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Sustainable Education as a Way of Bringing People Together – Multiple Stories From Europe

SPOŁECZNA AKADEMIA NAUK
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Introduction (**Ryszard Kucha**)

The transformations occurring in Europe are conditioned both by the process of European integration, which has been continuing for nearly 70 years, and by the effect of all-embracing globalisation processes. They result in a cultural and social change happening under the influence of rapid technical and technological advancement, especially in the field of information technology. Thus, in the universal era of globalisation and difficult European integration we are observing the emergence of new – this time transnational – reality. We are, therefore, heading towards a multicultural postmodern knowledge society. What is taking place is a difficult process of gaining and accumulating knowledge, which – in the same way as the acquired education, competencies and skills – determines the place and stature of a person as an individual in the social hierarchy of the postmodern world [Wloch 2016, p. 7].

The continuing social transformations experienced by contemporary European societies result from both globalisation processes and the ongoing and progressing integration of multicultural societies. For not only does globalisation exert enormous influence on politics and the making of economic decisions, but it also constitutes a vital factor in the personal transformations within an individual's culture and education. It can, therefore, be assumed that the rise of interest in education issues at the level of European Union institutions in every aspect of their activity is a particularly notable consequence of globalisation and the progressing (despite everything) European integration. Is this rise accompanied by similar interest and activity at the level of national educational institutions? This is apparently a question to which we – thus far – do not have an equally clear and full answer.

It is, however, worth remembering what Jean Monet, one of the founding fathers of the modern united Europe, said about education, "If I had to start again, I would start with education" [De Landsheere 1994, Vol. 4, p. 2053]. He thus em-

phasised the significance and status of education as a culture-shaping factor indispensable for the process of European integration [Wloch 2016, p. 8].

Therefore, European education currently remains the most crucial element of the process of European integration. It is also interpreted as a modern and soundly-based educational process. Therefore, one of its most important tasks consists in forming permanent social and cultural bases for the integration of the entire Continent. Furthermore, it should provide adequate preparation for living in the European Union's multicultural society and offer the possibilities for exercising the rights guaranteed by the European Union. It should, nevertheless, be stressed that it also entails upholding universal traditions and values so characteristic of democratic communities and the entire European culture. This is why there is special emphasis on national identity, respect for human rights, the shaping of civic attitudes, the common roots, Christian traditions, Greek philosophy and Roman law. We should, however, remember about numerous ideologies, including educational ones, which reject these three pillars of common European culture [Wloch 2016, p. 8].

This is why it is worth remembering one of the most eminent Europeans, who determined the main direction which Europe should take after the Second World War ended. This was Winston Churchill, who was defeated in the general election in Great Britain in July 1945 and – as Professor Norman Davies wrote – had ample time to reflect upon the issue of "what is Europe?" He stated then that it was "A rubble-heap, a charnel house, a breeding ground of pestilence and hate". He developed this theme in 1946: on March 5, 1946 in Westminster College in Fulton, Missouri, in the presence of H. Truman, the then President of the United States, he talked about the iron curtain in the following way, "From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia (…) this is certainly not the Liberated Europe we fought to build up" [Davies 2010, p. 1135]. Then, on August 19 in Zurich, Churchill appealed for the creation of "a kind of United States of Europe". He also argued that there might not be much time left since the spread of nuclear weapons might soon deepen the existing divisions. And the first step on the way must be a partnership between France and Germany. He claimed that "If we are to form a United States of Europe, (…) we must begin now", and that the future of the European family depended on "the resolve of hundreds of millions of men and women to do right instead of wrong" [Davies 2010, p. 1135].

The views voiced by Winston Churchill were a testament to the belief that it was necessary to embrace the principle of "transnationalism", according to which the countries must relinquish part of their sovereignty in favour of common European institutions. His statement constituted clear proof of adherence to the noblest ideals. For he said, "we have gathered (…) to proclaim here and to all the world the

mission, the aim and the design of a United Europe, whose moral conceptions will win the respect and gratitude of mankind and whose physical strength will be such that none will dare molest her tranquil sway. (…) We hope to see a Europe where men of every country will think as much of being a European as of belonging to their native land, and (…) wherever they go in this wide domain, to which we set no limits in the European Continent, they will truly feel 'Here I am at home'" [Davies 2010, p. 1135).

Salvador de Madariaga, a Spanish statesman and writer, was in perfect unison with W. Churchill [Davies 2010, p. 1135). Equally eloquent, he said, "This Europe must be born. And she will, when Spaniards say 'our Chartres', Englishmen 'our Cracow', Italians 'our Copenhagen', when Germans say 'our Bruges' (…) Then will Europe live. For then it will be that the spirit that leads history will have uttered the creative words: FIAT EUROPA" [Davies 2010, 1135].

The members of the Congress were obviously carried away by the power of their own involvement and enthusiasm. Also, the final report of the Congress appealed to them to create the Parliamentary Assembly of the Council of Europe and the European Court of Human Rights. Furthermore, a special committee was established, whose task was to maintain the aims set by the Congress members. The Congress was later renamed as the European Movement International, whose predecessor it indeed was.

Yet, at the end of 1947, Churchill's iron curtain became a historical fact. The Information Bureau of the Communist and Workers' Parties (Cominform) was established; next, the 1948 Czechoslovak coup d'état occurred and the Berlin Blockade was started [Davies 2010, p. 1140].

The subsequent events finally spurred the "Soviet bear" into action on June 24, 1948, which in turn caused the announcement of the Berlin Blockade by the Soviet Army and constituted the beginning of the long-lasting Cold War on the European continent [Davies 2010, 1137]. And thus Eastern Europe had to wait for its end until Mikhail Gorbachev's era [Davies 2010, p. 1140].

Poland belongs to the group of European countries which became part of the European Union only in 2004 and it is worth devoting some time to the implementation of the idea of the "knowledge society" in our country and in the neighbouring states which have not so far been admitted the European Union; it is worth scrutinising the social expectations as well as the mistakes committed by both politicians and the proponents of new educational ideas.

To some extent, the Reader will find such reflections in our new collective publication. It is even more vital since numerous contemporary researchers ask themselves nowadays whether European and multicultural education has – and will continue to have – the ability to make the Union's citizens equal in a civic-

European sense and, at the same time, to make them similar in terms of culture. And what about the countries which have not yet become members of the European Union and will not be admitted as members of this enormous union of nations and countries in the next few years? This question applies especially to Ukraine, whose researchers and academic personnel of higher education institutions cooperated with us on the implementation of the common research project entitled "Sustainable education as a way of bringing people together – multiple stories from Europe". It is an incredibly fascinating cognitive experience, whose effect may enable and encourage the pedagogical exploration of new cognitive fields as well as create opportunities to share experiences of problems and issues which have not been researched before [Wloch 2016, p. 17].

Or, perhaps, as Peter Rietbergen perversely argued in his epilogue in 2001, "once Europe lost its dominant position in the world – the symbolic ending occurred in 1997, when Great Britain and Portugal returned Hong Kong and Macau to China – the third millennium will be "Asian" or "Pacific" rather than European"? [Fernandez-Armesto 1999, p. 445]. Yet, it can still be hoped that Europe will maintain the role it has to play in the theatre of time: the role of an heiress to the past that will not avoid shaping the future since the interpretation and use of the past will define the future [Rietbergen 2001, p. 444]. For if Europe succeeds in convincing the world, some of its traditions may enhance the wellbeing of its inhabitants [Rietbergen 2001, 454]. Therefore, hope dawns that our research project and its results will prove useful for the beneficial evolution of the European Union and not – as some maintain – for the birth and development of the United States of Europe.

For we – as a nation, a state, a society and, primarily, as politicians – should maintain caution and the ability to predict the social and political effects of our activity in the integrating global and EU world. In the international arena we ought to be wisely loyal and safeguard Poland's interests, even when we perceive them differently from others. We cannot therefore isolate ourselves and parade our isolation as a virtue worth defending at all costs [https://wiadomosci.wp.pl/abp-henryk-muszynski].

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CHAPTER ONE

GLOBALIZATION, INTERNATIONALIZATION AND THEIR IMPACT ON EUROPEAN EDUCATION

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Values Education in History/Studies of Society and Environment Classroom: A Global Perspective

Abstract: This article discusses various approaches and models to values education in schools. It offers researchers and teachers with an insight as to why values education should be incorporated in classroom teachings. It is suggested that values education is connected to active citizenship education and human rights education. The list of core values in the Australian Curriculum and the importance of values education are discussed. Various curriculum and pedagogical suggestions are offered as to how to improve the effectiveness values education in classroom pedagogy. The article concludes that values education to be meaningful, engaging and authentic must involve a greater sense of community, more emphasis on social criticism and a deeper and critical understanding of democracy, equality, human rights and social justice for all.

Key words: active citizenship education, globalisation, ethics, moral education, classroom pedagogy, values education.

Globalisation as a Multi-Faceted Phenomenon: Implications for Values Education

The multi-faceted nature of globalisation invites contesting and competing ideological interpretations, numerous paradigms and theoretical models have been also used to explain the phenomenon of globalisation and its implications for social justice. These range from critical theory, modernity to post modernity. When, for instance, a writer or a seminar speaker uses the word 'globalisation' in a pedagogical and educational policy context, one wonders what assumptions, be they economic, political, social and ideological, have been taken for granted, and at their face value uncritically, and as a given, and in this case, as a globocratic (like technocratic) phe-

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nomenon. The impact of globalisation on education policy and reforms around the world has become a strategically significant issue, for it expresses one of the most ubiquitous, yet poorly understood phenomena of modernity and associated politico-economic, and cultural transformations, and the on-going technological revolution within information and communications technologies (ICTs). One of the most important engines of the evolving phenomenon of globalisation has been the rapid development of ICTs [Zajda & Gibbs 2008; Zajda 2018].

With this in mind, I would like to define 'globalisation', from a social and cultural transformation perspective, as a new dominant ideology of cultural convergence, which is accompanied by corresponding economic, political, social, technological and educational transformations. Such a process is characterised by increasing economic, social, and political interdependence between nations-all relevant to the understanding of diverse approaches to values education in schools globally. Furthermore, the politics of globalisation, particularly the hydra of ideologies, which are inscribed in the discourse of globalisation, need to be analysed critically, in order to avoid superficial and one-dimensional interpretation of the term.

There is sufficient evidence to suggest that globalisation and the forces of globalisation have contributed to a new dimension of socio-economic stratification, which will have implications for social justice, equity and equality of educational opportunities in decades to come [OECD 2009; Shah 2009; Soudien, Kallaway 1999; Zajda 2008; Zajda 2009a; Zajda 2010a]. Foremost in values education, locally, nationally and globally is the promotion of genuine social justice for all. How can we contribute to the creation of a more equitable, respectful, and just society for everyone? This perennial question becomes a critical dimension of learning to be [Delors 1996; Binde 2002; Zajda 2009b].

Since the 1990s, a number of scholars and policy analysts began to stress the moral function of global pedagogy. For instance, Jacques Delors [1996] in his report to UNESCO of international Commission on education for the Twenty-first Century, Learning: the Treasure Within, believed that education had an important role to play in promoting tolerance and peace globally:

> In confronting the many challenges that the future holds in sore, humankind sees in education an indispensable asset in its attempt to attain the ideals of peace, freedom and social justice [Delors 1996, p. 13].

A similar concern with a moral dimension in education is present in Jérôme Bindé [2002] in 'What Education for the Twenty-First Century? where it is suggested that a new paradigm shift in education should be aiming to 'humanize globalization' [p. 391, see also Binde 2000]. At the same time he reminds us that one of education's future major challenges will be 'to use the new information and communication technologies to disseminate knowledge and skills' [Bindé 2002, p. 393; Zajda 2009d; Zajda 2014].

Cultural Origins of Values

We are all citizens of one world; we are all of one blood. To hate a man because he was born in another country, because he speaks a different language, or because he takes a different view on this subject or that, is a great folly. Desist I implore you, for we are all equally human…Let us have but one end in view, the welfare of humanity.

Comenius (1592–1670)

Every society has its own rules defining behaviour and actions. This is a normative dimension of a society and its culture, consisting of norms, and values. Values can be defined as the principles and fundamental convictions which act as general guides to behaviour and the standards by which actions are judged as good or desirable [Halstead, Taylor & Taylor 2000, p. 169]. Values also refer to ideas held by individuals or groups concerning moral standards defining actions that are right or wrong, good or bad, or what is desirable and what is not desirable [Giddens 2009]. Values are regarded as one of the most fundamental components (like ideology) of a group's culture [Zajda 2009a, p. 13]. They generally represent the core of the ideological system, and provide individuals with values about their social identity, and which define and characterise the social group and its membership [Zajda 2009b, p. 15]. Smolicz [1999] stresses the symbolic and collectivist essence of values and their significant role in maintaining both individual and collective identity: "it is through core values that social groups can be identified as distinctive ethnic, religious, scientific or other cultural communities" [Smolicz 1999, p. 105]. Cummings, Tatto & Hawkins [2001] in their study of values education in 12 countries, observe that at the core of values education is the autonomous individual, and suggest that values education will have a high priority, and schools will play a key role in values education.

In general, values refer to ideas held by individuals or groups concerning moral standards defining actions that are 'good or bad', what is desirable and what is not desirable [Giddens 2009].

Values education is an essential part of school pedagogy, even though the nexus between values education and pedagogy is very contested and problematic. The situation is further complicated, as values education (and moral education) seem to be 'subject to changes of fashion' [Winch & Gingell 1999]. Berkowitz [2011] sees the values education process in schools as an "attempt within schools to craft pedagogies and supportive structures to foster the development of positive, ethical, pro-social, inclinations and competences in youth…" [Berkowitz 2011, p. 153]. For instance, when When MacIntyre [1981] re-interpreted and revived the Aristotelean pedagogy of values education, it became very popular approach to virtue theory, which was based on Aristotle's Nichomachaean Ethics. Virtue advo-

cates argue that moral concepts and values should be explicated in terms of character traits, which children can internalise, through classroom pedagogy and reflection. In the Soviet Union this process of moral education was known as vospitanie (upbringing). Desirable character traits or virtues include tolerance, altruism, asceticism, benevolence, honesty, courage, fairness, moderation, conscientiousness, selflessness, sincerity, humility, modesty, magnanimity, sympathy, tactfulness, diligence, nobleness, trust, self-mastery, solidarity, and frugality.

Are values to be 'caught', instead of being taught? Values such as peace, tolerance, courage, civility, honesty, moderation, and frugality should be taught to all if we are to maintain a truly caring and responsible democratic community. Some values deal with proper ways, or standards, of interacting with others (being polite, cooperative, truthful, and accepting). Other values describe desirable states of existence to which we all aspire—desire for work, happiness, peace, love, and fulfilling life.

Teaching our students morality or values education, means teaching them what we ourselves, as citizens, with a democratic voice in a pluralist democracy, understand by morality and moral values. It is important to understand that not only values may vary from culture to culture they are also subjective, and relative. A value considered good in one society at a particular point in time may be bad in different era. For example, the White Australia Policy, which enforced racial aspects of the immigration law, was dismantled by the Holt Government's Migration Law in 1966, and 1973 marked the end of the White Australia policy. Similarly, the value of racial segregation in the USA, or de jure segregation, or segregation sanctioned by law, was practised until 1954, when the US Supreme Court ordered that the public schools be desegregated. The value has shifted towards racial equality, inclusive schooling and school integration. It has taken many decades to achieve this significant value shift.

In the global culture, international conventions provide value statements. The United Nation's Universal Declaration of Human Rights [UN 1948] was a statement by the international community of the inalienable rights and fundamental freedoms for all human beings. In Article 26, Part 2 it stressed that education 'shall be directed...to the strengthening of respect for human rights and fundamental freedom. It shall promote understanding tolerance and friendship among all nations, racial or religious groups...' [UN 1948, p. 7]. Other specific value positions are found in various international and legal treaties. For example, the four major Council of Europe treaties protecting the human rights of children combined offer a policy direction for developing and promoting a global vision for a better childhood. The four principal treaties are the European Convention on the Human Rights [1950], the European Social Charter [1996], the European Convention on the Exercise of Children's rights [1996] and the European convention on Contact Concerning Children [2003]. Values associated with schooling are found in the

Report to UNESCO of the International Commission on Education for the 21st century, Leaning: the Treasure Within [Delores 1996] and its four essential pillars of education for the 21st Century: learning to know, learning to do, learning to live together and learning to be. More recently, the UNESCO Conference on Education for Shared Values and for Intercultural and Interfaith Understanding [2005] called on educational systems to incorporate common and agreed values into school curricula, to promote intercultural and interfaith understanding.

Values Education in Schools

Values education in schools is a complex and controversial area of the curriculum: it is an object of study, and it influences what is selected for study. It is an essential, contested and constantly changing area of study that develops thinking skills that are vital for all other areas of study. A very good example of the nexus between globalisation, and values education in History/Studies of Society and Environment (SOSE) is the National Council for the Social Studies. According to NCSS, social studies educators should 'teach students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy' and that in 'In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from diverse cultural vantage points' [National Curriculum Standards for Social Studies 2010].

The Nature of Values in Schools

Values may refer to a particular belief system—believing that pluralist democracy is the best model of social/political system, a code of conduct—being honest, tolerant and courageous, a state of existence—peace, tolerance and equality), or a moral judgment—truth, beauty, and justice. Different values are associated with different criteria. We can differentiate between aesthetic, cultural, civic, family, economic, environmental, intellectual, legal moral, political, religious, scientific, technological and social values. Snook [2002] noted the nexus between ethical theory and classroom pedagogy [see also Carr 2000; Snook 2003; Zajda 2014]. In his book, *The Ethical Teacher*, Snook [2003] argues that the ethical teacher is one who one who understands both the moral purpose of education and the importance of viewing the process of teaching as essentially ethical in its nature. Among the ethical teacher's roles, Snook identifies *respect for autonomy* and *respect for reason*. He asks the question: How can teachers respect the learner as a person and yet try to change her in fundamental ways? This, according to him, constitutes the basic ethical dilemma of teaching:

The ethical teacher, taking into account the student's age and maturity, tries to impart not just the conclusion of processes and arguments but the methods of arriving at the conclusions: not just ways of behaving but an understanding of these ways of behaving and the reasons for them. Thus, guided by teachers who respect her reason, the student gradually learns to use her own reason, to become autonomous, and hence does not have to rely forever on the views of others. This task of handing over full control to the learner may take a long time but it needs to be begun early so that she learns the habit of "thinking for herself" [Snook 2002].

In examining moral education, we note at least two closely related problems in debates surrounding ethics—the lack of provision of moral education, and the loss of moral direction in society. One could argue that a proper moral education is one that provides an adequate understanding of the 'moral sphere' [see Woods & Barrow 1995], just as the study of history equips one with the logic of historiography and the logic of historical thinking. Earlier, in his work, Barrow [1977] asks the question 'What is the most *effective* way to morally educate the children?' [p. 199]. He suggests that children inevitably do, to some extent, acquire moral attitudes from their environment, which includes parents and teachers, and other role models. Perhaps the most important point Barrow makes is when he argues that it would be wrong to assume that what a moral philosopher says is true must be so. Look to his reasoning – not his judgment, reminds us Barrow [p. 212].

The Politics of Values Education

The current debate on values education has become an overtly partisan political issue producing a dominant ideology of teaching values and character education. I am reminding the readers that what we call values education was known as 'character education' in most schools during the nineteenth and twentieth centuries. Recently, values education has become a 'metaphor and code' for pedagogy pursuing the neo-liberal and conservative social and cultural agenda [Purpel 1999, p. 83]. In some ways the values taught in schools are traditional rather than modern:

...the values taught in the schools are very much in line of Puritan tradition of obedience, hierarchy, and hard work, values which overlap nicely with the requirements of an economic system that values a compliant and industrious work force, and a social system that demands stability and order [Purpel 1999, p. 89].

Not only values education appears to be more traditional than modern, but by emphasising such traditional values as loyalty, responsibility, duty, obedience and honesty they may well be advancing a newly reinvented moral paradigm of 'domesticating values' [Snook 2002]. He argues that that all programmes of values educa-

tion are dependent on political judgements, and tend to reinforce the existing inequality:

> They serve to reinforce the status quo and the power structures which serve the interests of the dominant group. We need only reflect for a moment on how the values of "loyalty and submission" and even "love" have served the oppression of women by men while generations of South Africans and African Americans were schooled to know their place and be loyal to their exploiters...

The curriculum is an ideological construct, and discourses surrounding cultural and political dimensions of schooling should emphasise the ideological nature of school subjects and moral/character/values education [Purpel 1999; Apple 2004; Zajda 2009d; Zajda 2014]. As Purpel argues, part of this strategy is to create a discourse in which the schools are blamed for not 'teaching values'. Such a discourse, which defines desirable values to be taught in schools, attempts to shift the argument from social and political spheres to the individual and personal traits. Blaming the individual for not learning desirable values is far more acceptable than blaming society and its structures, which exert a powerful socialising influence.

Purpel also reminds us that 'Moral issues are by definition socially and culturally situated and any dialogue on proper character is based on some communal notion of propriety' [Purpel 1999, p. 89]. Yet, values education research is characterised by the near absence of political and ideological analysis. This is a paradox, as researchers and writers addressing the issues of moral crisis would necessarily need to explain social, political and economic conditions responsible for such a phenomenon [see also Arenas, Reyes & Wyman 2009].

Moral Dilemmas

> We can easily reach a consensus, at the most abstract of levels, on such values as fairness, obedience, loyalty and kindness. The Nuremberg and other trials for crimes against humanity demonstrated that obedience and loyalty to a given regime is sometimes a vice. Individuals have been executed for being obedient and following the orders of various political leaders/dictators. As Snook [2002[points out, even such a value as 'loyalty', when translated into practice, can be problematic: ...loyalty – surely we should be loyal only to those who deserve it? It is debatable whether citizens should be loyal to governments that break their word once elected. Should students be loyal to a school that treats them unjustly? Should ethnic minorities be loyal to institutions that have grossly discriminated against them? Should a woman be loyal to the man who abuses her? Should staff be loyal to educational institutions which have rejected the basic values of the academic life?

> .... The lesson is that one should be obedient only to worthy authorities. We have to ask if our "democratic" governments of recent years have been worthy of our obedience...

Virtues such as freedom, justice, truth telling and kindness are general moral principles, or abstractions. They, in themselves, cannot explain daily applications. Hence, values education need to be practical, as individuals confront their values, societal values, choices and their applications in everyday life. Furthermore, a critical understanding, analysis and evaluation of moral principles such as freedom, human rights, social justice and responsibility in classroom pedagogy constitutes the essence of morality and value education and should form the foundation of moral education of an individual. Here, the focus is on translating abstract moral principles into everyday life.

The methodology and methods of values education in schools, which advocate that values need to be taught, rather than left to chance, could be Durkheimian in the sense that morality must be taught rather than caught. Marsh [2011] describes values education as the development of students' 'understanding of challenges and making choices about how to respond'. The National Framework for Values Education [2005[in Australia articulated two distinct styles of Values Education: the first develops abstracted and shared values and virtues; the second develops the critical thinking skills required to develop the students' ethical judgements and understanding of values. Understandably there is constant tension in the content, philosophical and pedagogical approaches, process and product of values education.

Recently, the Victorian Curriculum and Assessment Authority (VCAA) in the State of Victoria (Melbourne) produced a set of guidelines for Values Education in the school curriculum. The guide is not intended to be prescriptive (i.e. schools have flexibility in choosing their approach to values) and it is not intended to be specific stand-alone teaching (rather, it should be incidental teaching points within everyday learning contexts. *The National Framework for Values Education in Australian Schools* [DEST 2005] provided a policy statement for an overarching framework for developing a vision for values education in schools. It identified the following nine core values for Australian schools:

– Care and compassion.
– Doing your best.
– Fair go.
– Freedom.
– Honesty and trustworthiness.
– Integrity.
– Respect.
– Responsibility.
– Understanding, tolerance and inclusion.

The Melbourne Declaration [2008] suggests that it is the schools' responsibility to ensure that young people are taught national values such as democracy, equity and justice; and personal values such as honesty, resilience and respect for others.

Incorporating Values into the History/SOSE curriculum

Values Education in History/SOSE

History/SOSE can assert a special interest in values learning that directly supports active citizenship in our participatory and pluralist democracy. Butts (1988) identified twelve core values that had to be taught, as a part of students' preparation for citizenship in a genuinely democratic society. The values are divided into two clusters: these that deal with the *obligations of citizenship* and those that define the *rights of citizenship*. Accordingly, we have an important citizens hipobligation to support:

– justice for all,
– equality of opportunity,
– legitimate authority,
– participation,
– truth,
– patriotism.
   The rights of citizenship include:
– the right to freedom,
– diversity,
– privacy,
– due process,
– property,
– human rights

Objectives of Values Education in the Classroom

Approaches to values education in the History/SOSE curriculum should serve at least two general goals:

– To help students make the most of their lives (within reason, as 'Sky is not the limit').
– To preserve and improve our evolving democratic society.
   Other, more specific goals include:
– Helping students to appreciate one another's cultural differences.
– Helping students and teachers to identify cultural stereotypes as presented in the media, when teaching values of cultural diversity.
– Teaching students to avoid using language that is insensitive, offensive, embarrassing or damaging [Boyer 1990, p. 3].

- Helping teachers develop multiple perspectives, conceptualizations and behaviors, when teaching values education.
- Teachers should aim to foster respect, tolerance and equality among diverse students, as equal members of their school [Heller & Hawkins 1994, p. 355].
- Helping students to understand that our social responsibility extends beyond local and national boundaries.

History/SOSE curriculum focuses on how students learn to think about, uphold and apply values. This allows children to view values as a valuing process of feeling, thinking, expressing and acting by which people make or imply judgments about what is desirable, good or bad, moral or immoral [Gilbert 2011]. Gilbert (2011) suggests that there are different elements in teaching values in the classroom:

- Understanding values principles – Values that derived over centuries through religion, and social policies, and politics. Analyzing the value of democracy—refers to the integrity and rights of all people and promoting equal opportunities and equal participation.
- Logical and empirical analysis – applying values in real life contexts and with the belief that certain actions will have certain effects.
- Empathy, tolerance and open mindedness – being open to the views of others without judging [p. 89].
- Caring – acting in ways that promote and enhance moral or ethical behaviour.

Values can be incorporated in the area of the History/SOSE curriculum and generally works well in an inquiry based approach (IA), and constructivist learning and teaching, focusing on citizenship as the area of study. Marsh (2011) suggests that there are 4 subject groups designated to teach values in History/SOSE which are:

- Democratic process: promoting ideals of equal participation and access for individuals and groups;
- Social justice: including the concern of welfare, rights and dignity for all, empathy with multicultural families and fairness;
- Ecological and economical sustainability: quality of peoples' lives and the natural environment;
- Peace: promoting positive relations with others and the world [Marsh 2011].

Classroom Strategies for Teaching Values

In the History/SOSE K-6 classroom some of the many approaches to values education are:

- **Values Inculcation**. Instilling socially desirable values in students – through direct teaching, including story-telling, or indirectly through routine practices in

the classroom, role models, reinforcement, praising, simulation and role playing to instil values in students.

– **Values Clarification** allows students to be more socially aware and become critical thinkers. It also helps students understand and accept everyone's values and beliefs. Includes practical activities to clarify feelings towards person/event/issue.

– **The Social Action and Participation**. This approach to values education assumes that individuals learn values best by practicing them. There are numerous examples of social action and participation projects, including EfS (education for sustainability), 'circles of democracy' in the classroom, human rights education etc. [Goodman 1994].

– **The Trait approach** refers to values that are classified more important than others and involves teaching a set of qualities such as honesty, loyalty and compassion.

– **Service Learning approach** – activities at school and in the community. According to Freakley [2008], schools should provide experiences as opportunities to practice making a choice of actions.

– **Cognitive Development Approach** is where values education is seen as a movement through stages. This helps students to improve reasoning and to not differentiate right and wrong decisions. Includes dilemma activities, small group discussions, decision making tasks to further develop students' values.

– **Role Plays** explores multi-layered values in complex moral scenarios. It is responsible for finding solutions in spontaneous unrehearsed dialogue [see Brady 2009].

– **Empathy Approach** involves an informed understanding and interpretation of cultural diversity, or the values of others in different cultures [see Schultz 2004].

– **The Time – Traveller Approach** involves looking back at historical events, locating them in a time continuum, and relating to current events in history.

Students can be given responsibility, can make decisions, and can develop their own views in relation to what has happened in the past. They can set up classroom governments, and look at questions of human rights and individual and corporate responsibility in current events [Turner 2011]. Classroom activities may include:

– Using children's literature to provide examples and exercise values [Martin 2009].

– Classroom activities should provide experiences as opportunities to practice making a choice of actions [Freakley 2008].

– Setting a positive role model – you are a role model for the students in your classroom

- Being truthful and honest: The best way to encourage truthfulness in students is to be a truthful to them. Encourage them to also be truthful to others in the classroom.
- **Generating serious questions that will promote dialogue about values** – telling students what values they should have won't be very effective. Asking them "curious" questions will allow discussions that will eventually lead to values. "What did you think about that fight?" "What do you think he should have done?" Will be more effective than, "He shouldn't have started that fight!" [Brandenburg 2011].
- **Encouraging students to be involved in helping others. Students** learn values by practicing them [Brandenburg 2011].

Evaluation

For some educational philosophers and writers [Peters 1967; Carr 1991; Cummings 2001; Brady 2009; Zajda 2014] values education is the essential part of school pedagogy. For others, like Phillips [1979], Straughan [1982], and Ryle [1972] the nexus between values education and pedagogy is very contested and problematic. The situation is further complicated, as Winch and Gingell [1999] argue that moral education seems to be 'subject to changes of fashion' [p. 147]. For instance, when Hare [1963] was popular in the UK, his view of moral education was very popular, and when MacIntyre [1981] re-invented the Aristotelean pedagogy of values education, it became very popular approach to virtue theory, which was based on Aristotle's *Nichomachaean Ethics*. Virtue advocates argue that moral concepts and values should be explicated in terms of character traits, which children can internalise, through classroom pedagogy and reflection. In the Soviet Union this process of moral education was known as *vospitanie* (upbringing). Desirable character traits or virtues include tolerance, altruism, asceticism, benevolence, honesty, courage, fairness, moderation, conscientiousness, selflessness, sincerity, humility, modesty, magnanimity, sympathy, tactfulness, diligence, nobleness, trust, self-mastery, solidarity, and frugality. Kohlberg [1991] criticised the virtue theory approach for advocating 'a crude deontological approach' to values education (don't lie, don't steal, don't cheat). According to Kohlberg, virtue education as part of moral education, requires deliberation and reflection, where complex moral choice (or moral dilemma) is involved [see Winch & Gingell 1999, p. 245].

The issue is not so much methodogical or pedagogical, concerning approaches to be used in classroom pedagogy of values education, but rather one between the 'believers' and 'non-believers' concerning teaching values education in the classroom. Ryle, who criticised moral education in schools, argued that morality is caught not taught. He argued that if we define teaching as 'the passing on of exper-

tise', then any notion of moral expertise seems 'deeply dubious', for if such expertise did exist we expect for it to be institutionalised [Winch & Gingell 1999, p. 148]. Straughan [1982], on the other hand, in his critique of dominant approaches to the content of values education and the structure of values education, and the contested areas and boundaries between moral reasoning and the content of morality, suggested a pragmatic approach to values education, based on what I call the 3Ms of moral education:

– *teaching **that*** informed decisions must be made in making moral choices;
– *teaching **how*** to think for themselves as autonomous moral agents;
– *teaching children to **want*** to be moral (to guarantee moral goodness in an individual) [see also Winch & Gingell 1999, p. 149].

To adopt Straughan's approach to values education, especially 'teaching to want to be moral', which continues the role of exemplification in values education stressed by moral philosophers such as Carr [1991], Phillips [1979] and Ryle [1972] pedagogues, as role-models, should act morally themselves and exemplify the role of moral agents or portray a moral action charisma. Snook [2002] argues that values education has to be supported but it must be 'liberated from those who seek to cure the ills by more doses of the medicine which caused them'. As he reminds us, schools ought to practice pluralist democracy, by discussing values:

> There must be a place for the disparity of views which mark a pluralistic society. Current proponents are fond of talking of the values which we all share. More important are the values which divide us; it is conflict, not consensus which marks the values domain: young people in schools should confront these conflicts and learn to handle them rationally and tolerantly.

Conclusion

As above demonstrates, values education to be meaningful, engaging and authentic must involve a greater sense of community, more emphasis on social criticism and a deeper and critical understanding of democracy, equality, human rights and social justice for all. In schools, where values education and critical literacy are taught, values should be discussed rather than imposed. In short, our values education in schools represents our quest for the ideal of the morally good society-promote a deeper and critical understanding of democracy, equality, human rights and social justice for all.

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The Influence of Race, Ethnicity and Gender on Education Policy Reforms Globally

Abstract: This article examines the influence of race, ethnicity and gender in education and society. It critically analyses dimensions of race, racial stratification, ethnicity, gender inequality, cross-cultural perspectives on race, ethnicity and gender in education. It is concluded that there is need to examine critically the competing discourses surrounding global dimensions of race, ethnicity and gender in education and their consequences for life chances for billions of individuals affected.

Key words: ethnicity, gender, globalisation, social inequality, race, racial stratification, social justice.

Racial stratification and education

In examining education and society, especially the key dimensions of social stratification, we need discuss the nexus between race, racial stratification and inequitable and discriminatory social and cultural practices affecting marginalised individuals both locally and globally.

Race continues to be a significant dimension in social stratification, education and academic achievement in the USA and elsewhere. In the USA, only one-quarter of community colleges can be considered racially integrated, where on average 37 percent of their students are from minority groups One recent study by Goldrick-Rab and Peter Kinsley [2013] reported that some 75 percent of the variation in 'racial composition in the two-year sector is directly attributable to the racial composition of their surrounding geographic locales':

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The problems of those communities resulting from neighbourhood segregation and the concentration of poverty are simply transferred up the educational pipeline. Segregated community colleges with large shares of needy students not only receive fewer monetary resources, but they likely produce less student learning [https://www.insidehighered.com/news/2013/05/28/…].

Anthony Carnevale [2013] argues that U.S. higher education is colour blind in theory, it 'in fact operates, at least in part, as a systematic barrier to opportunity for many African-Americans and Hispanics'. He demonstrates that since the mid-1990s, student enrolment in American higher education has grown increasingly stratified along racial lines with White students overwhelmingly populating the '468 most well-funded, selective four-year colleges and universities while African-American and Hispanic students are more and more concentrated in the 3,250 least well-funded, open-access, two- and four-year colleges' [http://diverseeducation.com/article/54956/].

Hence a better and more meaningful understanding of race and racialisations in education are needed in order to see the real experiences of minority groups in educational systems, as they negotiate inequitable and discriminatory social and cultural conditions in increasingly stratified societies [see Rezai-Rashti & Solomon 2008]. Travis Gosa & Karl Alexander [2007] demonstrate how the dimension of race still matters in schooling and success. They argue that racial discrimination affects both working-class and middle-class African Americans. Well-off African American children, in general, are not as successful in academic achievement as white American students:

While the educational difficulties of poor black students are well-documented and have been discussed extensively, the academic performance of well-off African American children has received much less attention. However, despite economic and educational resources in the home, well-off African American youth are not succeeding in school at the levels of their white peers [Gosa & Alexander 2007].

Kassie Freeman [2006] in attempting to explain under-achievement of black children argues that this is due to the process of cultural assimilation and the loss of social identity [Freeman 2006, p. 51]. By examining the socialisation process in schools, assimilation, prejudice and stereotypes, one could argue that the schools' ethos and classroom environment contribute to black children's low self-esteem, low motivation and lack of desire and interest in maximising their educational and human potential. Furthermore, since African Americans lagged behind Whites in college attendance, they lacked 'access to many of the necessary skills that higher education provides' [Freeman 2006, p. 48]. Gosa & Alexander [2007] suggest that cultural capital, education, income, and other SES indicators are insufficient to explain these differences in academic achievement. Instead, it may well be that the perception of race itself in the society is the real issue. Both whites and non-whites have constructed and internalised their racial identities:

[T]he race at issue is a social construction, imbued with meaning through its particular history and current place in the social fabric. The liabilities that prevent black parents from passing on advantages to their children are racial, in the sense that they follow from the contemporary and historic social ecology of race. Closing the black-white education gap, and keeping it closed, necessarily will involve strategies that acknowledge and address the continuing significance of race … differences in school quality, segregative patterns within schools, and teacher relationships intersect to hinder the academic development of better off black youth. Consequently, the family background advantages that middle-class whites enjoy in positive schooling outcomes are not realized to the same extent by middle-class blacks [Gosa & Alexander 2007].

Deborah Court (Bar-Ilan University) in her recent study critically examines the school culture of an Israeli elementary school, which has a large cohort of the children of Ethiopian immigrants, and the associated socialisation processes in the building of Israeli cultural identity [Court 2008]. She discusses various dimensions of identity –religious, cultural and national – and suggests that in the case of Ethiopian Israeli children, skin colour is an additional attribute. According to her, being a black Israeli would be a different experience to being a Russian Israeli child. Thus, the notion of race contributes to the formation of group identity in Israel and elsewhere [see also Freeeman 2006; Zajda & Freeman 2009].

Similarly, Troyna [1987] and his co-authors discuss in the 1980s various strategies for combating racial inequality in education. They were able to depict the extent and manner in which racism and its associated practices have become embedded in the institutional, social and political structures of the UK. Ogbu [1994] continues the analysis of race and inequality of educational opportunities in the USA. He discusses the persistence of inequality between blacks and whites, noting why a gap persists in the school performances of the two groups. He considers social stratification and racial stratification – in the light of civil rights and social change. Ng et al. [2007] also examine research highlighting Asian American students' voices, identities and choices. Their findings reveal complicated realities that involve a variety of factors beyond simply dimensions of ethnicity or race. However, they stress that racism does exist in the USA, and Asian Americans, as other minority groups, had to negotiate and challenge racially constraining representations:

New educational research takes primarily an intersectional approaches; introducing other sectors of identity. … These intersectional approaches assert the multiplicity and hybridity of the Asian American experience. … However, we cannot deny that racism exists and that Asian Americans must negotiate and challenge racially constraining representations. This reality is evident by the fact that even high-achieving Asian American groups such as East Asians and South Asians, who may appear to be the model minority, remain either not fully integrated or seen as White [Ng et al. 2007].

More recently, Rezai-Rashti & Solomon [2008] have examined racial identity models and the notion of racial identity in social settings. Their findings indicate that 'people of colour' have 'different orientations, understandings and experience of race, racism and race privilege' in institutional settings (p. 184).

International students, ethnicity and academic achievement

According to Rientjes, Beausaert, Grohnert, Niemantsverdriet & Kommers [2012], more than 3 million students study outside their home country, primarily at a Western university. They argue that a 'common belief among educators is that international students are insufficiently adjusted to higher education in their host country, both academically and socially:

> Several researchers argue that studies on adaptation of international students should widen its focus to the underlying mechanisms that leads towards this 'misalignment'…International students with a (mixed) western ethnic background perform well on both academic and social integration, and also attained higher study-performance in comparison to domestic students. In contrast, international students with a non-Western background are less integrated compared to other international students. Nevertheless, they have a similar study-performance. Finally, academic adjustment is the main predictor of study-performance for Dutch, Western and Mixed-Western students. Social adjustment was negatively related to study-performance. The lack of fit for predicting long-term study success of non-Western students indicates that their academic and social integration processes are more complex and non-linear [http://doc.utwente.nl/83141/].

The relationship between ethnicity and academic achievement has been examined by numerous scholars during the last 4 decades, and more recently by Baker et. al. [2000], Rabiner et al. [2004], Juhong & Maloney [2006], Freeman [2006], and Zajda et al. [2008a]. Baker et al. [2000] note that the 'heterogeneity of academic performance in reading and math' was demonstrated between Hispanic and Asian/Pacific Island students, using the National Educational Longitudinal Study of 1988:

> In the case of both the Hispanic and Asian/Pacific Island aggregate groups there are substantial, though not always statistically significant, academic performance differences among ethnic subgroups [Baker et al. 2000].

Furthemore, Rabiner et al. [2004] note that although students from different ethnic backgrounds make up a significant and increasing percentage of the American public school population, accounting for almost 40% of the national enrolment in the fall of 2000, for the past 30 years, significantly fewer minority students have been considered proficient in reading, and minority students score lower on standardised tests compared to Caucasian students. Research dealing with minority

students and academic performance, especially students from disadvantaged ethnic groups – black Americans in the USA – demonstrates that such students have poorer academic records in secondary and higher education sectors [see Freeman 2006; Zajda et al., 2008a, 2008b]. Juhong & Maloney [2006] report that similar results depicting the gap between ethnicity and academic achievement have been found in New Zealand, where poorer average educational achievements in secondary school were often reported for Maori and Pacific Islanders:

> Among students with the same gender, measured ability and socioeconomic levels, Maori students generally received lower School Certificate marks than European students in mathematics, science, and English exams. Average science and mathematics scores in the tests from the Third International Mathematics and Science Study for Maori students are lower than those of non-Maori students…The poorer academic achievements of Maori and Pacific Island students have been linked to their lower participation rates in tertiary education and lower lifetime income levels [Juhong & Maloney 2006].

Gender inequality

Vincent-Lancrin, (2008) examined gender inequalities in participation in higher education and degree awards in OECD member countries. He concluded that there exists a reversal of gender inequality, which is a new pattern in higher education enrolments: "This reversal of the gender inequalities in higher education stems from various demographic, economic, sociological and educational factors. None of the factors which help to understand it appear likely to disappear or reverse in the next few decades. On the contrary, some of them point to more rapid growth in the level of women's education compared with men (which nevertheless continues to rise). Educational inequalities disadvantaging men are very likely to persist and increase. Generation replacement means that the female population will in any case continue to be better educated than the male population" [Vincent-Lancrin 2008, p. 293].

