Villan-Horla(dr. LidiaWillan-Horla)			

The opening of a specialty in the field of supervision in graduate school indicates the need for trained personnel with relevant knowledge and skills in this field. New competencies and skills must be included in social work programs.

The offer of postgraduate education in social supervision takes place at the following universities: Wyższa Szkoła Gospodarki w Bydgoszczy, Akademia Pedagogiki Społecznej im. M. Grzegorzewskiej. For example, the framework program of training of social work managers (2008) according to the module of social work in the prepared program of 2.5-year education of social work managers was developed by G. Gąsior, D. Travkovska, A. Vloh (H. Gąsior, D. Trawkowska, A. Włoch) at the request of ROPS in Kraków. Proposals for supervision training can be found, for example, on the websites of the Institute for the Development of Social Services in Warsaw, regional social welfare structures such as the RCPS in Łód, and private training companies [7].

As one of leading trends in practical training of future social professionals at the level of licentiate and master's studies at Polish higher educational establishments, we call the availability of end-to-end scientific and methodological support for higher education by faculty and department. Components of scientific and pedagogical support in Polish higher educational establishments are the processes of psychological and socio-pedagogical support, assistance from

"accompanying" teachers, mentors, consultants, supervisors. Socio-pedagogical support can be presented as a system of joint actions of teachers and students aimed at determining the interests, goals, opportunities and ways to overcome obstacles (problems) that prevent them from achieving the desired results in professional activities, self-actualization. Scientific and methodological support of internship at Faculty of Social Sciences at University of Warmia and Mazury in Olsztyn (VMU) is provided by the Department of Social Pedagogy, which develops innovative educational programs in the following areas: social work (bachelor) and pedagogy; education for adults with social counseling (master's degree), and promotes the development and implementation of innovations in the field of social work in the region [1].

The introduction of supervision of social work for training of social workers in higher education of the Republic of Poland, according to teaching staff of specialized departments, improves the quality of social education, improves learning, more comfortable and effective socialization of students, training of competitive graduate capable of successful self-realization all life.

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9

Section VI.
HIEROGOGY IN THE
SYSTEM OF LIFELONG
LEARNING

DOI: https://doi.org/10.37835/2410-2075-2021-1-01-12 Natalia Demyanenko,

Professor, Doctor of Sciences in Education, Head of the Department of Pedagogy and Psychology of the Higher School of National Pedagogical Dragomanov University, Kyiv, Ukraine

6.1. HIEROGOGY IN SOCIO-CULTURAL AND SCIENTIFIC DIMENSIONS

Demographic processes of global aging, an increase in the number of people of the "third" and "fourth" age (which predicted number willmake up a third of the world's population by 2050) [13, p. 36], on the one hand, strengthen their role in the modern society that require a rethinking of approaches to the post-retirement life phase, and on the other hand, deepen the problems of age discrimination, generational gap, ageism and gerontophobia while socioeconomic, scientific, technical and socio-cultural changes are taking place at the global and local levels. And lifelong learning provides a gateway to the harmonious coexistence, adaptation of the elderly in the modern high-tech society, and hence the preservation of human capital. And although the phenomenon of elderly people education is relatively new, it is marked by rapid development against the background of demographic aging [1]. In this context, developing the concepts of active and positive ageing, purposeful educational and leisure activities of the elderly contributed to the emergence of new area in the pedagogical education hierogogy (educational gerontology) that defined elderly people education as a strategic direction and educational policy of our state [8; 9; 10].

At the same time, the analysis of the current practice of elderly people education in Ukraine shows that this direction is developing slowly. There are no modern legislative framework, no opportunities for social partnership, no awareness of the potential of educating the elderly to preserve the cultural identity of the country, its socio-economic development. The expediency of the issue is underlined by a number of contradictions: between the objective need to develop elderly people education in the context of lifelong education as an important condition for Ukraine's integration into the world educational space and the lack of systematic research; between the processes of creating a global network of institutions for elderly people education immaturity of the relevant institutional model in Ukraine; between the need to expand the functions of higher education institutions as open educational system for different age groups and the lack of appropriate elderly people educating practices, etc.

The issue raised is based on general, social gerontology and biology of aging (O. Bohomolets, I. Mechnikov, O. Nagorny, V. Frolkis, V. Tchaikovska, D. Chebotariov); ideas of active and successful ageing (O. Mikulin, O. Petryk, M. Baltes, P. Baltes, S. Bass, F. Caro, P. Crane); theoretical and applied research of elderly people education (V. Alperovich, I. Belenka, R. Yatsemirska, O. Bollnov, F. Glendenning, C. James, P. Laslett, H. McClusky, D. Peterson, A. Zych); features of senior adult learning (T. Borovikova, N. Lomakina, C. Handy, M. Formosa), etc.

Elderly people educationis based on two concepts – lifelong learning and adult education and is a unique phenomenon in terms of the target group, purpose, forms and methods of elderly people educational activities. Its importance relies primarily on understanding the emergence and development of elderly people education as an objective, socio-culturally determined, consistently implemented

fundamental local education system influenced by socioeconomic and socio-political contradictions; it has a positive effect on transformation of the values of society and is a component and guarantee of its sustainable development. This is manifested on the basis of paradigmatic (lifelong learning, with focus on its informal levels, the dynamics of educational needs of the elderly) and system-synergetic (structural functionality and interdisciplinary elderly people education as self-developing system, harmonization of global, local, national and intercultural) approaches.