Gender inequality is another enduring dimension of social stratification and division of power. It reflects the existing patriarchy. Using population-adjusted cross-national data, as well as social indicators covering economic, political, and educational and health domains, current research conducted in the USA documents persistent trends in global gender inequality. Dorius [2006] when evaluating global trends in gender inequality from 1970 to 2000, and using indicators covering economic, political, and educational and health domains, argues that absolute gender inequality increased among paid adult workers, surviving adults, literate adults, as well as total years of school attainment and life expectancy. Gender inequality is also tied to issues of ethnicity, race, power, status and class. Women are encouraged

to develop skills that are useful in low-paying jobs, such as clerical work, which leads to lower income and status. The inability of many women to work fulltime and overtime due to heavy family responsibilities prevents them from keeping and advancing in their jobs (as most cannot find affordable childcare).

Cross-cultural perspectives on race, ethnicity and gender in education

In my recent work I have argued that there is a need to reassert the relevance of intercultural dialogue in an increasingly interdependent world of globalisation and social change [Zajda 2009]. Discussions surrounding race, ethnicity and gender in education need to reflect a cross-cultural perspective. Discoures surrounding other cultures, nation-building and identity politics can often lead us to identify and question beliefs and assumptions that are taken for granted, by making the familiar strange and the strange familiar, and questioning the 'universality' of our beliefs and assumptions. It is not sufficient to depict cultural differences in intercultural research, and there is now a need to rediscover to what degree such cultural differences can be 'generalised' across cultures. In particular, the issues to be addressed in future research should include: What kinds of roles do our perceptions concerning identity (in this case perceptions of race, ethnicity and gender) and the nation state play in intercultural dialogue and conflict analysis, and the relationship between globalisation, social change and emerging cultural values.

Globalisation and academic achievement

Since the 1980s, globalisation, marketisation and quality/efficiency driven reforms around the world have resulted in structural, ideological and qualitative changes in education and policy [Zajda 2014a]. They including an increasing focus on the UNESCO's concepts of knowledge society, the lifelong learning for all (a 'cradle-to-grave' vision of learning) representing the lifelong learning paradigm and the "knowledge economy" and the global culture. In their quest for excellence, quality and accountability in education, governments increasingly turn to international and comparative education data analysis. All agree that the major goal of education is to enhance the individual's social and economic prospects. This can only be achieved by providing quality education for all. However, the unresolved issues stratification by race, ethnicity and gender create a serious barrier for offering quality education for all, and quality of outcomes through ensuring equity – defined as a 'fair allocation of resources', giving importance to school inputs. This has become a dominant ideology in educational standards [Zajda 2014a; Zajda 2014b].

Socio-economic status (SES), and exclusion, based on racial, ethnic and gender discrimination, are more than real [Zajda, 2011a; Zajda, 2011b; Zajda 2014a]. Access and equity continue to be 'enduring concerns' in education [OECD 2001, p. 26; OECD 2013a]. From the macro-social perspective, it can be argued that in the domains of language, policy, education and national identity, nation-states are increasingly influenced by a new form of cultural domination and imperialism, and a knowledge-driven social stratification.

Conclusion

The above analysis indicates that we need to re-examine and solve discriminatory practices of race, ethnicity and gender in the regional and global cultures. We also need to focus more on the unresolved tensions between religion, politics and values education, and the implications for equity, access and democracy. We also need to critique the overall interplay between intercultural dialogue, education and the state, and how it affects race, ethnicity and gender debate and education policies. This can be accomplished by drawing upon recent major and significant studies in the areas of education, intercultural dialogue and transformational and global pedagogies, which specifically address multicultural education, race, ethnicity and gender. By referring to Bourdieu's call for critical policy analysts to engage in a 'critical sociology' of their own contexts of practice, and post-structuralist and post-modernist pedagogy, we need to understand how central discourses surrounding the debate concerning race, ethnicity and gender are formed and defined. This critique has to be performed in the contexts of dominant ideology, power, and culturally and historically derived perceptions and practices, which consolidate the status quo of stratified societies, tradition and cultural identity, despite rapid economic, political and social changes in the global culture. Finally, we need to focus on the competing discourses surrounding global dimensions of race, ethnicity and gender in education and their consequences for life chances for billions of individuals affected. We also need to evaluate critically both the reasons and outcomes of dominant ideologies, and the power of tradition and religion, which are increasingly re-defining a new hybrid of neo-feudalism and hegemony of certain nations.

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Creative Teacher as the Basis of the Intellectual Capital of Europe

Abstract: The priority task of modern pedagogical science and practice is the cultivation of teachers' creative abilities, which is the key to the development of intellectual capital of Europe, as well as the prerequisite for personal perfection. Pedagogical personology, philosophy of education, philosophy of didactics will promote search for the consistent patterns of the pedagogical process, elaboration of brand new educational textbooks on pedagy and the history of pedagy, which will respond to the challenges of globalization and information society.

The problem of the development of person's creative abilities involves a number of logical steps: the definition of the essence of this concept, its significance in the process of human development, society's need in people with creative abilities, retrospective assessment of the problem, importance of educational systems, and the establishment of consistent patterns of the process.

In order for an updated methodology of science to fulfil these tasks it is necessary that it itself has reached the appropriate theoretical level, having overcome the stage of chaotic accumulation of information, having completed the stage of confrontation between scientific schools, integrating the achievements of various scientific disciplines.

Key words: creativity, philosophy of didactics, education, globalization, integration.

The problem of person's creative abilities development involves a number of logical steps: the definition of the essence of this concept, its significance in the process of development, the need of society in people with creative abilities, retrospective assessment of the problem, importance of educational systems, the establishment of consistent patterns of the process, the search for innovative ways of personal improvement.

S. O. Hanaba argues that educational activity emerges as an innovative environment in which the formation of a person-creator, capable of adequately inter-

preting and rethinking the civilizational challenges with which it is ever encountered, takes place. Creative human potential, their intellectual potential, the ability to generate the new is a prerequisite for learning activities, aimed at the future progress. At the same time, the teaching will be implemented in a natural, arbitrary way, based on a set of intellectual abilities, physiological peculiarities, psychological inclinations, which manifest themselves in the distinct forms of cognitive activity of an individual, and are not determined by certain clear criteria. The emphasis on cognitively active nature of a person, which is done in new didactic approaches, will contribute to the increase of didactic freedom. In general, training activities will arise as an open, flexible cognitive system, capable of self-organization, which contains plurality of strategies. Its initial model is the image of a man as "a possibility to exists", a person-transition. In the process of teaching, their self-building and self-modification of participants in educational interaction, that is, the development of their transformative abilities takes place. Thus, the philosophic understanding of the issues of learning is a necessity of the present [Ганаба 2013, p. 156].

In recent decades (researchers have argued that the concept was first used in 1972 at the Strategic Planning Institute in Cambridge), management experts increasingly use the concept of benchmarking ("bench" – height, level, "mark" – indicator, score). This means comparing your own achievements with the most successful organizations in your industry. Sometimes this trend is combined with the known Deming cycle. In pedagogy, this idea has long been used as the study and dissemination of advanced pedagogical experience. Analysis of normative documents of different countries, using elements of content analysis allows us to make a clear conclusion about the significance of creativity for successful professional activities. This poses new challenges to pedagogical science and practice. It is not a matter of the fact that elements of pedagogy of creativity have not been used in the past. This means mass distribution and priority of this task in educational policy. This necessitates significant changes, first of all, in the system of pedagogical education and teacher training. As an example, let us consider the priority tasks of educational institutions in Singapore, one of the most successful countries, based on the results of the recognized PISA program. First of all, in this country, the doctrine of DOE – from the English Desired Outcomes of Education, that is, "the desired learning outcomes" – has been approved. Having been formed in 1997, the principles of doctrine do not promote 'school' values (knowledge of subjects, high marks, etc.), but rather outline the qualities that a holistic personality should possess in a changing, modern society. For example, students who have completed elementary school should be able: – to distinguish between the good and the evil; to know their strengths and areas of further development; – to cooperate, share and care for the others; – to have a keen interest in the world; – to think clearly and communicate clearly; – to be proud of their work; – to lead a healthy life and to be familiar with the art; – to know and love Singapore. After high school graduation, Singapor-

ean students must meet the following requirements: – to have a moral integrity; – to believe in their abilities and be able to adapt to changes; – to be able to work in a team and exhibit empathy; – to be creative and have an inquisitive mind; – to be able to accept other points of view and communicate effectively; – to be responsible for one's studying; – to enjoy physical activity and love art; – to believe in Singapore and understand its values. After graduation from higher education institutions and institutions of secondary specialized education students should: – have the strength of mind to contend for truth; – be resistant to disadvantages; – be capable of intercultural cooperation and be socially responsible; – be innovative and enterprising; – be able to think critically and to defend one's point of view; – be purposeful in pursuit of excellence; – lead a healthy lifestyle and appreciate the aesthetics; – be proud of the fact that they are Singaporeans, understand the place of Singapore in the world" [Пісаревський 2018]. It is obvious that each of the above-mentioned tasks requires a change in the traditional philosophy of education, search for new ways that take into account the peculiarities of the information society, the specifics of globalization processes, subjective factors, and patterns of personal development.

A certain paradox of the situation manifests itself in a peculiar imbalance between pedagogical science and practical needs. This paradox is not surprising, given the fact that even the very concept of "science" has no distinct definition. There is another difficulty. In the process of historical development, the semantic content of many concepts has changed and, therefore, in the history of any science it is necessary to specify these aspects as well. Not coincidentally, L. A. Seneca wrote in a letter to Lucilius (XLVIII) that "...I should like to have those subtle dialecticians of yours advise me how I ought to help a friend, or how a fellow man, rather than tell me in how many ways the word "friend" is used, and how many meanings the word "man" possesses. Wisdom and Folly are taking opposite sides. … I am ashamed! Old men as we are, dealing with a problem so serious, we make play of it!" [Seneca 2014, p. 58]. These warnings of a prominent philosopher are also fully relevant to the notion of "creativity".

As for the triad: a human being – an individual – a personality, we adhere to the following definitions. A human being is a living being capable of development and self-cognition. An individual is a human being who is characterized by unique qualities. A personality is an individual capable of self-perfection and creativity.

First of all, we will make some preliminary generalizations. Every science of the humanities originates from folk culture, which in the course of development reaches the level of ethnophilosophy, ethnopedagogy, ethnopsychology. If we compare the achievements of the representatives of different nations, which is one of the main tasks of comparative studies, then one can see an interesting pattern. Each nation uses the ways of expressing the main ideas, inherent in its culture.

At the same time, the content, main vectors of generalizations coincide completely. "Man-centeredness", based on life from the prenatal period to death, has remarkably similar components. Moreover, understanding the problem of upbringing, happiness, time, fear, death is ahead of modern science not only in the historical context, but also in depth of understanding of the problem's essence.

It must be noted that Ukrainian specialists in folk pedagogy have repeatedly analyzed the main issues of folk didactics. M. H. Stelmakhovych aptly named folk pedagogy the school of life, the first university of life: "This is a gentle and sincere mother's song over the cradle of a baby that calms a child, warming it with kindness and affection. This is an attractive toy given to a child by a father. This is a beautiful grandmother's fairy tale that teaches to live and work, fight and win, defend the good and hate the evil. This is an interesting grandfather's wisdom, a tongue twister or a riddle that awakens wit and intelligence ... This is funny games and entertainments that the people invented in order to cultivate agility and endurance, ingenuity and mutual help... This is the answer to the thousands of "why" that a child receives from his or her relatives, friends and acquaintances, satisfying their natural curiosity and the desire to deepen the essence of natural and social phenomena. This is a wise warning from a rash act, often expressed through folk humour or a joke, or even a satire, a wise proverb or saying" [Стельмахович 1985, PP. 13–14].

M. H. Stelmakhovych successfully formed the logical structure of folk didactics, which included, according to the well-known scientist, such components as the linguistic and pedagogical essence of the child's speech, educating teaching, the attitude to knowledge as a value, the development of cognitive processes (sensations, perception, memory, representation, thinking, speech), a combination of material and spiritual culture, the appreciation of excellence, world awareness, the development of creative abilities, taking into account individual and age characteristics, ability to listen and speak, optimistic focus of teaching, a combination of knowledge and skills, didactic orientation of the games, activities of parents, teachers and tutors, individual and group learning, elaborated system of forms, methods and means of teaching, development of independent thinking, questions and reasonable answers.

The problem of cognition of the world in ethnopedagogy has a number of important aspects. Firstly, pragmatism is typical for ethnopedagogy. It answered specific questions of life, in practice proving the importance of their conclusions and generalizations. Agnosticism would hardly have gained popularity among people who, in their daily activities, saw the possibilities and limits of understanding the essence of events. Secondly, the entire ethnopedagogical system, from the phenomena of nature to the actual issues of education, was subordinated to the needs and interests of a man and community. Thirdly, since ancient times, people were aware

of the cognition limitations for a particular person and the presence of phenomena, inaccessible for understanding and explanation.

A distinctive feature of recent years was the growing interest of representatives of various sciences to the questions of methodology of science. This is all more important as a complex and contradictory processes of differentiation and integration of science take place. Autonomization of scientific knowledge can be considered as a stage of development. Disseminated information flows tried to unite the philosophy, whose representatives were quite successful, but not always effectively sought to answer the main questions of world knowledge, giving advice to representatives of individual sciences. In the process of developing each science, its content and methods became so complicated that the gap between each science and philosophical generalization became increasingly apparent. And although the authors of the philosophical studies tend to use examples from the achievements of modern physics, mathematics, biology, chemistry, and other sciences, these attempts do not always look right and meaningful.

Pedagogical science was not an exception. Violating the principle of novelty, we have a chaotic accumulation of facts in the history of pedagogy. Thus, pedagogy can not, along with other humanities, get closer to the level of understanding of the laws of educational systems development, and the laws of human development have not even become the priority of modern science. These contradictions are manifested from the system of basic concepts, completing the laws of development of creative abilities. Let us consider this problem on the example of gnoseology and didactics, which should be considered in dialectical unity.

Analyzing the essence and tasks of the philosophy of didactics, we will definitely see the inevitability of considering the main methodological issues. Let us try to use the works of famous thinkers of the past to outline important issues of the present.

Reflections of the famous French mathematician H. Poincaré about the essence of science do not lose relevance. Let us single out the most important conclusions of the thinker, who was not accidentally called "the last universalist". In a generalized form, his ideas, based on available sources, can be systematized as follows:

1. The author supported the ideas of Aristotle on the essence of scientific research as the study of general laws, the establishment of the relationship between phenomena. Science builds on facts, but a mere collection of facts is as much science as "a stack of stones is the house". Without a generalization, the description of individual facts loses the scientific meaning as it does not allow predicting the development of events. It is important to conclude that there is nothing unchanged and definitively determined in the world.

2. Practice and experiment are the source of truth, allow you to make correct generalizations and predictions.

3. For the humanities, it is important to draw conclusions regarding the consistent development of the science of customs: a description of the customs of an individual, comparing the customs of different peoples, comparing the experience of past years and the present, explaining the essence of customs.

4. Particularly perspective are the conclusions about the diversity and significance of the hypothesis in science that is necessary and legitimate. Some hypotheses need verification and, confirmed by the practice, become true; others fix the idea, imaginary hypotheses are reduced to definitions and disguised consent.

5. The probability of a repetition of events implies the presence of all circumstances, which is unlikely.

6. Conclusions about principles, that are peculiar agreements and hidden definitions, are interesting, too.

7. The conclusion about the impact of activities on the psychological characteristics of a person presents an interest. Therefore, professional psychology should take into account the affiliation of a person to a particular professional group (workers, financiers, scientists).

8. To understand the essence of crisis phenomena ("today the theory is born, tomorrow it is in fashion, on the third day it is outdated, and on the fourth day it is forgotten") as an important factor in the development of science, H. Poincaré's conclusion about preservation of certain elements of the "old" theories in the latest results of scientific research is of particular interest [Пуанкаре 1983].

A preliminary analysis of individual ideas of the outstanding mathematician reveals a number of important problems. Firstly, integration of knowledge about a person based on all works related to the most important problem of the civilization level is presently topical. It is time for the transition to study of the laws of human development, which will become the basis for their successful life. Secondly, this, in turn, will promote understanding of the laws of the development of educational reforms. Thirdly, it is time to find common methodological foundations for humanities. Fourthly, the characteristic feature of scientific schools in the process of formation and self-affirmation was the maximum negation of the experience of past years and especially of ideas based on other theoretical foundations. Modern science should seek rational aspects in the past, integrate useful information regardless of scientific affiliation. Fifth, the practical component, which is an axiom in gnoseology, should return to the field of scientific interests.

One of the priorities of modern pedagogy, in our opinion, will be the establishment of the philosophy of didactics, which should become the basis of a new

system of mental education of a personality in the context of pedagogical personology. Such a combination will enable the pedagogical science to obtain a peculiar scientific foundation, to use the potential of gnoseology. In turn, philosophy will be able to return to human problems at different stages of development, to confirm practically the importance of theoretical generalizations. Perhaps, this is the real reason for the crisis in the humanities. Ones lack theoretical basis, the others lack practical implementation. Moreover, nobody has surpassed the triads of the dialectical combination of living contemplation, abstract thinking and practice.

A distinctive feature of the modern level of humanitarian science is their integration. Here are some typical examples. In the preface to the popular textbook on philosophy in Ukraine, the authors state: "The dynamic processes of the contemporary contradictory world place every person in the extremely difficult conditions of social life. The radical change in value orientations, the urgent need for a constant search and quick finding of vital decisions, stressful situations – all these are the problems of everyday human existence, the sphere of practical application of ideological culture, the basis of which is the philosophy" [Губерський, Надольний, Андрущенко 2008, p. 3]. Obviously, a similar introduction could open a manual on psychology or pedagogy. And it is no coincidence that the authors analyze the specificity of philosophical comprehension of reality, the philosophical foundations of being and knowledge, the specificity of world outlook as a spiritual and practical phenomenon. The authors substantiate the methodologically important conclusion that knowledge of the general laws of being is the basis of world outlook, at the same time, "the worldview is not only a collection of knowledge about the world, but is rather a kind of synthesis of types of knowledge and various meanings of comprehension of the world by man, the projection of personal problems. In other words, it is not a higher process of assimilation of the finished knowledge, but inside work and self-attainment. Absolutization of knowledge is a defect in the educational concept of a person. After all, in ancient times people knew that knowing everything does not teach anything. It is a steady presumption that it is possible, with the help of absolute knowledge, to form a person from the outside, led to the emergence of repressive pedagogy with its monologue and imperative methods of education such as "if one does not want to, we will make them want to". Not only the worldview is formed, but also a person with its convictions and life settings, and, therefore, the worldview can take place only where there is "self", that is, self-attainment, self-education, self-development, self-improvement, self-cultivation, self-restraint" [Губерський, Надольний, Андрущенко 2008, p. 6]. This conclusion is important in the context of the topic under study, as it shows the importance of pedagogical aspects in the philosophy, which gradually become "humanized", emphasizes the significance of historical tradition (it suffices to mention the fundamental thesis: "Know yourself and you will know the universe and the God"), and also highlights the characteristic inaccuracy resulting from the fact that self-

education is a stage of the educational process, and without knowledge, and, obviously, without its absolutization, it is difficult to imagine the ideological foundations.

Considering the problem of creativity, as one of the priorities of the philosophy of didactics, we are, in fact, returning to the tradition of past years. Let us consider one of the didactic works of M. Baranowski as an example. The fourth edition of the work of the famous Polish scholar was tested in the teacher's seminaries and by the decision of the Ministry of Religion and Education on November 5, 1903 was recommended for the use in libraries. The eighth edition had an eloquent name "Didactics supplemented with the principles of logic". The structure of the book is such that if it were to be printed in the present conditions without indicating the years of the first editions, it would again be popular among teachers and not lose its relevance. The first section is devoted to the problem of science, which is considered through the prism of education and training of children. The author highlights the problem of material (concrete information) and formal (development of thinking, imagination, memory, intellect, affecting emotions and will) aspects of learning. The top eight components of learning have not lost their relevance: 1) teacher's personality; 2) student's personality; 3) teaching; 4) learning; 5) educational material; 6) means of teaching; 7) the purpose of teaching; 8) teaching plan.

It should be noted that, using J. Herbart's idea of educational teaching, M. Baranowsky substantiates the need for mental development of a student, improvement of maturation, imagination, thinking, preparation for independent activity, adaptation to the future life as a member of the family, community, people and state on the basis of morality as the goal of teaching [Baranowski 1926, p. 3]. In the first chapter, the author repeatedly addresses the problem of teachers who must study in the teaching seminary, and receive practical training in exemplary schools in which under the supervision of experienced teachers they teach young people.

The second laconic chapter analyzes the essence of didactics, which is regarded as a skill that, according to certain principles and methods, provides an easy and successful learning. Three main questions of didactics are identified: 1. What to teach? 2. How to teach? 3. Where to teach and who should teach? Interestingly, this chapter highlights the importance of psychology and logic in successful teaching.

Modern specialists will be specifically interested in the third chapter in which an attempt is made to combine the achievements of didactics and logic. This section is divided into four sections. The first section is devoted to the problems of the essence of the basic concepts. In simple and clear examples, the essence of significant and insignificant features, as well as four stages of the formation of concepts (reproduction, reflection, abstraction, a combination) are explained. We note the induction and deduction, clarity of concepts and system of concepts, the single, the special and the general. The second section is devoted to the problem of judg-

ments in logic as a combination of two concepts. Four rules of thinking deserve particular attention: rule of identity (A is A); rule of contradiction (A can not simultaneously be B and not B); out of two contradictory statements one must be true and the other must be false); rule of due justification. The third section deals with the peculiarities of reasoning, the construction of a new judgment based on several other judgments, the specifics of sophisms. The fourth chapter was called "Methodology" by the author. It contains the basics of scientific thinking: definition, classification, argumentation. Definition (analytical, synthetic) should be concise and sufficient, should not contain the notion the essence of which is determined (politeness is a property that manifests itself in polite behaviour towards others), should not contain objections, expressions of figurative or ambiguous (people are not pure spirits, falling stars are supposedly atoms among the celestial bodies). According to the author, it is difficult for children to explain the essence of the definitions at once, for this purpose a preparatory stage is necessary, which involves finding differences of some concepts from others, description, isolation, explanation, comparison.

As to the argumentation, it is worth to note author's attention to the statement (thesis, theorem), argument, form, method of argumentation, power of persuasion. It is singled out the importance of a systematic approach, compliance with constant principles, combination of synthesis and analysis, named as a method [Baranowski 1926]. As we see, the conclusions of J. A. Comenius, J. F. Herbart and his followers were used again under the new historical conditions.

An important place in the philosophy of didactics will be taken by the work with a text at various stages of child's development. It is no coincidence that in the 1930s the term "bibliopsychology" began to be used, the International Institute of Bibliopsychology was opened in Lausanne, and the Congress of the Pedagogical Press was held in Paris [Banakh, Greb, Litvin 1938].

It is also worth noting the problem of development of creative abilities of a man. It is no coincidence that in 1926, H. Rowid published the book "Creative School", which has not lost its relevance to our days [Rowid 1926].

On the basis of the suggested information, preliminary conclusions can be drawn. Firstly, it is important to investigate the laws of the development of the philosophy of didactics from ethnopedagogy and ethnophilosophy, religion, the system of Socrates, J. A. Comenius, author systems of prominent philosophers, J. F. Herbart, K. D. Ushynskyi, teachers and philosophers of the twentieth century to the present. Secondly, this problem should be found appropriately in the manuals on the history of pedagogy, pedagogy, philosophy. Thirdly, it is advisable to clarify the content of the professional training of teachers and postgraduates in all specialties. Fourthly, it is no coincidence that philosophers and educators drew attention to the question of "clarity" in gnoseology and didactics. The philosophy

of didactics should combine a high level of scholarship and accessibility for a wider audience of practitioners.

If we analyze the state of the humanities that study, or at least should study the laws of human development, then the existence of crisis phenomena, due to subjective and objective factors, is quite obvious. Subjectivity, in our opinion, is due to the lack of researchers who would be able to combine the encyclopaedic level of knowledge in philosophy, pedagogy, psychology, sociology with practical experience. Moreover, each of the above-mentioned sciences is experiencing a period of crisis, which will in the nearest future become a prerequisite for a qualitatively new stage of development. It should be noted that the characteristic feature of crisis phenomena, the hidden form of dissatisfaction with the existing state of affairs is the appearance of dozens of types of "philosophies", "pedagogics", "psychologies". Suffice it to recall the philosophical hermeneutics, social philosophy, political philosophy, philosophy of culture, the philosophy of technology etc. Pedagogy has already "matured" for "antipedagogy"; soon one can expect the emergence of "antiphilosophy" and "antipsychology". All these are signs of the crisis, the transition to a qualitatively new level characterized by the processes of integration, synthesis, identification of new priorities that will preserve relevance to the new, critical phase of science development. Moreover, the proposed philosophy of didactics is not a new philosophy, or a new didactics, but an attempt to combine the achievements of gnoseology and didactics. Such unity will allow scholars to obtain a philosophical level of generalizations of the peculiarities of the cognitive process at the level of regularities, to set new tasks of philosophy, and to allow philosophers to return to practice as a criterion of truth, to return to human problems from the prenatal stage of development to old age and death.

In addition to crisis phenomena, it is worth noting the avalanche-like growth of information flows, which makes it impossible to operative generalization of achievements in different countries. After all, pedagogy lacks philosophical generalizations, and philosophy, in turn, does not run out of practical implementation of its achievements. It is no coincidence that a characteristic feature of the beginning of the XXI century was the emergence of author associations that invented their system of concepts, theoretical doctrines that look very scientific, attractive, but have no practical significance.

The main task of philosophy is not just a search, or a love of wisdom (wisdom, besides, also needs to be defined, and this is not an easy matter), but the establishment of laws and principles of development. If laws allow you to describe, explain reasons, anticipate the development of events, then the principles are certain trends, approaching the level of law. If science can not offer the society its laws and principles, it means that it undergoes a complex, contradictory process of formation.

Let us try to find out what gnoseology can offer for pedagogical science and practice. 1. The justification of the list and the essence of the main concepts, carried out on the principles of logic, will contribute to the emergence of pedagogical dictionaries of the new class, which, by the way, does not diminish the significance of the existing works. 2. The problem of the laws of human development is gradually becoming a priority in pedagogical science. Therefore, the definition of the essence of laws is, in fact, the task of philosophy. 3. The logical continuation of the previous task will be the establishment of regularities in the development of educational systems, which will become a prerequisite for stability and make it impossible to change the vector of educational policy, which is so typical to Ukraine after each election. 4. Determination of laws of science development will allow analyzing and understanding the essence of crisis phenomena, providing a scientific basis for predictive models. 5. The problem of monitoring in pedagogy requires a philosophical generalization, at the same time, taking into account P. Chaadayev's thesis about the availability of standards in measuring and problem situations when the brain measures itself. 6. Dialectical understanding of the essence of the cognitive process (from living contemplation to abstract thinking and from it to practice, or from practice or from abstract thinking to the following aspects) will allow defining a peculiar system of coordinates for individual development. 7. Principles of gnoseology (objectivity, cognition, active creative reflection, dialectics, practice, historicism, concreteness of truth) are also important for modern didactics. 8. Philosophical comprehension of the essence of sensation, perception, presentation, judgment, reasoning, knowledge, understanding, explanation, intuition, combination of advantages of induction and deduction enrich the pedagogical theory and practice.

The philosophy of didactics, in our opinion, first of all, should contribute to solving the following problems:

1. Cognoscibility of the world.
2. Self-cognition.
3. Methods of cognition.
4. Definition of the principles of logic, of the system of basic concepts: human being, individual, personality, education, teaching, science, law and regularity, development, teaching, learning.
5. The combination of theoretical principles of gnoseology with the practical aspects of the educational process organization.
6. Patterns of creative and innovative activity.
7. Patterns of cognitive process management.
8. Patterns of self-improvement.
9. Praxeology.

10. Crisis phenomena of cognition.

11. Principles of educational policy under the conditions of globalization.

12. Questions in the process of approaching the truth.

13. Intellectual potential of society.

14. Simulation of cognitive activity.

15. Monitoring of intellectual development of people and society [Wychruszcz 2016, pp. 17–18].

Many years of work experience with teachers make it possible to conclude that there is no distinctive purpose in the educational process. By the way, this problem has a long history. As an example, let us suggest the last letter of L. A. Seneca to Lucilius. Letter number CXXIV contains a number of questions specific to the Socratic Dialogue. For example: "Is the Good grasped by the senses or by the understanding? … Why is the Good non-existent in a tree or in a dumb beast? And what is this Good? … How, then, can we regard as perfect the nature of those who have no experience of time in its perfection?" [Seneca 2014].

At the final stage, a number of questions are accompanied by answers that remain relevant in depth at all times: "…. I can be of no greater benefit to you than by revealing the Good that is rightly yours, by taking you out of the class of dumb animals, and by placing you on a level with God. Why, pray, do you foster and practise your bodily strength? Nature has granted strength in greater degree to cattle and wild beasts. Why cultivate your beauty? After all your efforts, dumb animals surpass you in comeliness. Why dress your hair with such unending attention? Though you let it down in Parthian fashion, or tie it up in the German style, or, as the Scythians do, let it flow wild – yet you will see a mane of greater thickness tossing upon any horse you choose, and a mane of greater beauty bristling upon the neck of any lion. And even after training yourself for speed, you will be no match for the hare. Are you not willing to abandon all these details – wherein you must acknowledge defeat, striving as you are for something that is not your own and come back to the Good that is really yours? And what is this Good? It is a clear and flawless mind, which rivals that of God, raised far above mortal concerns, and counting nothing of its own to be outside itself. You are a reasoning animal. What Good, then, lies within you? Perfect reason. Are you willing to develop this to its farthest limits – to its greatest degree of increase? Only consider yourself happy when all your joys are born of reason …" [Seneca 2014, p. 241].

We do not know the other words that would have defined the essence of the philosophy of didactics with such clarity, depth and simplicity. It should be noted that the author does not use the notion of creativity in the formulation of priority task, which is the perfect reason. But certainly it will not be an exaggeration, if we

say that perfect reason is impossible without creativity, as eventually it is impossible without the assimilation of the regularities of the process being studied.

Theoreticians and practitioners will gradually approach the understanding of the essence of creativity in the educational process, taking into account the achievements of representatives of different areas of culture.

Perhaps, this is why a conclusion, made by Ortega-y-Gasset, gained such popularity among psychologists: "We do not require explanations from those who remain within the usual, but we constantly demand them from those who want to go beyond the usual". In this context, the Polish poetess W. Szymborska's performance at the presentation of the Nobel Prize on December 7, 1996 is very brilliant in the form and content. In particular, she drew attention to the creative features of various manifestations of human activity, as well as the role, significance of interest in their work, the role of questions, as knowledge that does not produce new questions is dead because "it loses the temperature that promotes life" [Szymborska 2012].

To assess the theoretical aspects of teacher creativity, it is important to distinguish this problem in the context of evaluating professionalism. Integral indicators, for the most part, include such qualities as "the effectiveness of professional activity, procedural characteristics of the activity, the development of professional communication, the maturity of the personality of a specialist". Specific indicators of professionalism include the criteria for which it can be evaluated, namely: high stable performance, high level of qualification and professional competence of an employee, optimal intensity and load of work, high organization of activity (dependence on external factors), creativity, the possibility of development of an employee as a personality, orientation towards achieving positive socially significant goals by socially approved methods [Погрібна 2008, p. 77]. Let us note the importance of the conclusions made by specialists in acmeology, which define professionalism through the system of basic skills, namely, "gnostic skills involve the ability to analyze literature, different concepts; to investigate the object, process and result of their work; to analyze social situations and their impact on personality development; to study the individual and age characteristics of different categories of people, their behaviour, motives; designing skills include the ability to formulate goals, system of tasks for future activity, to forecast the program of individual development, to model the content, forms and methods of activity and possible situations, patterns of human behaviour; constructive skills involve the ability to realize the tasks, to choose productive forms, methods and techniques in work with different categories of people, to define the purpose and to plan ways of improving their own activities; communicative skills imply the ability to establish optimal relationships, to show tact and delicacy; to manage one's emotions in all conditions; organizational skills encompass the ability to contribute to the achievement of the goal,

to organize the implementation of the tasks set; to teach ways of orientation in different social situations; to make independent, optimal solutions; to develop organizational skills; assessment skills involve the ability to evaluate the results of their work; to control their actions, psychological state, behaviour, professional relationships" [Погрібна 2008, p. 242]. The results of such studies are primarily important for modelling professional activities of teachers, which will allow to review the content, forms, methods inherent in pedagogical education, and improve existing upgrade training system.

In recent years, several new concepts, traditionally borrowed from foreign culture, have become increasingly popular. It is one thing to say "information insurance of the activity" and quite differently "portfolio", or, as a more modern form of the concept, "web-portfolio", which involves the electronic fixation and accumulation of data necessary for successful work. Attempts to expand the information support of such components as planning, generalization of personal priorities, evaluation of the performance of activities, self-assessment, correction of the educational program, summary, etc are interesting, too. As we see, there is a combination of management, self-education, information support. Our interest was caused by attempts to create a portfolio for school and university teachers, because these people determine the level of youth education, the country's future.

Let us consider three examples of creative tasks that can be found in the portfolio of a successful school and university teacher.

1. M. Dymov, a writer and screenwriter from Riga, suggested that students of Riga schools aged 6 to 10 years write to God and ask Him the most pressing questions, ask about the most important things [Дымов 2012]. The questions asked by the students were as follows:

– Is childhood enough for a lifetime? (Mark, 1st form);
– Is there anything I can help you with? (Sveta, 2nd form);
– You have made flowers more attractive, than a man. (Halia, 4th form);
– How can I live, so that everyone in the world would be happy? (Lisa, 2nd form);
– Why do the beggars beg for charity near the church, so that you will note who gives? (Ira, 2nd form);
– I went with her to the kindergarten for two years, we studied for six months in the first form, and one day she told me: "we are different people". Can you imagine that? I'm worse than dead. (Arkadii, 2nd form);
– Why isn't there any tenderness in the world? (Lena, 1st form);
– When did love begin on Earth? (Katia, 4th form);

- Why is life important, and if it is important, why do people die? (Kostia, 2nd form);
- Aren't we your toys? (Sasha, 2nd form);
- Save people not from sins, but from loneliness. (Sergii, 3rd form);
- I wrote a poem. It is shameful. I have not shown it to anyone, but I'll show it to you, Lord. Here they are;
- Adults cry with tears;
- Adults cry with their eyes;
- Children cry with their heart;
- Children cry with their lives;
- But if an adult cries, like a child;
- It means he really cries. (Marik, 4th form).

   I'm still a little girl, I'm in the third form, there are no sins yet, but they are going to be. (Eva, 3rd form) [Дымов 2012]. Such tasks allow developing children's creative abilities, getting closer to understanding their inner world.

2. While delivering a lecture for catechists working with children, we asked them to formulate questions they would like to be answered. The results can be divided into three groups. Firstly, it is a group of peculiar psychological personally oriented questions, which are important for writing a manual on pedeutology: "How to learn to set your limits?", "How to learn to be yourself?", "How to adjust your mood, posture to a positive mode?", "When you feel fatigued, should you leave this work and have some rest?", "How to learn to manage your emotions?", "Why did you choose such a service?", "How to return to the catechism instruction after the "burnout"?". The second group of questions was concerned with educational work with children: "How to explain children the importance of learning?", "How to prove someone that they should love themselves?", "How to kindle children's interest within one hour?", "How to reach out to a closed, aggressive person who claims to be an atheist?", "What to suggest to the modern youth, so that they prefer catechism to a computer and phone?", "How to behave when a person asks for advice, and you are not ready to give it?", "When all the doors of life are closed, some remain open. How to recognize them?", "How to establish a contact with a person who does not want to hear and understand you?", "How to make young people stay aware of the importance of being in the community?", "How to speak so that people understand exactly what you say?". The third group of questions relates to cooperation with adults: "How to solve a conflict with a spiritual person for which material values are more important than the spiritual ones?", "Name the tips for parents for the proper education of adolescents".

Such a technique allows successful solving of several tasks. Firstly, listeners feel that they are active participants in the educational process. Secondly, they get answers to questions that they really care about. Thirdly, the teacher receives information on topical issues that need to be highlighted and which should be the focus of attention.

3. Creative tasks for future teachers are of particular significance. On May 18, 2020, we will celebrate 100 years since the birth of St. John Paul II. While working at the Bronislaw Markevich State Technical and Economic School (summer semester 2018), we traditionally suggested that students prepare problematic questions that allow us to assess logic, creativity, and understanding of the essence of the problem. Let us name a few examples: "Is wisdom a simplicity?", "What problems was John Paul II most disturbed by and whose interests did he care for?", "What did John Paul II teach us?", "What influence does John Paul II have on the history of Poland and the world?".

On an exam on the history of pedagogy, we have offered a kind of project "Gifts for St. John Paul II". Students' offers can be divided into three interrelated groups. The first group is general offers: care for the faith, church, homeland, being a patriot, more attention to the issues of religion ... The second group involves the observance of the principles of St. John Paul II in family and everyday life: conscious motherhood, less hatred in relationships between people, greater interest of parents in their own children ... The third group consists of interesting suggestions of a personal character: a common prayer, song and poetry contests, a contest "A family is strong with God's help", contest of projects on religious subjects, a journey to the favourite places of St. John Paul II, performing his favourite works, the solemn academy, lighting candles, creating a foundation for children, helping the poor ... By the way, such a technique helps to put into practice our motto: "There are no uninteresting lectures, seminars, practical classes, credits, examinations. There are only uninteresting ...".

In conclusion, we would like to offer to the readers of the collective monograph a quote from the work of the popular Ukrainian writer Myroslav Dochynets: "Let productive creation accompany you until the last day. Do not stop doing what you can do and know how to do – neither with the retirement, nor with the old age, nor due to any other reasons and circumstances ... The creator supports those who create" [Дочинець 2014, p. 61].

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The Challenges of Teacher Education at Graduate School: Towards Refinement of Teaching Practice

Abstract: In the international situation that changes rapidly due to the progress of globalization, various institutional reforms are being made because improvement in the quality not only of education but also of teachers who are in charge of educational practice is an important issue in any country.

In this article, firstly, we outline the purpose of graduate school of teacher education in Japan, which was introduced by reforming the graduate school system for refinement of teacher training. Secondly, we take Kanazawa University Graduate School of Teacher Education as a concrete case example to explain the system designand the curriculum policy of the graduate school. We present the target image of the refinement of teacher training through the interplay of theory and practice

Viewing teacher training at the graduate school level, this article focuses on the two aspects: the teaching skills of teachers and the management skills for school organization. In the former aspect, we consider planning, development, reflection and improvement of lessons. In the latter aspect, we examine the way of formulating the skills of school management such as innovation of school organization, dissemination of information, and building collaboration with stakeholders.

Key words: Knowledge-Based Society, Refinement of Teacher Training, Graduate School of Teacher Education, Interplay of Theory and Practice, Learning Design, School Management.

Introduction

In 2000, the United Nations set up the Millennium Development Goals (MDGs) for developing countries, an incentive for the international community in the 21st

century. The deadline was 2015, and considerable progress has been made toward one of the goals: "the complete spread of primary education".

In 2015, as a follow-up to the Millennium Development Goals, further the Sustainable Development Goals (SDGs) related to the international community, including industrialized countries, were adopted by the UN, resetting the 17 goals with 2030 as the new deadline. One of the goals "Ensuring High Quality Education for All People" is now an international educational subject.

Furthermore, just before the 21st century, in accordance with the international concern for the development of high quality education, UNESCO presented a report entitled "Learning: The Treasure Within" so called Delors Report. This advocated policy makers in each country to make educational reforms leading into the 21st century, particularly emphasizing the increasing importance of the teachers' role as follows.

The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been more obvious than today. It is likely to become even more critical in the twenty-first century [Delors 1996, p. 157].

A "knowledge-based society" has long been used as an expression to characterize the 21st century. With this new society in mind, UNESCO published the report "Towards Knowledge Societies" in 2005. Acknowledging that a uniform definition of such a society may be difficult, the report suggested that this could be characterized as one which is not only nurtured by its diversity and capabilities but one which also fosters knowledge-sharing globally [UNESCO 2005, pp. 17−18]. Within the context of lifelong learning, UNESCO has also emphasized the importance of promoting innovative challenges, focusing on issues such as reform of educational systems, research into educational theory, teacher training and quality of education, represented by higher education which creates knowledge [UNESCO 2005, pp. 81−84].

In 2002, recognizing that "teachers are the key actors in any strategies targeted at stimulating the development of society and the economy" [Eurydice 2004, p. 3), a survey to improve the quality of teachers began with the results being presented by 2004.

Again, in the research, the "knowledge-based society" is one of the factors highlighted as being important in allowing people to recognize the importance of the qualitative improvement of teachers. This point is emphasized as follows. With the emergence of the knowledge based society in the 21st century, …teachers make an important contribution by giving young people the tools to integrate into a constantly changing world [Eurydice 2004, p. IX].

Research and institutional reforms focusing on "qualitative improvement of education" have progressed in accordance with the rapidly changing international situation due to the advance of globalization. Therefore, the qualitative improve-

ment of teachers is the essential issue now [Saha & Dworkin 2009]. In this paper we examine the institutional design of teacher training at graduate schools for the refinement of teacher practice in Japan. We would like to try to make recommendation on which points should be emphasized for refinement and how it should be fostered in the training field.

The purpose of the system of graduate school of teacher education

In Japan, there are "professional graduate schools" that train highly specialized professionals as a type of master's degree program in the graduate school system. This system was introduced in 1999 in order to train professionals who are required to have a high level of expertise in response to the fact that conventional graduate schools have been operated as research centers. They started as graduate schools for business management and have gradually been expanded. In 2004, law schools that train professional lawyers, and in 2008, graduate schools of teacher education that focus on the improvement of teacher training, were started.

Although teaching was newly added to the target fields for advanced expertise training, only 19 universities in Japan took this on at the start of the system, which showed that there was not a strong demand for them. However, in the recent reform of national universities in Japan, the number of graduate schools of teacher education in national universities has increased; now forty-seven national universities and seven private universities include such programs. It may be the result of the fact that, in addition to the accumulation of past achievements of graduate schools, people have begun to recognize the need to respond to the knowledge-based society which is developing at the international level.

The graduate school of teacher education has adopted a special system where lecturers teach only at the graduate school in principle, in order to ensure clear independence from the undergraduate course.

The purpose of the special graduate school system is to train advanced professionals, concentrating on the "interplay of theory and practice". The emphasis is more on nurturing practical skills to apply and develop academic thinking than on building up academic knowledge as used to be the case. The learning provided at the graduate school of teacher education is designed to train teachers who have acquired a certain level of educational theory and who can carry on excellent educational practice.

In order to achieve this goal, the graduate school should have a system in which "Jitsumuka Instructors" (ex-principal or administrator instructors) make up more than 40% of full-time faculty members. "Research Instructors" with a career

in research and "Jitsumuka Instructors", who have excellent practical skills, cooperate in lecturing so that theory and practice are combined.

The curriculum of the graduate school for teacher education consists of subjects based on various theories and practicums (teaching practice) and so on, and especially a large number of practicums and special teaching methods such as case studies, class observations, class analysis, and fieldwork, are included as the main features. As for the practicum, it lasts for a year at schools which accept the graduate students.

The system design at Kanazawa University Graduate School of Teacher Education (KUGSTE)

Kanazawa University established the graduate school of teacher education in 2015. All authors of this article are full-time faculty members of KUGSTE. Based on an agreement with the Board of Education of Ishikawa Prefecture where KUGSTE is located, it sets up two courses: the "Learning Design Course" and the "School Management Course" with the aim of training teachers with high teaching and leadership skills.

The "Learning Design Course" is for students who are currently school teachers, and fresh graduates. It is designed to instruct newly-adopted teachers and mid-career teachers who can play a leading role in their position.

The "Management Course" is only for in-service teachers, is aimed at enhancing "core teachers" who can promote school management systematically with their managerial staff and build up relationships with the community and families.

KUGSTE has an intake of 15 students per year. Ten of them are in-service teachers dispatched by the Board of Education, and the remaining five are fresh graduates. For this reason, a distinguishing feature of the graduate school is that various kinds of graduate students with a vast rage of teaching experience mingle together.

In general, schools are composed of a variety of teachers from inexperienced young teachers to experienced veteran teachers. The grade and subjects they are in charge of are different and the role each teacher plays is different, so building companionship and cultivating of collaboration at school are big issues. In the graduate school of teacher education, the 15 students take most of their lessons together so that their different teaching experiences promote understanding of how their different backgrounds affect their standpoints, as well as encouraging exploration and collaboration with many people. The learning environment, much like the school itself, is designed as a training ground for teachers to become excellent professionals on a wide range of issues.

Refinement of teaching skills

From now on, teachers must have the ability to create learning process that helps learners work collaboratively, cherishing the way of thinking so that the learners themselves will try to solve the problems subjectively. In order to have the ability to do so, it is necessary for teachers themselves to constantly rethink their own educational views and make efforts to help learners develop.

At KUGSTE, in order for teachers to hone their teaching skills, students are taught that a lesson is a collection of three skills: "planning", "deployment", "reflection and improvement".

"Planning skill" envisages the type of education and how it will be presented to the learners. "Deployment skill" is a teaching technique which helps their learners meet goals while observing their motivation to learn and learning consciousness through interactions with them. "Reflection and improvement skill" involves self-assessing their lessons, thinking about possible improvement methods, and preparing for them.

Planning skill

In thinking about the content and pedagogy of the lesson, the first thing teachers think about is what kind of students they want to develop. They want to nurture learners who understand the pleasure of learning, through learning itself. For this purpose, it is important to plan lessons which achieve this based on the present situation of the learners concerned.

The following three points can be cited as key elements for learners to be able to realize the pleasure of learning in class. They are "learning environment", "exploratory and comprehensive learning process", and "specialized knowledge of lesson research".

Organization of the "learning environment"

The learning environment is an environment in which the people or surroundings are prepared with the aim of supporting learning.

The learning group is the most important part of the learning environment. This is because various discussions and interactions are carried out in this learning group, and learners are able to come to understand new viewpoints and new ways of thinking that they had previously never thought of through collaborative work with others. As a result, they may be able tore-evaluate or even renew their viewpoints or understanding.

If the learning group consists of self-centered and inconsiderate members, then valuable learning cannot be expected to take place. Therefore, teachers should pay

maximum attention and consideration to the relationships and atmosphere among learners in the group. An excellent learning group can be gradually created over the course of many lessons. Consequently, how teachers instruct is of vital importance with regard to the development of a positive "learning group".

A range of things including the physical environment of the classroom, seat placement, notices in the classroom, group organization, the ICT environment, and so on should be taken into consideration. In this way, creating a suitable classroom for learners to be able to learning, is the skill of organizing a learning environment.

Plan an inquisitive and comprehensive learning process

Learning should not be passive. It should be self-directed to discover problems themselves and to try to solve them voluntarily. For that purpose, it is important for learners to set their goals and to set up processes leading to them. If learners follow this procedure to solve problems, that is, developing awareness of problems that may arise when they learn by themselves, examining certain ideas, arranging things they have examined, and try to understand them, the path can be called inquisitive activities.

Whatever the topic, learners can exercise their subjectivity to try to solve the problem by going through such an inquisitive learning process. At the same time, there are things learners only realize when they explore inquisitively. By exchanging their ideas about things, they can make deeper discoveries and develop more profound thoughts about them. In this way, it is necessary for teachers to plan a learning process where learners can think, judge and express their ideas so that they can learn deeply.

Also, a lesson where the subject itself has inquisitive content may end up without a clear goal because the subject can spread beyond the boundaries of the curriculum. There is a definite goal in learning subjects, and the process of learning has been established to some extent.

On the contrary, inquisitive activities leave the conclusion to the learners. The process of learning itself becomes the target of inquisitive learning and learners may feel uneasy about their learning because there is no clear goal in it. However, in everyday life, it is rare for one problem to have one definite answer, so it is good to have such kinds of classes not only for learners, but for teachers to brush up skills to plan that kind of class.

Plan with specialized knowledge and skills

When designing a lesson, teachers must embody the essence of the teaching content according to the developmental stages and actual conditions of their learners. So it is important for teachers to understand how their learners think or process based on many lessons.

In general, as the research topics of a lesson, there are "teaching materials", "how to write on the blackboard", "tasks", "how to ask questions" and "how to take notes". In addition, there are numerous different teaching styles, therefore, there are many teachers who pursue a special "style" of class that is popular in the public. On the other hand, there are some teachers who rely on their accumulated teaching experiences and follow their own style according to their own intuition.

Those who pursue a certain teaching "style" are required to get to the theory working behind them regardless of the "style", and those who have their own teaching style must be aware of the theories which may support it. It is important to obtain expertise such as "characteristics of subjects", "method of lessons", "study of teaching materials", "grasping the learning capacity of children" at the graduate school of teacher education which advocates the importance of "interplay of theory and practice". Without such expertise, it is not possible to plan the learning process of their learners.

Deployment skills

To achieve the planned learning process, teachers require the ability to develop lessons effectively. Here from the viewpoint of guidance, the teacher's deployment skill is considered.

In class, it is necessary to think about the learning process from the learners' viewpoint. Even the best project cannot be called learning unless it is accepted by learners. Those learners may be in a different developmental stage or in a different learning stage. Teachers should endeavor to discover the learning situation of their learners and should search for the best guidance.

Researching learners' points of view

Within education, learners play the main role. Therefore, it is desirable for teachers to raise their motivation: "I want to work", "I want to think", "I want to solve", this develops a mindset which leads them to spontaneous learning. Then, those learners carry out activities with the purpose of solving the problem by themselves.

It is the teacher's ingenuity and consideration that ignites a passion to learn and allows them to join meaningful activities in class. In order for teachers to effectively devise ideas and show thought in class, it is necessary for teachers to grasp the interests and learning awareness of the learners by their facial expressions and reactions, and to respond instantaneously through evaluating, judging, and questioning technique. It is important for teachers to conduct class according to the level of awareness of the learners. In this way, conducting class with the learner's point of view is the most important thing in developing a class.

Examine the way to analyze a learning process

It is necessary for teachers to judge instantly whether a lesson in progress is a valuable learning experience for learners. One of the ways to judge the condition is to observe learners in class to see whether they think continuously and if they have charted a course toward the end. In order to be able to analyze the learning process with such viewpoints, it is necessary to visit many classes and to try to understand how the learning steps are carried out, from the behaviour of the learners and the teacher's response.

Understanding learners based on the perception of their learning and development condition

Learning in the classroom takes place in groups. There are learners with different developmental and achievement stages in the learning group. It is important to teach knowing their actual condition, that is, their developmental and achievement stages: "What they can do?", "What they cannot do?", "What they are good at?", and "What they are not good at?". In order to understand learners, daily observation becomes necessary.

Skill to reflect and improve

Teachers plan and develop classes, and reflect on what the learners gained during the class. This process will give clues as to how to improve their next lesson. Next "the skill to reflect and improve" is considered.

Carry out class evaluation based on its basic theory

After each lesson, it is extremely important for teachers to rethink their way of teaching what learners have learned. The key to evaluating classes is whether the aim of the lesson could be achieved, whether the learners were able to carry out independent thinking or reasoning and the learners were satisfied. By evaluating them with some indicators, they become more objective.

Make adjustment and improvement about lessons

Planning classes is considered from the teacher's viewpoint, and its deployment is carried out from the learner's viewpoint. If there is a big difference between them, the learning process is not suitable for the learners. When thinking about why a class was not deployed as planned, the gap between the learner's and teacher's consciousness at the time of class development can be found. By doing so, in the next lesson, the teacher can consider the learner's consciousness and is able to rethink the method of lesson delivery. The important thing is that this improvement should be applied not only to the lesson again after a year but also to other subjects. This will increase the teacher's practical teaching ability.

Refinement of management skills

The age composition of teachers in Japan shows that veteran teachers who are over 45 years old account for 52% of teachers in elementary school, 43% in junior high school and 58% in high school. With mass retirement and a change of generations in progress, it is an urgent matter for younger teachers to succeed in leadership skills and gain expertise.

Under such circumstances, there are many schools in which veteran teachers occupy the majority of managerial positions and mid-career teachers have limited opportunities to play a leading role at each division. Even in the teacher training courses where teachers undergo professional development, and even though there are courses corresponding to different career stages, few of them are for future managerial positions. Furthermore, there are few opportunities to learn about legal grounds in dealing with crisis management.

From now on, teachers need more expertise, practical skills, leadership skills and humanity than ever. They need to improve their communication skills to include better sharing of information with those involved or affected, if something happens. In order to create schools where teachers themselves systematically undertake their own educational tasks and raise educational outcomes, it is necessary for each teacher to have the "leadership" and "the ability to disseminate their school information" and "the ability to facilitate interactions with other institutes."

Ability to make innovation

One of the ideal images of teachers of the Management Course at KUGSTE is someone who can fully identify problems at the school site, plan and take remedial action to solve them and have good management skills. Here, "innovation" which provides for the advancement of organizational and management ability will be considered.

Due to rapid changes in the school environment inside and outside, challenges associated with the expansion of school functions also vary widely. Therefore, institutional responses are more important than individual responses, though teachers tend to respond individually in Japan. In an organization based on individualism as in Japan, there is a need for teachers with various experiences to discuss problems with each other and to share their opinions.

In the teacher training courses sponsored by the board of education, courses are separated by school type, so elementary school teachers will be trained with other elementary school teachers, and so on. Therefore, even if new knowledge could be obtained, it is difficult for them to change their ways of thinking drastically because of that system.

In learning at the graduate school of teacher education, where various kinds of in-service school teachers(who are dispatched from the board of education) and graduate students who are fresh from college study together, by analyzing the present states or the problems of each kind of schools from elementary schools to special support schools, and conducting reflections repeatedly on them, it will be possible for them to approach essential core problems which lie within education, and to observe them from various viewpoints. Through these considerations, it will be possible for them to understand children and themselves objectively and it will help teachers clarify problems.

When the teachers come to work as a cog in the wheel rather than as individuals, and the school continues receiving evaluations from the outside, the principal, as a leader of one organization, plays a more important role than ever, because it is the principal's decisions that dictate the direction the school goes in.

Under such circumstances, the presence of the "Middle Leaders" (who are not managerial staff, but those who actively support the principal and the vice-principal and let other teachers become involved in business assignments) works as a lubricator at school.

The "Middle Leader" should not only clarify the management vision indicated by the principal and show concrete methods to other teachers but also absorb opinions from their colleagues and pass them to the principal, so that the school works as one organization.

In the graduate school of teacher education, there are fresh graduates, Learning Design Course students who have more than five years teaching experience, and School Management Course students who have more than ten years teaching experience. They have discussions with other members and "Jitsumuka Instructors" (ex-principal instructors). By refining their way of thinking, they can diversify their ideas and can think broadly in preparation for becoming future "Middle Leaders".

Ability to disseminate information

Even if a goal for an organization is set, it is difficult to achieve the goal unless they are shared with colleagues in the school, the families of students, the wider region, and other related organizations. In order to share goals with them, "the ability to disseminate their school information" is required. This should be explained in an easy-to-understand manner so that other parties can be convinced.

Ability to share information within the colleagues

At school, there are various meetings such as staff meetings, student orientation committee meetings, faculty meetings and so on, and there are various instructions and suggestions from different personnel such as managers and chiefs of staff.

However, due to time constraints, sufficient discussion and confirmation cannot always be carried out, nor can common understanding always be attained. In addition, some teachers strive to prioritize their own goals without actively dealing with the goals which are presented by other teachers. Sometimes the level of the goal is too high for teachers who have little teaching experience to reach.

Because of this, it is often said that the level of comprehension for a certain school task varies from one teacher to another, so the teachers cannot achieve the desired results as a whole. In order to share goals with colleagues in the school, KUGSTE puts more emphasis on the following points.

Communicate positively with colleagues on a daily basis and try to be more aware of problems each teacher has concerning the goals.

· Do not present goals only with your own thoughts, explain the goals by showing concrete numerical values so that everyone can understand the purpose clearly.

· Discuss ways to achieve goals with colleagues and decide strategies to focus on them through those discussions.

Ability to disseminate information outside the school

Currently, matters of school accountability, such as, school management policy, details of priority efforts, and evaluation results of those efforts, are reported in the General Assemblies of the PTA, in the School Evaluation Committee Meetings, on the website and so forth.

In addition, schools regularly make notifications about school efforts through correspondence between teachers and parents, or by explaining a child's circumstances directly to parents when the parents come to meet the teacher to get their child's report card.

However, there are cases where it is not clear what the purpose of disseminating the information to families or communities is, so KUGSTE emphasizes the following points to our students.

. Create a relationship of mutual trust with members of the community and related organizations. Take the lead in going to the other party to exchange information, if in case of necessary.

· Put yourself in the other person's shoes and think. Then explain in your own words, simplifying the technical educational terms.

· Explain by giving concrete examples such as the activities of the school and the situation of the child so that the other party can clearly visualize the current situation.

· Explain concretely that the school would like to cooperate with families and communities.

Building collaborative ability

In order to provide better education for children and achieve positive results, it is necessary to have "building collaborative ability" that helps school work in cooperation with colleagues, families, regions.

Ability to strengthen internal relationships

Teachers may talk with each other at meetings, but they have fewer and fewer chances to have free conversations or chat in the staff room because they have too much work to do. Also, when they are in trouble, they find it hard to confide to their colleagues, trying to settle the problem by themselves, only to fail and leave the problem hidden and unsolved. Sometimes, there are a lot of teachers who take sick leave or leave of absence due to mental health concerns.

Therefore, it seems to be an urgent necessity to train up teachers who can make the following involvement in order to create an organization where teachers can work in cooperation with colleagues.

– Counseling: While talking with colleagues, they should make it their top priority to "listen", then promote to recognize difficulties and effective solution by themselves.

– Coaching: Depending on the content of consultation, they should help others be aware of problems and find the motivation to improve the situation by themselves.

– Coordinating: If it is a big problem related to life and safety, they should gather and notify managerial staff and the relevant teachers so that they will be able to respond as a team.

– Facilitation: At a "case meeting", where not only a homeroom teacher but other members collaboration to tackle problems that a child may be having or at sessions after a research class, they should facilitate these meetings to make the class meaningful, for the sake of the teachers who report the case or conduct the research class.

– Leadership: In discussions on efforts to achieve tasks, they should demonstrate leadership and clarify who will do the task, until when, and in what way it will be verified afterwards.

– Communication: They should communicate positively with colleagues about the task and provide updates on the status of the task until its completion.

Ability to strengthen external relationships (families, communities and related organizations)

Each school develops educational activities such as going out to the community for visits and research activities to achieve the aim of each subject, or inviting regional

experts to the school as a guest teacher. Efforts have also been made to coordinate collaboration between kindergartens and elementary schools, primary schools and junior high schools.

However, so far the relationship between schools and families is as follows: only when the school is in need of help does it ask for assistance. There are not many schools that share the ideal vision of what children should be and few are working on the achievement of it in cooperation with families, communities and related organizations.

In order to bring up children together with the school, family, and community, teachers should build up external relationships as follows.

· They should understand that schools, families, regions, and related organizations are "parenting partners".

· They should make a list that shows when and where and who to contact, and they should share information.

· They should go to the community and related organizations themselves, know the actual condition of the partner and grasp what kind of wishes and expectations the partner has for the school.

· Based on the examples of "Team School" and "Community School", they should create an organization that is necessary and effective for their school.

· They should discuss earnestly at the organization and share the ideal vision of what children should be.

Conclusion

The graduate school of teacher education regards cooperation with the board of education, which employs teachers in each area, setting research subjects according to the actual situation of school institutions and solving practical problems as important factors. In addition, the graduate school is expected to be a higher education institution which accumulates achievements as a base to create effective knowledge of educational practices, as well as a place to exchange operational ideas and experiences of education.

These are challenges which will put the graduate school to the test as to whether it can create teachers who can do research and development, which can be a key to solving complicated and diverse educational problems, whether it can foster teachers who can tackle the challenges facing them using innovative and collaborative skills, and whether it can provide human resources for teacher training institutes in each area.

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A System of Basic Pedagogical Terms in European Countries as a Factor of European Culture Integration

Abstract: The article outlines an overview of the main trends of a system of basic pedagogical terms in European countries as a factor of European culture integration. A brief overview of historical development of conceptual system in pedagogical science. It is proved that there are many tendencies in the field of conceptual-categorical apparatus of pedagogy. The need to study the system of basic pedagogical terms is due to the growing role of the conceptual-categorical apparatus, as scientific and pedagogical knowledge as a product of culture and its inter action with the social, informational environment is inconstant development. This process is closely linked to the evolution of international conceptual elements of pedagogy, with conceptualization, rethinking and filling with new meanings, the desire to integrate national terminological systems.

The ordering of the conceptual-categorical apparatus is connected with the structure and systematization of scientific and pedagogical knowledge. In the process of scientific research, the modeling knowledge thesaurus takes place. The definition and classification of basic concepts are correlated to the development of a model of scientific knowledge in the subject of the system of basic pedagogical concepts study.

The status of science conceptual-terminological apparatus reflects the degree of its theory development reveals the interconnection of objects and the variety of cognitive situations that arise in the process of teaching and person education. The operation of concepts is a prerequisite for the study and construction of theoretical models, awareness of the processes of teaching, education and training in dynamics and perspective.

Key words: a system of basic pedagogical terms, concept, conceptual; apparatus.

In pedagogical science there are transformations of a global scale, which form a unified system of concepts due to a special type of human activity, that is, professional activity on the exchange of conceptual elements of the international educational system, which can take place only in the form of communications – simple or complex, informational and many other components.

The aim to study the system of basic pedagogical terms is peculiar concerning to the growing role of the conceptual-categorical apparatus with the purpose to study the historical-pedagogical process. Scientific and pedagogical knowledge as a product of culture and its interaction with the social, natural, informational environment is always in constant development, which imitates the cyclic spiral of social evolution. It develops in two ways: firstly, evolutionary, as the perception and development of knowledge of previous generations in national pedagogical cultures; and secondly, it is jump-free and discrete.

The conceptual system appears as a dynamic unity of the basic components which can function, transform under the influence of historical, political, economic, socio-pedagogical, socio-cultural factors of society development, preserving its essence and, at the same time, changing the content and formal features.

Conceptual-categorical apparatus of pedagogical science is not only a thesaurus of concepts covering all the terms with their scientific interpretations used in the study, but also a set of interrelated concepts, which reflect the key content and functional aspects of the offered theory. The system level of scientific concepts reflects the development degree of its theory and reveals the relation ship of objects and the diversity of cognitive situations which arised uring the study, education of person and allows the participant clearly out line the subject of research and build its consistent concept. The operation of concepts is a prerequisite for the study and construction of theoretical models, as well as for the study of educational processes in dynamics and prospects. We believe which the strict understandable system of concepts creates a conceptual-categorical apparatus of pedagogical science.

The process of formation and development of concepts and terminology of any science is closely associated with the process of formation and development of scientific knowledge. The integration of a concept in pedagogy is a complex and lengthy process of scientific investigation. Indeed, the latest achievements of science, socialpractice are accumulated and concentrated in terms. The starting material for the formation of concepts serve as sensory images of reality perceived and clearly serves the recipient. This process is carried out by abstraction and generalization of any of these parties' sensory images and understanding themas a special, independent content of thought. As a conversion tool practice, pedagogical integration can eliminate duplication, which optimize the teaching process, lead to the creation of new objects (concepts, theories, educational systems, new courses, activities, change of environment, new models, technologies, teaching tools).

The integration of conceptual and categorical apparatus of pedagogy is a purpose for association (synthesis) certain pedagogical concepts in to independent educational purpose system which has the aim to ensure the integrity of knowledge and skills. The integrating of pedagogical concepts allows recipients to open new opportunities, to master generalizations cumulative knowledge which freed them

from the one-sided development and will improve the conditions for full formation of each individual.

Preparation of conceptual and categorical apparatus is connected with structuring and systematizing the scientific pedagogical knowledge. In the process of scientific investigation thesaurus knowledge modeling, identification and classification of basic notions, which are correlated to develop a model of scientific knowledge in the subject study of basic educational concepts, takes place.

The elaboration of the conceptual apparatus with application of foreign sources lead to better theoretical analysis of the problem of conceptual and categorical determination of pedagogical science apparatus, and thus for further experimental work.

In our point of view, the ordering of the conceptual-categorical apparatus is connected with the structuralization and systematization of scientific and pedagogical knowledge. In the process of scientific research, the modelling knowledge thesaurus takes place. The definition and classification of basic concepts are correlated to the development of a model of scientific knowledge in the subject of the system of basic pedagogical concepts study.

The status of science conceptual-terminological apparatus reflects the degree of its theory development reveals the interconnection of objects and the variety of cognitive situations that arise in the process of teaching and person education. It also allows clearly outlining the subject of the study and, consequently, building its consistent concept. The operation of concepts is a prerequisite for the study and construction of theoretical models, awareness of the processes of teaching, education and training in dynamics and perspective. In our opinion, the precise system of concepts creates a conceptual-categorical apparatus of pedagogical science.

Certainly, the operation of the conceptual-categorical apparatus is the necessary condition for studying and constructing both theoretical models and comprehension of the processes of practical teaching and education that allows more clearly define the subject of pedagogical research, build its consistent concept, and adequately interpret the results of pedagogical observations and measurements.

We think that unclear definition of one or another concept creates a «blurred» interpretation of events and processes of pedagogical reality, and leads to misunderstandings in scientific circles. Taking into account that the "concept" is a "logical idea of general essential properties, connections and relations of objects or phenomena of objective reality" [Войшвилло 2017, p. 183]. Therefore researchers in the field of terminology argue that "it is customary to follow the requirement (principle) of concepts uniqueness (according to which each of them should have only one meaning), when constructing a conceptual terminology apparatus of any science" [Титова 2010, p. 4]. Consequently, the notion that is chosen to refer to an

object (process) in the language of science should not be used to refer to another in the same language. We agree with scientist reasoning that "the broader set of features, the narrower the class of objects satisfying these features, and vice versa, the narrower the meaning of the concept, the wider its scope; this obvious circumstance is often referred to as the law of inverse relationship" [Kant 2013, p. 22].

Let's add that the formation of this or that concept is a complex and long process of scientific research. After all, the concepts accumulate; concentrate the latest achievements of science and social practice. The source material for the formation of concepts serves the sensory images of the surrounding reality, which are perceived and clearly presented by the recipient. This process is carried out as a result of abstraction and generalization of any aspect of these sensory images. We define concepts as special, different contents of thoughts.

It should be noted that a number of conditions affect the formation of scientific concepts. First of all, this is a separation and generalization of significant signs that are separate from the other external, non-essential features. The second condition of the concept content should be taken into consideration in such form that can be used in the following mental processes, but the goal will be in creating a clear amount of signs of this concept that is, the process of its formation ends with verbal formulation.

Despite the fact that "the formation of the concept relies on verbal structure of thinking, so at the moment of concept appearance we have only the process of its origin and it may not have the proper word for it" [Кичева 2004, p. 9]. Therefore, the process of formation and development of the conceptual-terminological apparatus of any science is rather closely connected with the process of formation and development of the very scientific knowledge. So, the formation of the concept – is a complex dialectical process, which is carried out by using such methods as comparison, analysis, synthesis, abstraction, idealization, generalization, experiment, etc.

A number of scientific studies are devoted to terminological problems of pedagogy. For example, G. Shchedrovytsky noted that «the real processes, bodies, or phenomena being investigated form one or another concept, constitute the object of thought. The content of the concepts never exhausts all the properties of objects, remaining always relatively limited and one-sided. It is through "the development of a community of practice, it is constantly changing, as a result of a change in the content of concepts is changing their structure" [Щедровицкий 1995, p. 577]. In addition, another scientist believes that the scientific concepts «reflect the essential and necessary signs, and the words and symbols (formulas), which express them, are scientific terms" [Ушаков 2005, p. 347].

Note that the logic of the "concept" is an integral element of the judgment (subject, predicate) or syllogism. Because, there are concepts in the broad and narrow sense, as well as separately allocate scientific concepts. The first formally dis-

tinguish common (similar) signs the general subjects of universal phenomena fix them in words. Concepts in the narrow sense belong to a certain branch of science; clearly define the main features of an object, phenomenon, process or object. In general, scientific concepts are characterized by essential and necessary signs of a single object, object, phenomenon or process, and words and expressions (formulas) expressing them are scientific terms. We add that the totality of generalized, reflected, in the concept of objects is called the volume concept, and a set of essential features, which summarize and allocate objects in the concept – its content.

It should be noted that in logic there are different types of definition of "concept» as a form of thinking. Here are some definitions of the term "concept": the concept is "an integral set of judgments, that is, thoughts, which somewhat argue about the distinguishing features of the object being investigated, the core of which is the judgment of the most and at the same time, the essential features of an object» (M. Kondakov). The concept is «a form of thinking, which is the result of the generalization and allocation of objects of a certain class on the general and specific features of them" (A. Konversky). "The concept is an idea that captures the signs of objects and phenomena that are displayed in it, which make it possible to distinguish between these objects and phenomena from adjacent to them" (D. Gorsky). "The concept is a thoughtful reflection in the form of the direct unity of general, essential features of objects" (I. Chupakin). Summing up, the above definition of the concept reflects the essence of the concept as a form of thinking. However, each determination or definition of a particular concept in science, generally, is incomplete or unclear.

From the point of view of the history of philosophy we have two opposing lines concerning the theory of concepts: materialistic believes that the concept is objective in its content, while the idealist states that the concept is an imaginary entity that arises spontaneously, is completely independent of the objective reality. The philosopher I. Kant believed that any concept is "a general idea of what is common to many objects, and therefore, an idea that can be contained in various objects" [Kant 2013, p. 154].

But according to G. Hegel's "notion" is a "synonym of a true understanding of the essence of the case, and not just the expression of any general, any similarity objects contemplation. In the concept reveals the true nature of things, and not its similarity to other things, and it should find its expression not only the abstract community and a feature of its object" [Гайм 2006, p. 63].

Analyzing the psychological-pedagogical literature, we can cite several definitions of the term "concept". "The concept is a form of thinking, which displays items in their general and essential features" (M. Toftul). "The concept is an idea that, by pointing out a certain sign, distinguishes itself from the universe and generalizes objects that are characteristic of this class in the clas" (I.V. Khomenko). "The

concept is a form of thinking, which shows significant signs of single-element class or a class of related objects" (A. Hetmanova). "The concept as a form (kind of) thought, or as a mental formation, is the result of the generalization of the objects of a certain class and the thoughtful allocation of this class in a certain totality of the general objects of this class − and a set of distinctive signs for them" (E. Voishvillo). "The concept is an idea that captures the signs of objects and phenomena that are displayed in it that make it possible to distinguish between these objects and phenomena from adjacent to them" (D. Gorsky). "The concept is a form of thinking, which is the result of the generalization and allocation of objects of a certain class on the general and specific features of them" (A. Konversky).

We conclude that all of the above definitions are very similar, but some of them reflect the concept as an idea. But the concept is first of all a word for a certain class of phenomena or objects therefore, it is quite difficult to find a suitable concept for a certain class of phenomena or subjects, which, on the one hand, would cover the process construction, and on the other hand – was consistent with established norms and traditions, adopted both in social, teaching and linguistic practice.

Consequently, the majority of professionals in relation to the requirements for the concepts adhere to the theory of uniqueness "in terms of the rules of the conceptual-terminology apparatus it is inadmissible to give the general technical or general scientific concept in the field terminology of any other meaning than that which it possesses in the corresponding discipline. The vague interpretations of the pedagogical concept does not improve the quality of learning, not making the order to scientific circulation, and only complicate and confuse the language pedagogy for teachers" [Полонский 2004, p. 21].

Noteworthy is I. Kicheva's research devoted to the analysis and systematization of the modern conceptual terminology apparatus of pedagogy: "the process of entering the author's concept into a broad scientific circle depends on many factors, including the factor of popularity of the concept in the pedagogical community, and the factor functionality of the new concept" [Кичева 2004, p. 39].

We think that quite accurately about pedagogical polysemy, in her study notes M. Zimova "the ambiguity of concepts can be due to the functionalities and is associated with elements of the communicative situation, in particular, with the level of competence communicants. At the same time, this ambiguity in terminology may be due to the possibility of different conceptual comprehension of the same phenomenon. However, it is precisely about ambiguity, and not about some kind of contextual variability of a special type, since different understandings of one or another phenomenon, first, are similar to each other and, secondly, do not exclude each other in general contexts" [Зимовая 2010, p. 57].

It is worth to add, that in the work "Meaning and value data" by G. Shchedrovitsky the theoretical distinction and contrasting concepts are examined. By the way, the author draws attention to the fact that "the thought of the researcher is polarized and how it focuses in two different 'points' – on the object, fixed in knowledge, and on the concept that sets the scheme of knowledge and is realized in it" [Щедровицкий20050, p. 187].

At the same time, according to the scientist, there is a "paradoxical situation, that is, the contradiction between the two knowledge of one and the same object causes the researcher to refer concepts on the basis of which were obtained this knowledge and transform them so as to relieve and overcome committed to investigate" [Щедровицкий 1995, p. 188]. Thus, we face the main problem of systematization of pedagogical concepts that is the task to correct their determination in science, which is in constant development, and, as is typical for pedagogy, is under the influence of technology oriented society.

In our opinion, a conceptual analysis of the concept of "education" is associated with difficulty the difficulties of an exploratory nature. Note that even the Greek philosopher Aristotle first attempted to theoretically comprehend the problems of the theory and practice of education "cannot be left unclear that in general is education and how it should be carried out. In modern pedagogical science, there is a disagreement about the practice of education. Not everyone agrees with the fact that young people should be educated in order to develop their integrity in them, and for the sake of achieving a better life; also did not find out the purpose of education – whether it is the development of mental abilities, or moral qualities" [Аквінський 2003, p. 437]. We can add that many key pedagogical concepts do not have clear boundaries, generally accepted content and use. After all, «true science is knowledge, which includes information about the methods and limits of knowledge" [Carr 2003, p. 137].

Noteworthy, that I. Kant (as Aristotle before him) defined pedagogy as a science of education, including "care and education" [Kant 2013, p. 449, 456]. Later the author gives an ambiguous interpretation of the concept that sounds like that: "two human inventions can be considered the most difficult, namely, the art of managing and the art of education, and yet there are still differences, even in relation to their ideas" [Kant 2013, p. 450]. However, one cannot avoid the fact that over the centuries the concept "education" has changed and adjusted several times. After all, before the reforms of Peter I, the upbringing meant «feeding, growing", because this word was related to the word "food".

In psychology "education" is "the activity of transferring new-generation social and historical experience; systematic and purposeful influence on the consciousness and human behaviour in order to form certain settings, concepts, principles, value orientations that provide conditions for its development, preparation for social life

and work" [Newman B., Newman Ph. 2011, p. 467]. Thus, the sociological analysis of the concept "education" includes three basic aspects:

1. The transmission of socio-historical experience to the next generations;

2. The processes of socialization of the individual in the main spheres of public life and understanding of education as a 'process of purposeful;

3. The systematic formation of personality in accordance with the normative models within the society [Полонский 2004, p. 44].

So, modern pedagogy (as science and practice), which seeks to justify theoretically and practically implement the increase of the impact factor of education in development of the person objectively replenishes its conceptual and terminological apparatus with the current deeply interconnected concepts. Their correct understanding and practical application will enable to increase the efficiency in the implementation of its generic mission in the continuous socio-cultural development of a person throughout life by teaching, provided with high-quality educational outcomes and competitive concepts and qualifications of each person in conditions of globalization and European integration.

Taking into account all the above mentioned definition of the concept «education», concluded that education is a system of purposeful actions aimed at the comprehensive development of personality (physical, spiritual, and social), the development of specific skills necessary for the life of the individual (safe existence, interaction in society), the incorporation of those or other foundations (values, self, etc.), that are necessary for further independent functioning and development, including for the full potential of the individual. Let's summarize, the wrong (or inaccurate) understanding of the concept sometimes leads to wrong conclusions, and then these inferences affect the behaviour of the teacher and, ultimately, the results of educational process.

In our opinion, the ordering of conceptual-categorical apparatus is connected with the structuring and systematization of scientific and pedagogical knowledge. In the process of scientific research, the thesaurus modelling of knowledge takes place. The definition and classification of basic concepts are correlated to the development of a model of scientific knowledge in the subject research sphere of main pedagogical concepts. Thus, the use of "blurred" concepts in the practical activities of the teacher generates "visibility of knowledge" professional vocabulary, that is, in the end forms a conceptual field in which different participants in communication understand the same concepts in the form differently, or invest them in other content.

As a result of comprehensive study of the problem we have found that the determining factor in the evolution of the essence and content of pedagogical concepts are the specific historical requirements of the society at a certain stage of its development. The introduction of a clear classification and unambiguous interpre-

tation of pedagogical concepts began in the nineteenth century and continued till the end of the twentieth century. During this period a number of decisions on their unification were made, and the results were published in numerous scientific pedagogical editions.

Each science has common and specific patterns of development. The pattern is regarded as an open relationship between phenomena, the study of which allows us to describe, explain the causes, and predict the development of events. In the context of our research, the first part of the philosophical definition is an open and relatively stable relationship because the concepts are constantly refined, whereas the basic understanding remains unchanged.

Due to the analysis of basic pedagogical concepts system, the following patterns have been distinguished: chaos, interpenetration, replacement of some concepts by others, borrowing, mechanical transfer of concepts from one branch of science to another, clarification of content, free interpretation, displacement of some concepts by others. Conceptual and categorical apparatus reacts swiftly to the slightest changes in the society and science development.

Therefore, the changes in the conceptual system point to the scientific knowledge updating. Owing to the carried out analysis, we can predict that in the twenty-first century the concepts "creativity", "development", "self-improvement" will dominate, as well as the combination of informational and spiritual components will occur. The development, systematization and improvement of the conceptual and terminological basis of any field of knowledge are one of the permanent and constantly relevant problems of science, including pedagogy. The evolution of scientific knowledge in any field requires the introduction of new concepts, as well as refinement, reconsidering, correcting and organizing the existing ones.

In the nearest future, researchers will try to find the causes, features of the chaotic use of pedagogical concept system using the achievements of philosophy, lexicography, pedagogy on a monographic level. Modern science is only approaching the formation of a pedagogical thesaurus.

The conducted research does not deplete all the aspects of the problem. It is advisable to create specialized international groups, hold a series of scientific conferences devoted to the system of basic pedagogical concepts characteristic of the European space. Regional peculiarities of the content of pedagogical definitions remain topical. The evaluation of the conceptual apparatus content of textbooks in pedagogy has a great theoretical and practical component because it influences the level of teachers' professional culture. Some theses should be devoted to the conceptual apparatus of teaching, educational and management systems. The latest pedagogical terminology of the beginning of the twenty-first century deserves a particular study.

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Teacher Training in German-Speaking Countries: Model of Herbartianism

Abstract: The article analyzes Herbartians pedagogy in the German-speaking countries and the activities of educational institutions in the light of Herbartianism; retraces the main factors of training teachers of relevant qualifications at higher educational institutions, design and development of curricula and textbooks in pedagogy, publication of research results of pedagogues-Herbartians' research work in scientific journals; points out the Herbartians' traditions in the symbiotic training of a teacher run both by the state and by the church.

The central idea of Herbartianism was the conviction that the purpose of education was the development of "ethical character". Herbartianist pedagogy was never a monolith pedagogic theory, and the attitude to Herbartianism, criticised for schematism, formalism and dogmatism, has always been ambiguous. Different schools within Herbartianism had strong disagreements, which were hearkened back to different attitudes towards Herbart and his theory.

Key words: Herbartians pedagogy, German-speaking countries, teacher education, pedagogues-Herbartians' activity, theory and practice.

Establishing the continuum of similar and common requirements for an educational system, identifying the scope of similarity in theory and practice, defining the content and key vectors of general trends in the development of education, analyzing the current state of educational system in Ukraine and integrational processes of the formation of a common educational space in Europe according to their conceptual parameters indicate the need in a thorough study and generalization of European pedagogical experience of the past. In this context, the development of the domestic concept of high-quality education is largely guided by the educational achievements of European states. Germany, undoubtedly, belongs to the leading countries with the long-standing traditions in educational area. The professional training of teachers, who have profound knowledge in pedagogy, psychology, eth-

ics, methodology, cultural studies, and use interactive methods, is apriority of educational development in Germany. The implementation of modern educational concepts is based, in a great measure, on the national and global achievements of the past, which require careful study and thorough research. In view of this our attention is drawn to the prognostic, profound and practical considerations of J. F.Herbart and his successors about high-quality training of future teachers. Such famous foreign scholars as E. Adam, D. Benner, W. Brezinka, E. Winter, J. Hopfner, F. Hörburger, H. Grimm, M. Johnston, Klattenhof, W. Klingberg, R. Coriand, R. Körenz, P. Metz, J. Ölkers, K. Prange, P. Stachel and others explored the above mentioned issue. Since the 1990s the pedagogy of J. F. Herbart and the Herbartians has become the object of a considerable renewed interest, particularly in Germany and Austria. From this perspective, the conferences conducted in Oldenburg in 1991, 1994 and 1996 were significant. In 1997 the international conference "Herbartianism: the Forgotten History of a Science" ("Der Herbartianismus: die vergessene Wissenschaftsgeschichte") was arranged in Jena (the center of German Herbartianism). Later similar conferences were held in Saint-Niklaas, Belgium (2005), Halle, Germany (2007), Eichstätt-Ingolstadt, Switzerland (2009), Warsaw, Poland (2011), Essen, Germany (2013, 2015) and Paris, France (2017).

The most remarkable was the disagreement between K. V. Stoy and T. Ziller. The Herbartians never agreed completely among themselves about their pedagogical views, but they were united in the idea of raising pedagogy to the rank of academic science.

According to some researchers, Herbart was the first to make an important attempt to form teacher's scientific and pedagogical outlook and develop a philosophy of teaching. According to S. Levitin, J. F. Herbart was popular among the secondary school teachers, because the whole system of German secondary education of that time was based on his pedagogy [Levitin 1918, p. 13].

German educator, philosopher, psychologist and university professor J. F. Herbart contributed to the reform of educational and teaching practice, analyzed the problem of high-quality teacher training in a historical aspect, and revolutionized educational thinking. He has been recognized as the founder of scientific pedagogics, pedagogical theory and practice. Herbart's thinking, experimentation and personal experience as a teacher and educator helped him to form his theory of education which was founded on practical knowledge and philosophical reflection.

It is thanks to J. F. Herbartthe notion of "pedagogical tact" has become a common heritage of pedagogical thinking and activity. In his work "Pedagogical Writings" ("Pädagogische Schriften") (1802) it was highlighted that the pedagogical tact was formed in the process of pedagogical practice. According to Herbart, a teacher should be acquainted with pupils' mental development, to use what a pupil already knows [Herbart 1982]. The scientist and his success orsstressed that

success or failure of all pedagogical efforts depended on how the teacher "formed" his tact through thinking and reflection, research and science.

Herbart's scientific views have influenced mainly pedagogical practice. The undeniable proof of this was the practical school, he founded for the students of preparatory courses in Königsberg in 1808, where he delivered lectures on pedagogy and conducted discussions on the topics proposed by the students. In particular, Herbart wrote to the curator at the University of Königsberg: "If I worked every day for an hour with a small number of students familiar with my pedagogy, soon under my guidance they would be able to impart their knowledge to new students" [Herbart 1964, p. 53]. His proposal was supported. The King of Prussia, Friedrich Wilhelm III, demanded profound reforms in the system of education. F. Nikolovius and J. W. Süvern offered an urgent "renovation" of educational institutions (universities and gymnasia). They drew attention to Herbart's considerations on this subject in his "Sketch of the Foundation of a Pedagogical Seminary" ("Entwurf zur Anlegung eines pädagogischen Seminars") (1809) [Herbart 1982, pp. 13–18]. In this, the so-called "institute of didactics", a trainee teacher worked with 2–3 students for 4–5 hours per week. As it was emphasized by Herbart, it was a unique opportunity to introduce new teaching methods, apply them in practice, and present the achievements of pedagogical experience. He also noticed the fact that the last had to be recognized in scientific circles as completed and grounded [Herbart 1982, pp. 13–18].