The philosophy of elderly people education rests on the idea of liberalism, including free and equal access to education for all age and social groups; humanism which determines the right of each individual to free development and expression of his abilities, considering a person in adulthood an active subject of the educational process; behaviorism which proves that educational activities of adults / older adults are mechanism of changes in behavior and human activity; constructivism according to whichin the course of life an individual builds his own understanding of reality, that is why environmental conditions necessary to obtain knowledge and competencies are very important; theories of personal development according to which a person develops throughout life and has an internal motive for selfgrowth and social integration in old age, and his educational activities as one of the ways of personal development; adult theories, particular learning in andragogy substantiates the principles, forms and methods of adult and adult learning based on personal experience (educational, professional, social) [11, p. 29-43].

Focusing on the above approaches, the concept of "old age" can be defined as a kind of age and psychological period of human life which is characterized by significant physiological, mental and psychological changes in the body. Along with traditional interpretation of aging as degradation and decline of human vital functions, it has to be taken into that modern scientific account research proves development of personality during agingby making life more active and acquiring new knowledge and skills that is a prerequisite to improve the quality of life in post-retirement phase. This has allowed to identify the main prospects of aged person in gerontology: 1) activity prospect that considers physical and social activity as useful for the elderly and its lack leads to loss of adaptive capacity of an individual; 2) exclusion prospect which justifies natural movement of the elderly in society; 3) prospect of selectivity, optimization and compensation that considers behavior as a way to overcome difficulties in old age;4) continuity prospect which takes into account a positive and natural desire of the elderly to continue middle-aged lifestyle; 5) development prospect according to which the positive development of an individual continues into old age. The above helps build psychological theories of aging, taking into account the following provisions: firstly, mental activity contributes to the preservation and even development of intellectual capabilities of a personuntil old age; secondly, elderly people (compared to young ones) have insignificant changes in the ability that are related to perception, attention, motivation and physiological state of the body; thirdly, older adults have greater need forfeeling of safety that significantly influences the quality of their life and is largely realized through developing communications and learning. In turn, the following social factors were identified as the main in the social theories of aging and old age:

a) social isolation and exclusion of elderly people;

- b) environmental factor a change in human living conditions after retirement which results in the loss of habitual social roles, narrowing social circle;
 - c) deterioration of financial / material situation;
- d) lack or insufficient development of social policy on older persons;
- e) low degree of human awareness of the inevitability of aging and old age and readiness for this life phase.

This generally allows to focus on the provisions of the social theory of inclusion, which, taking into account the interdependence of activities and sense of satisfaction to the life (subjective well-being), justifies the need to maintain human activity into old age as a condition of positive (successful) aging. This can be confirmed by the results of research in social gerontology, according to which the maintenance of mental and social balance in old age is carried out through the transformation of social roles, the emergence of older people activities that replace their previous social roles. In this sense, the educational (learning) activity of the elderly performs an adaptive-integrative function.

On the other hand, the main provisions of aging and old age theories give grounds to consider elderly people in terms of resources and human capital. The resource approach to the issue of aging and old age is also based on the ideas of inclusion theories and lifelong development of personality and it allows to justify the need for education of elderly people at a new level, becoming the basis of modern hierogogy.

Despite several obvious theoretical contrasts on identifying hierogogy as a research area and educational course, modern theorists of educational gerontology / hierogogy have some common approaches to aging and old age. Firstly, the idea of aging as a lifelong process implies that

aging does not begin at a particular time but is a gradual life processthat becomes clear through awareness of the of aging. In the pedagogical perspective, prevention description and assessment of the real level (of human development and environmental conditions created for person), as well as modeling the influence (preventive, compensatory, therapeutic) on people of different ages and the environment they live in, in order to ensure adequate living standards, positive balance of life in (deterministic approach) or in order to create optimal (internal and external) conditions for development until and into old age (humanistic approach). Secondly, aging is considered as development. Such an approach in gerontology is basedon the multidimensional and flexible theory of lifelong development that includes phases of achievements and losses.

According to this theory, development is determined as a complex interaction of certain factors: external (social environment), internal (biological) and the synthesis of biological and social. These factors determine three areas of development: normative age, normative historical and nonnormative life development. Normative age development is associated with the transition from one stage to another - in aspects of biological and social aging (influence of the human behavior). Normative historical retirement on development takes place in the context of global sociohistorical events experienced by an entire age group. Nonnormative life development is due to the influence of events unique to the life of particular individual. The level of influence of factors is different at different ages: normative age factors as well as accumulated effect of non-normative personally-experienced events become of great importance in old age. Thus, it becomes possible to identify typical in the development of all people, common to specific generations

and special in the life of individual. Thirdly, relationship and individual: between environment studving environment and the place of individual in it is the key to understand aging. In educational gerontology, environment usually combines natural, social and cultural aspects. Early theories that linkedindividual to the environment indicated an individual's involvement in the environment (a set of environments) and its influence on individual. The modern approach is based on the relationship between individual and environment. Attention is paid not only to the role of environment in developing person, but also which external means person uses for own development, i.e. communication is seen as a controlled and complementary process [11, p. 26-37].