One of Herbart's successors was K. V. Stoy (1815–1885), who divided pedagogy into three relatively independent branches – philosophical (the purpose and means of teaching and education), practical (the organization of education in family and school) and historical (the development of theory and practice of teaching and education). From Herbart he acquired the belief that practice was an important part of pedagogy, and that theory had to be combined with practice. K. Stoy was conservative in his interpretation of Herbart's ideas [Stoy 1847; Stoy 1881].

After Herbart's death, K. V. Stoy on December 9, 1842 opened a pedagogical seminar in Jena, similar to the one Herbart had established at Königsberg. At the seminary studied students of both sexes (from 1844), which was not practiced before. In 1844 the Herbartian opened there a practice school (2 classes for girls). Since 1848 at the pedagogical seminary children of the lower social strata have studied, and Stoy made all efforts to increase the number of such classes. The practice school numbered about 170 students and became a model for the establishment of the pedagogical seminary at Leipzig University. 1876 was the year of integration of the pedagogical seminary and the Johann-Friedrich School (Johann-Friedrichs-Schule).

The number of the practicing teachers has increased from 4 to 12 in the first year of its existence. At that time, the number of students willing to study at the

seminary school was growing [Rein 1881, p. 235]. In addition to the homeroom teachers, full-time and part-time trainee teachers worked with the students. The full-time teachers before working at the seminary had to undergo a probationary period at the seminary school. There were three classes and, accordingly, three home room teachers, who trained them for classes, and reported to the school principal. Beginners could start teaching there only after attending classes in their subject. As O. Beyer noted, the duties of the homeroom teachers were performed by two trainee teachers. The training material was prepared at the request of the school principal and supervising teacher in a written form and it was subject to thorough check [Beyer 1897, p. 43]. The homeroom teachers were responsible for the educational work of the trainee teachers and had the right to attend their classes, make comments, and give instructions or useful advice. The educational material was divided according to the themes and number of classes, and besides, the prepared guiding questions were added. At the end of each week there was a conference of the seminary's trainee teachers, where they discussed classes and arrangements for organization of work and discipline.

All staff was required to attend weekly meetings at the seminary. After the conference the theoretical and pedagogical trainings were conducted twice a week. Their results were registered in "The Results of Practice". The meetings at the seminary included: theoretical analysis, workshop and conference. For the theoretical analysis the trainee teachers prepared mock lectures and essays on ethics, psychology, pedagogy and methodology. At the conference, the homeroom teacher appointed one reviewer for each trainee teacher, who, according to the relevant scheme, presented his findings a day before the work began. In addition, the trainee teacher evaluated his own work. Based on both reports and answers to the questions raised during the discussion, the overall evaluation was made. The following points were brought up at the conference: 1) discussion of the practice: reading off self-critical and critical remarks, discussion, review; 2) analysis of theoretical works; 3) any other business.

The Stoy's pedagogical seminary in Jena has graduated over 600 students. Theological students received there practical and pedagogical education, which combined the following forms: pedagogy, practice, reviewing and scholasticism. Pedagogy in the form of lectures served to theoretical and pedagogical training. Seminarians or K. Stoy by himself prepared the reports on the publications and textbooks in pedagogy, discussed special psychological and pedagogical issues, and presented original curricula for the school at the seminary, where they gained pedagogical experience. Practice included mock classes (the presence of all seminarians and their supervisor was obligatory). Practical classes were thoroughly discussed at the reviewing by the seminarians, reviewer and head of the seminary, and got Stoy's general evaluation. The extracurricular school time was the subject of scholasticism.

The internal code of conduct at the school envisaged an "authority responsible for everything at school, except for the didactics and methodology – scholasticism (weekly news, issues, instructions, suggestions, etc., including moral behavior, cleanness and discipline)" [Stoy 1881, p. 4]. The forms and methods of teaching at the seminary were aimed, first of all, at the proper training of future teachers or educators [Stoy 1847, p. 36]. The seminarians spent most of their school life in hobby clubs, associations and societies (catechism, physical exercises, library, museums, excursions, music) [Stoy 1860, p. 32].

K. V. Stoy tried to realize his theoretical views at the school he created at Jena seminary, where the advanced methods of teaching (excursions, dramatization, manual work, etc.) were used. Teaching at the practice school was assigned exclusively to the seminarians under the supervision of an experienced teacher and was carried out in accordance with the curriculum of folk schools. Stoy laid emphasis on illustrative teaching. He gave his instructions to the seminarians. In particular, they had to be knowledgeable in their subject area, art of teaching and pedagogical tact. The Herbartian was focused on the pupils' outlook. For example, exercises in the native language were educational, geography and nature studies were taught on the basis of environmental observations etc. Stoy's indisputable achievement was his speeches in support of the school, where pupil's personality would be developed.

The German tradition of Herbartianism differentiates the Stoy and Ziller schools, the former remaining true to Herbart's ideas and the latter extending them. K. Stoy and T. Ziller have accelerated pedagogical processes of thinking and activities proposed by J. F. Herbart, so that at the beginning of their academic activity they offered and organized pedagogical seminaries in the form of educational institutions, where were the opportunities to train young trainee teachers for their future educational work.

In 1870 K. Stoy published "Psychology in a Concise Presentation" ("Die Psychologie in gedrängter Darstellung") as a guide for conducting lectures and practical classes in gymnasia, pedagogical seminaries and universities. The foreword included speculations about the need for studying elements of psychology at higher educational institutions. K. Stoy stated that students had limited knowledge of the fundamentals of philosophy and demanded the introduction elements of logic and psychology into the educational process [Stoy 1870, p. 6]. In order to eliminate the "arbitrariness" of empiricism and materialism (abrogating the distinction between spiritual and physical) from psychology, he followed three provisions of metaphysics when teaching general psychology: 1) the only real medium has laid the foundations of all psychic phenomena; 2) one can observe the internal state of soul, but do not try to change it; 3) the simultaneous emergence of mental states returns to the motive of connection and interaction, present in soul.

Herbart's successor claimed that a university had the opportunity to introduce new pedagogical generations into science, so that they received the vision of educational problems, actively worked for the national education, and could better understand the problems of the younger generation. Those three requirements were noted by the Herbartian at the pedagogical seminary of Jena University.

W. Rein studied theology in Jena, also listening to Stoy's lectures on pedagogy. He succeded Stoy at Jena and made it the center of Herbartian theory and practice that attracted students from other countries.

In Rein's pedagogy the pupil's personality was dominant. W. Rein focused on the importance of transferring knowledge from "generation to generation, from soul to souland from personality to personality" [Rein 1912, p. 73]. In such a manner he described the "special" teacher training:

1) gained knowledge must be carefully checked and organized; accordingly, the educational material must be associated with the previous one, which would promote integrity and perfection;

2) when looking for the psychological preconditions of the educational process, a pupil should being the focus of attention(doing so scientifically grounded psychological and pedagogical tasks could be solved);

3) the main thing for a teacher was to be engaged in theory and practice, observe, find and develop new material, practice in his specialization, and be able to draw conclusions. The Herbartian emphasized that a teacher must be an artist and an actor and must possess moral quality. In particular, he stressed that "not only scientifically grounded knowledge is the most important in pedagogy, but also "artistic" work, its direct influence on the hearts of young people" [Rein 1881, p. 312].

Concerning the relation between theory and practice, the Herbartians proceeded from the fact that practicing teachers, because of their ignorance in scientific explanations, drew more on their own experience and observations. They convinced that this fact negatively impacted educational career of teachers as they acted at their own discretion. Herbart's successors supported their teacher's idea, that anyone studying art in activity and thinking in science determined his behaviour by an experience [Herbart 1964, p. 127]. In their opinion, it was important that a teacher, before planning classes, kept in his mind a "picture of a pure soul", instead of saddling himself with insignificant things. W. Rein, T. Ziller, F. W Dörpfeldet al. considered unacceptable when teachers of higher educational establishments pursued science and did not apply their knowledge and scientific achievements to the needs of an average student. They emphasized that such situation could be avoided if teaching seminaries were established at universities, and aca-

demic staff worked on an equal basis with practicing teachers [Dörpfeld 1910; Rein 1881; Ziller 1876].

F. W Dörpfeld characterized W. Rein as a smart, quick-witted, kind-hearted teacher and well-known practicing educator of that time. In 1885 Rein headed the Department of Pedagogy in Jena and with the Minister of Culture Weimer' s permission founded the folk school at the pedagogical seminary (three classes for the primary, secondary and higher levels). His lectures on general pedagogy were based primarily on two subjects: ethics and philosophy. Besides, he introduced additional lectures: "Life and Doctrine of J. F. Herbart" ("Herbarts Leben und Lehre"), "Problems of Modern Pedagogy" ("Probleme der modernen Pädagogik"), and "School Education Abroad" ("Ausländisches Schulwesen"). Under Rein's supervisionin 1895–1900 the seven-volume work (first edition), and later the ten-volume work (second edition) of the "Encyclopedic Handbook of Pedagogy" ("Enzyklopädisches Handbuch der Pädagogik") were published [Rein 1899].

W. Rein considered pedagogy as an applied science similarly to medicine. If the latter was based on knowledge of anatomy and physiology, the former relied, on his conviction, on ethics and psychology. He enunciated his thoughts in "The Theory and Practice" ("Theorie und Praxis"), published in the "Encyclopedic Handbook of Pedagogy", where thoroughly explained the problems of theory and practice. Differences between theory and practice he saw in the under-estimation of theory as opposed to practice. Overestimation of practice he found in exaggerating the role of experience [Rein 1899, c. 143]. Pedagogical science was for Rein nothing else but systematized, well-ordered, substantiated embodiment of the "pure" experience gained and tested by people through education. The educator understood that practice was the beginning of pedagogical science, and it played a leading role. He explained, that it was possible to achieve progress, only when a practitioner was aware of his own weaknesses and took interested in the experience and results of other teachers. W. Rein insisted, that it would be possible to reach a higher scientific level, when bring into the system of indisputable concepts the combination of the results of thoughts and actions with continuous practice, and then theory would precede practice. Although theory indicated only the direction, both of them were interwining with each other. Rein emphasized that in such interpenetration, the "naked" practice was "blind, uncertain progress", in which there was no clarity of theoretical knowledge [Rein 1897, p. 54].

W. Rein appealed to organize and equip educational institutions for the scientific pedagogy with the purpose of their influence on gymnasia, pedagogical seminaries and other educational institutions [Willmann 1969, p. 508]. Training at the seminary school was based on constant concentration of attention, on the results of synthesis and systematically. Leipzig Pedagogical Seminary was closed in 1882 after Ziller's death, but the seminary in Jena continued to train specialists.

W. Rein in his work "Pedagogy in a Systemic Presentation" ("Pädagogik in systematischer Darlegung") outlined the importance of thorough high-quality teacher training, since it determined the further education of people, formed moral qualities which, in his opinion, was one of the main elements for national education. The Herbartian opposed the biased opinion of the representatives of higher educational institutions that a teacher should be, first of all, a scientist. He emphasized the importance of symbiosis of a good scientist and "smart" practicing teacher [Rein 1912, p. 145]. Actually, the primary task of a pedagogical seminary W. Rein saw in the further development of pedagogical science and high-quality theoretical and practical teacher training. Such twin challenge, in his opinion, could not be resolved neither by the state nor by another private institution, but only by the university, where practical philosophy was focused on the issues of the meaning and purpose of life, and empirical psychology tried to disclose the laws of spiritual and mental life, while psychology revealed new ways of physical health.

The tasks of pedagogical seminaries at universities the Herbartian saw in the further development of pedagogical science and theoretical and practical education of teachers. Both tasks, in his opinion, were interconnected. Both state and private schools made efforts to educate the younger generation, so it did not matter to him if they relied on university education, where practical philosophy dominated, and empirical psychology tried to reveal the laws of the soul of individuum.

That, according to W. Rein, was the opportunity to prepare the younger generation of teachers for scientific work and lay the foundations for practical work. He confirmed that the pedagogical seminary at Jena University fulfilled those tasks. W. Rein studied under the disciples of the German philosopher J. F. Herbart, K. V. Stoy and T. Ziller, and later tried independently, as a full-time professor of pedagogy in Jena, to solve the problem of high-quality teacher training in Germany. He emphasized the artistic and eclectic component of a pedagogical profession and demanded general professional-scientific, aesthetically-oriented training of teachers.

Herbartian pedagogy (from J.F. Herbart to T. Ziller, W. Rein and O. Willmann) became comprehensible and popular among German teachers. Herbart's successors concluded that it contained methods, provisions, skills and instructions for achieving the goal and, moreover, was very dynamic. The Herbartians, together with their teacher, convinced that only activity could help to learn art and train a genuine specialist [Rein 1899; Rein1881; Stoy 1881; Willmann 1969; Ziller 1901].

T. Ziller investigated educational questions, and his first works extensioned Herbart's ideas. He established a pedagogical seminary and practice school at the University of Leipzig. Ziller founded Society for Scientific Pedagogy (Verein für wissenschaftliche Pädagogik) in 1868, which propagated Herbartian ideas, and studied Herbartian approaches to educational problems. Ziller was a strong supporter of Herbart's emphasis on the moral aspect of education, and tried to show how

every part of instruction could contribute to the forming of character. He wrote "Basis of the Doctrine of Instruction as a Moral Force" ("Grundlegung zur Lehre vom erziehenden Unterricht"), published in 1865, which set forth Herbart's idea of instruction as a moral force.

T. Ziller paid special attention to the didactic training of teachers. He, in particular, stressed the importance of attaining pedagogical excellence through the "pedagogical tact". The Herbartian noted that one could achieve it only through practice, but using the instructions and methods of theory [Ziller 1876, p. 174].

Ziller appealed to his contemporaries for improving the quality of a school, teaching and training of future teachers: "Without a teacher there is no school, without improving its quality there is no improvement in education" [Willmann 1980, p. 615]. One of the main requirements to gain qualification of teacher was the organization of pedagogical schools based on scientific foundation at higher educational establishments.

Educational reforms in Germany and Austria-Hungary in the second half of the nineteenth century coincided with the impetus for the development of pedagogy as a science at universities. On the implementation of the Education Act §42 dated 14 May 1869 it was provided the establishment of pedagogical seminaries at universities and technical institutes with the adscript" for better training of teaching staff". Educational political environments invited O. Willmann to discuss reformational changes. In accordance with the above mentioned Education Act, the Vienna City Council decided to open a normal school.

In 1868 Willmann received Austrian citizenship and was appointed the head of the department and senior teacher of the newly established normal school with the practice school. High-level officials and employees of the educational sector had a misconception about such school and considered its existence disputable and even dangerous. In disregard of biased attitude, O. Willmann managed to organize the practice school following T. Ziller's pedagogical reforms. The school quickly earned reputation, and in 1871/1872 there studied 230 students. The Herbartian himself had 21 lessons per week and conducted educational practice [Brezinka 2003, p. 24].

While working at the normal school Willmann took an active part in discussions on theoretical and practical training of teachers. In the article "On the Training of Teachers and Teacher Training Institutions" ("Über Lehrerbildung und Lehrerbildungsanstalten") (1869), the educator expressed an opinion about the functioning of practice schools and spoke against "a large number of demonstrative schools" [Brezinka 2003, p. 83] at teacher training institutions. He demanded to found an institution that would control pedagogical activity. O. Willmann approved interconnected education, and criticism and notation at the conference discussions were useful in further training and practice.

According to the Commission results, the Department of Pedagogy was established at the University of Vienna. The Department was headed by T. Vogt. At the same time, the establishment of the Philosophy Departments at the universities of Graz and Innsbruck was approved. Their heads were obliged to deliver lectures on pedagogy. After that decision O. Willmann was asked to comment on the concept of pedagogical schools at universities in the presence of the Ministry of Education. The Herbartian highlighted the discrepancy: pedagogical practice refered to education and training, but the very science of education and training had "justified" difficulties. O. Willmann represented the thesis that "the introductory course on pedagogy at higher educational establishments is an essential condition ...for improving the quality of school education" [Willmann1968, p. 192]. His sketch assigned a specific meaning to lectures on general pedagogy, didactics and methodology, as well as history of education. He was convinced, that practice schools were basic for the high-quality training of future teachers.

After O. Willmann moved to the University of Prague, the Ministry of Education addressed him with a request to submit a proposal for the implementation of the Education Act §42.Willmann presented a petition about "Pedagogical Seminaries at Universities", noting that "the resolution about the necessity of organization of special teacher courses (pedagogical seminaries) at universities or technical institutes for the general training of teachers is vague and controversial". In his opinion, it had three practical consequences: 1) it was possible to open advanced training courses for teachers of folk and city schools; 2) for the professional training of teachers, it was decided to organize, in accordance with the Education Act, teacher seminaries at universities, which must be available for the teachers of folk and city schools; 3) the resolution recommended to unite the two above-mentioned moments.

The first interpretation of the Education Act was not subject to discussion for O. Willmann, since it completely excluded the organization of pedagogical seminaries. In addition, the organization of advanced training courses at universities was undecided, since it was not clear how to admit the teachers of folk schools to universities. Willmann considered that it would only be a further theoretical education, and practice schools had to be integrated into the advanced training courses. According to the Education Act "Cooperation in the Teachers Training" (§35), "Participation in the Pedagogical Council" (§19), "Activities of School Inspectors" (§28), practical training was obligatory to train a highly educated teacher [Willmann 1980].

Another interpretation was found to conform to the Education Act. Willmann saw two options to establish theoretical and pedagogical seminary. The first – for the theoretical and pedagogical training (Royal Pedagogical Seminary in Leipzig, Thaulow Seminary in Kiel, Schwarz Seminary in Heidelberg). The second – with

theoretical and practical training at educational institutions and practice schools (Stoy Seminary in Jena, Ziller University Seminary in Leipzig). O. Willmann explained why he did not support theoretically oriented seminaries. In his arguments we follow the concerns about lowering the "level of theoretical study of educational science, when the teachers of folk schools will be admitted to such seminaries". It was his belief that teachers of folk schools would receive an "incomplete education" because they did not have gymnasium training. As evidence of his arguments, O. Willmann gave an example of the unsuccessful attempt to en roll the teachers of the folk school at the Royal Seminary, which led to the division into the pedagogical-philological and pedagogical sections, and the latter was not recognized even under the prudent guidance of H. Masius [Brezinka 2000, p. 404].

The third interpretation, that is, the combination of advanced training courses and pedagogical seminaries was Willmann's goal. He recommended organizing pedagogical seminaries at universities together with practice schools. In this regard, he submitted to the Ministry of Education his sketch (16 paragraphs) of the Annex to the Education Act §42. O. Willmann could not translate into practice formulated requirements for the organization of teaching seminaries at universities at the newly founded (1876) seminary of Prague University. From the report on his teaching activities (1872–1875) it became clear what weight he lent to the lectures on general and philosophical pedagogy, didactics, history of pedagogy and theory of education, since he believed that pedagogy must take its place among other sciences [Willmann 1968, p. 146]. The organization of practical classes where lecture material was explained and discussed was problematic for O. Willmann. Large volume of tasks was difficult for the listeners, unprepared for such training [Willmann1968, p. 148]. The Herbartian tried to establish a connection and correspondence between the educational institutions, and prepared a statute with certain requirements. His beliefs envisaged the foundation of an institution that would be analogous to similar professional seminaries, namely, in accordance with "§1, the purpose of a pedagogical seminary was to enable students to master the basics of scientific pedagogy independently and their ability to work at an educational institution" [Willmann 1968, p. 149].

An inquiry about the functioning of the pedagogical seminary at the university (1871) was of great significance for Willmann's reputation at the University of Prague. The Commission members: scientists (Miklos, Vogt, Stoy, Ziller, Masius and Zimmermann) and representatives of various non-governmental organizations (Ministerial Adviser Ficker, a headmaster of the gymnasium Hohegger and a headmaster of the college Diettes) raised three questions. 1.vWasteachertraining for secondary schools and functioning of pedagogical seminaries at universities necessary or desirable? 2. Was it possible for a folk school teacher to receive in such seminaries a complete education and high-quality training? 3. What requirements to the educational material should be made at such seminaries? [Brezinka 2000, p. 417].

In Vogt's conclusions we note the answer to the first question with disagreements, since the Commission members had different ideas about the need for the functioning of pedagogical seminaries at universities. The teachers of folk schools were denied practice and internships at university seminaries. As to the third question, Miklos's proposal, in which he demanded not to restrict the number of listeners to the lectures on pedagogy, while the number of students at a pedagogical seminary did not exceed 12, was supported. The Commission members were unanimous in the matter of the selection of educational materials by a lecturer [Brezinka 1995].

In his publications O. Willmann developed the idea of practice schools at seminaries. In the analysis of "Education for Teachers in Germany and Austria" he chronologically analyzed the need for education for teachers in: 1. pedagogical institutions (other than universities); 2. scientific seminaries; 3. pedagogical seminaries with practice schools; 4. pedagogical seminaries without practice schools [Willmann 1980; p. 622]. After evaluating the advantages and disadvantages of the four types of educational institutions Willmann expressed an opinion: "One who can work in a team, has his own opinion, and combines components of educational material into a single whole can study here" [Willmann 1968, p. 625]. He understood arguments of the opponents of practice schools, but he was interested how the young teacher-theorist would teach and educate without practical skills? One of Willmann's answers was as follows: "Only primary (basic) education is fundamental for a young teacher; he is undergoing adaptation, learns to adapt the educational material and his mistakes are visible here" [Willmann 1968, p. 625]. He supported this form of training from the didactic perspectives of higher education, since he believed that students receiving university education, would subsequently receive pedagogical competence and be good professionals.

The Herbartian contemplated that the students of pedagogical seminaries with practice schools at universities worked in "laboratory conditions", so they received "genuine education". Besides he criticized didacticians, who during the classes did not propose discussions about forms and methods of teaching the basic subjects, and means and methods of specialist formation. O. Willmann marked the strengths of Prague seminary, the seminary without practice school. The solution of the problem of training teachers for vocational and higher education was connected, according to O. Willmann, with the development of the science of education. The educational process at a university had to be organized according to the general didactic rules. At the same time, he assumed that there were objections to the study of the didactics of high school.

Especially attractive, according to Willmann, was the organization of a scientific pedagogical seminary, which would provide high-quality teacher training. He justified the integration of practice and pedagogical schools into the universities with

the peculiarity of pedagogical training. Practical activities at seminary schools had to consolidate students and teachers, and the obligatory condition was the involvement of folk and city school teachers.

Thus, the Herbartian pedagogy, one of the features of which was to ensure a close relationship and interdependence of theory and practice of education, received its clear and detailed elaboration and became available to a wide range of German educators. The Herbartians have focused on the high-quality didactic teacher training, and from this position denoted the main features of an educated, well-trained teacher –"pedagogical interest", "pedagogical ability to speculate" and "pedagogical tact". Pedagogical art can be achieved with the help of didactic scholarly works, interaction of theory and practice and communication between teachers and pupils.

Works of J. F. Herbart and the Herbartians had a great influence in the nineteenth-century development of the science of education. Their activity was guided by the concept of educational teaching. These ideas were widely spread into hundreds of schools. Herbart's contribution to the progress of pedagogical thinking and to the reform of pedagogical action produced the best in today's educational thinking. Herbartianism still enjoys a strong vogue in educational circles.

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Socio-Ecological Determination of Personality as the Development of Modern Society

Abstract: The article analyzes socio-ecological alienation of the individual, which includes a wide range of social and psychological processes and states that reveal human relations with nature and society. The features of socio-ecological alienation of the personality at the present stage of development of Ukrainian society are revealed. It has been stated that in pursuit of material well-being, new ideals, forms and content of their own life, the specifics of interaction in the system of "individual-environment", the modern person loses its own uniqueness. The psychological analysis of the correlation of value orientations of the modern personality and the problems of social and ecological alienation is carried out. It has been found out that social and ecological alienation is a psychological defence of a person in the form of isolation from the consequences of its impact on the environment, the isolation within the consciousness of specific zones that are associated with the traumatic factors of interaction in the "personality-environment" system. It is proved that socio-ecological alienation of the individual in a situation of modern development of society is a process and result of changes in the spiritual and material products of life; distortions in the consciousness of the personality of her real life relationships in the system of "man-environment". It is determined that the multidimensional concept of social and ecological alienation includes five dimensions: a sense of impotence, a sense of absurdity, a lack of standards, a sense of isolation, a sense of strangeness.

Key words: personality, livelihoods, socio-ecological alienation, development of modern society, value orientations, system "man-environment".

The development of modern society is a complex, multifaceted process, the important component of which is the phased social and ecological alienation of the individual from the results of his own interaction with the natural environment and the transformation of these results into an external, hostile force. In the conditions of essential social changes, the problem of social and ecological alienation of a person

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acquires a special scale and relevance. Socio-ecological alienation of the individual is a psychological process characterized by the transformation of the life of a modern person and its results into an independent power that dominates the personality and is environmentally dangerous for it. Socio-ecological alienation manifests itself in the transformation of personality into the object of exploitation and manipulation, in the fetishization of social relations. It is expressed both in activity and in the consciousness of modern personality. This is the discrepancy between the socio-ecological expectations of a person and the norms that are firmly imposed upon him by the social structure of society, the perception of these norms as alien, external and hostile towards a person, about the feeling of isolation, loneliness, etc.

The phenomenon of social and ecological alienation of the individual is a multifaceted problem, which serves as the subject of research in the writings of many domestic and foreign psychologists. Among the aspects of this problem are the socio-ecological alienation of man from nature, society, other people, themselves, labor, social institutions, culture, science and technology, ecology, morality, ideological alienation [Suleymanov 2000]. The phenomenon of socio-ecological alienation at the present stage of development of Ukrainian society becomes especially relevant. In pursuit of material well-being, the latest ideals of a modern man, the forms and content of his own life, the specificity of interaction in the system of "individual-environment", the individual loses its own uniqueness. In such conditions, modern man, as many of the above phenomena, and to his own life is in a state of social and ecological alienation. At the present stage of development of Ukrainian society, socio-ecological alienation is seen as a fatal inevitable phenomenon, which follows from both the nature of the individual and the conditions of its historical development. Social changes have led to an increase in the number of phenomena that interrupt the familiar relations in the "human-environment" system, which in turn led to the removal, isolation, reflexive departure of a modern man from the environmental consequences of his activity, that is, the loss of an environmentally oriented personal position. The loss of an ecologically oriented personal position caused distortion of the vital orientation, decrease of vital activity in the system of interaction "man-environment", destruction of personally significant structure of life and the occurrence of life destructions of modern man (N. Baturin, R. Granovsky, A. Markov).

Socio-ecological alienation at the present stage of the development of Ukrainian society is the result of the destruction of personal orientation and is manifested in the loss of the subject of vital activity of ecological and personal identity, indifference to the consequences of their interaction in the system of "man-environment", the rejection of responsibility for the search for its own content life, replacing personal values and morals with the values and goals of modern society. In the conditions of transformational transformations in the Ukrainian society, the

spectrum of perception of the problem of socio-ecological alienation of a person is quite wide – from the statement of this phenomenon, recognition of the laws of its occurrence and to extreme pessimistic assessments of the total socio-ecological alienation, the doom of modern personality and society. The richness of semantic meanings, as well as the need to explain the complex, contradictory connections of the modern personality with the environment and society as a whole, led to the transition of the notion of alienation from the general philosophical plan (G. Hegel, K. Marx, L. Feuerbach) to the actual psychological (V. Abramenkov, K. Albu-hanov-Slavsk, O. Leontiev, V. Muhkina, A. Petrovsky, S. Rubinstein, S. Freud, E. Erickson). However, known in science, the mechanisms of change and loss of ecological and personal identity do not reflect completely real processes that de-pend on the entire set of social (and not just personal inclinations and abilities) conditions and personal experience of man, and do not describe the psychological features of socio-ecological alienation of modern personality.

The essential aspect of the problem of socio-ecological alienation at the present stage of development of Ukrainian society is the property of the relation in the system of "personality-environment", which expresses the dialectical unity of indi-vidual and social principles [Prozorov 1991]. This property lies in the fact that soci-ety as a universal way of linking the individual with the social environment, re-sponding to actual human needs, manifests itself in the form of a normative system, a set of socio-cultural indications on the natural environment. The fact that the opposition "individual-social" causes, as well as the tool of its identification, is a person with its mental processes, physical and social qualities. In this connection, it is logical that the socio-ecological alienation, as a psychological problem, has an expression in the inner world of the individual, is in some way rooted in it. As you know, the individual and social principles, subjective advantages and objective de-terminants are the basic components that make up the reality of human interaction with the environment [Aleksieieva 2009]. An important subsystem of personality, expressing the dialectic of these components, is the system of its environmentally oriented values, which combines the inner world of man with the external envi-ronment of relations with the environment. In ecologically oriented value orienta-tions of the modern personality, representing a set of fixed installations, combine both internal determinants of behavior, and external conditions and factors [Zi-novyeva 2005].

In the life of a modern society, the rules of ecological humanism are of great importance, the basic idea of which is that man is only a part of nature, with laws and forces which it must be considered. Man should not rule over nature, but to cooperate with it, to be not "the king of nature", but its inseparable share. People can not stop changing nature, but they can and should stop changing it thought-lessly and irresponsibly, not taking into account the requirements of environmental

laws. Only in the event that the activities of people will meet the objective require-ments of these laws, and not to go against them, the change of nature by man will be a way of preserving it, rather than destroying it.

Today, the problem of environmental orientation of all members of society is put on the first place in solving social and environmental problems. In the ecologi-cal orientation of a person reflects the level of its socio-environmental intelligence, general and professional social and environmental culture. A significant number of people are convinced that the ecological orientation in all areas of life is an impor-tant component of the development of present and future generations [Kharlamov 2003]. The state of the natural environment is of increasing concern among repre-sentatives of different sectors of the population. Today there is almost no con-scious person who would not know a little about the ecological situation of the planet. For the majority of the population it is understandable that anthropocen-trism poses a danger to the existence of people on a global scale, and therefore it is time for the epoch-centered era, when a person should not dictate their conditions to nature, and nature to man. The mastering of nature must be carried out on the principles of harmony of human activity with the world in which it is realized, since man is an active part of the biosphere.

Thus, the lowest subjective indicator of satisfaction of human ecological needs, the low degree of ecological comfort of a person, both internally and within the limits of society, has influenced the fact that in recent times more and more there are manifestations of social and ecological alienation in all directions of human activity.

On the relationship of value orientations of the individual and the problems of socio-ecological alienation is indicated by many psychological studies. In the most general terms, socio-ecological alienation is an extreme form of social degeneration of the individual, the loss of its generic nature and ecologically oriented value orien-tations. Today, the notion of "alienation" is manifested in a wide variety of fields, and basically means the separation of a whole from the constituent elements. For example, in jurisprudence, it relates to the notion of "property" and means the transfer of property rights from one dozen to another. In religion, alienation is seen through the death of man, through the cessation of his physical activity (his soul is alienated from the body of a person, and from the body − the soul). In social phi-losophy of alienation is associated with the degree of manifestation of the com-pleteness of the intrinsic qualities and abilities of man. In the psychological sense, alienation is described in terms of expectations and is always a sufficiently con-scious property. In the field of human interaction with the environment under alienation it is necessary to understand the overgrowth of certain phenomena and relations in something other than they are in themselves, distortions and distortions

in the consciousness of the personality of its real interactions in the system of "personality-environment".

The problem of socio-ecological alienation of the individual at the stage of modern development of society is the subject of consideration of a large number of humanitarian disciplines (psychology, social philosophy, sociology, globalization, cultural studies, etc.). Proponents of the Frankfurt School tried to solve the problem of alienation, based on the teachings of M. Weber, K. Marx and Z. Freud. M. Weber and K. Manheim analyzed the alienation mainly from the cultural point of view. Z. Freud considered the phenomenon of alienation from a psychological point of view, and directions to overcome the results of alienation saw in the use of methods of psychoanalysis. The main factor leading to alienation, the representatives of the Frankfurt School considered the alienation of consciousness. A number of researchers drew attention to the subjective manifestations of alienation (G. Marcuse, E. Fromm, etc.). According to E. Fromm, alienation appears in five hypostases: as alienation from the neighbour; alienation from work, business; alienation from necessity; alienation from the state; and, at last, alienation from oneself. It is important for E. Form to be alienated from himself is, first of all, the attitude of a person to his own as a market commodity that needs to be sold in the "personal market" more expensive. E. Ferme writes about such a person: "Her feeling of herself, originates not in her activity – the loving and thinking individual, but in her socioeconomic role. If you ask a person: "Who are you?", She, like a car, will answer: I am a doctor, a locksmith, an electrician, etc. "Man is an abstraction, alienated from its real nature. Her body, thoughts, and soul are her capital and her task of life is to benefit from her self" [Almazov 2010]. Other scholars study alienation as an objective phenomenon, analyzing social and environmental factors and processes characteristic of this social structure of society (J. Habermas, M. Horkheimer et al.). A number of scholars move research into the aesthetic and culturological plane (T. Adorno, V. Benjamin, etc.).

An American sociologist M. Simman considers alienation as a specific experience of the individual and reveals five different modalities in it:

- impotence – an individual believes that his activities can not give the results that he aspires to;
- meaninglessness – the individual does not understand the significance of the events in which he participates; he does not know what he has to believe, why it is necessary to do so, and not otherwise;
- disorganization of norms or anomie – a situation in which an individual clashes with contradictory role expectations and is forced to achieve the goals of resorting to social disapproval of behavior;

–   isolation − the alienation of an individual from the goals and values existing in society, the discrepancy of the individual with society in assessing meaningful goals and beliefs;

–   self-alienation − the alienation of the individual from himself, the feeling of himself and his abilities as something alien [Abramenkova 1990].

Consequently, attempts at the psychological development of alienation in the majority were ineffective and led to the operationalization of a number of constructs (impotence, anomie, nihilism, etc.), the theoretical substantiation of the relationship which remained outside of psychology. Ideas about the relationship of alienation and loss of meaning of life were expressed by most scholars, but only the activity-semantic approach D. Leontiev and S. Muddy's theoretical views on alienation as the basis of existential neurosis opened the door for the development of a new psychological model of alienation as a violation in the structure of the relationship of the individual with the world, which manifests itself in the experience of loss of meaning.

In the present world, due to the development of the process that M. Weber called formal rationalization, that is, the growth of "technocratic thinking" and the domination of the bureaucratic structures that are deprived of the individuality in public life, as well as the fact that the Ukrainian society is covered by a complex of problems connected with the peculiarities of the transformation of society, the person is in such conditions, which causes its social and ecological alienation from the consequences of the process of interaction in the "man-the environment" system.

Socio-ecological alienation of the individual in a situation of modern development of society is a process and result of changes in the products of life (both spiritual and material), qualities, properties and aspirations of man to something independent of it, such as that ruling over it; the transformation of relations with the environment into something other than they are in themselves, distortions in the consciousness of the personality of its real life relationships in the system "man-environment". Socio-ecological alienation is the basis of the disharmony of the life of modern personality and represents the process of transformation of human life and its results into an independent force, hostile to it.

Socio-ecological alienation of a person is a psychological defense of a person in the form of isolation from the consequences of its impact on the environment, the isolation within the consciousness of specific zones that are associated with the traumatic factors of interaction in the system of "personality-environment". As a result of the dissociation, splitting, thinking of the individual (according to local subjective estimates) becomes alienated. At the same time, the individual perceives a certain specificity and consequences of his own life separately, and the connection between them does not actualize and therefore does not consider. As a result, what is happening today in the field of interaction "personality-environment", there is

nothing to compare with what was yesterday. From the information provided, we can conclude that isolation provokes the collapse of the normal functioning of consciousness: its unity is shattered. Appear as separate isolated consciousness, each of which can own perception, memory, settings. Socio-ecological alienation finds expression in the psychological protection of the individual by eliminating the "I" from the part that provokes the unbearable experiences caused by the consequences of interaction in the system "man-environment".

A detailed analysis of the person's livelihoods leads to an understanding that social and ecological alienation arises from the activity of the individual, that is, when it loses the power over what it creates; gets into dependence on the circumstances, the creator and the owner whom she essentially should be herself. Socio-ecological alienation of a modern person can be considered at three levels: at the level of alienation of the results of one's own life, the actual process of life and self, that is, self-alienation. Socio-ecological alienation is determined by the loss of personal control over the process and the result of interaction in the system "man-the environment", but above all, and in this sense – the loss of personality to herself.

Alienated and assigned not things themselves, but social qualities. Therefore, the socio-ecological alienation of the personality's activities, embodied in social qualities, is manifested both in the alienation of the very life of man, the realities and potentials of his personal development. Social-ecological alienation is not only the loss of the personality of himself in the system of interaction "man-environment"; it is reproduced as a permanent dissolution of the individual in abstract social qualities. Man as the subject of his own activities to a certain extent acts only personification of abstract social qualities. Socio-ecological alienation, thus, is revealed through a change in the potentially diverse connections in the "human-environment" system, through the simplification of the multidimensional process of personal life of a modern person.

Alienation should be regarded not as a state, but as a process characterized by historical and volatility and conditioned by modifications of the structures of personal life and the leading components of the value sphere of a person. The leading elements that underlie the value orientations of the modern personality are the irrational and rational components of its existence and development. The basis of such a division is the criterion of reflexivity-nonreflexivity of these components. The irrational beginning (foolish, unconscious) is inherent in the property of non reflexivity. To the irrational components of the value orientation system of modern personality is the need as a state of experience of its contradiction between the existing and the necessary. A rational need is an interest as an informed need. Along with this, the opposition rational-irrational inherent value as an object of need. It is established that along with the orientation to the material (rationally selected) val-

ues, a person feels the need for emotional values when emotion or complex of emotional worries act as values [Osin 2006].

The rational (reflexive) level of value orientations of the modern personality is expressed in the conscious choice of her as the value of objects of reality represented in her social environment. These are "superficial", socially predetermined value priorities that are at the verbal level of consciousness of the modern personality. In these priorities, as a rule, expressed conscious (rationalized) representations of personality in terms of usefulness. These representations reflect the actual social norms that operate in the life of the modern person, and regulate its aspiration to join various social associations, through which the person with whom the person is connected with society.

Irrational (non reflexive) level of orientation is expressed in orientations on value experiences — states of emotional experiences of the personality of its relations with the surrounding reality. This level, in turn, includes two components (levels) — socially deterministic and latent. The socially deterministic level reflects the orientation towards value experiences, which are consistent with current social norms. This includes the excitement that modern personality in one way or another like to experience. The positive emotional coloring of these experiences indicates that the latter are not an obstacle in the process of establishing and optimizing social contacts, but, on the contrary, conditions that allow such contacts to be created, that is, they are useful to the individual as a social being. On the irrational social deterministic level of value orientations of the person are experiencing the need for activity, communication, promotion of the surrounding, love, sense of life, knowledge, freedom, independence, etc.

At the latent level, orientations are presented that in one way or another are not consistent with the social norm, but perform their functions in the system of motivation of social behavior of the individual. As values, there are concerns about such needs as power, control over the environment, negative emotions, and so on. These emotional values, based on the psychic reality of the individual in the form of actual needs, in terms of current social norms are evaluated negatively, in connection with which create obstacles on the path to effective social interaction, that is, it is as if in vain. The latter circumstance serves as the reason for the displacement of these orientations to the latent level of value sphere of personality. In fact, here we have a psychological mechanism of displacement, well known in psychoanalytic science [Zhuravlev 2002].

The set of social deterministic and latent levels of orientation is a universe of value orientations of a modern person, realising the characteristics of a holistic system.

Orientations that are at rational and irrational levels often do not coincide and, moreover, contradict each other. Actually, this contradiction is the essence of the

phenomenon of socio-ecological alienation of the modern personality from society, the natural environment and itself, rooted in the structure of value orientations of man. Social norms, which operate in a society or in certain social groups, program the modern person for a certain normative behavior. At the same time, the orientations, which are on the latent irrational level, manifest themselves, forcing the person to violate rationally chosen behavior patterns, which, as a rule, is expressed in various kinds of deviations for the sake of their implementation.

Thus, the socio-ecological alienation of a modern person from society and itself on the level of value orientations manifests itself in the existence of social deterministic and latent levels of orientation, having different attitudes to the existing social norms. The socially deterministic level of orientation reflects current norms that are valid in society, and the latent one is based on the individual needs of the individual whose possibilities of satisfaction are blocked or rigidly regulated by the society.

The multilevelness of a person's life is connected with its needs, which are determined by the natural origin of the body (physiological needs), its social being (social needs) and the ability to consciousness and conscious activity (cognitive-praxiological needs). I-ideal should be considered as an individual component of the personality, as a product of mirror introjections in the period of primary socialization and development in the process of secondary socialization. I'm perfect – a project of a modern personality, its self-determinant. I-actual – the mental reflection of the activity of the individual, the moment of its real being in the world. I-reflexive – reflection of the consciously-unconscious process of correlation of I-ideal and I-actual. The rupture, incongruence between Ya-ideal and Ya-actual is a psychological projection of the socio-ecological alienation of the individual that she seeks to overcome, but at the same time, this gap is the source of her energy, the motivation for social activity and self-actualization.

The phenomenon of social and ecological alienation is a necessary moment for the objectification of personal forces and their socialization. Social and personal organization of life, its quality, its control cease to be "internal" social problems. There are new incentives for finding theoretical and practical means to overcome socio-ecological alienation.

The problem of socio-ecological alienation of personality from nature to a large extent is a problem of self-change of a modern person. Her decision depends on the readiness and ability of the individual to overcome the social and related patterns of life, preventing accounting of the organizational complexity of natural systems, their special laws and rhythms. In order to master natural systems in a regime safe for nature and humanity, it is necessary to keep control of own resources, to restrict or change the volume and nature of their use in accordance with the logic of natural systems. Only in this way, the personality as a representative of a social

institution can reduce the risk of unpredictable and uncontrolled consequences of their own life.