Old age is traditionally considered as a period of human life after loss of reproductive function and until death and is characterized by deteriorating health, reduced physical, mental and cognitive ability of the body and in modern conditions cannot be correct for several reasons: significant increase in age that person lives after the average retirement age; 2) a longer period of physical, emotional and cognitive ability of persons after 55-60 years; 3) demographic situation linked to the rapid aging of the population, especially in developed societies. Moreover, main changes in the old age paradigm in the late 20th - in the early 21st centuries are the following: "rejuvenation" of old age that is expressed in change of people's approach to their age and tendency to classify themselves in groups of people rather mature than elderly; change in society structure that includes a significant increase in the share of the elderly compared to the total population; reduction of professional activity in old age; feminization of old age; singularization of old age; material support of elderly people; evolution of views on old age in social perception – from negative stereotypes to various views depending on the age and psychophysical health of elderly people.

Demographic processes taking place in the world in recent decades have led to the transformation of views on age periodization. Taking into account different approaches to the age typology and periodization in their historical development, we consider old age as the next (final) phase of human development that is identified with the concept of "third age" in the chronological and socio-cultural context. Despite the fact that it is based on biological factor, social determination of this age period is of great importance. Firstly, living conditions and environment largely determine duration, nature and characteristics of old age; secondly, an increase in the number of so-called "additional" years in this period, much more free time with better material conditions and social safety allow further development, self-fulfilment and self-actualization of person through expanding his sociopsychological roles [11, p. 43-46; 3, p. 3]. In this context, P. Laslett's four-age periodization structure in the concept of the third age (P. Laslett) can be taken as a basis and old age can be interpreted as a time of further development and selffulfilment of person. The chronological framework of elderly people is determined within 55-80 years [12, p. 56-63]. High quality characteristics of elderly people(health and longevity, development of consciousness and potential abilities to intellectual activity, expansion of spiritual needs) make their further personal development and self-fulfilment possible, effective interaction with others and participation in socioeconomic and cultural life of society, give grounds to consider this age groupin terms of human potential and social development resource. All this fuels significantly elderly people training processes and allows to create appropriate educational programs.

International experience shows that lifelong learning significant support for personal, programs provide a intellectual and professional development of older people, as well as promote their integration into society. Higher education institutions are consideredas ideal institutions to provide social and educational activities for elderly people. Thus, there are two effective forms of training: separate (segregation on age) and mixed. It should be noted that in the scientific literature, elderly people are generally considered as capable students (listeners) with a sufficient ability level and willingness to learn. Overcoming age-related difficulties such as cognitive or sensory ones during learning is particularly emphasized. Elderly people education should move fast that is explained, on the one hand, by external factors, including socio-economic, demographic, socio-political, socio-cultural and other influences, and by internal ones - educational needs and interests of the elderly. On the other hand, it should be motivated by the importance of overcoming the contradictions between the need and desire to create conditions for self-growth and self-fulfilment of individual and the lack of mental perception of elderly people as full human capital. The importance of educating older people includes: a) maintaining their independence and self-confidence that can help reducing the challenges which public and private resources face; b) positioning as a factor that allows older people to overcome numerous domestic and psychological problems in a complex, changing society; c) strengthening their real and potential contribution to the development of society; d) building self-esteem and self-expression of elderly people, their ability to share experiences with younger generations in the pursuit of balance and mutual understanding that today's world of conflict needs [11, p. 56-63].

Accordingly, elderly people education is an organized process that provides an opportunity to acquire new skills, competencies or qualities; includes formal, non-formal, informal education; can be implemented in both institutional and non-institutional models; can be organized by various providers – community, universities, business for further personal, professional, cultural development, social activity and social integration of elderly people.

Systematic analysis of philosophical, psychological, pedagogical approaches, theories and models in education allowed to determine the key characteristics of teaching older people: 1) internal motivation for learning that is based on acquiring knowledge and experience, adapting educational activities to their own clearly defined needs; 2) autonomy and self-government in education (the role of teacher-mentor is to create an appropriate educational environment); 3) giving preference to problem-oriented learning and awareness of own responsibility for the educational process; 4) learning through practical activities, solving specific tasks problems; 5) reflective learning with the ability to reorganize an experience and see a situation in a new way. Thus, older education is potentially transformational (both adults individually and socially) [11, p. 52-53; 4, p. 8].

Integrating the above, the conceptual and categorical apparatus of hierogogy can be built on the principle of its multidimensionality: in philosophical context ("quality of life in old age", "active longevity", "positive longevity", "successful aging"), in aging biology (heterochrony, heterotropy, biological age, physiological and retarded aging), in socio-cultural context ("post-retirement life phase", "social integration of elderly people", "social burden", "mixed lifestyle"), in

demography and sociology of aging("old age", "younger elderly", "older elderly", "third age", "older adults"), in gerontopsychology ("personal development", "adaptation to old age", "adaptation and integration difficulties", "intergenerational communication"), in economics ("silver / gray economy", "productive longevity", "aging and old age resourcefulness"), in pedagogical (educational) gerontology / hierogogy ("elderly people education", "elderly people training process", "pension education", "pre-retirement education", "university of the third age") [5].