Due to socio-ecological alienation, the modern person loses his human potential in the system of interaction "man-the environment". A modern person turns into a living claw of a gigantic machine, acquires a one-sided development, which in principle can not bring positive results in the system of interaction "man-environment". The process of socio-ecological alienation of a modern person affects the very relationship in the system of "personality-environment". Loss of life; the person becomes isolated from others; collapse of the relationship with the surrounding and social environment – everything is subject to the preservation of their own business and the receipt of material resources. The unforeseen consequences of social and environmental alienation are the formation of regressive mentality. Many people are beginning to feel comfortable from the possibility of satisfying various needs and not expressing the desire for self-improvement in the system of interaction "man-the environment".

Alienated activity of the modern person alienates from nature; her own, her livelihoods; the generic nature of the modern man – as nature, and their spiritual family inheritance become a stranger to her essence, in a means to maintain its individual existence; other people.

The activity of a modern person artificially separates it from the society in which it lives. For the sake of self-preservation of himself and his family, the modern person consciously or unknowingly often ignores the social and environmental consequences of his life. As a result, interaction in the system of "personality-environment" is based on economic selfishness, contradictions and conflicts, domination and exploitation. In other words, there is a form of social existence in which social communities turn into "imaginary" and "false" collectivities.

A narrow specialization in the sphere of own activity dehumanizes the livelihoods of the modern personality. Socio-ecological alienation causes such relationships in the system of "man-environment" and a way of perceiving the world in which the modern person becomes as if removed from themselves and the environment. Her will is not the driving force of her own actions: although the modern person feeds on the illusion that he does what he wants, but in reality he is driven by forces separated from his conscious self. An alienated person in the power of irrational forces creates himself idols in the form of money, things, idols, and the like. She does not realize her human potential, because idols created by her rise above her. Consciously or not, it alienates its freedom in favor of the idols worshiped. Consumption of a modern person dulls the critical perception of the surrounding. In a society of money, a modern person, having lost its intrinsic qualitative essence, acquires quantitatively certainty in the form of an unlimited need for money (this is the essence of alienation). Therefore, in any society where monetary

relations are system-forming, the presence of certain forms of alienation is objectively inevitable.

Socio-ecological alienation manifests itself as a feeling of powerlessness before everyday environmental problems, sensation of senselessness; separation, cooling and breakage with the environment, collapse of social ties. The multidimensional concept of social and environmental alienation includes five dimensions: a sense of impotence ("from my actions nothing depends"); sense of senselessness ("it is not clear what to believe"); absence of norms ("anomie"); a sense of isolation ("isolation from values and society"); a feeling of stranger to all ("the meaning of labor is lost, the pleasure of work").

The ratio of the alienated personality to the environment is characterized by the following features: the world is perceived as frozen, schematic; low level of knowledge about the features of the socio-ecological system; no interest in culture and intellectual activity; belief in supernatural forces, astrology, fate; insufficient logical thinking, cognitive closure; obsessive states and rigidity; inclination to upset, high level of fear; indifference to group behavior.

In relation to modern man is inherent: inadequacy and contempt; extremism, weakening sense of responsibility, bitterness and envy; feelings of guilt, insecurity, dissatisfaction with life; pessimism, feeling of loneliness, frustration; others are perceived as a threat; contempt for oneself is combined with hostility to others; lack of feelings of loyalty, affiliation, hostility.

The core of the socio-ecological alienation of a modern person is the anomie, which is defined as the state of disorganization of the person arising as a result of its disorientation. The reason for such disorientation can be the social situation in which there is a conflict of norms. The modern person faces conflicting requirements or a situation of lack of standards. Relationships in the "personality-environment" system become superficial. Anomie makes a person isolated, alienated, weakens the sense of social and environmental responsibility. The modern person becomes "unfriendly" – cruel, indifferent, and social.

Consequently, social and ecological alienation today acts as a universal and multifaceted category that covers a wide range of social and psychological processes and states that characterize the relations of a modern person with society and the environment. Historical practice once again demonstrated that social and ecological alienation in society is not easy to overcome. Socio-ecological alienation is a large-scale and systemic process, which is necessary to approach the issues of overcoming it comprehensively, taking into account the peculiarities of all spheres of social life of a person.

Socio-ecological alienation – this is a kind of psychological protection of the individual, associated with isolation, separation in the minds of the negative effects

of interaction with the environment. In a situation of social and ecological alienation, inadmissible information is blocked from access to the rest of the consciousness zones: there is a dual plan. As a result, the connection between the traumatic consequences of human interaction with the environment and its emotional assessment is violated. For socio-ecological alienation of a personality characteristic loss of a sense of emotional connection between the unacceptable consequences of interaction in the system "man-the environment" and their own experiences about them, although the reality of this interaction is realized. The emergence of social and ecological alienation as the ability of an individual to go beyond the limits of one's own Self is connected with changing the position of my own life.

With socio-ecological alienation, phenomena associated with deeperization, depersonalization, and splitting of the individual (the plurality of I). According to Freud, self-alienation leads either to the loss of his Self-depersonalization, or to the loss of a sense of reality surrounding the world – derealisation.

De-personalization is connected with the alienation of one part of the personality of a person from another part of the same person, which is quite acceptable to her. While there is such a alienation, a decent part of the individual does not worry about the deeds unworthy and thus does not assume responsibility for them. Overcoming the man of such alienation and gaining internal unity, harmony, mental balance is inextricably linked with the development of an individual environmentally oriented lifestyle and the timely inclusion of man in social, environmentally-oriented processes. The very fact of the alienation of George Wilhelm Friedrich Hegel considered as a necessary moment of development, believing that in the act of alienation there are positive elements – the formation of self-consciousness, the polarization of good and evil, the emergence of moral condolence.

Thus, socio-ecological alienation expands the capabilities of a modern person, creating conditions for understanding their actions. Self-exclusion from something allows you to find inner freedom and maintain a decent lifestyle. If the relationship between the desires of man and the possibility of their recognition unfold in themselves, then alienation becomes a factor that exacerbates the perception of the personality of their moral foundations. Alienation can mean the presence in individuals of a modern post-industrial society of a sense of isolation from the social environment and dissatisfaction with this; a sense of moral decline in society; feeling of powerlessness in the face of almighty social institutions; impersonality, dehumanizability of large, bureaucratized social organizations, etc.

Proceeding from the above phenomenon of personal alienation can be interpreted as a process of loss of significance, or the destruction of the relationship between a person or certain parts of it and the environment. For an alienated person are characteristic: a feeling of impotence, a feeling that its own destiny has come out of control and determined by external forces; the senselessness of exis-

tence and the inability to achieve the desired result, even in the result of any kind of active activity. As a result, in the process of personal alienation, we observe how a person sets limits on his possibilities because of non-compliance with social standards and the requirements of society, which in turn negatively experiences a person on a deeply emotional level. At the same time, the content of environmental norms an ecologically educated person should be perceived not only as their duties, requirements to it, but also as their own beliefs. That should be the motive of her affairs and environmental actions. Objective ecological-regulatory factors and the educational environmental impact of society must be transformed into internal motive forces, motives of environmental actions.

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CHAPTER TWO

THE DEVELOPMENT OF MODERN
PEDAGOGICAL THINKING – SELECTED
POINTS OF VIEW

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The Development of Modern Pedagogical Thinking
– Selected Points of View

Abstract: The text deals with a problem of relation of a contemporary model of teaching history in Polish primary and secondary schools and collective memory of Europe. The author singles out obstacles the model creates to implementation of the project leading to creating such memory, which is a prerequisite for development of the European integration. They are found in new history teaching curricula, which are perused with regard to educational goals, historical figures and information concerning the EU nations as well as history of the European integration.

Key words: history teaching – the European integration – the European Union – politics of memory.

History Teaching in Poland and the European integration

The main European integration project that was a result of experience shared by war generations of Europeans turned out to be also an answer to globalisation and technological transformation leading to deepened interdependencies of national economies undermining the pre-war notion of state sovereignty. Still, it has not eliminated a nation state in Europe, founding its own construction on a certain balance between member states and community institutions, with key decisions still being reserved for the former. Moreover, the EU political community is continually in the sphere of euro-enthusiastic dreams and its main expression – the European Parliament – is no match for national ones both with regard to its powers and the interest of voters manifested in a low turnout and greater readiness to select controversial candidates who are not considered to be fit for the posts of national MPs.

The rejection of the Treaty establishing a Constitution for Europe in referenda held in France and the Netherlands in 2005 initiated a noticeable slowdown of the further integration process. The economic global crisis that came after, together

with problems of the Euro zone and destabilisation of the southern neighbourhood, have spurred the rise of populism leading to nationalistic reaction of some segments of voters. Among the results there was the first egress of a member state in the EU history and successes of the populist parties (mostly in Central Europe; in 2018 they form governments of Austria, Hungary, Italy, Poland and Slovakia). These turbulences have caused obvious tensions among member states, creating an undertow for the revival of stereotypes and prejudices related to the past. One of the conditions of the EU surviving the troubles is a political stability of the societies of the member states, guaranteeing their reluctance toward radical solutions and extremist political movements along with their ideologies. The case of Great Britain proves that even a temporary voters' mood swing can result in long-lasting effects.

Among prerequisites of such stability in European cultural and political circumstances there is balanced social consciousness of the societies with a low level of unhealed past traumas and grievances that populist element could thrive on. The main goal of this text is to expose the possible characteristics of Poland's history teaching that could decrease probability of emergence of such factors. In order to materialize the abovementioned aim, history teaching curricula introduced in the frame of school system reform in 2017 have been perused and the relations between the contemporary Poland's politics of memory and the content of public school history teaching – exposed. In the same time this short analysis is to single out the content that could hamper a contribution of Polish society to the process of forming European collective memory which may serve as a foundation of future European *demos.*

Collective memory of Europe

The constructionist conception of the nation, dominant in academic discourse, in Ernst Gellner's, Rogers Brubaker's, Eric Hobsbawm's and Michael Hechter's versions [Gellner 1991; Brubaker 1998; Hobsbawm 1991; Hechter 2000], tends to interpret mass education as a main factor responsible for the creation, unification and standardisation of a social collective memory. It is therefore little surprise that ideas leading to forming European *demos*, as a social foundation for further integration and a guarantee of peace, involve shaping some kind of a shared collective memory. The concepts in question can be qualified to one of two types: based on one shared narrative or reconciliation of different national stories, so there is spectrum with poles of unification of memory and sensitization to memories of other nations [Leśniewicz 2012, p. 66].

There is no room in this short paper to elaborate all main discussions related to the shape of the common politics of memory and all particular issues that need to

be tackled in order to create its workable programme, regardless of the type it would be established on. It is however essential to mention that the key issue of the former kind is a set of myths that is to be propagated in order to materialize historical story shaping the collective memory. The reason for it is a demand that such narrative must be based not on a list of logically educed benefits, but on the mythical objectification – in accordance with Ernst Cassirer's principles, like *pars pro toto*, *post (juxta) hoc ergo propter hoc*, as well as using coincidence and resemblance as groundwork for the coalescence of phenomena – instead of logical cause-and-effect analysis [Bal-Nowak 1996, p. 84]. Crucial is the question of a founding myth that can be negative – based on sharing difficult lessons of history like Holocaust, which would support common values such as human rights, tolerance or minority protection – or positive, involving events like signing the Treaties of Rome [Leśniewicz 2012, pp. 59–61], as well as figures related to history of integration. An interesting variant of the reconciliation type of common politics of memory is, in turn, Aleida Assmann's dialogical memory, which is an attempt to acknowledge participation of own nation in the traumatic history of the others and to emphatically involve their sufferings into its own tradition, instead of unifying European nations' stories in one history [Leśniewicz 2012, p. 60].

The paper refers mostly to the narrative version of a planned common memory. It must be stated that the author is aware of the fact that substituting national collective memories in a unified one is not realistic, furthermore, an incautious promotion of such an ambitious construct could rise the resistance to it as an unnecessary artificial alternative to national stories popularly perceived as natural and true. It is realistic, however, to complete national stories with some common narrative combined with them and founded on elements emphasising shared non-military history: social, cultural, economical, etc. As was mentioned above, objects of an analysis are Poland's history teaching curricula updated in 2017. A review of selected elements of their content is to emphasise obstacles to entwine Polish story in the European narrative. Those elements are:

– aims of history teaching enumerated in the said programmes;
– profiles of indicated historical figures serving as role models;
– information concerning other European national groups and history of the European integration.

Before the review is presented, it is advisable to explain the source and roots of present currents in history teaching in Polish schools, that is a conservative paradigm of the politics of memory.

History teaching and the politics of memory

Since the parliamentary and presidential elections of 2015 won by the Law and Justice (PiS) party, a conservative paradigm of politics of memory has been consistently implemented in Poland. This model, isolated by Antoni Dudek [2011, p. 35], assumes a planned and fully conscious implementation of the activities leading to propagate a coherent vision of the past with an intention to maintain national identity, strengthen national cohesion and serve interests of the state. The manifested purpose of activities implemented in relation to it is the pursuit of the truth and its defence, yet, the truth is alleged to have strong objective foundations and to be completely cognizable. Apart from that, the paradigm in question includes extensive institutionalization with the engagement of the state administration, mass media and pop culture.

Such attitude leads to a serious limitation of critical approach towards nation's own past, replacing it with apologia and a careful selection of the facts being exposed. It does not totally exclude the confirmation of disgraceful facts though, but tends to marginalize them or search for a context explaining them if not justifying to some extent. The attitudes such as "maximalist reviewing competence" are unambiguously rejected. The attitudes described by Magdalena Nowicka [2015, p. 191] as a radically self-critical evaluation of the past of one's own society changing its foregoing interpretation and resulting in treating inactive witnesses of the past crimes as co-responsible for them. Approaches like this are nicknamed the frequently repeated term "the pedagogy of shame" and described as naive or even unpatriotic by undermining unity of the nation and weakening the position of the state. The latter was to be embodied by the reputed lack of proper reaction offered by competing liberal paradigm to the alleged popularization of the conviction of noticeable Polish involvement in Holocaust. The main narrative of the conservative paradigm presents such a conviction as likely to lead to distorting the memory of the German guilt, firstly dissolved in international term "Nazis" and then replaced by the exposure of responsibility wrongly ascribed to the Polish nation with the use of a misleading term "Polish concentration camps" confusing their contemporary location with the nationality of their creators and personnel[1].

A model response to problems formulated in such a way, based on a conservative paradigm, is an outright reaction with demands of unsaying targeted statements and expressing apology, combined with conducting intensified activities of propagating own version of the past occurrences presented as an objective truth. It is reflected in "Strategy of Foreign Policy of the Republic of Poland", that contains

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[1] A perfect example of this approach is the comment of PiS leader Jarosław Kaczyński on using "a Polish death camp" phrase by U.S. president Barack Obama [Kaczyński: koniec…, 2012].

postulate of "a diplomacy of memory" with an aim to "counter falsifying history" and "flawed memory codes", stemming from ignorance, prejudices or malevolence [*Strategia polskiej polityki 2017–2021...*, p. 25]. That goal is to be implemented by "(...) reliable information concerning Poland's contribution to the victory over Nazism and communism as well as losses that Poland incurred as a result of both totalitarianisms" [*Strategia polskiej polityki 2017–2021...*, p. 25]. The cited document sets "(...) breaking false but prevalent thesis about, at least passive, Polish responsibility for Holocaust" [*Strategia polskiej polityki...*, p. 25], as an crucial task of a Poland's reputational policy, that is to be fulfilled under the slogan that "(...) *sine qua non* condition of Holocaust was partitioning of the Polish state by the Third German Reich and the Union of Soviet Socialist Republics" [*Strategia polskiej polityki 2017–2021...*, p. 25][2]. Such actions are supposed to strengthen Poland's bargaining position in international affairs by obtaining political capital derived from respect and gratitude for the past commitment, and in the same time to satisfy the internal demand for dignity, providing the society with integration by taking benefits of such functions of a social conflict as those exposed by Lewis Coser's [2009, p. 67–84]; namely, centralising a group around a leadership and pinpointing its boundaries. Critics claim that such efforts can result in preserving attitude, that Jacek Kuroń [Nowak 2010, p. 65] named "a victim complex" basing on a conviction that the core of a history of the nation is being subject of a persecution by other ethnic groups leading to downgrading or denying cases of Poles playing the role of aggressors. This belief may in turn feed social attitudes as entitlement, arrogance, superiority complex, oversensitivity interpreted as sulkiness etc. whose common denominator is causing proclivity for conflicts and introversion, diametrically distant from what European integration needs to flourish.

The abovementioned conservative paradigm implies a certain historical narrative, which was accurately embodied by Andrzej Nowak's introduction to the discussion on a new strategy of the politics of memory, organized by the president Andrzej Duda [*Zapis spotkania…* 2015, pp. 19–23]. Main points he singled out was: martyrdom, tradition of defending Europe and its values along with Polish cultural heritage and scientific output. The important factor is also the unequivocal condemnation of the whole communist period regardless of its stage, combined with

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[2] It is noteworthy that the fact that the authors of the quoted document used the Polish adjective "sowiecki" instead of "radziecki" in the name of the Soviet Union. Admittedly, those words are synonyms meaning "soviet", but the former is convening negative valence, as it is taken straight form Russian, which was to reflect strangeness of its referent and as such was used in Poland of inter-war period. In order to deprive the name of the country of negative association, after the World War II it was changed into Polish translation "radziecki" alluding to the word that had previously existed in Polish language and was related to the noun "rada" which means "council" [*Słownik...*]. According to the established Polish linguist Jan Miodek the term "radziecki" is more neutral than "sowiecki" [*Prof Miodek...*].

apologia of movements considered anti-communist, with special regard to radical ones.

The key element of the conservative paradigm of the politics of memory is also its institutionalisation employing both law and state administration to achieve its goals. Among solutions applied in the frame of this model, one has to mention so called Lustration Acts adopted in 1997 and 2006 [Ustawa z dnia 11 kwietnia… 1997; Ustawa z dnia 18 października… 2006] imposing obligation on people holding listed positions to submit to the procedure of verification of their declarations confirming lack of cooperation with secret services of communist Poland. The list of such measures was completed in January 2018 by the amendment of Act on the Institute of National Remembrance – Commission for the Prosecution of Crimes against the Polish Nation that caused international controversies (i.e. reaction of Israeli, Ukrainian and U.S. authorities [Bielecki 2018; Flieger 2018; Wieliński, Wilgocki 2018]). The bill in question states in the article 55a that "Whoever claims, publicly and contrary to the facts, that the Polish Nation or the Republic of Poland is responsible or co-responsible for Nazi crimes committed by the Third Reich, (…) or whoever otherwise grossly diminishes the responsibility of the true perpetrators of said crimes – shall be liable to a fine or imprisonment for up to 3 years" [Full text…, art. 55a], with the exception of academic and artistic activities, but without exclusion of unintentional perpetrators (they may count on a mere "restriction of liberty" instead of imprisonment) and foreign citizens or other persons committing the deed abroad. Moreover, the amendment appended crimes of Ukrainian nationalists and units collaborating with the Third German Reich to the list of the prosecuted acts as well as the genocide on Polish citizens committed in Volhynia and Eastern Lesser Poland (the latter term is taken from inter-war Poland and not consistent with present Ukrainian nomenclature) [Ustawa z dnia 18 grudnia 1998 r., art. 1, p. 2].

Fundamental differences between the two paradigms in question make their confrontation inevitable and history teaching becomes one of its fields. A remarkable incident of that was a protest against the reform of history teaching in 2012. The abovementioned change was to reorganize teaching curricula of secondary education limiting content taught in junior high school to the period ending with 1918. The contemporary history programme was then left to the upper secondary school but was to be accomplished in the first year for all students and continued only for students choosing an extended history programme for an exit exam (*matura*). The rest was to attend a new subject "History and society. Heritage of the centuries" conducted in four thematic blocks chosen by a teacher and students from nine options: "Europe and the world", "Language, communication, media", "Woman, man, family", "Science", "Familiarity and strangeness", "The Economy", "Ruling and the governed", "War and military affairs" and "Home pantheon, home

disputes". The reaction for the changes was a protest involving some history teachers along with the right-wing politicians and publicists, who demanded a return to standard history curriculum based on chronology, interpreting it as guaranteeing reproduction of national identity and the changes as a hazard to the future of the nation [Podgórska 2012]. An attempt to transform traditional history classes into the new subject for students who do not choose the extended version of history course was presented by opponents as resigning from history teaching at all [Rozmowa...]. It was then a dispute between a new concept based on introducing students to historical processes, and a traditional modern one with a proclivity to teach facts and figures; both derived from rival paradigms of politics of memory.

As a result of compromise, the block "Home pantheon, home disputes" was proclaimed mandatory, but an ultimate victory of conservative paradigm came five years later after PiS candidate won the presidential election on the 10th and the 24th 2015 and the party took the first place in parliamentary election on the 25th of October the same year forming the United Right faction congregating 235 of 460 MPs [Poland]. Such position provided the mentioned party with full legislative and executive authorities that was used i.a. to reform the education system. In the frame of the change introduced in 2017, one-stage secondary education is about to be restored together with an 8-grade primary school. This is going to affect history teaching that comes back to be conducted in two full cycles (primary in classes 4–8 and secondary) starting with ancient times and ending with recent developments, based on traditional chronology [*Minister Zalewska...*]. New curricula adopted in the frame of reform describe educational goals and mandatory content that teachers are obliged to cover. Admittedly, they are authorised to supplement it with chosen issues, but there are doubts whether getting through obligatory topics will leave enough time for it.

Educational goals, historical figures and information concerning the EU nations and history of the European integration in Polish history teaching curricula for primary and secondary schools

Among educational goals in the curriculum for primary schools there are no references to Europe or links binding it with the history of Poland; the aims in question are concentrated mostly on forming emotional attitudes to the nation and the state with the use of selected and bygone facts. One may find just the aim of "Building respect for other people and achievements of other nations", which is placed on the fourth position after targets associated with consolidating national identity, like "(...) familiarizing with national, state and religious symbols, explaining their meaning and moulding respect for them"; "awaking love for the motherland" (...), a well as "forming a bond with own country, civic awareness, attitude of responsibility for

the own state, preserving a feeling of national dignity and pride" [*Podstawa programowa – historia...*, p. 1]. The said goals are repeated in a curriculum for secondary schools but supplemented. The most important innovation is top target "Deepening knowledge about important events from history of Polish nation as well as general history in order to be able to critically refer to the past, understand the present better and responsibly build the future" [*Podstawa programowa kształcenia…*, p. 12].

An important element of history teaching based on the mentioned curricula is a selection of figures that are obligatory to be mentioned (in many cases in a precisely defined context). It is reflected directly by the authors in the section devoted to the first year of history teaching, namely the fourth grade of primary school. Teachers are obliged to pass knowledge about "personalities and events of a great importance for moulding Polish cultural identity" (which pantheon is likely to form a permanent conviction related to threads of outstanding prominence in Polish history [M.S.]). Thus, the authors claim that not direct historical impact has been a selection key, but the figure's role played in the main national story. Among the selected persons, there are 9 politicians (8 out of them were also military leaders), 2 figures of political importance (the princess and the queen with little scope of political independence), 7 soldiers, 2 clergymen (including one singled out for his participation in a military action) and 2 scientists [*Podstawa programowa – historia*, p. 2]. The only person of that group who lived in times of European integration is pope John Paul II, and the vision of the history, derived from biographies of most of the figures in question consists of constant wars with neighbouring countries (including uprisings against occupants).

It must be remarked that a list of historical figures mentioned in the curricula for grades 5–8 is much less nation-centred and not dominated by soldiers and military commanders. In the beginning students are familiarised with 5 princes and kings of the native Piast dynasty famous for their military successes. However, a pronounced presence of Renaissance artists and men of letters (12) including 8 personalities from Western Europe and famous European explorers (3) is noticeable. A stress is also put on figures associated with the Enlightenment – three kings of that time: French Luis XIV as well as Polish Stanisław Leszczyński and Stanisław August Poniatowski are mentioned for their political achievements or reforms, not a military prowess, and accompanied by Montesquieu along with Polish writer and educator Stanisław Konarski [*Podstawa programowa – historia*, pp. 4–6]. Even the reign of a military-associated king Stefan Batory is advised to be characterized "(...) with special reference to his internal policy" [*Podstawa programowa – historia*, p. 6] and followed only by Polish commander Stefan Czarniecki (a second mention) and a Ukrainian political and military leader Bohdan Chmielnicki. It is also worth mentioning that a list of historical figures from modern period XIX–XXI with references in the said curriculum is very short. One may notice only an

inter-war period Polish minister Władysław Grabski, remarked for his economical reforms, as well as Adolf Hitler and John Paul II. Moreover Napoleon Bonaparte and two first secretaries of Central Committee of the Polish United Workers' Party Władysław Gomułka and Edward Gierek are mentioned, but only in the form of adjectives derived from their surnames used for naming periods of their leadership [*Podstawa programowa – historia*, pp. 8–13].

The curricula for secondary schools are divided into standard and extended versions to be chosen by a student. The latter is marked with a noticeable presence of army commanders along with political and military leaders grouped especially in the history of XVII century (4) and the World War II (16). Especially the necessity to evaluate attitudes of as many as 7 commanders and 2 politicians taking part in Polish-German war of September 1939 is surprising [*Podstawa programowa kształcenia,* p. 128]. Additionally, students are obliged to "(...) name examples of heroism of Poles" including Witold Pilecki and Maksymilian Maria Kolbe – the saint of the Roman Catholic Church – both prisoners of Auschwitz concentration camp. They are accompanied by 3 figures and one family known for sheltering Jews during the German occupation (basic version) and Jan Karski (extended version) for his mission, which was an attempt to inform Western powers and their societies about Holocaust [*Podstawa programowa kształcenia*, p. 130]. Instead, history of medieval and Renaissance Poland contains less military associated figures; 3 princes and kings of that time presented in extended version and 2 – in standard one are given in non-military contexts (the only exception is Stefan Batory) [*Podstawa programowa kształcenia*, p. 112–126]. Jan Kazimierz and Piotr Skarga are remarked again in the same context as in primary school, so are Stanisław August Poniatowski, Stanisław Leszczyński and Stanisław Konarski (the last two only in the extended version), accompanied with 2 more reformers of the Enlightenment. Then came two uprising leaders Tadeusz Kościuszko and Romuald Traugutt and 5 political activists from the turn of the 19th and 20th centuries who then become prominent politicians of inter-war Poland [*Podstawa programowa kształcenia*, pp. 119, 212–123]. The reformer Grabski also reappears, supplemented with another politician presented as an economical reformer – Eugeniusz Kwiatkowski (in the basic version) [*Podstawa programowa kształcenia*, pp. 126–127]. The only figures of the post-war period of Poland's history whose role was to be assessed by the students are three clergymen: Jerzy Popiełuszko, John Paul II and a primate Stefan Wyszyński (the last one was mentioned only in the extended version) [*Podstawa programowa kształcenia*, pp. 126–127].

Among historical figures whom Polish schoolchildren ought to recognize, there is a clear shortage of people related to the European integration. The post-war period is vividly underrepresented with reference to figures considered important enough for the students to know. Moreover, the occupational structure of people in

question is characterized by the overrepresentation of combatants, concentrated mostly in two periods calamitous for Polish states of the past, so they reflect military traditions and historical examples of Poland forced to defend its sovereignty against neighbours.

Both these traits are contrary to the notion of European integration, since it is founded on the idea of limiting state sovereignty to both community and interstate bodies in order to prevent future armed conflicts by institutionalising inevitable international confrontations, remarkably increasing cost of wars and reducing their expected benefits through expanding the international trade and investments. Apart from that, integration project based on the EU has in fact no military aspects. European Security and Defence Policy constituted during Helsinki summit in 1999 and renamed Common Security and Defence Policy by the Treaty of Lisbon, admittedly created bodies responsible for command and control of EU military operations but failed to develop any noticeable European sovereign defence capacity [Jureńczyk 2012, p. 46]. Ambitious plan of creating European Rapid Reaction Force was abandoned in 2004 to be substituted for the limited European Union Battlegroups [Stańczyk 2009, p. 36], far too small and dependent on NATO [Antczak-Barzan 2014] to materialize any idea of completing economical and political sphere of the European integration with defence one. Therefore, the concentration on battle heroism in selection of figures obligatorily presented to students combined with the focus on national sovereignty interpreted as an ultimate value can cause an identity strife with the integration concepts, especially if there is still no military component in the EU.

It is noteworthy that the said curricula mentions no figures of prominent entrepreneurs or even awarded athletes and no figures related to Poland's EU accession. There are in fact some Renaissance and Enlightenment thinkers and reformers, who can form the consciousness fundament for the belief in participation of Polish nation in Europe, but they are radically outnumbered by combatants, commanders and politicians, that can be interpreted as an attempt to popularise traditional heroic role-models, not sufficient to support the integration project.

An important factor responsible for the congruence of the said history teaching curricula with the European common historical memory is a selection of history type that is to be taught at school. The curriculum is usually a composition of different areas of specialization like: political history, military history, social history, the history of everyday life, the history of science, etc. The studied curricula are dominated by the first two of the mentioned areas. Those fields create the context for remarks on nations forming the EU of today.

The nation most often referred to in the curriculum for primary school is the Germans. Its name is mentioned 12 times (both as a noun and adjective version) of which only two references are neutral (necessity to provide a student with an ability

to locate Germany on the map of medieval Europe and the 19th century unification of Germany) [*Podstawa programowa – historia*, p. 4, 9] and the others – presented in the context of war, occupation or atrocities. What is characteristic is the selection of facts that a teacher is encouraged to cover in the mentioned introductory 4th grade. One of the issues mentioned as optional is "Wars with Germany. Defence of the country, warrior. Defence of Głogów"; symptomatic is that only Germans are chosen as the medieval military rival of Poland despite that fact that fateful attacks come from the other sides as well (it is enough to mention destructive invasion of Czech prince Bretislav I in 1038 and Mongol raids from 14th century, delaying unification of the Kingdom). The issues include also anti-German strike of the schoolchildren in Września, which makes confrontations with Germany the most often mentioned ones [*Podstawa programowa – historia*, p. 4]. It is also symptomatic that clearly ethnic description of perpetrators of the World War II and atrocities in Poland is present (they are never named Nazis, whereas Russians are described with the use of ideological key as Soviets).

The rest of the EU countries are hardly mentioned in the curriculum: France – 2 times as the example of absolute monarchy and in Luis the XIV era and the country of the revolution, Italy – 3 times in the contexts of unification, fascism and pre-war expansion, Hungary – 2 times by the way of elaborating Polish-Hungarian relations in the 14th and 15th centuries and the developments of 1956, Spain – 2 times as a colonial empire and the location of civil war in 1930s, England – once as an example of a parliamentary monarchy, Portugal – once as a colonial empire, Czechia and Slovakia (as Czechoslovakia) – once in the context of the developments of 1968, Lithuania – 4 times only with reference to the Polish-Lithuanian union, Austria – 2 times as an example of reforms of the Enlightenment and one of Poland's invaders, Sweden – 3 times as a war enemy, Greece – 2 times only in ancient contexts. The rest of the states have no references, that, in combination with restricted contexts of those that have, leave students with a limited knowledge of history of the EU partners.

The limited appearance of social and economic history in the curricula is noteworthy. The references to it are usually general and sparse. Good examples are instructions requiring students to "elaborate phenomena indicating economical progress, as well as a development of culture and education". and to "describe most important cultural and social changes after World War II" [*Podstawa programowa – historia*, p. 7, p. 12], whereas political phenomena and military events are described meticulously.

Last but not least, the teaching program for post-war history comprises low number of references to the history of European integration and Poland's participation in the project. One of the 13 points enumerated in the section "The world after World War II" is an obligation to teach a student to "present goals and main

stages of development of the European Union" [*Podstawa programowa – historia*, p. 7, p. 12]. The second reference is one of the three points making chapter "Position of Poland in post-Yalta world", which demands that a student is able to "explain reasons and meaning of Poland's accession to the European Union" [*Podstawa programowa – historia*, p. 7, p. 13].

It is therefore possible that, without extracurricular efforts of a teacher, a primary school student may not be able to fully understand social and economical reasons of the outbreak of 20th century World Wars, and hence, to comprehend the crucial reason for European integration. Instead, history of the 19th and the 20th century is shown as a game of interests of multinational powers and nation states, where the basic aim of Polish nation was to gain and sustain full political sovereignty (no internal social tensions of the 19th century is exposed apart from those between Polish national movement and occupants; the period of so called real-existing socialism in Poland is described similarly). Apart from that, the European integration is placed as issue of equal importance to others, like martial law in Poland in the 1980's or changes in post-war China.

Content of the curriculum for secondary schools is similar in terms of proportions of history specializations. References to social or economical history are decisively outnumbered by detailed list of political facts and processes, as well as military events. A pedagogical component added to history teaching, that manifests itself with instructions to expose strictly specified context of the event, is noticeable, like in the case of 7 battles of Polish-German war of September 1939, which a student should know as "examples of heroism of the defenders" [*Podstawa programowa kształcenia*, p. 127].

Still, it has to be stated that the social and economical history is represented more significantly than in the primary school curriculum. A teacher has to go through chapters related to it, such as "Economical and social transformations. New ideological currents", "Polish land partitioned. Second half of the 19th century and the beginning of the 20th century" [*Podstawa programowa kształcenia*, p. 122] or "The economy and the society of the Second Republic" [*Podstawa programowa kształcenia*, p. 126], Besides, teachers are obliged to collate 6 social, political and cultural phenomena with European counterparts. A student is expected to: "(...) elaborate Polish specificity with reference to system solutions, social structure and model of economical life (manorial-and-serfdom economy) on the European background" (in the 16th century [M.S.]) [*Podstawa programowa kształcenia*, p. 116]; "(...) collate most important developments form 16th century history of Polish-Lithuanian Commonwealth with European developments" [*Podstawa programowa kształcenia*, p. 116]; "(...) characterize bonds linking Polish and European Renaissance" [*Podstawa programowa kształcenia*, p. 117]; "(...) elaborate Polish specificity with reference to the system solutions, social structure and model of economical life on the European

background in the 17th century" [*Podstawa programowa kształcenia*, p. 118]; "(...) explain bonds linking Polish and European Enlightenment" [*Podstawa programowa kształcenia*, pp. 119–120]; "(...) asses achievements of the Second Republic in the fields of culture, science and sport on the European background" [*Podstawa programowa kształcenia*, p. 127]. Quoted fragments can be interpreted as an instruction to expose the association of Poland and Europe, but their wording raises doubts if they counsel teachers to insert Polish experience in European one, as Europe is still formulated as an external entity (eg. Polish Renaissance is something different than the European one). It is just an instruction to make a comparison, with suggestion that Europe is a unity (no division of national specificities are mentioned, apart from the Polish one) with Poland out of it.

In the said curricula Germany and Germans are also one of the most often mentioned entities; referred to less often than Russia and Russians, but more than any other EU member state (23 times on the basic and extended level combined). Out of those, only 5 references are not related to German military and political aggression or atrocities (one of the chapter is named "German policy of extermination"). France is mentioned 11 times, but only in context of absolutism, the revolution and military expansion of Napoleonic époque; Italy – 3 times with reference to its 19th century unification and 20th century fascism and expansionism; Spain – again in view of the civil war; Hungary – 2 times on account of the same issues as in the primary school curriculum, Czechia and Slovakia – 2 times for the sake of the developments of 1968 and shaping border with pre-war Poland (only in extended version). Greece is referred to only as an ancient civilisation, once in the chapter "World of ancient Greeks" and second time in a chapter related to the ancient Rome. England is referred to 4 times with reference to the English revolutions and participation of Polish pilots in the Battle of England (in the basic program), as well as an evolution of its political system in the 17th century and industrial revolution. Lithuania is mentioned as often as 13 times, but majority of those references are related to the Polish-Lithuanian Commonwealth (8). The other indications regard its relation with Poland in the 14th and the 16th centuries, shaping their shared border after World War I and relations of the "Lithuanian question" to Polish-Bolshevik war in 1920–1921. Moreover, a student is expected to explain "the role of occupants in exacerbating difficult Poland-Lithuania and Poland-Ukraine relations" [*Podstawa programowa kształcenia*, p. 128] and to "assess cultural role of Poland in the conveyance of patterns of western civilisation to Lithuanian and Ruthenian lands" [*Podstawa programowa kształcenia*, p. 116]. Characteristic is that a teacher is not encouraged to present difficulties in relations between the Poles and two mentioned East-European national groups in the pre-war period, but he or she should be focused just on the role of the German and Soviet authorities in exacerbating that strafe. This lets a teacher omit actions of the Polish state that could have led to worsening of the relations in question, like 1938 Polish ultimatum to Lithuania or

capturing of Vilnius by Polish Army as a result of a fake Żeligowski's mutiny in 1920. Polish cultural influences on Lithuania and Ruthenia are also stressed without the opposite impact being mentioned. Lists of the EU member states specified in the text is shorter than the one included in the primary school curriculum. A student is provided with more information regarding the European common social and economical history though, however the knowledge of historical relations of Poland with the most of the EU countries he or she is demanded to have at their disposal is still narrow and selective.

Therefore, the curriculum for secondary school does little to broaden the knowledge of a student regarding history of the EU partners, presenting Germany as a traditional enemy and referring to the rest in a limited extend. What is more, episodes of suffering and calamities afflicting Polish ethnic group and its (or its elites') efforts to gain political independence, though not invented, are vividly exposed at the cost of cases of cooperation with other nations, and the cases of tolerance shown by Poles or the states allegedly formed by them are not accompanied by episodes proving relevant attitudes of the others.

The history of integration is reduced to three remarks. A student is supposed to "characterize genesis and stages of European integration", which is one of four issues that make up a chapter "decolonization, integration and new conflicts" [*Podstawa programowa kształcenia*, p. 132]. Moreover, he or she is expected to "characterize continuation of the integration process in Europe and present main stages of the development of the European Union" that is the last of four supposed educational effects that constitute the chapter "The world at the turn of the millennium" [*Podstawa programowa kształcenia*, p. 133]. The last remark is situated in the part named "The birth of the Third Republic and its place in the world at the turn of the 20th and the 21st century" and is equal to requirement that a student should be able to "characterize and assess Polish foreign policy (including Poland's accession to NATO and the European Union), which is one of the five points of the chapter" [*Podstawa programowa kształcenia*, p. 135]. The European integration is, therefore, remarked in 3 out of 9 chapters referring to the post-war period in the basic programme with no follow-up in the extended version[3]. The number of indications are limited; in order to show the whole picture, it is advisable to note that the Catholic Church is referred to 5 times (8, if the clergymen are included) in the same period in more detailed points.

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[3] What is distinctive is the underrepresentation, in terms of size, number and specificity, of the said 9 chapters, covering 70 years of history, to those 5, which relate to less than 6 years of World War II. The armed conflict provides much more suitable content for heroic narratives typical for conservative version of the policy of memory.

Conclusion

Propagating tolerance or support for the European integration programme are not among the aims of history teaching enumerated in the studied curricula. This proves to have an impact on its content and potential influence on students and the shape of Polish collective memory.

The selection of the figures that Polish primary and secondary school students are required to recognise support the narrative of heroism and fighting for sovereignty with a limited ability to introduce Polish collective memory into European one. What is noteworthy is the fact, though, that the selections contain no figures that can raise controversies by being interpreted as a villain by the other nations of the EU, so they do not enter any major confrontation which could hamper creation of a common European historical narrative.

The curricula for both primary and secondary schools are based on a modern model of history teaching popular in the 19th and the 20th century especially in nation states founded late and based on an ethnical not political version of a national communities. The major thread ascribed to Polish history is a constant struggle for independence jeopardised by Germany and Russia, that is difficult to reconcile with the common historical narrative which must encompass it; the trouble is that the history of post-war Germany is practically not present in the curriculum. What is also limited is the presence of the other nations' history and the relations biding Poland with any of them refer only to Hungary of late Middle Ages. The crucial is also the fact that limited and only general remarks of the history of integration are present there, which provides a student with limited information upon which a positive foundation myth of the European community could be established.

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Maria Montessori's Ideas in Ukraine

Abstract: The article focuses on the relevance of M. Montessori's ideas for contemporary Ukrainian education as well as civic organizations' role in their dissemination. With respect to this it is worth mentioning that the first Maria Montessori school was opened for 3 to 7-year-old children in Kyiv in 1992. Thus, the article reveals pedagogical principles constituting the Ukrainian model of a Montessori institution. The growing public interest towards the Montessori method and its possible use in educational institutions led to the emergence of the Ukrainian Montessori Center, which has been successfully operating since 1994. Its purpose is to «promote the Montessori method in Ukraine, provide high-quality teacher training for successful work with children in educational institutions, cooperate with state education agencies, strengthen contacts with the international Montessori community». The activities of the Ukrainian National Association of Montessori Teachers made up of Montessori followers from various regions of the country have been covered herein.

Key words: Ukraine, Maria Montessori, Ukrainian education, Montessori institution, Ukrainian Montessori Center.

Introduction

The beginning of the XXI century is characterized by the expansion of the scope of pedagogical technology usage, contending to be leading one in organization of educational process. First of all it concerns to pedagogical technologies of Italian educator-humanist Maria Montessori (1870–1952). Her works are translated into different world languages. The popularity of her ideas is implicit, because M. Montessori technology is one of the most successful and it has many supporters among scientists and practical educators in many countries. There are tens of thousands of Montessori schools (including kindergartens, primary schools, gymnasiums, lyceums) in the world. Many universities in Europe, America, Asia, and Africa have faculties, departments, dealing with the preparation of highly qualified Montessori teachers.

One of the strategic directions of Ukrainian pre-school education improvement is the study of Maria Montessori creative heritage. She managed to prove her original theory of free education to the technological level and successfully implemented into practice. The educator-humanist worked in the period of active development of social relations, major political changes, and progress in the field of Humanities and discoveries in medicine.

The appeal of Ukrainian researchers and practitioners to M. Montessori pedagogical ideas is actual due to, firstly, with the obvious social demand of Ukrainian society for the education of free personality, who quickly responds to socio-economic changes in society and adapts to them, and is able to personality self-realization; secondly, with the introduction of foreign pedagogical experience and a lack of scientific guidelines for its practical implementation in conditions of reforming Ukraine's educational system.

Public organizations in dissemination the ideas of M. Montessori

In the period of formation of public pre-childhood education in Ukraine and Russia partially applied the Montessori system (in particular, the theory of free education and the practice of training teachers according to her methods). In the early 30's of the twentieth century the ideas of Maria Montessori have been forgotten, later they were criticized as "bourgeois", "reactionary", incompatible with the new (Soviet) system of education.

The Montessori International Association was founded in 1929. It was headed by M. Montessori. The Center of Association is located in Netherlands. In 1950, she was awarded the title of Professor at Amsterdam University. In 1951 the 9-th International Montessori Congress was held in London. Her last training course 81-year-old Maria Montessori held in Austrian city Innsbruck. Since 1952 her son Mario was the President of Association. Since 1982 till nowadays the President of Association is her granddaughter Renilde Montessori. She participated in the opening of Association in Ukraine (Kiev) in 1992.

In conditions of Ukrainian State proclamation the burst of the increased interest to teachers and public to Maria Montessori method, possibilities of its application in educational institutions of our country caused the emersion of Ukrainian Montessori Center (UMC), which functions consistently and successfully with the 1994. The purpose of its activity is "the promotion of Montessori method in Ukraine, quality of teachers training for successful work with children in educational establishments, cooperation with State authorities of education, strengthening connections with International Montessori community" [*Kozhnii dytyni*...].

Ukrainian experts together with American colleagues have developed and fully adapted to the needs of Ukrainian education curricula of the Centre, maintaining at the same time all the requirements of international education standard in the relevant field. Practicing teachers with experience of 10 to 25 years, the leaders of the working Montessori schools, psychologists and doctors are working are teaching in the Center. The content and directions of activity on the courses correspond to international standards and take into account the specifics of Ukrainian education system. Forms of work include lectures, discussions, deliberation of questions, hands-on presentations, observing in classrooms etc. The cooperation with the Montessori model school in Kyiv provides a unique opportunity for UMC students to watch children, become involved in the process in Montessori classes, work with teaching materials in an attractive environment, successfully integrate into the team, and gain practical experience, gradually form new qualities in accordance with Montessori teacher's outlook. So, in the second half of 2016, the seminars "Development of the child. Method of observation", "How to open Montessori-institution", "Philosophy and methodology of M. Montessori" were held. Since October 2016 started the second session on curriculums "Teacher who is working with children from 3 to 6 years old" and "Teacher who is working with children from 2 to 3 years".

The All-Ukrainian Association of Montessori Teachers was created, whose members are teachers from different regions of the state; they use the ideas of Italian teacher. B. Zhebrovsky is the head of the "Revival of Humanistic Pedagogy of Maria Montessori in Ukraine". It was his idea to open the Montessori school for Ukrainian children. In 1992 the first Maria Montessori School for children from three to seven years old was opened in Kiev [Horiunova, Mykhalchuk, Horodnia 1997, p. 10]. The school is a member of the Montessori International Society, headquartered in the Netherlands, and the Montessori American Society. The teachers worked hard on creating a Ukrainian model of such school, fully adapted to the conditions and social needs of Ukrainian society, national culture, customs and traditions. Students work daily with the didactic Montessori material, with well-equipped high class office equipment. At school, children have a special moral comfort, friendliness, elated mood, confidence in themselves, have elated mood, independently decide to make their own choice, they are able to motivate their actions, always eager to learn.

The pages of Ukrainian pedagogical editions cover the foreign experience of using the ideas of Montessori in the practice of preschool education. The concept of Montessori has been introduced in preschool institutions in Belgium, Germany, the United Kingdom, the Netherlands, and Italy, the USA, France and other countries. There is no simple mechanical transfer of her theory; the basic fundamental provisions on which the activity of teachers of kindergartens "pure" type is based remain unchanged.

Modern French educators begin to teach reading and writing children of four-year old, because according to Montessori thought this age that is the most advantages to mastering writing and reading skills. In preschools of Germany and the United States the ideas of Montessori's concept of the sensitive period for acquiring social skills existence of an early age (from three to six years) are used.

At American kindergartens a socialization of preschoolers is carried out through the functioning of different age groups, helping senior learn to take care of the younger, and the younger ones – to communicate and learn from older people. According to recent studies of American psychologists such groups have a positive influence on the development of children, because they promote cooperation, which is a much more effective way of education than rivalry that dominates in single-age groups.

Many universities and institutes in Europe, America, Asia, Africa have offices in which highly qualified Montessori teachers are trained. In the USA and Holland, there are special factories that produce Montessori teaching material. Therefore, the world industry is currently very active in the production of Montessori materials, which are represented in online stores in large numbers.

So, the teaching system of Maria Montessori has become officially recognized and widely distributed in many countries of the world such as the Netherlands, India, France, USA, Spain, Germany, Japan, Australia, and others. Today we can state the worldwide recognition of its pedagogical talent, a significant contribution into the formation and development of humane pedagogy.

The relevance of M. Montessori ideas for Ukrainian society

The popularity of her ideas is unquestionable, because Montessori-technology is one of the most successful. It is recognized by many well-known modern scholars and practitioners. There are tens of thousands of Montessori schools in the world (including kindergartens, elementary schools, gymnasiums, high schools). Recognizing Montessori's pedagogical system as unique and extremely effective, educators work by following her pedagogical principles. Based on the principles of Montessori pedagogy, thousands of children's preschool institutions function all over the world.

Nowadays in Ukraine there are many followers and propagandists of ideas of the prominent world childhood "observer". It is practically impossible to copy what was created on another ground, in the presence of other social conditions, other mentality, other religious beliefs, etc. That is why such is widely used in different countries pedagogical system of M. Montessori undergoes changes due to national peculiarities, and only the basic fundamental provisions preserve their integrity.

Ukrainian teachers - scientists and practitioners - feel the need to develop clear definitions and concepts when it comes to "discovery", "novelty", "priority", etc [Chepil 2009, p. 107]. Unfortunately, it has to be noted that the ideas and proposals of Maria Montessori are still unknown for Ukrainian teachers, that are set out in her numerous works written in the 20's and 40's of the XX th century and are shown in different countries of the world.

We are confident that in the coming years the work of M. Montessori will be published in Ukrainian, as they have an academic and practical value among the Ukrainian pedagogical community. Undoubtedly, every family, every parent, as well as teacher-educator, will draw for themselves "golden grains" of the valuable heritage of Maria Montessori, will take what will fit their expectations and views on education, the interests of the family or that educational institution in which they work.

S. Belina, Executive Director of the initial school complex "AIST" (School of Montessori. Vinnitsa) the magazine "Pedagogy of Tolerance" shares her impressions of the visit to the Dutch school of M. Montessori. Countries, cultures, traditions can be different, and problems of personality development are always the same, because they are based on universal values. The issues discussed are close to Ukrainian and Dutch teachers: do you need a psychologist at school? What to do with heavy children; how to help those behind the program; what to offer to those who are ahead of it. And this is simply explained: people of a profession like a teacher can easily find a common language in any country.

Nowadays there is an indisputable statement about the need to take into account in the upbringing of the individual characteristics of the child: his temperament, the way of learning the world, the pace of development, the perception of spiritual values, reactions to life events, etc., the idea of free choice, education on the basis of friendly sympathy in the team, development of creativity, methodology of organization meeting, farewell, tutorial presentation, child self-actualization, etc.

Traditionally, the peaks of success are not the ability of a person to create something new, to feel the beauty of the world, to realize his involvement in it, but to achieve a high social status, prestigious positions, and material wealth. Unobtrusively, but purposefully, the life-setting "be" (true, competent, creative) is replaced by another – "seems to be like that". This is, in our opinion, an alarming tendency that proves a profound social problem of neglecting values, empathizing, feeling, being oneself, and also growing morally. In preschool education, moral standards are leveled out, which leads to a cult of consumer rights, not a person-creator. On these trends, the upbringing of preschoolers M. Montessori also paid attention to those trends of preschoolers' upbringing. She, developing the theory of free education, devoted a number of recommendations to teachers and parents about their communication, education, education of children and the formation of personality

through their own feelings, experiences, ability to understand and reveal their own sentences about the surrounding world.

The ideas of M. Montessori on the value of building individual itself as a personality in education system are actual nowadays: "I believe that any reform of education should be person-centered. Personally, one must become the center of education, and we should never forget that the intellectual growth of a person begins not at the university, but from the very beginning, and it needs to be stimulated during the first three years of life with great intensity. If we adhere to these rules, the child, instead of burdening us, will prove to be the greatest and most delightful miracle of nature! We find ourselves face to face with a creature, which no longer needs to be taught as helpless, as an emptiness awaiting the filling of our wisdom; with a being whose dignity grows with each passing day; a being guided by an internal teacher, which determines the creation of the greatest miracle of the World – Person" [Montessori 2000, p. 87].

M. Montessori argued that children in nature laid everything that they needed for development. The main task of an adult is not to interfere, but to promote its self-development. Children are able to master the world around them through their independent activities; they can and love to learn, because this is their natural developmental need. Therefore, the adult becomes the organizer of the process of learning, but creates the preconditions for encouragement, promotion of the didactic, sensory, and social amateur activities of the child. And from here, the research opening of M. Montessori – the main motto of her method: "Help me to do it myself!".

Psychologists, teachers and philosophers, while investigating the formation of a child, are trying to positively influence the formation of her personality. M. Montessori gave the children a special role in the life of society and emphasized the peculiarity of each of them: "A child must recognize not only the surrounding life, to understand adults, to adapt to their lives, but also to take away all those complex structures that will later become her intellect, the basis for religious feelings and national and social thoughts. It seems that nature itself prevents excessive care of adults over every child in order to activate an internal teacher who inspires her" [Montessori 2000, p. 112].

In the studies of modern scholars (A. Bogush, A. Vynnytska, N. Havrysh, I. Dychkivska, N. Kirsti, N. Lysenko, A. Linnyk, T. Ponimanska, S. Amonashvili, etc.) considerable attention is paid to the problem of baby individualization. After all, the excessive technology of society, the transience of progressive changes provoke adults and children in a disharmonious worldview – focusing not on cultivating oneself, finding its place in society, developing spiritual forces, preserving the natural environment, harmonizing relations with others, domination of any price in society, an attempt to adapt to "comfortable" life. There is a kind of "life carnivalization", the dominance of consumption over creation, the desire to subjugate the

world, in particular, parents want "profitable" children: gentle, who do not create problems, self-development, quietly mature, etc.

The pedagogical level of M. Montessori system deals with the problem of the interaction of an adult and a child during educational activity as a free expedient activity of children with didactic materials in a specially created developing subject environment. The methodological level of M. Montessori system reveals specific methods and means of education and children training, an experimentally tested method of working with the complex of the original didactic Montessori materials called "golden material". M. Montessori pedagogy does not contradict the personality of the teacher and the child, considering them to be equal in education. Such approach is consonant with the humanistic traditions of Ukrainian ethno pedagogy and the modern concepts of education and upbringing.

Ukrainian model of Montessori institution

M. Montessori pedagogical ideas are actively discussed and partly tested in the pedagogical practice of Ukrainian education, but they require more detailed analysis and systematic practical use on the basis of scientific, methodological and theoretical training of special pedagogical staff, provision of the appropriate material environment and the creation of a training ground with seminars, workshops, presentation of scientific and practical literature, etc.

Over the past years, native teachers have been working hard to create a Ukrainian model of Montessori school, adapted to the conditions and social needs of our society, national culture, customs and traditions. It has certain features, namely:

1) relies on the millennial experience of Ukrainian education, in particular, the emergence of humanistic pedagogy (from V. Monomakh, G. Skovoroda to K. Ushynsky, A. Makarenko, V. Sukhomlynsky);
2) education is carried out in organic unity with art;
3) the priority direction is the physical health of children;
4) information and communication technologies and polylinguistics at the Montessori school (English and Italian are studied from 3 to 4 years; modern computer class is created) [Zhebrovsky 2014, pp. 2–3].

In this educational institution, under the guidance of selfless educators, children work daily with the didactic Montessori material in well-equipped cabinets. According to teachers, the school is dominated by particularly favorable moral comfort, goodwill, high spirits, belief in oneself and the teacher. A child in Montessori school has the freedom, is able to use it, independently makes decisions, makes his

own choice, is able to motivate his actions, and constantly feels the desire to study [Horiunova, Mykhalchuk, Horodnia 1997, p. 11].

One of the ways to introduce the modern practice of working with children using Montessori system is to emphasize certain principles and techniques for their application in specific conditions [Borysova, Semernykova, Borysova, Semernykova 1996, p. 6]. The pedagogical staff of the preschool institution № 490 in Kyiv, taking into account the foundations of Montessori pedagogy (the child's natural interest to cognition, the desire for cooperation, autonomy), has developed a system for its usage in the dramatized activity of preschool children from two to seven years, which integrates all components of aesthetic education and is an effective means of forming a sensory culture [Burova, Dolina 1999, p. 20]. Teachers are convinced that the game in the theater can be considered as an effective means of forming a sensory culture: along with the improvement of certain sensory organs, the child acquires the experience of more accurately perceiving and feeling his attitude towards his voice, intonation, gestures, facial expressions, motions, etc. It also implements the needs for the imitation of adults, fairy-tale characters, and stories; in the game and in action games; in performing roles. This is precisely the view of M. Montessori on the importance of sensitive periods in child development.

By dramatizing the well-known fairy tales ("Gloves", "Cat and Cockerel", "Goat-daisy", "Kolosok", etc.) children determine the characteristic features of characters (intonation, voice, movements, facial expressions), learn to pass them accurately and clearly. According to such work system, teachers noticed that the orientation towards the individuality of pre-schooling is quite successful and the goal is achieved when the child does not adapt to adults and adults to his feelings, desires, and mood, that is, they create an environment that stimulates the process of self-education. Shy, inactive in everyday life child deeper reveals himself in stagey, displays features that were difficult to see before. One of the principles of M. Montessori concept is the creation of a suitable joyous environment, attractive design that is extremely successful in children's theatrical activity, in an atmosphere of holidays, beauty, positive emotions.

Freedom of choice gives each child the opportunity to feel their significance, to realize themselves as a person, and therefore, to acquire a certain amount of compulsory knowledge and skills, regardless of age and fully realize their own potential [Chepil 2008, p. 30]. The environment, the training space are modeled by adults according to the pupils' age-related needs. In the kids' rooms there are definitely classic Montessori materials, and in the older ones there are a lot of books and laboratory equipment. A significant part of the study time is devoted to the willing full independent work of children. Watching for children, the authors note their mobility, search, and work on plans. Therefore, the classes in the school are unusual: "Bees", "Ants" [Lytviak, Khiltunen 2001, p. 14]. Classes begin with a circle

of universal communication, which adults are called reflexive, because it gives the opportunity to learn to comprehend their actions, fragments of their own and others' lives. Every child (both older and younger) learns to collaborate with others not only in the game, but also in intelligent quest. The amount and pace of work each child determines for himself, planning them in advance. At the end of each working day, the teacher reviews the plans. In addition, each child has workbooks of all subjects specially developed by the school's teachers, taking into account the specifics of Montessori-study [Chepil 2008, p. 32].

In addition, life in Montessori school is not only the free development of academic subjects, but also the issue of newspapers and magazines, drawing, music, dance, performance of general creative ideas, projects. The project is an important part of the learning process, because everyone can demonstrate everything they learn. The difference between projects from holidays is that the child is the initiator and the author, not just the viewer. At the same time, an important result is not an outcome, but a process in which friendly and responsible relationships between adults and children are formed. The child has the opportunity to feel himself not just like a student, but a prospective, happy, free and kind person.

The position of Montessori concept on the role of the environment as the main source of knowledge is actively used. In English kindergartens, the game room is divided into so-called sensory areas, in American one - most often in three zones, which include didactic material for sensory and cognitive development, acquiring practical skills. Montessori did not use the game in the learning process, did not give it a positive meaning either as a biologist or as a psychologist or as a teacher.

"Maria Montessori Pedagogy" in the preparation of preschool specialists at Ukrainian universities

M. Montessori ideas are being introduced in pedagogical universities of Ukraine mainly in Drohobych Ivan Franko State Pedagogical University: the program "Modern technologies of preschool education", "Pedagogical technologies", "Pedagogical innovation" includes the theme "Maria Montessori Pedagogical ideas". The course program "Pedagogical Technologies" includes the study of history of formation and development of Montessori pedagogy, the basic principles of its application, principles of activities organization. The ideas of M. Montessori free education are related to the subject and branch pedagogical technologies. The discipline "Modern technologies of preschool education" in the theme "Innovative tendencies in the development of preschool education" presents a methodology for using Montessori pedagogy in Ukrainian education as a result of excellence, defining the requirements for a Montessori teacher for successful implementation of practical activities.

The separation and introduction in 2016 of the curriculum for preschoolers training of the discipline "Maria Montessori Pedagogy" involves the presentation for future teachers the origins of formation and development of innovative technology, analysis of main pedagogical ideas, presentation of means, forms of organization of pedagogical activity in the educational process, identification of the achievements of Ukrainian teachers in the implementation and dissemination of the ideas of M. Montessori in pre-school education. A training program conducted into a textbook "M. Montessori Pedagogy" [Chepil, Dudnyk 2017b] and methodical recommendations for practical classes and independent work of students have been developed [Chepil, Dudnyk 2017c].

"M. Montessori Pedagogy" as a separate educational discipline takes an important place in the structural and logical scheme of training specialists of the first (bachelor) level of higher education specialty "Preschool education". The subject of the study course is acquaintance with M. Montessori pedagogical technology, the application of M. Montessori pedagogy in accordance with the tasks of modern Ukrainian preschool education [Chepil, Dudnyk 2017a].

The aim of discipline is to familiarize students with the key points and peculiarities of M. Montessori pedagogical technology, requirements for the organization of a special developmental environment, pedagogical approach in the content, forms, methods of upbringing children of preschool age; comparison of the requirements of new educational programs by using the mentioned pedagogical technology in Ukrainian preschool education; formation of a teacher's own pedagogical position taking into consideration self-education on the principles of Montessori-pedagogy; gaining the experience of independent and creative analysis and evaluation of pedagogical phenomena and situations using Montessori pedagogy. The mastering of the discipline "M. Montessori Pedagogy" will help assimilate the conceptual foundations of pedagogical technology as one of the best achievements in world practice, forming teacher's own pedagogical outlook, practical skills in applying the basic principles of M. Montessori pedagogy in the modern preschool educational institution of Ukraine.

As a result of the study of the specified discipline, the future specialist must:

– <u>know:</u> the basic principles of M. Montessori pedagogy, its categories and concepts; requirements for the organization of developing environment based on M. Montessori pedagogy; basic principles of organization of pedagogical interaction; features of the educational work of the teacher with the parents according to M. Montessori pedagogy; the essence of methodological approaches in creating educational atmosphere; ways of establishing productive pedagogical interaction between participants of the educational process based on the principles of M. Montessori pedagogy;

– <u>be able to</u>: use interdisciplinary knowledge of philosophy, psychology, pedagogy, sociology for the analysis of pedagogical technology under consideration, humanistic norms and standards of behavior of Montessori teacher in professional interaction, sensitive periods of child development in M. Montessori theory; organize a development environment by M. Montessori technology; compare the peculiarities of M. Montessori's pedagogical technology with other pedagogical technologies; to plan educational work in the process of professional training on the basis of humanism and child-centeredness; analyze critically the best domestic and foreign experience of applying innovations in the organization of the activities of preschool institutions; understand the peculiarities of the Montessori teacher-pupils activity; carry out creative imitation and self-education based on M. Montessori pedagogical ideas; apply a problem-research approach of activities organization with pupils, their parents, colleagues on the basis of M. Montessori pedagogy; implement the project's pedagogical activity on self-development according to M. Montessori theory; to determine the main tasks of this pedagogical technology; know the features of organization, principles, requirements for a developing environment, psychological competence of teacher; use theoretical knowledge to apply the methods of introduction of mentioned pedagogical technology to the educational activity of Pre-School Establishment; analyze professional requirements of Montessori teacher; organize group and individual classes with pupils with the application of analyzed pedagogical technology; make plans, abstracts of lessons using innovations; create their own pedagogical image using M. Montessori pedagogy, other leading pedagogical technologies; establish a positive psychological climate during the organization of the activities of teachers, parents of pupils to promote the humane ideas of pedagogy M. Montessori; to model pedagogical situations and to look for possible ways of their solution based on M. Montessori's experience.

The teaching of Maria Montessori pedagogy, communication and training with practicing teachers who have many years of experience in using this technology, is a prerequisite for improving the quality of education and training of teachers. Therefore, it is much more important not just to pass on the experience of previous generations to children, but also to develop their desire for cognitive activity, experimentation, research; to create conditions for self-development and self-awareness of their importance as an individual in social life.

Conclusions

Modern Ukrainian pedagogues, followers of M. Montessori method, on the basis of experiments, modernize her theory, completing the practical usage, taking into ac-

count the requirements of scientific and technological progress, trends of social development of society. Maria Montessori pedagogy, offering the maximum of spontaneity, allows every child, regardless of age, to reach a certain level of compulsory knowledge and skills, fully reveal his inner potential and self-fulfillment. However, its basic principles – independence, individuality, early socialization, respect of the child's world, continuity in gaining knowledge of mankind, which remain the dominant part of Montessori pedagogy, are implemented fragmentarily, inconsistently. We suppose that the study and rethinking of Maria Montessori basic ideas will contribute the formation of a strategy of their own actions, the creative use of different concepts and views on the issues of child education in Ukraine. Taking into account national peculiarities of Ukrainian society, studying and more detailed analysis of the five development zones in the kindergarten tested by it, special method of productive development of the child as an individual, methods of independent activity, method of conducting classes in small groups, presentation of knowledge "in the circle", organization of developmental environments, methodological approaches to the creation of educational and educational atmosphere require more detailed coverage. Today it is extremely necessary to publish the works of Maria Montessori in Ukrainian language.

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The Usage of Innovative Educational Technologies in Teaching the Pedagogical Disciplines

Abstract: The article is devoted to the problem of the use of innovative teaching technologies in the teaching of disciplines in the pedagogical cycle. The theory of contextual education is analyzed: the basic principles of contextual education; types of professional context (subject, social); educational models of the theory of contextual learning (semiotic, simulation, social). The peculiarities of problem education are revealed; his kinds (scientific creativity, practical creativity, artistic creativity); signs of problematic pedagogical situation, problem lecture; examples of methodology approaches for creating problem situations on practical lessons on pedagogical disciplines are given. Interactive teaching methods are described. Examples of business games, discussions, topics of "roundtables" are presented; The method of SWOT-analysis, Case study, which isused in classes on pedagogical disciplines,is described. Features of design technology are described; Classification of projects is presented. Features of author's project technology "Theater of pedagogical skill" are revealed; Characterized by conducting of a business game "Project Contest: Innovative Educational Institution".

Key words: innovative teaching technologies, discipline of the pedagogical cycle; theory of contextual learning; problem learning; design technology.

The modern educational systemis searching for the pedagogical theories and technologies, which not onlyensure the assimilation of a certain amount of information, but also help to formand develop the individual and professional qualities of future specialists. The problem of training pedagogical staff, which correspond to the level of the development of society; the conditions of education and upbringing of the future teacher in the system of professional pedagogical educa-

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tion constitute an extremely important problem area in Pedagogy and Psychology. Because of these facts, it is necessary to develop technologies for transition from educational to professional activities. This is connected, as O. Verbitsky observes, with certain difficulties:

- contradictions between the "abstract nature of educational activity and the real professional activity";
- discrepancy between the separate knowledge in various disciplines and the necessity of their combination in professional activities;
- contradictions between the individual, personal nature of the educational work and the social collective character of the work;
- the difference between the position of the student's performer and the active position of the specialist [Verbitsky 1991].

In modern conditions of the modernization of general education, O. Asmolov says, in contrast to the separation of the teaching of purely laboratory scientific knowledge, "the basic principle becomes the principle of contextuality, which allows the combination of knowledge and skills and their application taking into consideration social, interpersonal and objective peculiarities of the context" [Asmolov 2008, p. 12].

The theory of contextual studying was developed by O. Verbitsky and his school of science in order to overcome the students' concerns about knowledge, unwillingness to study, as well as for the development of cognitive, and finally, of training and professional motives and interests. The basis for the formation of this concept was the awareness of the impact of the substantive and social aspects of future professional work of the student on the process and the results of his educational activities.

Contextual studying is a study in which the subject and social content of a profession is dynamically modelled, thus providing the conditions for the transformation of the student's educational activity into a professional activity. The essence of sign-context learning is following: "the organization of student activity according to the rules of the transition from educational texts, sign systems as material carriers of past experience to professional activity ..." [Verbitsky 1991, p. 33].

The main sources of contextual learning are the didactically simplified content of the classical parts of the relevant scientific disciplines and the future professional activity.

Main principles of contextual education:

- the principle of psychological and pedagogical provision of individual inclusion of a student in educational activities;
- the principle of consistent dynamic modelling in the educational activity of the future teacher of holistic content, forms and conditions of professional activity;
- the principle of problematic content and process of education and upbringing;

– the principle of the leading role of joint activity, interpersonal interaction and dialogical communication of subjects of the educational process;
– the principle of the adequacy of the forms of organization of educational activities of students, which means the choice of specific organizational forms, depending on the goals, content and conditions of education and upbringing;
– the principle of well combination of traditional and innovative pedagogical technologies;
– the principle of openness – used for achievement of the specific goals of education and upbringing of any pedagogical technology offered in the framework of various theories and approaches;
– the principle of unity of education and upbringing of the student'spersonality;
– the principle of taking into account the internal, cross-cultural (family, national, religious, geographical, etc.) context so feach individuality [Verbitsky 2009, p. 15].

A special role in the concept of contextual education belongs to the notion of "professional context" – a set of objective tasks, organizational, technological forms and methods of activity, situations of social and psychological interaction typical for a certain area of professional work. The following types of professional context are distinguished:
– social, which includes value-orientation and personal context;
– objective, which combines industrial and technological, organizational and managerial, official and introducing contexts.

According to O. Verbitsky, the content of contextual education should be designed taking into account the following requirements: semiotic – to the organization of signin formation; psycho-didactic, which facilitate the easier assimilation of educational material; scientific requirements – the academic discipline should reflect the scientific foundation; professional requirements that create a meaningful context of activity [Verbitsky 1991].

The idea of contextual education has a number of advantages that form the basis of the professional training of specialists in any sphere. However, the training of specialists in the pedagogical direction has some peculiarities. The whole educational sphere can be represented by three main blocks: theoretical knowledge, ways of activity, social maturity (values, horizons, morality, responsibility). From the point of view of the theory of contextual education, we identified the problem areas of traditional education of the future teacher:
– in theoretical preparation: the problem of choosing an optimal, systematically organized volume of training content, necessary for future pedagogical activities;
– in the activity preparation: the problem of the advantage of orientation towards the acquisition of theoretical knowledge rather than on practical ones;
– in the formation of social maturity: the problem of lack of purposeful development of socio-moral and civic qualities of the future teacher.

The specifics of the education of students of pedagogical university is that, while conducting educational activities, students are preparing for a professional activity, the main content of which – the organization of educational activities for students in similar forms. In the process of studying at a pedagogical institution, students receive the necessary knowledge in pedagogical disciplines. To a lesser extent, students get skills related to professional activities. This has to be noted after observing the work of the beginning experts. They need a significant amount of time to adapt to school conditions after completing their education; young specialists are not always able to apply the knowledge gained in practice. To capture the methods of activity, the connection of knowledge and experience is necessary. Practical experience combining theoretical knowledge and practical skills is formed in the process of applying existing knowledge and professional skills. The success of coming into the profession depends on the extent of theoretical and practical preparation of the future specialist. The mol ding of the personal qualities of the student will allow more efficiently perform activities which will help to up-bring the younger generation. In the theory of contextual education three educational models are distinguished according to the specifics of the process of preparation for professional activities: semiotic, simulation, social.

The semiotic educational model appears in the form of verbal or written texts with theoretical information. The units of student activity within the framework of this model are linguistic action and demonstration of the learned skills to solve standard tasks (algorithms), the nature of the student's educational activity – mostly reproductive.

The simulation training model is a specially simulated situation for future professional activity, which requires analysis and decision making based on theoretical information. The unit of student activity is objective action, the main purpose of which is the practical transformation of simulated professional situations; the nature of activity – partly-search, reproductive-creative. The social educational model is a problem situation or a fragment of professional activity that is analyzed and transformed into a form of joint activity of students. The basic unit of student activity is an act; character of activity – mostly creative.

We fully agree that in order to learn to perform any action, this action is to be performed by the person himself, and not to be observed while others do it. Context learning is the implementation of a dynamic model of student's change of activity: from a self-instructional (lecture, seminar, credit, etc.) through quasi-professional (gaming forms) and educational-professional (pedagogical practice, research work of students, preparation of final qualification work, etc.) to a self-professional activities. Future teachers on classes of pedagogical disciplines develop didactic materials, play the roles of teachers and students, analyze both the actions of comrades, and their own, conduct mini-lessons, take part in master classes, organize video surveillance and discussions of films, etc. The lectures hold heuristic

conversations, mini-debates, demonstrate techniques for analysis and assimilation of a large amount of information (structuring and schematization of texts, tracking logic of presentation, creation of card files, etc.).

The basic unit of content in contextual learning is the problematic situation, and the usual tasks are its elements. With the help of the system of problem situations, educational problems and tasks, a plot line are assimilated with the leading aspects of professional activity.

The conceptual basis of problem learning is the theory of problem education, developed and applied in 1894 by the American philosopher, psychologist and teacher J. Dewey, which was further developed in the writings of A. Bassis, M. Huber, O. Brushlinsky, T. Ilyina, I. Ilnitskaya, O. Matiushkina, M. Makhmutova and others. Today, to problematic education belongs such organization of the educational process, which involves the creation under the control of the teacher the problem situations and active independent work of students, which promotes the development of creative thinking and the acquisition of productive knowledge, skills and abilities.

The main distinctive features of problem learning were formulated by M. Makhmutov. He divides them into general and special. General functions of problem learning: students mastering the system of knowledge and methods of mental, practical activities; development of cognitive autonomy and creative abilities of students; the formation of a comprehensive and harmoniously developed personality.

Special functions of problem learning: formation of skills of creative learning of knowledge; formation of skills of creative application of knowledge and ability to solve educational problems; formation and accumulation of experience of creative activity; formation of educational motives, social, moral and cognitive needs. Each of these functions is carried out in different practical and theoretical works, depending on the prominent characteristics of problem-based learning, which are at the same time its different feature.

In this regard, attempts to highlight types and levels of problem learning are quite understandable. M. Mahmutov believes that the types of problem-based learning is better to distinguish between the existing types of work. He classifies three types of problem-based learning:

– scientific work – theoretical research, searching and discovery of the new rules, the law of evidence by the students; the basis of this type of problem-based learning is the theoretical formulation and solution of educational problems;
– practical work – search for practical solution – the method of application of existing knowledge in new situations, design, invention; the basis of this type of problem education is the formulation and solution of practical educational problems;
– artistic creativity – artistic reflection of reality on the basis of creative imagination; includes drawing, playing on musical instruments, etc. [Voloshyna 2017, p. 11].

All types of problem-based learning are characterized by the presence of repro-ductive, productive and creative activity of students, finding a solution to the prob-lem. However, the first type of problem learning is most often used in theoretical classes, where an individual, group or frontal solution of a problem occurs. The second one – in laboratory, practical classes, on a subject group, on an additional class or in practice. The third kind – during classwork and non-auditorium classes. The last two types of problem-based learning are characterized mainly by solving individual or group educational problems.

Problem situation – the main element of problem-based learning, through which the cognitive need of students is carried out, the thinking is activated. The most clearly and consistently psychologist O. Matyushkin described components of the problem situation. In the psychological structure of the problem situation, he distinguishes the following three components: unknown knowledge or mode of action; cognitive need that induces a person to intellectual activity; intellectual ca-pabilities of the person, which include his creative abilities and past experience [*Encyclopedia of Education* 2011, p. 863].

Components of the psychological structure of the problem situation also char-acterize the internal conditions of thinking. Due to this, problem situation arises only in the presence of certain internal conditions of thinking. This provision is important for the teacher. Knowing the internal conditions of thinking and con-tributing to their occurrence, with the help of a problem situation, he can activate the mental activity of students and to head it.

The problem situation in pedagogy (opposed to psychology) is considered not as a state of intellectual stress, but as a state of mental difficulty caused by the ob-jective insufficiency of previously acquired knowledge and methods of mental or practical activity for solving cognitive tasks. Unexpected difficulty is always amaz-ing, confuses a person, stimulates mental searching. Verbal expression of the con-tent of the problem situation is an educational problem. The only way out from a problem situation is always connected with the realization of the problem (what is unknown), its formulation and decision. For a problem situation to become a didactic teacher's tool, you need to know the types of problem situations. In the literature there are more than 20 classifications of problem situations (O. Matyushkin, T. Kudryavtsev, K. Babansky, etc.) based on different criteria.

The most appreciated in the pedagogical practice is the classification of M. Makhmutov. He points out the following ways of creating problem situations and, accordingly, defines their types: in the collision of students with life events, facts that require a theoretical explanation; in the organization of practical work of students; when formulating hypotheses; at induction to comparison, comparison and contrast; at inducing students to preliminary generalization of new facts; with research tasks. Let`s characterise a problem lecture. In contrast to the informative lecture, the content of which is proposed by the teacher in the known form and

which can be memorised the problem lecture, new knowledge is offered as unknown to students. The received information is assimilated as a personal discovery of knowledge which is still unknown to itself. This allows us to create in the listeners the illusion of "discovery" already known in science.

Educational material is provided in the form of a learning problem. The educational problem has a logical form of cognitive task, which fixes some contradiction in its conditions and ends with questions. The answer to the question that reveals the contradiction that the student is experiencing as an intellectual difficulty is still unknown. Because of that fact, it is necessary to adhere to two interconnected conditions: the implementation of the principle of problem in selecting the content of the training material and when submitting this material directly to the lecture.

The first is achieved by the development of a teacher of the system of cognitive tasks – educational problems that reflect the main content of the subject; the second is the construction of a lecture as a dialogue between the teacher and the students. It is very important to remember during designing a course that the lectures of the problem presentation should significantly exceed the volume of information. In the structure of the lecture can be included tasks of different levels of complexity for further independent work. The teacher can use the results of research work of students in the content of lectures. The relationship between lectures is of particular importance, it ensures system city and logic of the material under consideration.

Here are examples of methodical techniques for creating a problem situation that we use in practical classes.

1) Questions which require the establishment of differences and similarities between objects, phenomena, and theories: "What is the difference and similarity of pedagogical techniques and technologies? Processes of education and socialization?".

2) Choosing an option or comparing different options: "What definition, in your opinion, is correct: 1) education is the purposeful formation of a person in accordance with the social ideal; 2) education is the creation of favourable conditions for the development of personality, its natural abilities?".

3) The contradictions between life and science: "People say: Apple does not fall far short of apple," but scientists have not found the genes good or bad. "Are such qualities as kindness, aggressiveness, honesty, falsehood inherited by man?".

4) The contradiction between the old knowledge and the new scientific facts: "Academician M. Dubinin believes that the level of intelligence is not transmitted from parents to children. Foreign scientists are increasingly pointing out the intellectual inequality of people. Who is right?".

5) New practical conditions for using existing knowledge: "How to use knowledge about the leading method of material mastering (visual, auditory, kinestetic) for effective organization of the learning process?".

6) Comparison of different opinions (scholars, critics): "Who is right: behaviorists who organize education in accordance with the formula "stimulus-reaction-reinforcement", or supporters of the "theory of free education" ?

7) Consideration of the problem from different positions (different scientists, specialists: economist, lawyer, psychologist, etc.): "How would Z. Freud, A. Adler, A. Maslow explain the nature of the creative achievements of personality?".

8) The question of establishing cause-effect relationships: "To find out the causes (social, pedagogical, psychological, biological) of the emergence of deviant behavior in the youth environment".

9) Personalized questions addressed personally to a student and related to his interests: "What kind of school would you choose for your own children: the one that is directed by A. S. Makarenko or V. O. Sukhomlinsky?".

10) Questions that arouse surprise and desire to understand the causes of the phenomenon: "Why the great teachers – K D. Ushinsky, A. S. Makarenko did not intend to become teachers?".

Organization of problem-based learning in practice has some difficulties. The main difficulties are due to the lack of developed methods for organizing problem-based learning in various types of educational institutions, the complexity of training material in the form of problem cognitive tasks, dialogue structures, as well as inadequate teacher training in organizing problem learning. Before planning a problematic study of a topic (section), it is necessary to establish its didactic expediency. In doing so, one must take into account the specifics of the content of the material under investigation, its complexity, the nature of information (descriptive or such that requires generalizations, analysis, conclusions).

It is important to find out the "internal conditions" of students' thinking: the level of knowledge on the subject under study; intellectual capacity of students, level of their development.

Depending on the level of "internal conditions" of the student's thinking, a system of specific tasks is developed which reveal contradictions on the path from ignorance to knowledge. These tasks include:

– issues requiring explanation of a particular phenomenon;
– the question with the help of which the teacher deliberately confronts conflicting judgments, thoughts, assessments of great people, scientists, students themselves;
– the task of confronting and comparing, etc. When designing and staging a system of problem situations, the sequence of problem situations is the main condition for the organization of problem-based learning. In the system of problem situations are distinguished the main, dominant and a number of auxiliary problems. The formulation of the main problem situation is the greatest complication, but it provides the activation of cognitive activity, makes the process of knowledge more purposeful and meaningful.

Students can not immediately solve the main problem due to the lack of necessary skills in organizing independent research work. Therefore, it is necessary to create a consistent system of auxiliary problems that can lead to an understanding of the main problem question. It allows you to manage the cognitive activity of students, to acquire the necessary knowledge, to master the methods of research activity. Consequently, we can conclude that the organization of independent students research in the process of problem learning is an effective way of learning, since it leads both to the acquisition of new knowledge and to the development of thinking.

One of the important directions in the development and upbringing of the person at the present stage is the planning of educational activities with the purpose of activating cognitive activity and the strength of knowledge acquisition. In active study, the student more strongly acts as a subject of educational activity than with passive learning, engages in dialogue with a teacher, actively participate in the cognitive process, performing creative, take part in research and solve problem tasks. Active teaching methods successfully lead to the ability to adapt to the group; ability to establish personal contacts, exchange information; readiness to assume responsibility for the activities of the group; the ability to offer ideas; readiness to go for a justified risk and make non-standard decisions; the ability to avoid repeating mistakes and miscalculations; the ability to clearly and convincingly formulate their thoughts, be clear, anticipate the consequences of their actions; ability to effectively manage their activities and time. Active methods of education include interactive teaching methods. Interactive methods of education as a concept belong to the theory of problem-based learning. In the process of interactive education (dialogical, interactive), students have the opportunity to share thoughts, ideas, and proposals, and the teacher becomes the organizer of joint activities, business cooperation, creative search, creates an atmosphere of sincerity and respect. During interactive learning, the educational process is organized in such a way that practically all are involved in the process of studying. With such training, it is important to create a comfortable environment in which everyone feels their success, intellectual ability. But there is no need to confuse interactive learning with group forms work that compensates for all the flaws of frontal and individual work. Group form work involves the training of one person group of students; all groups of students work on one task together with the subsequent control of the results. Experience has shown that the level of material absorption depends on the methods used, mainly as follows:

– lecture (what we hear) – 5%;
– Independent reading – 10%;
– audiovisual method – 20%;
– demonstration – 30%;
– group discussions – 50%;

–   active training – 70%;
–   the usage of knowledge by teaching others – 90%.

Independent studies conducted by various scholars have shown that the mastery of material and levels of its absorption increase almost fourfold in the application of interactive teaching methods. The time savings for studying the required material averages 30%, and the acquired knowledge is kept in memory much longer by attracting all the senses and active actions of students in the process of learning [Arhipova 2002, p. 103–108]. Interactive learning helps to intensify the educational process, develops deep inner motivation, provides opportunities for intellectual and creative development, manifests initiative, develops communicative skills. Learning with the usage of interactive educational technologies implies the logic of the learning process which is different from the usual: not from theory to practice, but from the formation of a new experience to its theoretical reflection through application [Voloshyna 2016, p. 10].

Here are examples of the usage of interactive methods in the teaching of disciplines in the pedagogical cycle. During the classes on the history of pedagogy, the role play "Interview" was effective. It is necessary to interview the outstanding teachers of the past. Part of the students chose the role of teachers, and others - the role of journalists. "Journalists" picked up questions for an interview, "scientists" responded to them. A group of journalists and a group of scientists should get acquainted with additional literature, with scientific biographies of teachers. The peculiarity of this game was that the answers of "scholars" – was not just information, but personally significant information, that was an attempt of future teachers to defend their own beliefs.

The game "Advertising" is close to the game "Interview". Students chose a certain theory of personality development and made a kind of advertising booklet (presentations, photographs, drawings), substantiated the attractiveness of this theory, its historical role, advocated its significance in modern science and practice. The participants of the game noted that they began to feel "more relaxed", although it was difficult to "actively engage in the game", "express their own opinion", "the lessons with game situations are the most interesting", "the material is absorbed better and faster".

On the pairs of pedagogy during studying the basics of pedagogical skill of playing various fragments, microteaching helps to develop pedagogical improvisation, a special meaningful characteristic of future professional activities. Particularly important for improvisation are flexibility, spontaneity, unfettered professional behaviour, a friendly psychological climate, a desire to try their hand at non-standard situations. The business game helps to develop such professional and personal qualities of future teachers as confidence, expressiveness, emotionality, communication.

Business games help students to behave confidently and responsible in different situations. Particularly interesting and important for future teachers during the laboratory sessions were the following: "Conflict situation at the lesson", "Individual conversation of a teacher with the student's parents", "Simulation of the situation of success for pupils of different ages", "Board meetings", "Parents meeting", "Psychological and pedagogical consulting" and others. During the conduction of one role play in the laboratory, we changed the initial parameters. This approach develops in students not only fragmentary, but a holistic, complex, systematic perception of pedagogical phenomena, prevents stereotyping of professional behaviour, develops its flexibility [Voloshyna 2015, p. 44]. In the process of learning the course "Fundamentals of Pedagogical Excellence" the future teachers remembered the business game "Self-Presentation". The game story is associated with the creation of an innovative experimental school, which is selected by teachers who are ready to work creatively and unordinary. The expert commission should select among the most desiring the most talented professionals.