The data obtained contributed to the establishment of the institutional model of elderly people (third age) education in the socio-economic, demographic and cultural realities of the development of Ukrainian society. It should be noted thatthe main task of elderly peopleeducation in Ukraine is to maintain active longevity, and thus to promote an economic well-being of the country. Thus, the need to rethink the role of elderly people education in the concept of active and positive longevity is becoming one of the urgent in the social and educational policy of Ukraine. Developed institutional model of elderly people (third age) education in Ukraine, Provisions on the Institute of third age education regulate general legal, economic and managerial principles of its functioning an institutional model of non-formal as adapted to legislation, organization education. implementation of education in higher education institutions in Ukraine [2, p. 30-34; 4, p. 8].

Such prospects encourage to expanduniversity's functions, as education is no longer the prerogative of young people. Higher education institutions offer new opportunities for "third age" people in the academic environment and, accordingly, this arises the question of creating educational programs (both general and professional) for this age and

social group. The draft educational program for the Institutes of elderly people (third age) educationas a structural unit in higher education institution is aimed at promoting the social integration of the elderly, their adaptation to technological, economic and cultural changes, ensuring autonomous life in the post-retirement phase. Teaching content includes courses, trainings and practical classes that support intellectual, mental, social and physical activity, combines education, physical and volunteer activities and leisure [3, p. 3; 7, p. 85-91]. Among the features of the educational program of the Institute of elderly people (third age) education are: a) reliance on the acquired knowledge and competency of students; b) use of their previous (life and professional) experience; c) wide range of courses in social, humanitarian and artistic cycles; d) combination education, health-preserving, training technologies and leisure (tourism); e) academic freedom of participants in the educational process (selectivity (possibility to select) courses, forms and methods of teaching, involving students in the planning and development of educational programs, etc.) [6, p. 67-73; 2, p. 30-34]. This suggests that non-formal education of the elderly is an important mechanism for building democratic citizenship that creates conditions for personal development of older adults and shapes an ability to become more active citizen, to cooperate with others, to take an active part in community affairs. In this context, Institutes of elderly people (third age) education are unique. Their mission is to provide conditions for adaptation of the elderly and their active involvement in the social processes, formation of democratic civil society, support the equality, rights, freedoms of all people and intergenerational dialogue to create a just society.

The prospects for the development of hierogogy are seenin three areas: as an important aspect of educational policy, research and educational practice. The formation of elderly people education as a synergetic phenomenon has common ways to resolve general contradictions related to external influences on the development of education in general and older people education in particular. These are, first of all, economic, political, cultural and social factors and specific contradictions inherent in Ukrainian education (shifting fromtraditional learning model, reforming the system of continuing education, expanding university functions, involving representatives of all ages in education on the basis of partnership).

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DOI: https://doi.org/10.37835/2410-2075-2021-1-01-13 *Natalia Demyanenko*,

Professor, Doctor of Sciences in Education, Head of the Department of Pedagogy and Psychology of the Higher School of National Pedagogical Dragomanov University, Kyiv, Ukraine

6.2. FEATURES OF DEVELOPING THE REGULATIONS AND PROGRAM OF THE INSTITUTE OF THE ELDERLY PEOPLE (THIRD AGE)

Being global problem of the 21st century, rapid aging creates political, social, economic and cultural challenges faced by society. There are issues concerning social safety of the growing segment of the elderly, reducing the burden on economy of the countries, integration elderly people into public life. At the same time, this situation encourages rethinking the role of this age category, awareness of their potential and providing opportunities for their further personal and professional development.

Older person excluded from social and cultural development of the country loses the motivation and hence the quality of life. In addition, the very fact of retirement often puts social and psychological pressure through stepping away from important roles, reducing responsibility and changing lifestyle. If the society does not have culture of active and positive longevity, adequate attitude to this age group and appropriate institutions that would promote and provide opportunities for further personal development of the third age persons, it inevitably leads to the spread of gerontophobia - fear of aging and old age. Thus, after retirement person falls into a certain social isolation and, being in insecurity, does not see life prospects that affects

his/her life quality and environment, and hence the society as a whole.

factors influencing ageing Among other human positively are person's participation in various physical, cognitive and social activities, intellectual, i.e. integration of the elderly. However, such a social and cultural problem of the information society as ageism can hinder this by creating stereotypes, discriminating person on grounds of age that is common in formal and informal spheres of public life thathave serious consequences for the elderly and the state as a whole. Ageism can contribute to the further social rooting of stereotypes of social isolation, mental and cognitive degradation, limitation of physical activity and creation of the problem of economic burden in the area of social insurance [2, p. 76].

In response to the spread of theabove and other negative factors in ageing, the UN General Assembly in 1991 approved the basic principles aimed at protecting older people rights and improving their well-being. Self-fulfilment of individual in old ageincluded obtaining the following rights: 1) to use any to fully realizeown potential; opportunities 2) educational, cultural, spiritual and recreational resources of society. Adopted in 2002, the Madrid International Plan of Action on Ageing, proclaimed lifelong learning programs as one of the central themes of population ageing. The plan specific recommendations and provided offered adaptation to the conditions of specific countries. Today, the experience of developed countries shows that lifelong learning is an effective adaptive and integrative mechanism for further development and self-realization of an individual in the third age [12], [15], [19], because educated society is an important factor in improving the quality of life, social stability and economic balance of the country [9]. The importance of

educating elderly people is justified by the results of research in gerontology that prove the more intellectually, emotionally and spiritually developedan individual is, the more useful he is to society.

Rethinking the role of third age education in implementing the concept of active and positive longevity in rapidly aging society is becoming one of the urgent needs in the social and educational policy of Ukraine. Hence, the purpose of educating elderly people is to provide specific knowledge that will allow the older generation to properly assess socio-economic changes in society, to realize internal potential, to preserve dignity, reduce the risk of social isolation and find their place in new living conditions not only as a person receiving assistance, but also as an active member of society. Thus, retirees' education is expected to be viewed as a form of self-affirmation in society.

Around the second half of the last century, retirement community organizations, local government and health centers in various countries began to establish schools to educate this age group. Most of these structures were called universities of the third age (the U3A). Later, continuing their activities, they merged into the International Association of Universities of the Third Age. In recent years, educational programs for the elderly, developed with the support of the United Nations Population Fund, have begun to be implemented in Ukraine (Kyiv, Mykolaiv, Ivano-Frankivsk, etc.). However, mainly these were the so-called schools of healthy living. Today, in the most EU countries and in the United States, universities have specializeddepartments for people of retirement age who follow the special programs developed for them.

Such prospects expand the functions of Ukrainian universities, as education is no longer the prerogative of

young people. In higher education institutions, new opportunities open up for the involvement of the elderly in the academic environment and, accordingly, the issue of developing educational programs (both general and professional) for this age and social group arises.

The proposed "Regulation on Institute (Faculty) of the third age" is an integrated project of the National Pedagogical University, Vasvl Dragomanov Stefanyk Precarpathian University, Dmitry F. ChebotarevInstitute National Gerontology of the National Academy of Medical Sciences of regulation is developed The for "Institutes (universities, faculties, centers) of the third age" on the basis of the analysis of the institutional model of older adults/ people of the third age education in the USA - "Institute for Learning in Retirement", "Learning in Retirement Institute", "Lifelong Learning Institute" that act as structural units of higher education institutions (Harvard University Institute for Retirement Education, Harvard University; Osher Lifelong Learning Institute, University of Delaware; Osher Lifelong Learning Institute, Florida International University, etc.) In general, the United States has a long history of developing the age education. third The latter is considered within theconcept of "human capital" where education spending is viewed as investment in social development, in the future of the country [10], [13], [14], [18]. Today, there are more than 120 such units in all states of the country.

I. GENERAL PROVISIONS

1.1. "The Regulations on the Institute of the third age" (hereinafter – the Regulations) were developed in accordance with the Laws of Ukraine "On Education" (2017) and "On Higher Education" (2014).

- 1.2. The document is based on the provisions of the Bologna (1999), Lisbon (2000) and Copenhagen (2002) Declarations; UNESCO's 6th International Conference on Adult Education (CONFINTEA VI, 2009), the International Council for Adult Education (ICAE) (Damascus, 2000); Sofia Conference on Adult Education (Sofia, 2002); "Memorandum of Lifelong Learning" of the Lisbon Summit of European Council (2000), the Concept of Adult Education in Ukraine (2011), the National strategy for the development of education in Ukraine for 2012-2021, as well as the Guidanceon organization of social-pedagogical service "University of the third age" at the Regional Social Service Centre (providing social services) (Order of the Ministry of Social Policy of Ukraine No.326 dated August 25, 2011).
- 1.3. The Regulationsdefine general legal, economic and managerial principles of functioning of the Institute of the third age as a structural subdivision of higher education institution.
- 1.4. The Institute of the third age (hereinafter the Institute) is an educational unit of higher education institution. It carries out training, research and awareness-raising activities and provides staff planning and logistical support of higher education institution.
- 1.5. The establishment of the Institute, its reorganization and liquidation are released by the decision of the Academic Council of higher education institution according to the procedure established by the law. In its activities, the Institute is guided by the regulations of higher education institutions and the "Regulations on the Institute of the third age."
- 1.6. The Institute may cooperate with interested institutions, enterprises, organizations (including foreign ones) on the basis of cooperation agreements.

- 1.7. The Institute of the third age has the right to provide educational services for a fee (within the available possibilities) approved by the resolutions of the Cabinet of Ministers of Ukraine.
- 1.8. The Institute is mainly attended by people aged over 55 who have any level of education and are interested in participating in educational programs, however, representatives of other age groups may join the target audience.