One of the means of stimulating cognitive activity in the learning process is the technology of working on discussion questions.

In participation in the discussion we involve students during the studying of discussion topics. For example, "Classroom System and its Alternatives" (pedagogy), "Development of the Ukrainian National System of Education in the Age of Ukrainian Renaissance – XVI – the first half of XVIII centuries" (History of pedagogy), "The Pedagogical Heritage of A. S. Makarenko and the Present times" (Fundamentals of Pedagogical Excellence), etc. On pairs in the history of pedagogy, future teachers were offered to analyze the opposing positions of Y. A. Komensky and Hegel about the game. Positively evaluating the role of the game in school education, Y. A. Komensky convinced others that "fun leads to serious goals". Hegel argued against "playing pedagogy", stressed that "the playing education may have for boy`s life that consequence that he will look at everything disdainfully". The analysis of the ideas of great teachers stimulated the discussion and directed students to select the most accurate arguments.

During the studying of the topic "The problem of national culture and native language schools in the history of national education of 19–20 century" the form of lesson was a "round table".

Round table – a form of the public discussion or coverage of certain issues; the participants express themselves in a definite order. The purpose of using the method of the round table is a comprehensive, in-depth analysis of the actual problem through its discussion. The form of organization of classes helped students to answer: how modern are the ideas of national culture and schools in their native language in the history of native pedagogy of the 19th and 20th centuries for Ukrainian pedagogy of the 21st century.

The technology of conducting the lesson "Development of the idea of collective education" was a SWOT-analysis. SWOT-analysis is the definition of the strengths and weaknesses of the object, as well as the possibilities of its application. Thanks to this form of conduction, students were able to make a clear conclusion about the relevance of the ideas of collective education for the modern conditions of school development on the basis of democratization, humanization, individualization, human-centeredness; about the prospects for the further development of collective education.

When studying the topic "Educational systems" it was necessary to announce in groups the peculiarities of the system of education of a certain age (Spartan, Athens system of education, religious tradition and knight education, systems of education gentleman). Technology of conducting the lesson was "brainstorming". After a collective discussion, the students concluded and substantiated their position on the relevance to the modern theory and practice of teaching pedagogical ideas and experience of the educational systems of the past. During the providing the class on "Personality as the supreme goal of educational activity in the creative heritage of prominent teachers of the past", the technology of conducting the class was "Case study".

The essence of the method is the usage of specific cases (situations, stories, texts), which are called "case", for joint analysis, discussion or decision making on a certain topic of academic discipline. The value of the case-method lies in the fact that it simultaneously reflects not only a practical problem, but also actualizes a certain complex of knowledge, which must be mastered in solving this problem, and also successfully combines educational, analytical and educational activities, which is definitely effective in the implementation of modern tasks of the education system [Voloshyna 2015, p. 41].

Thus, interactive teaching methods and educational technologies are aimed, first of all, at increasing the students' own activity and their motivation for educational and professional activities. They allow us to pass from passive learning to their active use in different situations of professional activity, which, of course, increases the quality of the training of future teachers. We believe that the effective development of the future specialist is carried out in the context of preparation for the organization of the project activity; as it promotes the development of a competitive, vital, socially mobile personality who is able to solve problems and effectively fill in life and social roles.

The project method was developed in the second half of the nineteenth century at the American agricultural schools and was later transferred to a general education school. It is based on the theoretical concepts of pragmatic pedagogy, which proclaimed "learning through activity" (J. and E. Dewey "School of the Future"). The method of projects is elucidated in detail in the works of U. Kilpatrick and E. Collings (USA).

In the 20th years of the twentieth century the method of projects attracted the attention of Soviet teachers who believed that, being critically restructured, they would be able to ensure the development of creative initiative and autonomy of students in teaching and would facilitate the implementation of a direct link between the acquisition of knowledge and skills by students and their application for solving practical problems. The method of projects has become partly used in the practice of schools – first experimental, and then in some masses. As a component of the education system, the method of projects began to be used at the Ukrainian school when studying various subjects (physics, chemistry, biology, literature, etc.) in the early 90th of the twentieth century.

In modern pedagogy, the method of projects was studied by Russians (M. Bukharkin, V. Guzeev, D. Levites, E. Polat, N. Koryaktsev, G. Seleucko, etc.) and Ukrainian (K. Bakhanov, L. Varsatskaya, L. Golovko, A. Kaspersky, G. Kruchinina, O. Pekhota, O. Pometun) scientists.

Nowadays, the method of projects is the way to achieve a didactic goal through a detailed development of a problem (technology), which should be ended with a real, practically tangible result. The project technology allows not only to pass knowledge to students, but to train to acquire this knowledge on their own, to be able to use the acquired information to solve new cognitive and practical tasks; future teachers acquire communicative skills and abilities, get acquainted with different cultures, thoughts; learn to use research methods: collect the necessary information, to be able to analyze it, put forward hypotheses, draw conclusions. Classification of projects can be carried out on the following grounds:
- the dominant activity in the project (research, creative, role-playing, informational and applied);
- subjective – contextual component (mono – or interdisciplinary projects);
- nature of project coordination (with open coordination or with occult coordination);
- nature of contacts (internal: students of a certain group, course, educational institution, region, country, international: from different countries);
- number of project participants (individual, group, mass);
- the term of the project – short-term (lessons), medium-long (from week to month), long-term (several months) [*Encyclopedia of Education* 2011, p. 717].

The effectiveness of applying a project method depends on the level of preparation of the subject of studying. The student must possess the following skills: intellectual (to work with information, analyze, systematize, generalize, establish associations with previously studied, draw conclusions); creative (to put forward ideas, to find solutions for the problem, to predict the possible consequences of the decisions); communicative (to defend their own opinion, to find a compromise, to predict their result); social (to be responsible for the results of their work, to understand and respect the opinion of others). Here is an example of how to use the

project method when teaching pedagogical disciplines. Therefore, when studying the history of pedagogy, it is expedient for students to propose the following task: to prepare a story about the way of life, pedagogical activity, pedagogical heritage of J.-Z. Russo, L. Tolstoy, V. Sukhomlynsky, Y. Korchak (to develop a slide film, using these great teachers' quotations). Then there is a discussion: how relevant are the pedagogical ideas of J.-J. Russo, L. Tolstoy, V. Sukhomlynsky, Y. Korchak for modern pedagogical theory and educational practice.

In order to form an individual style of professional activity in the process of studying the course "Fundamentals of Pedagogical Excellence", we quite successfully used the project technology "Theater of Pedagogical Excellence". We set ourselves the task: to promote the development of pedagogical thinking, creative imagination, speech skills, abilities of internal and external pedagogical techniques; teach to plan their activities, teach introspection, reflection, presentations of their activities; finding the necessary information, isolating and mastering the necessary knowledge; practical application of knowledge, skills; selection, development and use of adequate technology for project creation; stimulating the desire for professional self-improvement. This technology is used during carrying out of the last lesson under the plan of a laboratory lesson on "Fundamentals of pedagogical skill". The content of the lesson reflects the contents of all laboratory classes from the course studied. This technology combines research, gaming, information, and applied projects. It is provided in various forms, for example: TV Channel "Teacher TV", "Rapid Pedagogical Aid".

The project is organized and implemented by all groups of 4th year students of the Institute of Philology and Journalism. Each student gets a role and the tasks of the project are distributed among the members of the group. The overall management of the project is carried out by a separate group of students. The performance of each group is a surprise for other project participants. Effectiveness in using this technology indicates its expediency. Students were pleased during the study of the discipline "Pedagogy of Innovation in Higher School" when a following business game was proposed: "Project Contest: Innovative Educational Institution".

The purpose of the game is to promote the development of students' abilities to generate innovative ideas, to develop them and to represent publicly and protect them. Magistrates are invited to take part in the grant competition for the best project of an innovative educational institution. This may be a project of a lyceum, higher establishment, a university, an educational-research-and-production centre, a centre of professional education, an institute of distance education, etc. The most important thing is to think over what innovation will be, the difference between the institution and the existing one.

Organizational stage: members of the expert council who will evaluate the application for a grant (3 people) are selected. They need to develop criteria for evaluating the projects proposed for the competition. Other participants are divided into

project groups (5–7 people). The first stage: the generation of ideas. In each project group "brainstorming" is being conducted, ideas are discussed, and the variant of the best innovative educational institution is chosen. When writing an application for participation in the competition, members of the project team must disclose the following provisions: to determine the type of educational institution; specify which class of students to be created; to formulate the main goal of the educational institution; to give an indication of the main directions of activity of an educational institution; characterize forms and dominant teaching methods; define a management system; indicate the source of additional financing (except for budget).

The second stage: presentation of the project. The leader from each project group introduces the audience with the idea of creating an innovative educational institution. His task is to explain clearly what is the innovation of the project, to reveal the main provisions on which the application will be evaluated by the experts (after the presentation it is submitted to the expert council), and also make listeners interested in their idea. After all the speeches, the experts evaluate the projects according to the defined criteria; determine the winner who receives a large "money grant" for the implementation of the idea. The third stage: holding a press conference. The winners of the competition are invited to a press conference to answer journalists' questions. The role of journalists is played by the members of the defeated teams. Each of them decides which print edition or television channel he or she represents. The role of a leading press conference is played by one of the representatives of the expert group. Before the beginning of the press conference, everyone gets the pieces of advice on the formulation of the question and answer.

Journalists" are obliged to name those publications, which represent, questions clearly, do not put a few questions at once, do not participate in the dispute, because the format of the press conference involves discussions. The authors of the project should prove its innovation, respond to the questions of "journalists", present convincing arguments. After all questions are over (every journalist must put at least one question), the jury sum up, defines the most active and professional journalist. It is desirable to use audio-visual facilities at the lesson; when viewing a game recording it is a good idea to draw students' attention to their typical behaviour both in the process of group discussion of ideas, and in public speaking.

To sum it up, we should note that the project activity is a didactic means of development, education and upbringing that allows to form and develop specific design skills. Implementation of the method of projects in the university is a prerequisite that will make this process effective and exciting.

Thus, the usage of non-traditional pedagogical technologies can significantly change the educational process and solve many problems of developing, person-oriented learning, differentiation, formation of individual educational perspective of students.

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Modern Teaching in Poland – Possibilities and Reality

Abstract: The contemporary European school is perceived as a changing and evolving organism. We observe in it the diversity of directions, trends and related to them tools used by the teacher. Next generations of students shape in it (as well as beyond) their own image of the world often a bit different from their predecessors. Methods and techniques used in working with students, which were effective 10 or 20 years ago, require changes in the present reality. It does not mean a complete rejection of existing teaching-learning models but a gradual complementation of them with new solutions.

Key words: modern teaching methods, teachers' knowledge about modern teaching methods, teachers' skills.

Modernity in teaching – possibilities

There are currently many solutions concerning teaching and learning methods in Europe. By eliminating extreme concepts, one can see a clear tendency to move away from perceiving the teacher as an all-knowing "expert". Now, his or her role is viewed as "a guide" in educational processes and experiences. The teacher in this approach, by focusing on the needs of students, should fulfil an advisory role, support the student in searching for, personal development and ensuring proper interpersonal relations.

The role of the students is changing from passive to active. They are becoming more and more conscious in the process of education and co-decide about the form of classes and discussed contents.

In the assumptions of the didactic work with the student, the theory of multilateral education emphasizing the multidirectional development of the students in the education process is again being discussed, which in practice means the impact of intellectual, emotional and practical activity of the student in this area.

As Franciszek Bereźnicki emphasizes, intellectual activity involves learning about reality by absorbing knowledge and discovering it whereas the emotional one

focuses on the relationship of man to different values – their production and survival. The practical activity is expressed in the subject's action and its participation in transforming reality (using practical and creative tasks, solving technical problems or, in other words, using the acquired knowledge about reality) [Bereźnicki 2011, pp. 94–95].

There is no doubt that the development of self-education perceived as a "(…) learning process carried out consciously, with the possibility of using various forms of assistance of other people or institutions" which is considered to be "(…) a process of self-directed learning whose goals, contents, forms, sources and methods is selected and determined by the learner" [Półturzycki 2002, p. 209] also play some important role in educational processes.

Self-education, in its assumption, develops the student in terms of feelings, attitudes and values, teaches setting goals and their implementation, affects the development of independence while preparing for professional work.

There were also changes in the field of education methods. The variety of teaching methods is combined with learning methods. This is not a new thing in European as well as in Polish pedagogy because it was written about in the 1970s. However, it was written about, but at the same time, it was mainly focused on teaching methods in practice. The students who finished school in the second half of the twentieth century were not shown ideas about the possibilities and ways of learning though "in practice, educational methods of teaching and learning complemented each other and are closely related to creating more or less effective whole" [Bereźnicki 2011, p. 150].

The development of the humanities as well as the ease of access to information give modern students the opportunity to choose workshops and other forms of activities that develop learning skills. In addition, the relationship between learning methods and teaching methods used by teachers became more and more important. Teachers using reception, expressive, heuristic and practice methods implement students to independent learning, which is a base for self-education as well as intensively developing distance learning. Contemporary educators have noticed that "the knowledge of basic methods of mental work and the principles of its organization that should be demonstrated by students are the main conditions of independence in the teaching-learning process" [Bereźnicki 2011, p. 150] and use these assumptions in their teaching practice.

Modern teaching methods – reality

In the literature on the issues of didactics and methodology of working with a student, we can find many proven and effective solutions based on the above assumptions. English and German literature seems to be particularly rich in the field – mainly due to the extensive experience in the subject of student activation and mul-

tiplicity of solutions. Many solutions which, undoubtedly, function well in Europe are little known in Poland. This is mainly due to the short time that has passed since the system transformation (many solutions known in other countries for many years are reaching Poland just now) and the construction of the Polish educational system in which "new" is often not desirable from a director of the institution, a teacher or a student point of view due to the fact that theyare used to check their knowledge and skills only in the "answer keys" to tests.

While browsing Polish-language literature on modern teaching methods, I have found materials regarding the following methods:

- activating methods,
- project method,
- guiding text method,
- the method of reverse teaching (flippet classroom),
- e-lerning,
- webquest method,
- peer learning method,
- blended learning,
- tutoring.

However, it is difficult to find a clear definition in literature describing what modern teaching methods are. Most often, they are considered from the features and tasks, that they are supposed to fulfil, point of view – they are treated as methods activating the student and developing him or her comprehensively.

In the spring of 2018, I conducted a survey concerning the methods of modern teaching on a group of 263 teachers working in primary and secondary schools (high schools, technical schools) in the vicinity of Łódź, Warsaw and Poznań. I was interested, among other things, in how teachers understand modern teaching, what methods associated with modern teaching (or block) the use of modern teaching methods in schools.

The obtained research results turned out to be surprisingin some areas.Let me begin from the open question – *How do you understand the term "modern teaching methods"?* It is worth noticing that 40% of respondents answered correctly, pointing out that they develop students' competences. At the same time, as many as 14% of young teachers starting their work (especially those working for up to 3 years) identify modern teaching methods only with the achievement of objectives resulting from the curriculum.

It can, therefore, be said that at the beginning of their profession they are convinced that the success in teaching is determined only by the implementation of the curriculum. This type of thinking undoubtedly helps to prepare students for the majority of examinations in Polish schools (which require behaviors and responses in line with the assumed key), but unfortunately, it is consistent with the assump-

tions of multilateral education and cognitive activation of the student to only a small extent. Unfortunately, I am afraid that these teachers belong to the generation of people educated at the high school level, and perhaps also at the university in accordance with the "answer key" and therefore, they have so much difficulty in understanding the thinking system characteristic for most methods of modern teaching. Table 1 presents the detailed answers of the surveyed teachers regarding the discussed problem.

Table 1. The concept of modern teaching methods in the opinion of the respondents

How do you understand the term "modern teaching methods"?	Answers of respondents including seniority									
	Up to 3 years	%	4–7 years	%	8–12 years	%	More than 12 years	%	Total	%
- using the gains of modern research in pedagogy	28	33,3	18	39,1	14	22,6	-		60	22,8
- giving students the opportunity to develop (developing student's competences)	17	20,2	17	37,0	33	53,2	40	56,3	107	40,7
- improving the teacher's work	8	9,6	5	10,8	15	24,2	31	43,7	59	22,4
- methods enabling implementation of educational objectives resulting from the curriculum	31	36,9	6	13,1	-	-	-	-	37	14,1
TOTAL	84	100%	46	100%	62	100%	71	100%	263	

Source: own research, 2018.

I was also interested in what kinds of modern teaching methods are known to respondents. In order to check the real knowledge of the respondents on this subject, I used an open question in this case. Detailed answers are presented in Table 2.

As can be seen from the above table, 226 teachers from 264 covered by the study treat activating methods as modern teaching method. The seniority of the respondents does not influence the answers at that point. Thus, we may claim that the method is most dominant in Poland.

Table 2 Knowledge of modern teaching methods in the opinion of the respondents

Please, list the five modern teaching methods whci	Answers of respondents including seniority				
	Up to 3 years	4–7 years	8–12 years	MORE THAN 12 years	Total
tutoring	42	8	5	20	75
method of the main text	23	20	22	47	112
Educational Project method	65	27	47	56	195
Activating methods	72	32	53	69	226
Discussion method	2	–	–	–	2
Formative assessment	13	10	26	32	81
N	**84**	**46**	**62**	**71**	**263**

Source: own research, 2018.

Knowledge of this method may result from several reasons. Analysing the related Polish-language literature, it can be noticed that activating methods are present in the majority of available publications – monographs, innumerable articles in magazines as well as in the Internet. Practically all training companies operating on the educational market have offers in the field of activation methods. Virtually, every Polish teacher has participated in trainings or workshops related to this topic. Working at various levels of education, I have participated in at least 5 major trainings on this topic for over 20 years.

The next position is occupied by the method of the educational project. In Poland, its origins date back to the interwar period. Its precursor was Michał Sjudak, a teacher working at the General School in Turkowice in Wołyń, and, then, Tadeusz Łopuszański – the head of the Junior High School founded by the Sułkowski Foundation in Rydzyna near Poznań. However, the achievements in this respect did not survive due to the lack of successors, and later the ideology existing in Poland, which was definitely not conducive to creative projects, and what is worse, hindered them. Currently, the method of the project is returning to schools (especially primary schools) – which is also evident in the studies I have carried out.

Almost half of the respondents (112 out of 263 people taking part in the study) enumerated the method of the main text. This method was chosen mainly by teachers working in high schools and technical schools (89 people from 146 em-

ployees work in secondary school or in school complexes chose this answer). It seems to be very popular at this level of education because it is perfect for vocational education and preparation for qualifying exams.

Teachers with the seniority up to three years also know tutoring due to the fact that it enables the creation of good relations between teacher and student. It is mentioned by half (42 out of 84) of respondents from this group.

It is worth noticing that none of the respondents mentioned e-learning as a modern teaching method, although its elements are present on most Polish school websites. Moreover, it is also present in a wide range of teachers' professional preparation and various forms of improvement and training.

Knowledge of modern teaching methods does not mean, however, that they are used on a daily basis when working with students. That is why, I asked the surveyed teachers (in the form of an open question) about the methods they actually use. Detailed data is presented in Table 3.

Table 3. Modern methods used by teachers

What modern methods do you use in your work?	Answers of respondents including seniority				
	Up to 3 years	4–7 years	8–12 years	More than 12 years	Total
I use mostly traditional teaching methods because I think that they are much more effective, I seldom use modern ones	–	18	33	47	98
Educational Project method	15	18	25	16	74
Activating methods	64	34	46	59	203
formative assessment (or its elements)	36	24	14	16	90
N	**84**	**46**	**62**	**71**	**263**

Source: own research, 2018.

After the analysis of the results contained in the above table, the following conclusion appears: almost every third teacher in Poland, despite knowing modern teaching methods does not apply them in his or her professional practice, treating, at the same time, classic methods (based mainly on the word) as the most effective. This particularly applies to teachers with more than 12 years of service (47 out of 71 respondents indicated this answer). The same opinion is also present in the answers given by every second teacher with a seniority between 4–12 years.

Among the methods chosen by teachers, activating methods dominate significantly. Half of the surveyed teachers with the seniority between 4-7 years also chose formative assessment as a method (which according to didactics is also classified as the activating method and is not treated as a separate one). It seems to be difficult to apply fully formative assessment in the Polish education system (based mostly on numerical assessment). I suppose that, in the school reality, its elements are more likely to be related to the goals of the lesson, assessment criteria, diversity of feedback forms or methods involving the student during the lesson.

25 (out of the 62 surveyed) teachers with the seniority between 8 and 12 also prefer the educational project. Teachers working in Primary school dominate in this group. At the moment, the question arises – why is only such a narrow group of modern teaching methods preferred and used by teachers in Poland? As results from the conducted research, the reasons of such a state of affairs should be sought in several spheres:

– preparing future teachers for the profession at the university level,
– the education system in Poland, whose assumptions undoubtedly influences the functioning of the school environment,
– motivations and self-educating skills of teachers.

The quality of future pedagogues education at the university level is a particularly controversial subject in Poland. There are on-going discussions about the differences in the quality of education between state and private universities. I think, however, that the problem of quality does not depend on the ownership of a given university, but on people working in it. If they are properly motivated (and this is not just about external motivation), they have time for personal development, and the university supports their activities as much as possible, which influences directly the quality of their work and is reflected in knowledge, skills and students habits.

I also asked the respondents about the extent to which their knowledge about modern teaching methods come from information provided at the university. The results are shown in Table 4.

Over 64% of respondents claim that they obtained only general information related to modern teaching methods at the university. In this case, teachers with the seniority between 3 and 12 dominate. 53.52% of teachers with more than 12 years of work experience are of the opinion that during the preparation for the profession, no one told them about modern methods of working with the student. However, this may be the result (especially for teachers with more than 25 years of experience) associated with the prevailing educational system at that time.

Another element that may affect the knowledge and skills of teachers in terms of modern teaching methods may be the educational system functioning in Poland.

The current functioning of the education system in Poland is related to several basic elements:

- domination of public education over private;
- a combination of centralization elements (Minister of National Education and Minister of Science and Higher Education) with decentralization (administration of educational institutions by local government units);
- external examination systems;
- teachers' professional position, regulated by the Teachers' Charter.

Table 4. The participation of universities in the dissemination of knowledge about modern teaching methods in the opinion of the respondents

To what extent did the university/colleges where you were prepared for the profession provide you with information about modern teaching methods?	Answers of respondents including seniority									
	up to 3 years	%	4–7 years	%	8–12 years	%	More than 12 lat	%	Total	%
a) no one told about them at the university	7	8,33	4	8,69	9	14,52	38	53,52	58	22,05
b) at the university I obtained only general information on this subject	64	76,19	29	63,05	47	75,81	29	40,85	169	64,26
c) I got a very wide knowledge on the subject at the university	13	15,48	13	28,26	6	9,67	4	5,63	36	13,69
TOTAL	84	100	46	100	62	100	71	100	263	100

Source: own research, 2018.

In my opinion, the systems of external examinations are the greatest threat to the development of teachers' knowledge and skills in the field of modern teaching methods. It is difficult to find materials related to research on changes in schools caused by annual external examinations in the available literature.

In 2009, on the occasion of the 16th PTDE Conference, the analysis of external examination (from tutorial and managerial point of view) by F. Krolon, A. Rappe and J. Peter were published. It turns out, among other things, that teachers, similarly to directors, perceive contemporary examinations as good ones because they are the same, comparable in Poland (24.3% teachers and 34.7% of directors), fair, high objectivity of results, comparability of schools in Poland and, finally, they include dysfunctions (about 26% of teachers and directors).

The directors also emphasized that they improve the methods of school work and methodical work in school, mobilize the teaching staff and activate teachers. It is worth noticing that they also pointed out some of their disadvantages. Over 30% of directors and teachers mentioned at that point learning "for the exam" and learning in accordance with the "answer key", limitations in expressing opinions and the lack of possibility to express judgments. I think that these are the elements that directly cause the low level of teachers' knowledge and skills about modern teaching methods.

In my research, I asked teachers to what extent they are motivated by the school management to use modern methods when working with students. The results are presented in Table 5. As can be seen, mainly the directors of Primary Schools motivate to use modern teaching methods (over 46% of surveyed teachers working in primary schools chose the answer - definitely yes) In the case of Post-Primary Schools, 48.31% of teachers chose the answer – probably not. It is reflected in the application of methods known and practiced by teachers. To sum up, teachers working in primary schools demonstrate greater knowledge of modern methods.

Table 5. The participation of School Directors in motivating teachers to use modern teaching methods in the opinion of the respondents

1. Is the Directorate of the facility in which you work open to new ideas relating to modern teaching methods?	Answers of the respondents, taking into account the type of school in which they work					
	Primary School	%	Post-Primary Schools	%	Total	%
a/definitely yes	68	46,89	19	16,10	87	33,08
b/ rather yes	49	33,79	20	16,95	69	26,24
c/ rather no	17	11,73	57	48,31	74	28,13
d/ definitely no	11	7,59	22	18,64	33	12,55
TOTAL	145	100%	118	100%	263	100%

Source: own research, 2018.

The analyses of various and independent research results as well as numerous opinions on the subject available on Polish educational portals show that the reasons for the low level of knowledge and use of modern teaching methods by teachers can be found in many aspects of the education system in Poland:

– at the ministerial level – where decisions about the assumptions of the system and related solutions are made (there are also sources of bureaucracy developing at an alarming rate which bother the creativity and innovation of teachers and students);

– at the stage of decisions made in local government units (which in the vast majority are focused on minimizing costs);

– at the level of particular educational institutions (in which a lot depends on the management and motivation system introduced and followed by the management).

The school management system preferred by directors and local government units directly affects the work of the teachers. Teachers who are encouraged and motivated, are more likely to develop, seek new solutions, share their experience with others, activate students and infect them with their passion. On the other hand, those who are evaluated on the basis of growing or declining results of external examinations, "sinking" in the school's bureaucratic documentation, alone "struggling" with parents of students who are "specialists" in every field, participating in poor quality training and workshops, teachers with increasingly limited autonomy at work have no motivation to develop. They perform their tasks correctly, but without the activity and freshness desired by the students. Undoubtedly, this also negatively influences the practice related to modern teaching methods.

The results presented in Table 6 indicate that self-knowledge about modern teaching methods is mainly sought by teachers working in Primary School (70% of respondents declared that they do it very often). The respondents working in secondary schools usually chose the answer – rarely (33%) and often (32.20%).

Conclusions

In the school reality, I am not an advocate of using only classic methods of working with a student described in pedagogy textbooks in the 1970s and 1980s, although I think that in certain situations they are very effective and at some stages of education, they bring much better results than methods currently considered to be very modern, especially when they meet the real needs of the student. I think that a good solution is to combine classical methods of teaching with modern solutions, tailored to the interests, skills and abilities of students. Especially, the sphere of student skills seems important here.

The student needs to be properly prepared for most modern teaching methods. This preparation often means "reprogramming" from the thinking earlier bound to exams and "closed" in the "answers keys," passing rates and average of grades to open and creative thinking. This requires from the teacher a high level of motivation and a great commitment not only to the didactic but also to the educational sphere.

A young teacher should obtain not apparent (as it is currently used in many schools) but real support from the school head and more experienced colleagues. It would also be desirable to encourage wider sharing of experience with representatives of other countries who prefer other educational systems. Forms of further education and training organized for teachers in schools and other educational institutions should be characterized by high quality and diversity, and only practitioners with a high level of professionalism should conduct them.

The changes should also apply to the grading system, based not, as it currently works, on the cult of competition and the obtained points but going towards the assessment of developing students' skills. The changes should be of a bottom-up character, and not a top-down ministerial one, imposed by officials who have not seen a school and its reality for a long time. Schools as well as Universities should obtain greater autonomy in terms of innovation in the field of education as well as in the employment of staff. Unfortunately, these demands currently sound quite utopian but I hope that this is what the school of the future will look like.

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Theoretical and Methodological Principles of Research Methods Teaching

Abstract: Capacity building in pedagogical research methods is positioned by researchers as crucial to global competitiveness. The pedagogies involved, however, remain under-researched and the pedagogical culture under-developed. This paper builds upon recent thematic reviews of the literature to report new research that shifts the focus from individual experiences of research methods teaching to empirical evidence from a study crossing research methods, disciplines and nations. A dialogic, expert panel method was used, engaging international experts to examine teaching and learning practices in advanced social research methods. Experts, perspectives demonstrated strong thematic commonalities across quantitative, qualitative and mixed methods domains in terms of pedagogy, by connecting learners to research, giving direct and immersive experiences of research practice and promoting reflexivity. This paper argues that through analysis of expert responses to the distinct pedagogic challenges of the methods classroom, the principles and illustrative examples generated can form the knowledge and understanding required to enhance pedagogic culture and practice.

Key words: research methods, teaching, learning, pedagogic culture, expert panel method.

The teaching of research methods places very specific demands on teachers and learners. The capacity to undertake and engage with research 'requires a combination of theoretical understanding, procedural knowledge and mastery of a range of practical skills' [Kilburn, Nind, Wiles 2014, p. 191]. These pose significant challenges to both methods teachers and learners. For learners, Howard and Brady argue that methods modules are among the most intellectually demanding courses

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in university education [Howard, Brady 2015, pp. 511–525]. Methods teachers and instructors face additional challenges as methodological expertise is often fragmented across academic disciplines. Nationally and internationally there are no agreed curricula; methods content is dynamic. Working in this fast-changing environment requires constant vigilance and skills development on the part of learners and teachers. Within this challenging context, efforts to accelerate the development of methodological expertise have not always been informed by pedagogic research, principles and theories.

Reviews of the literature suggest a disjointed and under-developed discourse around the pedagogy of methodological learning. A systematic review by C. Wagner identified a lack of 'pedagogic culture' in research methods teaching, concluding that there is little guidance available to teachers [Wagner 2011, pp. 75–88]. M. Earley's (review also notes a paucity of pedagogical research and pedagogic culture across disciplinary boundaries. He observes that teachers of methods cannot inform their practice by calling upon a substantial body of literature characterised by systematic debate, investigation and evaluation of teaching and learning. Instead, there is a reliance on peers, trial-and-error and methodological know-how, rather than pedagogic knowledge informed by theory or research [Earley 2014]. Given that the ability to undertake and evaluate research are foundational within the social sciences [Ryan 2014].

A thematic review of scientific works suggests that pedagogic dialogue is beginning to emerge, particularly in the form of pedagogies for active, experiential and reflective forms of learning in research methods [Stoliarenko 2014].

Recent debate around the teaching of quantitative methods exposes the lack of connection between the teaching and educational research and theory. For instance, MacInnes observes the neglect of quantitative methods and problems with understanding how they might be taught in the social sciences [MacInnes 2012]. Within the mixed methods classroom, the need for pedagogic culture has spurred deliberate moves to develop the field. Here the challenges include a 'first generation of faculty' in which teachers themselves are learning the 'how-to's of conducting mixed methods research, as they simultaneously teach these methods to their students [Creswell et al. 2003, p. 620]. Mixed methods courses are new argues that instructors continue to be largely self-taught and are themselves lacking in adequate training in both quantitative and qualitative methods. Taken together, she argues, these training gaps can undermine students' understanding of using mixed methods and teachers' confidence in addressing student needs [Frels et al. 2012, pp. 23–44].

Despite the growing corpus of research in methods pedagogy, this literature is marginal when compared with discussions of social science methodology. Moreover, as Nind argues, the work that is published tends to comprise narratives of specific pedagogic examples, based on the experience of a single teaching team with

one or two cohorts of students [Nind et al. 2015]. The trend they observed, of reflection, both as a key pedagogic theme and the dominant research method, continues in other recent research. The insights gained from such research are valuable, contributing to pedagogical culture by providing detailed examples of the ways in which teachers can engage with, and motivate, learners through changes to pedagogic practice. However, there remains a need for research that expands the frame of reference to cross-cutting research that encourages the dialogic practices through which teaching praxis can be more empirically and systematically examined and debated. This is the gap that must be filled.

In this work we develop the emerging pedagogy for research methods identified by D. Kilburn by connecting new research to the pedagogic approaches they discuss. These are approaches that are grounded in reflection on the research process, learning by doing research and the processes necessary to make methods visible [Kilburn et al. 2014]. To do this, we present and discuss a new evidence base grounded in qualitative analysis of expert praxis in the teaching of social science research methods, which constitutes a step towards the formation of pedagogic culture.

To build on the emerging pedagogic culture surrounding methods learning, we have sought a dialogic method design that develops understanding of pedagogic practice, moving from a level of individual reflection to a level of communal engagement. Moreover, we have sought an approach that could encourage and expand the dialogue that characterises and promotes the development of pedagogic culture through and between participants and the wider research methods community. In this way we have set out to engage with teachers and learners of research methods, rather than to evaluate them. Thus, we devised a study to widen and deepen the conversation, as opposed to closing it down by rushing to a solution or to a consensus. Working with the guiding principle of dialogue, we initiated an 'expert panel method' adapted from the work of R. Galliers and J. Huang "The Teaching of Qualitative Research Methods in Information Systems: an Explorative Study Utilizing Learning Theory [Galliers, Huang 2012, pp. 119–134]. Expert panel method involves a series of qualitative interviews with individual experts who are then each invited to respond to an analysis of the group's data. As our work was concerned with dialogue and sharing conceptual insights, our panel method differs from previous work. Our participants were invited to respond to initial findings as a group in a shared forum, foregrounding opportunities for dialogue with and between methods specialists.

A key challenge in the development of excellence in the teaching of research methods has been that the development of advanced methods training has frequently been the task of methodological experts who do not have a pedagogic background. In this sense, they demonstrate strong content knowledge (a knowledge of method), but, as M. Nind observes, they do not necessarily have the peda-

gogic knowledge (including that specific to the subject matter, pedagogic content knowledge, associated with excellent learning experiences [Nind, Kilburn, Wiles 2015, pp. 561–570]. For the purposes of sharing pedagogic experience and insight, it was therefore necessary to recruit participants with both teaching and methodological expertise who could share their pedagogical content knowledge. Within higher education, expertise is notable for its social aspect, developed with and judged by peers [Wray, Wallace 2011]. Such recognition of expertise by peers must also exist side-by-side with the procedural knowledge, theoretical expertise and practical skills accumulated through ongoing experience. As expertise develops slowly and can be characterised by a large integrated knowledge base we recruited academics and scholars from the universities, we work at, with significant experience over time of advanced methods teaching at a postgraduate level, the publication of influential methods textbooks and papers with a pedagogic function, and published reflections on pedagogy for methods teaching. Thereby we created a panel of people we characterise as methods experts and 'pedagogic leaders'. We recognise that expertise in teaching practice is not necessarily visible within these criteria. For example, the pedagogy of textbooks is often implicit, rather than explicit in its formulation and expression. Moreover, we acknowledge that the notion of leadership is contentious, and that our participants would not necessarily define themselves as experts or leaders. Nonetheless, we hold that their academic teaching practices 'set the cultural of much contemporary methods teaching and learning.

Expert panel method has previously been used to examine aspects of methods teaching in Information Systems. R. D. Galliers and J. C. Huang sought alternative narratives to dominant positivist paradigms and a quantitative methods culture. They note 'expert groups provide a forum in which leading experts in a given field are invited to share their experiences and thoughts' [Galliers, Huang 2012, pp. 119–134]. We arranged and conducted two expert panels: Panel 1 (2014–2015) involved and Panel 2 (2016–2017). We undertook individual semi-structured interviews with 20 expert methods teachers working at different higher educational establishments of Ukraine. Panel 1 included scholars specializing in technical sciences and Panel 2 – in social sciences. The status and specialization of many of the experts meant that retaining their anonymity before a social science readership would be unfeasible.

Interviews were conducted by phone/Skype or in person, audio-recorded and transcribed in full. The interview schedule was shared with participants for consideration in advance. Questions covered pedagogical knowledge (e.g. probing the distinctiveness of methods teaching; the influences, learning theories and approaches that experts associated with their practice), the culture of methods and pedagogy (including socio-cultural factors, such as the influence of discipline, method and geopolitics among others) and innovation in methods and in teaching and learning (e.g. how experts respond to the challenges of new types of data in the

teaching of data analysis). Experts were consulted on themes from the analysis of Panel1 data, which were then used in face-to-face focus groups comprising 10 teachers deeply immersed in teaching particular methods (quantitative, qualitative, narrative) to test out the resonance of identified pedagogic challenges, approaches and issues. Some expert panel themes were simply endorsed, such as the challenge of the diversity of learners in a group and the need to find out what they know and pitch the teaching accordingly. Other themes were challenged, however, such as the notion of short courses not providing sufficient space for reflection on practice ('I think you can do it on a short course actually'). Other themes (presented in the focus groups through illustrative quotes) led to extensive consideration, sometimes problematising an issue ('I don't know how to read that comment actually, because…'), and to discussion of how different experiences mapped with those of the panel. The method thereby generated data through interactive dialogue across groups with pertinent expertise.

The second expert panel oonce again was invited to respond to and discuss emergent themes to inform subsequent in-depth analysis. This approach promoted the dialogue and debate that characterises pedagogic culture, but also deepened our understanding of the emergent data and offered experts reciprocal insight into the pedagogic expertise of their peers.

Analysis of the data set was thematic, with data coded independently by two researchers. Coding in the first instance was based on immersion in the data (listening to complete interview recordings as well as working with transcripts). Following an initial analysis, emergent themes were shared with panel participants. Participant validation helped us to establish the credibility of our themes and online panel discussions generated further data, suggesting useful lines for more in-depth analysis. In the second deeper wave of analysis, we inductively and iteratively pursued lines of inquiry critical to the study and our participants. This influenced the choice of broad-level themes (e.g. pedagogic challenge, pedagogic approach, innovation in pedagogy); themes within these emerged in a more grounded fashion (e.g. unprepared learners, project-based, risk-taking) and were labelled using expert's own terminology. We were interested not just in recurrent themes, but in the importance they held for individuals, and responses to them in dialogue.

In this study, we have begun examining the pedagogy of methods learning at a community level, rather than the individual level that currently characterises the literature. Individual findings have been exposed to an iterative sharing process through the expert forum and focus groups thereby exploring which themes resonate beyond individual contexts. Through our analysis and expert dialogue, strong commonalities emerged regarding the roots of pedagogic practice. Experts talked about, and reflected jointly upon, how their pedagogical approaches have evolved. Substantive discipline was a key theme. The formative influence of prior methods

training was also lucidly discussed among the panel. According to the discussions we can come to a conclusion that the combination of disciplinary methods teaching, individual histories influenced the evolution of the experts' pedagogical practices, by their own accounts more so than any pedagogical theories. When more theoretical influences were mentioned, these were in the context of the above. Exceptionally, and understandably so, this was different only for those with a background in education, who made greater reference to pedagogic concepts such as pedagogic spaces and peer learning.

From the foundations of pedagogy, we now turn to how experts described their pedagogical approaches in practice with a view to the learning that can be gleaned for the methods teaching community. Three meta-themes were identified within the data collected. These related *firstly* to the importance of making research visible – connecting learners to a world of methods through active engagement with methods; *secondly* to perspectives and approaches concerned with learning through the experience of conducting research; and *finally* to approaches that encourage reflection on research practice. These themes are interrelated – importantly, we note that a given learning activity may express multiple complementary pedagogic aims.

Analyzing the first theme D. Kilburn referred to a group of teaching approaches linked by the goal of making the research process visible by actively engaging students in the aspects of the methods at hand [Kilburn, Nindand Wiles 2014, p. 197]. We did not analyse our interview transcripts with this categorisation in mind. However, our coding allowed us to map the experts' pedagogical content knowledge in this area. We interpreted this range of pedagogic activity in terms of the pedagogic starting points or hooks that our interviewees described as ways of connecting the learners to the research space and might involve connecting methods learners to research ideas, data or methods, but it is fundamental work, central to bringing learners in to the activity of researchers so that they might see or know research in engaging ways.

According to the literature and to our expert panel, to hook in – or connect – learners and research methods might require active learning, which gets students actively involving solving problems and using methods [Keyser 2000, p. 35]. Teachers working in a student-centred way to foster engagement might use tasks and exercises, but also examples, metaphors or vignettes to make the research method knowable to learners [Kilburn et al. 2014, pp. 191–207]. Hence, pedagogic hooks in the process of making research visible are about active engagement rather than just activity. They are often the things that are non-threatening, non-technical, even enjoyable. This might mean hands-on working with analytic software or engaging with interesting quantitative data sets or ethical questions. Experienced methods teachers 'start from where people are', how they use observing and listen-

ing as 'methods of everyday life'. Such teachers use the learners' interests and own culture to build bridges into the research space, for example, learners' disciplinary culture or literature familiar to them. Connecting learners to research in this respect can be a matter of 'appreciation' of what might count as data or evidence. We also identified, among a broad spectrum of teaching approaches described, those that could be categorised as active or problem-based learning. Such conceptualisation, therefore, has been applied not only in the descriptive, reflective and evaluative accounts of pockets of methods teaching to be found in the literature, but in the accounts of very experienced teachers of methods (quantitative, qualitative and mixed) across cultures and disciplines. Active learning was often about hands-on working with data and software, but also about doing and reflecting. It was about opportunities to practice the process, to make mistakes and learn from them, learning to take responsibility and to really know the methods within the disciplinary context. Problem-based learning could be about using a real-world research problem as a starting point, using worked examples and then working through problems in statistics, using software in a problem-oriented way or exposing the diversity of approaches to solving a research or statistical problem.

Speaking about the second theme "Learning by Doing: Giving Learners First-Hand Experience of Research Practice" D. Kilburn refers to activities that give students first-hand experience of undertaking research in real-world contexts or using authentic empirical data [Kilburn 2014, p. 199]. This was also a significant theme within the expert interviews, with experts frequently referring to learning by doing, experiential learning, and authentic problem-based learning as named and explicit pedagogic approaches. For all experts, learning with and through data was fundamental to their teaching practice, across qualitative, quantitative and mixed specialisms. Within panel discussion, learning-by-doing or experiential learning was cited as key to teaching practice. This mirrors the scientific literature, where M. Hammersley and others argue that certain aspects of research practice cannot be taught in abstraction [Hammersley 2012]. Supporting literature also highlights the tasks and work necessary to gain insight into methods, for example, A. Aguado focuses on the 'challenges of operationalisation' that might be encountered in real-world research projects [Aguado 2009, p. 256]. The stress on teaching experientially resonated beyond qualitative into quantitative and mixed methods areas. However, the insight of some intervieweesis especially useful as it draws the level of focus from the procedural knowledge – and often skills-based learning of 'learning by doing' and 'hands-on' working that is also visible in the 'active-learning' and problem-based scenarios that we have previously discussed – into the more immersive and authentic landscape of experiential, real-world research and the knowledge(s) this can evoke.