II. THE STRUCTURE OF THE INSTITUTE OF THE THIRD AGE

- 2.1. The structure of the Institute is determined in accordance with the current legislation of Ukraine and charter of higher education institution.
- 2.2. The main link in the educational process is departments that carry out educational activities in the Institute.
- 2.3. The Institute is managed by director elected through competitions by the Academic Council of higher education institution. A person elected to this position shall not serve for more than two consecutive terms.
- 2.4. Director of the Institute performs his / her duties in accordance with contract concluded with rector of higher education institution.
- 2.5. The Institute, represented by director, submits reports and other statistical information on its activities to higher education institution which it comes under.
- 2.6. Director of the Institute may delegate part of his / her powers to the employees of graduating department / department that carries out the main work on organization

and implementation of the educational process at the Institute of the third year.

III. PARTICIPANTS OF THE EDUCATIONAL PROCESS

- 3.1. Participants of the educational process at the Institute of the third age are: research and teaching staff of higher education institutions; persons studying at the Institute; third parties teachers of other higher education institutions, secondary school teachers, specialists of the social protection department, staff from the culture, tourism, healthcare sectors (on a voluntary or on a contract basis).
- 3.1.1. Research and teaching staff have the rights and responsibilities provided by the Law of Ukraine "On Higher Education", contract concluded with rector of higher education institution and provisions set forth in job descriptions.
- 3.1.2. Research and teaching staff can be involved in organization and implementation of the educational process at the Institute both under contract concluded with rector of the University and on a volunteer basis.
 - 3.2. Persons studying at the Institute.
- 3.2.1. The rights and responsibilities of students are determined by the Law of Ukraine "On Education", set of statutes and internal regulations of higher education institution.
- 3.2.2. Persons studying at the Institute may participate in organization and implementation of the educational process on a volunteer basis.
- 3.3. Third parties. Teachers of other higher education institutions, secondary school teachers, specialists of the social protection department, staff from the culture, tourism, healthcare sectorsmay be involved in organization and

implementation of the educational process at the Institute of the third age (on a volunteer basis or under the terms of contract concluded with rector of higher education institution, in accordance with the current legislation of Ukraine and charter of higher education institution).

IV. ORGANIZATION OF THE EDUCATIONAL PROCESS

- 4.1. The educational process at the Institute of the third age includes intellectual, creative, cultural, educational, cognitive activities carried out through system of pedagogical, cultural, tourist activities and aimed at mastering, increasing and using the knowledge and competencies of students, as well as lifelong development of the personality.
- 4.2. The main structural unit and organizer of the educational at the Institute isgraduating process that department / department carries out educational activities at the Institute. The department forms groups of students, defines the content of the educational process taking into account the interests of students, develops educational programs, sets the terms and curriculum, determines the forms and methods of teaching, selects teachers and consultants, distributes various activities among teachers and students, organizes cultural, educational and tourist program for students.
- 4.3. Students of the Institute may be involved in organizing and conducting the educational process at the Institute.
- 4.4. The educational process at the Institute covers the following areas of activity: intellectual and cognitive; physical development and health care; artistic and creative activity; acquisition of knowledge and practical competencies in a particular field of knowledge; leisure; volunteer work.

- 4.4.1. Students can choose a general (from different fields of knowledge) or special (from a certain field of knowledge) educational program.
- 4.5. The educational process at the Institute is carried out in the following forms: classes (lectures, seminars, tutorials); practical training (trainings, practical classes); consultations (individual consulting, individual tutorial); individual work; out-of-class activities (trips, tours, cultural and educational activities).
- 4.6. The academic year at the Institute includes two semesters / trimesters. The first October-December; the second March-May.
- 4.7. Classes and out-of-class activities take place once or twice a week (the number of classes and their content is determined according to the capabilities, requests and interests of participants of the educational process). Students enrolled at the Institute are given an educational program and schedule of classes and activities for semester / trimester.
- 4.8. The competencies acquired by third age students are testedinformally.
- 4.8.1. Upon graduation (one year one course, etc.) students receive a certificate of one-year (two-year, etc.) course (general or in a certain direction) completion of the Institute of the third age in a relevant higher education institution with an appendix including the list of attended educational courses and classes.
- 4.8.2. Students can (if desired) continue their educational activities at the Institute, regardless of the number of years of study.
- 4.9. Organization and conducting of the educational process is carried out in accordance with the regulation of higher education institution, the provisions of the Institute of

the third age, as well as taking into account age, physical, cognitive, mental and social capabilities of the third age people.

In accordance with the Regulation, a draft "Educational Program for students of the Institute of the third age" is proposed. The project is based on the study of American social, scientific and pedagogical experience in educational gerontology and adapted to organizing and conducting educational activities in higher education institutions of Ukraine.

General information				
Official name	Educational program of the			
	Institute of the third age			
The scope of the	136 credits ECTS			
educational program	Studying period – 2 years*			
	*Students can continue their			
	study at the Institute, regardless of			
	the official course.			
Preconditions	The educational program is			
	developed for the target group - "the			
	third age" (55-75 years).			
	Prior higher education is not			
	required.			
Language(s) of	Ukrainian (state); foreign (if			
teaching	necessary).			

The purpose of the educational program

- implementing the Concept of lifelong learning;
- meetingperson'sneedinintellectual, cultural, moralandphysicaldevelopment;
- adapting elderly people to modern living conditions and their social integration through gaining new knowledge and competencies, volunteer work, interpersonal communication and intergenerational dialogue;
- encouraging socially active behavior of elderly people in the post-retirement phase of life;
- improving the quality of life of elderly people by providing access to modern technologies and adaptation to the rapid technological development of society;
- spreading knowledge among population of the third age, raising their general cultural level and expanding worldview:
- promoting positive aging and active longevity of the elderly.

Description of the educational program				
Orientation ofthe	Educational and cross-cultural			
educational program				
Peculiarities of the	The educational program is			
program	aimed at development of personality			
	in the post-retirement phase of life:			
	intellectual, mental, social and			
	physical activity and combines			
	learning (theoretical and practical),			
	physical activity and leisure.			
	Peculiarities of the educational			
	program of the Institutes of			
	thethirdage are: reliance on the			
	acquired knowledge and			
	competencies of students; use of			
	their previous (life and professional)			
	experience; a wide range of courses			
	in social, humanitarian and artistic			
	cycles; combination of education,			
	health-saving training technologies			
	and leisure (tourism); academic freedom of participants in the			
	freedom of participants in the educational process (the ability to			
	choose courses, forms and methods			
	of teaching, involving students in			
	the planning and development of			
	educational programs, etc.).			
	Students - specialists with			
	experience in research /			
	management / innovation /			
	creative work and / or work in			
	specialty may be involved in			
	organizing and conducting the			
	educational process.			
Teac	hing and assessment			
Teaching and	The main forms of organizing			
learning	and implementing the educational			

process are: training sessions (lectures seminars, group and individual tutorials); practical training (trainings, practical classes) consultations; independent work out-of-class activities (trips, tours cultural and educational activities). Assessment Assessment of acquired knowledge/ competencies in the
Assessment of acquired
<u> </u>
knowledge/ competencies in the
third age persons takes place in
informal setting.
Program competencies
General To be able to learn and master
competencies modern knowledge.
1. Life-long 1.1. To be able to improve and
learning competency. developintellectual and cultura
level, adaptability and social skills.
1.2. Tobeawareof own
educational needs and value of nev
knowledge and skills; interes toknow the world.
2.1. To be able to adequately
perceive aging and old age.
2.2. To understand and analyze
global processes and phenomena
and to predict their consequences.
2.3. To be able to express own
opinion, to evaluate arguments and
2. Socialandcivile change own opinion based or
ompetencies. evidence; to argue and defend own
position, to discuss.
2.4. To be able to identify and
solve problems, to make informed
optimal decisions.
3.1. To be able to generate new
ideas, to solve life problems, to

3. Initiative and entrepreneurship.

4. Digital and technological competency.

5. Awareness and self-expression in culture.

- analyze, to predict, to make optimal decisions.
- 3.2. To be able to analyze own economic situation, family's budget; financial planning.
- 3.3. To be able to navigate a wide range of goods and services and make the right consumer choices based on clear criteria.
- 4.1. To be able to use technological devices.
- 4.2. To be able to search, to process, to analyze information and assess its reliability. To be able to critically reflection information and sources of its receiving.
- 4.1. To be able to use technological devices.
- 4.2. To be able to search, to process, to analyze information and assess its reliability. To be able to critically reflection information and sources of its receiving.
- 4.3. To be able to work with basic computer programs.
- 5.1. To be able to cultural self-identification
- 5.2. To be able to understand cultural diversity in a global society.
- 5.3. To be able to analyze and critically evaluate the process of cultural and social development in the world.
- 5.4. To know the ethics of intercultural communication and interaction.

- 6. Environmental competency
- 7. Competency in healthy lifestyle, active and positive longevity.

- 5.5. To be able to communicate in a foreign language environment.
- 6.1. To protect and care of natural resources, to keep a clean environment and comply with all hygienic standards.
- 7.1. Toorganize proper nutrition (to follow a meal plan; tobeabletoformfooddiet, based on financial capacities and health benefits; to be able to identify and maintain high quality food).
- 7.2. To develop motor skills (morning exercise; regular physical education, sports, motor games, physical labor, etc.).
- 7.3. To be aware of sanitary and hygienic skills.
- 7.4. To be able to adhere to the work and rest regime (to be able to alternate mental and physical activity, to organize a full rest and leisure).
- 7.5. To develop effective communication and conflict resolution skills.
- 7.6. To develop adequate behavior skills in different living conditions and situations.
- 7.7. To be able to understand, to assess and overcome the problems of gerontophobia (to be able to realizeown uniqueness; to show positive attitude to themselves, other people, to life prospects; to adequately assess themselves).

Professional	On request (according to
competencies	person's needs).

The core task of the third age education is to promote social integration, to adapt to social, technological, economic and cultural changes, to ensure the autonomous life of people in the post-retirement phase of life and allow the elderly to feel of the academic community. Flexibility differentiation of educational activities, adaptation to the of students, reliance on their knowledge competencies, as well as the use of life and professional experience of students in organization and implementation of educational process are the main conditions successful learning of third age persons.

Lifelong learning is becoming an integral part of successful social development. In recent decades, the post-retirement phase of human life has shown a significant increase in the number of years, thus providing opportunities for meaningful use of free time, further fulfilment of personality, maintaining independence that are crucial for both man and society.

Table 2 List of components of the educational program

	<i>J</i> 1	<u> </u>			1 0	
No	Componer	nts of	the	A	numbe	er of
	educational j	orogram		credits		
				Cl	Ind	Tot
				assro	epen	al
				om	dent	
				work	work	
	Mandatory co	mponents	of the e	educatio	nal	
		program	ı			
1.	Current	issues	of	1	2	3
	philosophy.	Philosop	hy of			

	life in the post-retirement			
	phase.			
2.	History of Western	1	2	3
	civilization.			
3.	History of Ukraine.	1	2	3
4.	Science, technology and	1	2	3
	social changes.			
5.	Current issues of the	1	2	3
	legal sphere in the			
	retirement age. Property			
	right. Inheritance right.			
	Medical Insurance.			
6.	Factors of financial well-	1	2	3
	being.			
	Retired financial			
	strategies.			
7.	Fundamentals of	1	2	3
	gerontology and hierogogy.			
8.	Current issues of	1	2	3
	psychology. Psychology of			
	maturity and late maturity.			
	Gerontophobia.			
9.	Social psychology of	1	2	3
	aging.			
10.	Sociology of generations.	1	2	3
11.	Fine art of the world.	1	2	3
12.	Public health and rescue	1	2	3
	medicine. Basics of elderly			
	medicine. Elderly medicine			
	means.			
13.	Healthy, active and	1	2	3
	positive longevity.			

	Healthy nutrition. Elderly			
	people nutrition.			
14.	Physical education.	1	2	3
15.	Tourism.	3	0	3
16.	Volunteer work.	1	0	1
Tota	5	18	28	46
compo	nents of the educational			
progra				
Sele	ected components of the educati	onal pro	gram	
1.	World history.	1	2	3
2.	Political picture of the	1	2	3
	world in the 21stcentury.			
3.	Origin and development	1	2	3
	of social movements.			
4.	Current issues of	1	2	3
	science. Environmental			
	problems of mankind.			
5.	Social psychology.	1	2	3
6.	Practical psychology.	1	2	3
7.	Personality. Age	1	2	3
	psychology. Developmental			
	psychology.			
8.	Psychology of conflicts.	1	2	3
	Conflict of generations.			
	Ageism.			
9.	Current issues of history,	1	2	3
	art and culture.			
10.	Art of the countries and	1	2	3
	civilizations. Outstanding			
	artists.			
11.	History of musical art.	1	2	3
	Musical genres.			

13. History of education and universities. 14. History of the Ukrainian language. 15. Literature. 16. Foreign language. 17. Theory and methodology of generational communication. 18. Pedagogy. Family language. 19. Memoirs. Archive. language. 20. Design. Clothing: style and fashion. Total credits of selected components of the educational program Practical training (optional) 1. Computer and basic language. 2. Social networks. Blog, language. 3. Learning photography. 4. Musical art. 1 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	12.	History of theater and	1	2	3
universities. 14. History of the Ukrainian 1 2 3 language. 15. Literature. 1 2 3 16. Foreign language. 1 2 3 17. Theory and methodology 1 2 3 of generational communication. 18. Pedagogy. Family 1 2 3 education. 19. Memoirs. Archive. 1 2 3 Genealogy. 20. Design. Clothing: style 1 2 3 and fashion. Total credits of selected 20 40 60 components of the educational program Practical training (optional) 1. Computer and basic 1 2 3 programs. Work with PC. Computer games (for the development of cognitive functions). 2. Social networks. Blog, 1 2 3 types of blogs. Launch and support own blog. 3. Learning photography. 1 2 3 4 Musical art. 1 2 3	1.0	cinema.	-	0	-
14. History of the Ukrainian 1 2 3 language. 15. Literature. 1 2 3 16. Foreign language. 1 2 3 17. Theory and methodology of generational communication. 18. Pedagogy. Family 1 2 3 education. 19. Memoirs. Archive. 1 2 3 Genealogy. 20. Design. Clothing: style 1 2 3 and fashion. Total credits of selected 20 40 60 components of the educational program Practical training (optional) 1. Computer and basic 1 2 3 programs. Work with PC. Computer games (for the development of cognitive functions). 2. Social networks. Blog, 1 2 3 types of blogs. Launch and support own blog. 3. Learning photography. 1 2 3 4. Musical art. 1 2 3	13.	-	1	2	3
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	5.	Fine art.	1	2	3

6.	Applique. Embroideries.	1	2	3
	Floristics.			
7.	Embroidery. Knitting.	1	2	3
8.	Yoga. Meditation.	1	2	3
9.	Gardening.	1	2	3
10.	Cooking technology.	1	2	3
	Culinary arts and serving.			
Tota	al practical training credits	10	20	30
Total credits of the educational		48	88	13
progra	m			6

Under such conditions, development of the educational programs for elderly people is on time, as educational activities in the post-retirement period are effective means of social protection, adaptation and readaptation of person in a rapidly economic and social transformations that require constant expansion and enrichment of universal and national values and ideals that, accordingly, can be realized with preservation and development of human potential.

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