Across the interviews and focus groups, a common theme emerged on use of data to facilitate learning, as a pedagogic hook and more. The necessity of gathering/generating data, handling analysis and reporting data within empirical research methods training meant data was a key issue for experts. They recounted a variety of pedagogic approaches that focus on experiential, authentic, real-world and immersive engagement with methods and 'real' data. Examples include research projects with published outcomes; those that engage communities and research organisations and research using real data in the form of (for example) country-level data sets detailing economic, health or environmental data. Within these, data were used to several pedagogic ends.

Approaches characterised as learning by doing frequently gravitated around data to learn through. The use of student-generated data was frequently identified as ideal in grounding learning, but also problematised in the discussions. Problems with using the students' own data were elaborated on by the focus group of qualitative methods teachers who had experienced trying to manage working with poor or incomplete data, data that failed to interest others in the group and so on. Using the teacher's own data could bring parallel authenticity but reduce problems because you can choose the data and you can choose what kinds of challenges and messages there are in that.

The third theme deals with the notion of reflection meaning the understanding of different ways in which research problems can be engaged with. Much is written about reflective and reflexive practice in the teaching and learning of research methods, whereby the element of judgement or reasoned decision-making necessitates embedding reflection in the process of being competent [Kilburn et al. 2014, pp. 191–207]. Experts elaborated on this theme from their experiences, identifying the ways in which they facilitated learning in which learners reflect upon their own understanding of research. We found experts use reflection on methods as a key way to promote a deeper knowledge of method expertise in learners. However, the modes of reflection, and the pedagogy deployed vary, dependent on a number of variables (linked to pedagogic challenge). Reflexive language and pedagogic approaches were frequently embedded in expert teaching practices. These were described as attention to critical standpoints, critical engagement in peer groups, promoting the evaluation and adoption of multiple perspectives, engaging understandings of paradigms and critique, reflexivity. Notably, these terms can be considered as overlapping themes, rather than discrete definitions, that allow learners to situate themselves in different ways. Moreover, the tasks deployed to engage learners in reflexive practice also illustrate how multiple pedagogic aims can be articulated in a single learning task. As a whole, reflexivity in these cases was characterised as an ability to locate and situate oneself, and ones' methods decisions within a wider methods landscape. D. Kilburn finds these approaches to be largely qualitative [Kilburn et al. 2014, pp. 191–207]. We

found that approaches that promoted reflection were deployed strongly in qualitative and mixed methods, but also in a significant strand of quantitative teaching. An additional essential aspect of reflexivity in advanced methods exposes the realities of research in a given context. This knowledge was essential to the articulation of methods in emergent methods cultures where new forms of research can be fraught with difficulty. Within reflexive (and particularly cross-cultural) practices, the necessity of orientating teaching to the learner's particular context(s) in terms of their expertise, discipline, background, nationality, standpoints and so forth was a recurrent theme. In practice, experts reported additional benefits from student-centred practices. Experienced (expert) learners can constitute a resource for teachers. In a focus group, one methods teacher described the benefits of teaching a group with scholars who 'have an expertise in one particular kind of field of qualitative research but are relative novices, say, in narrative or another [method]' and 'the kind of doctoral students who have extraordinary expertise'. Orientating to learners in this way frequently spurred pedagogic development, suggesting that the reflexivity of teacher-as-learner continues to be a strong tenant of expert practice.

Our findings engage with recent systematic and thematic reviews to offer an analytic lens on multiple teaching practices rather than a reflection from within practice, as has previously characterised the literature. Our focus has been to elucidate not only what experts do, but also the roots of pedagogical approaches and the import and value placed upon them within the methods classroom. Deepening the conversation about methods pedagogy enriches our understanding, thereby promoting pedagogic culture in advanced methods teaching. Nonetheless, among our participants, there remained a strong sense that the gap in pedagogic culture is still felt. Experts identified a need for forums to debate, give visibility to teaching practices and draw in more significant pedagogic discussions from the disciplines (and education more specifically). Thus, while we have sought to promote pedagogic debate, this research highlights the substantial work still needed to adequately represent and connect developments in the field.

Experts' perspectives demonstrated strong thematic commonalities across methods domains; at the same time, these perspectives were frequently highly original and independent in their articulation. Pedagogy, in each case, is found to centre on connecting learners to research, giving direct and immersive experiences of research practice and promoting reflexivity. While these themes have been scoped by D. Kilburn in the literature, here we get a sense of the importance placed upon these themes in practice [Kilburn et al. 2014, pp. 191–207]. Expert practitioners place great significance on particular pedagogic approaches, notably, active learning, learning by doing, working with and through data and the facilitation of multiple methodological perspectives and reflexive standpoints. The teaching acts associated with these approaches are enacted, reflected and theorised in highly

unique ways. In this paper, we have offered a thematic and conceptual frame for expert insights. This has not been straightforward, as the pedagogic actions of both teachers and learners may be understood to serve multiple purposes. Moreover, we find that within expert talk, language, when probed, can blur the conceptual terrain, as terms are used to gesture to different facets of similar practices. In this respect, there remains significant scope for exploring the richness of expert and practitioner standpoints across disciplines, locations and methods. We also find that expertise within social science methods teaching largely continues to be based on individual work over a lifetime of practice. However, by engaging across disciplinary, national and methodological borders, we have sought to establish a more granular understanding of the basis of this expertise, and a clearer insight into the overarching challenges of methods teaching.

In social science research methods, pedagogic culture is, as we and others have argued, still nascent. This research has helped to elicit what experienced teachers know about the pedagogy of methodological learning, to synthesise and communicate this, and thereby to stimulate pedagogic culture. In the interest of pedagogic culture, we have fostered dialogue to expand the lens of focus from individual accounts of 'what works' that are primarily located within individual disciplines. We have crossed disciplines, national boundaries, and qualitative, quantitative and mixed methods to engage significant actors and informants within research methods in productive discussion of methods pedagogy. Through analysis of expert responses to the distinct pedagogic challenges of the methods classroom, the principles and illustrative examples generated can form the knowledge and understanding required to enhance practice and wider pedagogic culture.

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Professional Training of a Modern Teacher of Natural and Mathematical Sciences: Quality Focus

Abstract. The competitiveness of not only a product but of a person as a professional becomes the main task of every society that aims at reaching social, economic, and political success on a world scale. All of these things bring us to the level of the quality of a product both as an economic unit and an educational one. Quality in higher education enables training of a highly qualified specialist who can be competitive on the labour market, and if it is a teacher, then he/she is the one to facilitate an effective training of students due to his/her knowledge and creative approach. It is a well-known fact that these are the indicators of educational quality that prove the effectiveness of a social progress of a state in the conditions of world globalization, and the future of a country depends on qualitative education since the most important wealth of a state is formed in its system – that is the human capital. To assure the quality of education on all its levels becomes the primary task of an educational policy of each state.

In the conditions of European integration the profession of a teacher is changing and obtaining new characteristics; it has to become: a) a highly qualified profession; b) a profession that is to be gained during the whole life; c) a profession that is based on a partnership; d) a mobile profession. Qualitative professional training of future teachers of natural and mathematical sciences contributes to the formation of scientific worldview which is an integral part of the universal culture; it also provides the formation of natural science literacy; it serves as a basis for studying the disciplines of the cycle of professional and practical training as well as gaining the future profession; it influences the formation of professional qualities of a future teacher, the level of his/her mobility, competitiveness and demand in the labour market. The main task of professional training of future teachers of natural and mathematical sciences is to master theoretical knowledge and practical skills in professional disciplines as well as disciplines of a psychological and pedagogical cycle, practical skills for working in secondary schools, and to form personal qualities that are necessary for efficient pedagogical activity.

Key words: quality of education, professional training, future teacher of natural and mathematical sciences.

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General Characteristics of the Phenomenon "Quality of Education"

At every stage of social development, the gradual progress in all fields of human activity takes place: economic, political, and social and, at the same time, tough competition and struggle for existence which increases in the conditions of world globalization and integration also exist. The transition from industrial to postindustrial, highly technological, information and network society is accompanied with the increase of the level of uncertainty of the environment, the growth of information flows, the emergence of new professions, the integration of specialties, the dynamics of social and economic processes. Rapid changes that happen in various kinds of daily living demand a growing flow of efficient knowledge and highly qualified professionals. Certainly, "all of these changes cause the necessity of forming an individual who can live in the conditions of uncertainty; a creative individual who is responsible, stress-resistant, is able to take constructive and competent decisions in various kinds of live activities" [Hulai 2010, p. 3].

The competitiveness of not only a product but of a person as a professional becomes the main task of every society that aims at reaching social, economic, and political success on a world scale. All of these things bring us to the level of the quality of a product both as an economic unit and an educational one. Being the most mobile part of culture, education essentially works for the future, it builds the grounds for (upcoming) changes in the society by defining its development in progressive or, on the contrary, regressive direction [*Higher Education of Ukraine* 2004, p. 137]. Moreover, education as one of the fields of social life can be measured by quality indicators, that is why the problem of its quality is really topical. Quality in higher education enables training of a highly qualified specialist who can be competitive on the labour market, and if it is a teacher, then he/she is the one to facilitate an effective training of students due to his/her knowledge and creative approach.

The problem of the quality of education arose together with its phenomenon, though the concept of the quality of education was finally formulated only in the 20th century [Bermus 2002, p. 23]. Under modern circumstances the problem of the quality of education has become of the dominant ones in the process of reforming national educational systems. It is a well-known fact that these are the indicators of educational quality that prove the effectiveness of a social progress of a state in the conditions of world globalization, and the future of a country depends on qualitative education since the most important wealth of a state is formed in its system – that is the human capital. The quality of education is one of the main conditions of attractiveness and competitiveness of European higher education as well as of students' trust, mobility and motivation. The fact of Ukraine signing the Bologna Process has actualized the necessity of assuring a modern level of quality of higher education which has to be relevant to time challenges, respond to actual and future

needs of an individual, a society and a state, and it also has to correspond with all the European standards of quality. It is necessary to state that according to the provisions of the policy paper of UNESCO for *Change and Development in Higher Education* (1995) the quality of higher education is seen as a multidimensional concept which covers all the main functions and types of activities of a higher education institution that are aimed at providing a graduate with opportunities to quickly and effectively start a working activity for the sake of society, employer as well as for his/her own sake [*Reform and Development Reforma i Razvitie* 1995, p. 35]. The Declaration, adopted by The International Conference on Higher Education in November, 1988, states that the quality of education is a concept that covers all the aspects of activity of a higher education institution: a syllabus and an academic programme, scientific and research work, teaching staff and students, educational and material base and resources [*Higher Education in Ukraine* 2004, p. 171]. At the same time the quality of education means a level of correspondence of a particular educational result to an ideal model of the educational system which is built taking into consideration social and state demands. Furthermore, the quality of education can be interpreted as a level of satisfaction of participants of an educational process with the educational services provided by an educational institution or a level of reaching the aim and educational tasks set.

The analysis of the sources gives grounds to state that the most common thought is that the quality of education is the compliance with a certain norm and a standard. In other words, the quality defines usefulness, value of objects, their ability to meet certain needs or to realize a certain goal, norms, i.e. expresses the adequacy to requirements, needs, and norms. But at the same time the concept of a norm is not absolute, unchangeable or fixed. These norms are constantly changing, taking new boundaries, qualities, etc. Hence, the category "the quality of education" is reconsidered and changed depending on new conditions and demands of the society. In addition, it cannot be unchangeable just like any other social characteristics cannot, since value perspectives of the society, the level of development of the civilization, the character and the complexity of social problems, people's demands, the understanding of tasks of education at this stage are also changing. That is why being a political category, the quality of education accumulates the grounds for educational state policy at a certain stage of its development and main strategic lines of development of the national system of education in the context of world tendencies. Being a social category, it reflects the public ideals of education and outlines the general purpose of education, which are legally defined and regulated in state standards of education. Being a management category, it defines strategies of influence on certain indexes of functioning of the educational system and chooses probable direction if its changes and development. Being a pedagogical category, it is the quintessence of: a) the essence of the concept, 2) diagnostic procedures, 3) the analysis of phenomena and features of the subjects of the educational proc-

ess. In this sense the quality of education should comply with: a) personal and social educational goal; b) the political strategy in its development in the context of domestic and global trends; c)the laws of education management at all management levels – state, regional, municipal, institutional (local), personal, etc. Furthermore, the quality of education is connected with the national policy in the sphere of education and with defining main priorities to reach optimal and necessary results of functioning of education as a social institution, meeting social and state demands for qualities and skills of a graduate.

In a broad sense the quality of education should be understood as balanced accordance of a process, a result and an educational goal itself with demands and social norms (standards) of education. If we take the requirements of an international quality standard that regulates the concept of a product's quality and services as a basis for a definition, then it can be interpreted as a unity of features and characteristics of an educational process or its result which give them an ability to meet the educational needs of all the subjects of an educational process – pupils and students, their parents, teachers, employers, managers, etc., i.e. the state and the society in general.

We should note that generally the quality of education is a complex, multifaceted and multidimensional concept that contains such structural components:

– the quality of studying process as a result of pedagogical activity;
– the quality of educational and methodological support (educational programmers and educational literature, textbooks and manuals);
– the quality of professional training and qualification of scientific and teaching staff;
– the quality of the resource support and the learning environment where the educational process takes place (legal, financial, human resources, scientific and methodical, material and technical);
– the quality of personal traits and skills of pupils/students;
– the quality and the effectiveness and of state and public administration of the educational system;
– the quality of conducting and interpreting the results of monitoring surveys in the educational system [Savchenko 2014, pp. 296–297].

If the quality of education implies its results, in which the achieved level of the goal set, the state of the learning environment, the conditions of financing and development of an educational institution, the dynamics of personal growth of subjects of learning (changes in professional competency of a teacher and his/her view to work; social, moral, mental health of a pupil/student, level of personal efforts), the implementation of modern pedagogical techniques are reflected, then one can define the indexes which influence the quality of education. For all educational institutions common indexes of the quality of education are: 1) the level of

social, mental and biological development of a person; 2) the level of proficiency; 3) the level of general learning skills formed; 4) the level of education of pupils/students; 5) the level of life safety and social adaptation [Kremen 2006, p. 5].

Assuring the quality of higher education in Europe has become a motto of the past few decades and a consequence of large-scale reforms of national systems of education. In the Bologna Declaration of 1999 it is stated that one of the most important vectors of the activity of the countries-participants of the Bologna process is the cooperation in the field of assuring the higher education through the development of appropriate criteria and methodologies of evaluation which is a basis for forming the European space of higher education. Meanwhile, the scientific literature has a tendency for creating multidimensional models of the quality of higher education, where various dimensions refer to various approaches to this concept. The general model by L. Harvey i D. Green is particularly popular, according to which five aspects of the concept of the quality of higher education are outlined: the exceptionality (the desire to be better than others); the perfectness or stability, the suitability for certain purposes (the correspondence with customers' demands, needs or desires), the correspondence with the price (the possibility and terms of returning the investments into the higher education) [Harvey, Green 1993, p. 10]. J. Parri's model is very close the previous approach, where the scholar additionally emphasizes on the quality of higher education as an attribute that characterizes the permanent development [Parri 2006, p. 108].

Within theUNESCO-CEPES project *Strategic Indexes of Higher Education in the 21st Century* such main approaches to defining the quality of higher education are shown:

1. The quality of higher education as supremacy (the high level of programme complexity as well as the complexity of students' testing, the image of the higher educational institution not only on the national but also on the international level).
2. The quality as correspondence with the goals set (the correspondence withgenerally accepted standards specified by the accreditation body, with emphasis on the reached results of the educational process or the curriculum).
3. The quality as satisfaction of a consumer (meeting consumers' expectations – the ones of students, parents, society in general and other persons involved).
4. The quality as a synonym of improvement (the process directed to constant improvement, development of responsibility of a higher educational institution for applying its institutional autonomy and freedom) [Klimova 2016, pp. 204–205].

It is worth mentioning that the development of education in the context of its quality in particular is defined by the content of state policy which, from the point of view of existing economic conditions, is embodied in terms of the value of pub-

lic expenditure on education. According to the relative indicator (share of government expenditure in GDP), Ukraine exceeds both the indicators of developed countries of the world and the average indicator of all the countries in the world. According to absolute indicators per capita though, the results of the analysis are opposite: public expenditure on education in Ukraine is three times less in comparison with the world indicator and, for instance, is 4.5 times less than in Poland. Meanwhile, Ukraine has got quite a high level of educational attainment that is proved by the corresponding indicator [Honcharov, Kasych 2016, p. 40].

At the same time, if the driving force of quality becomes the market, then it causes the revolution in the field of quality and requires from the companies and organizations to review their work with the aim to provide its accordance with the consumers' needs and wishes. Factors which influence quality assurance can be grouped in such a way: 1) orientation on a client; 2) inner integrity/consistency of requirements; 3) reducing uncertainty; 4) imperative of survival.

Orientation on a client foremost shows growing competition between the educational institutions. The consumer of educational services becomes more and more important since he/she is a basis for survival and wealth of an institution. Thereby, the competition between educational institutions is activated with the simultaneous growth of need for the quality of education.

Inner integrity/consistency of requirements is also called "unified requirements". Various branches of an educational institution often have different approaches to such issues as evaluation, management of pupils/students, missions and tasks. Lack of integrity is often perceived as an unpleasant and uncomfortable phenomenon. In this aspect, the unification for quality assurance is important. The need for reducing uncertainty can serve as a reason for increasing attention to quality assurance, especially in the period of changes.

The constituent parts of the imperative of survival are: a) moral imperative: an educational institution has to offer the best to consumers of educational services; b) imperative of surrounding: educational institutions are influenced by the external environment, particularly by social organizations which make more and more demands to educational institutions; c) imperative of survival: all in all, educational institutions will close in case there are no consumers of educational services [Bobyr 2015, p. 40].

The factors listed above definitely have an impact on assuring the quality of educational institution in general and on the quality of education in particular, but we consider that the orientation on an economic constituent only is not enough in the system of quality assurance. At the same time, one of the possible ways of assuring the quality of education is the development and implementation of the system of quality management to comply with international standardsISO 9000. But it is necessary to outline that the creation and implementation of the system of quality

management cannot guarantee the immediate raise in the quality of teaching. This process has to beconsistent and continuous [Lappo 2016, p. 40].

Based on the analysis of a number of research papers (by L. Davydova, V. Vorotylova, H. Shapoernkov and R. Shmatkov), one can distinguish five groups of researchers, each of which has got its own peculiarities of interpreting the concept of "the quality of education". The first group of researchers focuses on the quality of education that corresponds with expectations and needs of a person and a society. The quality is defined by a set of performance indicators and a state of educational process (the essence of education and teaching methods, material and technical resources, potential of human resources, etc). The second group takes the already formed level of knowledge, skills and qualifications together with socially important qualities of a person as a basis for the quality of education. The parameters of the quality of education are social and pedagogical characteristics (aims, technologies, conditions, personal growth). The third group makes an emphasis on correspondence of a complex of features of the educational process and its result with the standardized requirements and social norms of a person and a society taking integrative system, process and utilitarian characteristics as the grounds. The fourth group considers the correspondence between the result and goals of education as a criterion of the quality of education; it also focuses on the level of a potential growth of a person. In this connection the quality of education is viewed as a complex of qualitative characteristics of awareness and education of the graduate. For the fifth group the quality of education is a feature that causes the ability of an educational institution to meet the needs of different levels, and its main criterion is the ability of an educational institution to meet not only existing but future requests as well [Chabala 2012, p. 27].

In particular, it is worth mentioning that such objective aspects of the complexity of the category of the quality of education are invariant for any countries:
- multidimensionality or versatility of quality: the quality of a final result of higher education, of the whole potential of educational systems which provide the achievement of this quality;
- multilevel final results (the quality of knowledge, skills and qualifications of the graduates of higher educational institutions);
- a lot of subjects (the evaluation of the quality of education is carried out by plenty of subjects; main of whom are students, participants of various extracurricular programmes; their parents, employers; state bodies and society in general);
- many criteria of the quality of education – its evaluation can be carried out with the help of a great number of criteria and indicators;
- poly-synchronism – a combination of current, tactical and strategic aspects of quality, which are differently taken by the same subjects at different times (the graduates reevaluate the quality of their education during their life, e.g. during

their working activity, as well as the value of certain disciplines and personal and professional characteristics of teachers; depending on their state, the society and the state reconsiders the priorities in the quality and the content of education, etc.);

–   uncertainty in the assessment of the quality of education (due to the high level of subjectivity of the assessment of the quality of education by different subjects);

–   variability and manageability of the quality of education from the side of state bodies and the society under the influence of external factors;

–   invariance and variability – invariant (general qualities for all graduates of every level of education, field of study, every specialty) and specific (qualities for a certain community of graduates or educational systems) qualities are distinguished among many qualities of educational systems, higher educational institutions and their graduates [Kubanov 2014, pp. 30–31].

A new paradigm of higher education is aimed at a personality of a student, at meeting his/her educational needs and requests; it also requires creation of conditions which guarantee professional training of a highly qualified professional on the basis of individually oriented and competency approaches, the appropriate cultural level, of a professional who is capable of creative development, self-development and self-improvement. In addition, high school is a key system-creating element of the whole educational system since it provides the main social function and the leading mission – to train a future professional who is highly qualified as a leader of an intellectual and moral thought of the society. To assure the quality of education on all its levels becomes the primary task of an educational policy of each state.

Current Problems of Quality Assurance of Training Future Teachers of Natural and Mathematical Sciences

Achieving a qualitatively new state of a modern society is impossible without radical improvement of the level of professional training in higher educational institutions since modern higher education system must provide innovative economics, which needs an innovative individual, with highly qualified staff. The change of an educational paradigm, growing attention to a personality of the one who is learning, which is the biggest value, involves the arrangement of an educational process so to guarantee getting qualitative education according to the individual trajectory of personal and professional formation. That is why the orientation on demands of those who are getting an education and the creation of optimal conditions for their studies and growth have become central tendencies to assure a high level of education. Moreover, one can observe the general tendency to increasing demands for the quality of professional training which is caused by a number of reasons: 1) the

growing impact of scientific and technological progress; 2) creation and introduction of modern technologies, including informational into production and social sphere that requires additional knowledge, skills and qualifications from a professional; 3) the emergence of new related fields in technology, medicine and education that leads to the necessity of professional training of multi-skilled specialists who can solve difficult and complex tasks [Tokar 2010, p. 228].

The reform of the Ukrainian educational system that is caused by the influence of social and political, economic and geopolitical processed has a certain impact on the system of higher education, particularly on assuring the quality of professional training of future teachers. The focus of scientists' attention on the issues of the quality of education and the quality of professional training of future specialists in particular is defined by a range of objective factors, such as:

– the level of country's development and its global economic competiveness depends on the quality of human resources;
– the quality of education is obtaining more and more importance while assuring the competiveness of high school graduates on the labour market;
– the quality of professional training is the main requirement to domestic higher education if it is aimed at integrating into the European educational space.

The quality of education is the grounds of European agreements within the Bologna Process, the full member of which is Ukraine. According to its principles, the responsibility for the quality of education lies foremost with every single educational institution, and in such a way the possibility of checking the quality of educational system on national and international level is provided. Particularly, in the conditions of education globalization, the emergence of transnational education and powerful corporations providing it, the quality becomes a defining factor of the possibility of existence of an educational institution regardless of the form of property. In addition, the quality of education becomes a fundamental factor of society transformation that requires from a higher educational institution the training of teachers who are highly qualified, will be competent in professional activity and able to effectively solve professional and pedagogical tasks.

In the conditions of European integration the profession of a teacher is changing and obtaining new characteristics; it has to become: a) a highly qualified profession; b) a profession that is to be gained during the whole life; c) a profession that is based on a partnership; d) a mobile profession. These characteristics are considered to be fundamental principles or key requirements for the profession of a European teacher of the 21st century by the experts in the field of education:

1. The requirement for high qualification involves the fact that all teachers, including pedagogical personnel of the system of vocational education, need to have not only subject knowledge, but also appropriate pedagogical qualification. That means that the requirements for every teacher include broad subject

knowledge, profound pedagogical knowledge, skills and management compe-
tence and pedagogical support for the process of students' studies as well as the
understanding of social and cultural dimensions of education.

2. The requirement for lifelong learning is connected with the teacher's necessity
    to continue his/her professional development during the whole pedagogical ca-
    reer. They and their employers have to realize the importance of gaining new
    knowledge and be open to innovations.

3. The requirement for partnership as a basis for pedagogical profession involves
    the fact that all institutions of pedagogical education arrange their work in a
    partnership with schools, local authorities and various providers in the field of
    pedagogical education.

4. The requirement for mobility of the teaching profession involves the mobility
    becoming a central component of training programmes and certification train-
    ing programmes of teachers. Support and stimulation of teacher's professional
    activity and learning in various European countries with a view to further pro-
    fessional development is performed.

In this context such things are important for future teachers: first of all, having
information and knowledge about European integration (knowledge about member
states: history, culture, language, education, etc.); the European Union (institutions,
working methods, practices, initiatives, decisions, daily life); European cultural heri-
tage, common and distinctive features, the process of European cooperation, re-
sults and acute problems, etc. Secondly, the European dimension involves teacher's
development of open mind; affection and respect for people living abroad and
belonging to different cultures and religions; awareness of cultural stereotypes for
recognizing the origins of xenophobia and racism, etc. Thirdly, teachers have to
gain new skills of developing pupils' tolerance, their acceptance of pluralistic values
and human rights, strengthening the youth's feeling of European identity, Euro-
pean citizenship, mutual understanding, etc. [Andrushchenko 2012, p. 28].

So, the Ukrainian high school is facing the problem of training a new Teacher:
a teacher who is not only multilingual, knowledgeable in information technology,
polycultural and tolerant but who is also capable of individual project and construc-
tion activity, since that is the thing without which a principle of anthropocentrism
cannot be realized and a critically thinking or innovative individual cannot be
formed. At the same time, according to V. Andrushchenko, the concept of "a new
teacher" meaningfully keeps and bears all the characteristics which were formulated
by great and prominent pedagogues during the centuries. To love a child and to see
an individual in him/her, to give one's heart to children and patiently cherish
knowledge and noble human qualities – this is the main commandment left to
a teacher by our great predecessors. K. Ushinsky and S. Rusova, H. Vashchenko
and A. Makarenko, V. Sukhomlynskyy and others emphasized that a teacher should

be characterized by high awareness, ability to work with children and their parents, constant search for new approaches to the application of certain pedagogical tools and technologies, pedagogical skills, creativity, creativity, etc. Each constituent of the "gentleman's set" of qualities which teacher's successful activity is traditionally associated with and which established a teacher in pedagogical practice is still not only of immediate interest but also significant. 21st century cannot delete any of them. On the contrary, building a model of a new teacher can be possible only on an unshakable foundation, cherished and checked by history and daily experience of humanity [Andrushchenko 2012, p. 8].

In the world, the profession of the teacher is one of the most responsible. As an outstanding Ukrainian philosopher Hryhoriy Skovoroda wrote, the teacher is *the one helping a child to become him/herself.* The profession of a teacher encompasses a range of tasks that are beyond the reach of any other category of workers. To involve a child into scientific knowledge, social and practical experience, a big world of culture, to form his/her worldview, values, life position, life competencies, culture of communication, ability to live among people – these are main directions of activity of the teacher who is given the responsibility by a society for upbringing a human being as an individual with physical and moral perfectness. This is the activity of representatives of this profession that starts a complex chain of main interrelated processes which can be schematically presented as education and upbringing of children and youth – qualitative education – scientific and technological progress – the development of society. And the actual final result depends on the potential of the first impulse: knowledge, skills, efforts, qualification and professionalism of the teacher.

In the era of sociopolitical, economic, cultural change, globalization and information revolution knowledge, information, intellect assert themselves as a strategic resource of social development. Hence, an issue about how and what to teach, what technologies to use, what the modern school and the teacher should be like, what system of teacher's professional training is the most effective become top priority for everyone caring about the future. That is the reason why every country is interested in training a number of such teachers who would not only guarantee qualitative realization of tasks of compulsory education, but who would bring to a much higher level the education and the culture of its citizens. It is extremely difficult to train such a professional. Objective and subjective factors, generated by social transformations, technical achievements, stereotypes and formalism of the existing system of professional training, motivation and value orientations of future teachers become an obstacle. Such interweaving of the external and internal, positive and negative, active and indifferent leads to difficulties in the implementation of high-quality professional training of future teachers [Kotsan 2013, p. 187]. So, the task to find the reasons that prevent the assurance of high-quality professional training of

future teachers, teachers of natural and mathematical sciences in particular, and the task to consider such approaches that can modernize the process of professional training become current.

It is well-known that the teaching profession is one of the widest spread. More than half a million of teachers are working only in secondary schools of Ukraine. So, one can imagine what a large number of people need pedagogical training. It is also well-known that mass production almost always has a negative influence on the quality. Higher educational institutions providing teacher's professional training have to solve a hard task at early stages – they have to approach everyone who wants to become a future teacher, to differentiate their abilities or weaknesses, to find approaches to their development and support, to teach knowledge and skills needed. All of these things require the combination of efforts of both sides: of those who are studying and of those who are teaching. If we have a deeper look at the group of entrants to the pedagogical professions, then we see that these are very different students in their intellectual and pedagogical potential. At the same time, alongside those who are eager to start working with children as soon as possible, we frequently meet those students who are not motivated enough for further pedagogical activity. Of course, it greatly influences the quality of future training of such a future teacher, since not motivated, not aimed at pedagogical activity and not educated enough student-a future teacher will not be able to be fully realized in a pedagogical field as well as to open the world of knowledge before pupils. It also should be noted that such a quite disappointing situation is also caused by the decrease of the prestige of the teaching profession. Because the more the society progresses, the more deceiving the halo of "light the knowledge" that used to be round the image of the teacher becomes. In the conditions of information society, the high standards of knowledge has stopped being aguaranteed indicator of authority of the teacher. Means of information and networks can meet any cognitive demands in a short term. Furthermore, nowadays mass media, movies, advertising quite often create an image of the teacher who is narrow-minded, standardized, with limited interests. Teachers' behaviour and their actions are broadly discussed on TV, on the Internet, in the press. These discussions often have unattractive and even negative connotations [Kotsan 2013, p. 188]. At the same time, the lack of prestige of the teaching profession is also caused by its low social status that is reflected in the wages, labour intensity, emotional and psychological tension. In the process of longtime school studies, pupils can observe this transparent situation of the social prestige of the teaching profession. Hence, the choice of the teaching profession by school graduates is made either because of their vocation, or just because of the opportunity of entering a higher educational institution to get a diploma. So, one can claim that the lack of the prestige of the teaching profession causes the emergence of a special group of students, these are future teachers who are extremely devoted to the ideals of an educated and loving pedagogue who is

able and eager to share his/her achievements with the pupils, in particular, and there are also different categories of those who are indifferent to children's and pedagogical problems. And that definitely lowers the quality of professional training. "The quality of education begins with a personality, the development of his/her moral and creative opportunities that are fulfilled in creative and transformational activity the result of which is the emergence of new quality. This explains the role of education that is meant to guarantee the formation of such a personality who is capable of making qualitative changes in the field of the future professional activity" [Boitsov 2000, p. 40].

Though, despite the problem of the quality of university entrants, the process of professional training in a higher educational institution is subordinated to the general purpose – to form a competitive teacher who is accustomed to the market and democratic transformations, who is able to live and create in an information society, global environment, be a cosmopolitan and a devoted patriot of Ukraine at the same time. There is no doubt that in the process of professional training of a future teacher in a higher educational institution various kinds of difficulties and obstacles may appear, and first of all, difficulties begin with the clear ideas about what a professional teacher should be like, which qualities and competencies he/she should have. The requirements to the teacher are formed not only by normative documents, but also by the public, parents and even school pupils. The state requirements to the representatives of teaching professions are quite high since they have to set an example of knowledge, moral values, civic maturity and behaviour. Everything is depicted in the standards and content of pedagogical training which becomes methodologically and theoretically overloaded. The focus of the public, parents and pupils is directed not only to high erudition, professional knowledge, but also to overcome the prejudices of teachers to students, the unfair assessment of their knowledge, psychological humiliation of schoolchildren, the inefficient interaction between teachers and parents, the lack of understanding between them.

Modern scientific and practical researches are focused on the issue of quality, particularly on the quality of the professional training of future specialists. In the studies "the quality of the professional training of a specialist" means the degree of compliance of the level of training with the professional requirements that are put forward to him/her as a specialist and a professional [Sysoieva 2008, p. 124]; the combination of features, qualities, skills and potential, the characteristics of a specialist which are formed during the studies in a higher educational institution and comply with the requirements [Hnezdilova, 2009, p. 34]; profound command of specially selected, structured and theoretical material on fundamental issues of a specialty for students to gain professional skills and to form the necessary personal professional qualities during a specially arranged and professionally oriented educational process [Kubanov 2014, p. 30]; the reflection of the need to summarize

the effectiveness of the educational process that gives an opportunity to diagnose the professional components of the graduate and his/her readiness to enter the professional activity without long-term adaptation [Chorna 2012, p. 92].

The quality of the professional training of future teachers of natural and mathematical sciences is of great importance for the research since these arenatural and mathematical sciences that play a special role in the life of the society; they are the ones to contribute to the development of scientific and technological progress and to define the country's prestige on the global arena. But during the last time one can observe the steady tendency of the decreasing level of school training of natural and mathematical sciences that proves not only the inefficiency of motivational mechanisms, which are used while teaching these subjects, but also the quality of training of future teachers.

It is important to emphasize the key role of natural and mathematical sciences (physics, chemistry, biology, astronomy, and mathematics) in the forming process of pupils' worldview. Studies of various physical phenomena visually reveal the laws of dialectics in the development of the material, objective world, the idea of materiality of the world, and interconnection and causation of natural phenomena. While studying physics, pupils observe a great transforming power of scientific knowledge; chemistry helps to form dialectical materialism worldview of pupils. In addition, chemistry studying gives pupils profound understanding of the structure of organic and inorganic substances, quantitative and qualitative changes which occurin nature. Role of chemistry is undeniable in the development of industry and agriculture. Knowledge of natural science is an important link in the formation of the scientific and natural basis of the students' worldview. It provides pupils not only with the knowledge of laws of nature but also with the ability to transform it. Mathematics equips students with the knowledge necessary for various fields of science and technology, and for future professional activity. The specifics of natural and mathematical sciences lies in the close relationship of subjects of natural and mathematical focus that are closely intertwined with each other, interrelated and have many common approaches while studying. Natural and mathematical sciences open the ways of integration of natural and mathematical notions; form systematic knowledge about nature, mathematical laws and relations in nature; connect the study of the world with the formation of mathematical ideas; assure the study of mathematical laws in nature as well as the systematization of knowledge of natural sciences and the development of a personality; establish interrelated tasks and measures; investigate the regularities of the natural environment; determine the possibilities of applying knowledge in practice [Biliakivska 2017, p. 4].

Qualitative professional training of future teachers of natural and mathematical sciences contributes to their natural and scientific worldview that is an integral part of universal culture, forms an idea of the world they live in, of their place and role

in this world; guarantees the formation of natural and scientific competence; is a basis for mastering the disciplines of professional and practical training cycle as well as the future profession; influences the formation of professional traits of a future teacher, the level of his/her mobility, competitiveness and demand in the labour market; forms the concept of scientific methodology and logics of modern research, promotes the formation of such personal qualities of the graduate as creativity and critical thinking [Biletska 2014, p. 62].

The main task of professional training of future teachers of natural and mathematical sciences is to master theoretical knowledge and practical skills in professional disciplines as well as disciplines of a psychological and pedagogical cycle, practical skills for working in secondary schools, and to form personal qualities that are necessary for efficient pedagogical activity.

According to the issues stated above, it is reasonable to outline three constituents in the system of professional training of future teachers of natural and mathematical sciences: a) content (mastering special natural and mathematical knowledge); b) technological (mastering methods and techniques of teaching professional disciplines); c) personal (having personal qualities necessary for a future teacher).

And what main qualities, or corresponding to contemporary demands – competences, should a future teacher of natural and mathematical sciences form during the process of professional training?

First of all, alongside traditional characteristics a future teacher should be a bearer of scientific and research knowledge, personally reconsidered social experience, have skills of a scientist and a researcher, as well as have abilities to form them in the pupils. That is why forming a teacher-scientist is the main trend of an innovative educational process in a higher educational institution. As it is know, a teacher was trained as a guide of normative and paradigmatic scientific knowledge in the past. According to the requirements of didactics it was forbidden to bear such knowledge in school that had not got sufficient scientific and practical testing. But in the conditions of a modern society the information revolution doubles or even triples the knowledge almost every year. Hence, the knowledge the teacher provides the pupil with today will be outdated tomorrow. This thing should be considered in the process of professional training of a future teacher of natural and mathematical sciences who should be put on the top of scientific knowledge, who should form an ability to broaden the outlook, and then who should be taught to gain new knowledge and to learn during the whole life, and what is the most important, who should form an ability to teach the pupilsthese things. It is commonly thought that the teacher goes on living in his/her pupils giving them his/her knowledge, skills and ideals. But if he/she lags behind the latest achievements of science, does not want to improve his/her own personality, then his/her weaknesses will also be transferred to the pupils. This is where huge teacher's responsi-

bility is. It definitely needs new approaches to arranging an educational process in higher educational institutions and its basic constituent must be modern science, the newest methodology, pedagogical skills, and innovative pedagogical technologies [Andrushchenko 2012, p. 8].

Secondly, in the era of information the teacher has to be brilliant at the newest information technologies. The time when verbal teaching methods prevailed has already passed. Simple verbal transference of educational information is not able to interest a modern schoolchild. That is the reason why the future teacher who comes to school after graduating from a higher educational institution has to be perfect at newest information technologies that ground on electronic resources, interactive ways of teaching, situational and projective techniques. But in the conditions of the lack of computerization and material support of an educational process in higher educational institutions, it may be not easy to fulfill it. It is necessary to notice that teacher's information competence and command of modern computers provide the teacher with the opportunity to compensate for the function of direct transference of ready knowledge.

When arranging a teaching process with the use of information technologies, the teacher is on the same wave length with the pupils, becomes an organizer of schoolchildren's cognitive activity, teaches them to purposefully search for information on the Internet and in the printed resources, to study, generalize, systematize and transform into knowledge. This is attractive and current for pupils. They stop seeing schools as something routine and outdated. So, the motivation to study natural and mathematical sciences goes up and the effectiveness of studies increases.

For successful use of information technologies by future teachers during their professional activity, it is necessary to equip them not only with a certain amount of knowledge but also to create such a studying environment, so they could easily perform in a diverse world of information on their own, could gain, analyze, add and update the information. So, it is important to arrange an educational process in such a way that new information technologies become an organic need of every teacher and student.

The information competence of a teacher builds the ability to study and improve oneself during the lifetime. It is well-known that in the period of rapid progress of network technologies a great part of knowledge that the teacher will have to teach still does not actually exist. The very ability to gain, systemize and transform knowledge is important for a future teacher of natural and mathematical sciences. Properly arranged independent study which should be filled with new forms and methods, particularly with the use of individual studies, should help to form these abilities.

Thirdly, the future teacher has to be accustomed to modern realities, key tendencies of which are democratization, globalization, and the formation of market relations. In the process of professional training this task can be solved by widening the practical part of the educational process and its engagement of every student during the whole period of studies in a higher educational institution. In fact, future teacher's competences, communicative in particular, cannot be formed without interpersonal contacts with pupils in the school environment and outside it. The duration of practical training directly influences psychological and pedagogical as well as methodological awareness and communicative qualities of a student. While practicing a future teacher opens his/her own opportunities, develops competencies, gets satisfaction from first successes, defines problems and analyzes failures. The interesting fact is that pedagogical practice activates the studies even of such students who seem not to be eager to work as teachers in the future. During the practice students have an opportunity to realize the importance of profound professional training, the diversity of knowledge and to ensure oneself that working with children is the request of daily life. In the process of pedagogical practice future teachers develop the ability to contact with children, to communicate with older colleagues, solve various pedagogical situations, solve conflicts, which means to see and feel everything that was introduced in the theoretical part of professional training. The understanding that relations between a teacher and a pupil should be filled with respect and empathy appears. Formation of the beliefs that no pupils regardless of their origin or progress can be discriminated starts in the period of professional training and develops in the period of practice, in particular. Treating a schoolchild as an important subject of and educational process, understanding that the object of a future pedagogical impact should be "humanized", natural but not formalized or substituted by pedagogical notions and terms are also developed.

At the same time, the most important thing for the future teacher is the ability to see a human being in a pupil who changes with the age, has his/her peculiarities, specificity of development (giftedness, deviance, specificity, etc.) and is also able to reflect the changes happening in the society. To study a pupil in all possible characteristics and aspects of behaviour a psychological and pedagogical constituent should be introduced to its fullest extent during the professional training of a future teacher. This psychological and pedagogical competence may be a fundament that combines other competences and qualities necessary for the teacher.

The modernization of the system of education opens new horizons and opportunities, but it also puts forward increased requirements to during the professional training of a modern teacher. Acceleration of the process of the emergence of new knowledge requires the future teacher's readiness for constant updating and continuous improvement of their professional capabilities. Having made the analysis of modern requirements to the quality of education and to the quality of the profes-

sional training of future teachers, we claim that the priority concepts of its improvement are: firstly, the focus of attention on the qualitative creating and arrangement of an educational process, projection of its final results in requests, expectations, demands of a state and a society, consumers of educational services, employers and customers; secondly, raising the effectiveness and optimization of all material and non-material resources necessary to guarantee an educational process; thirdly, the creation of innovative educational environment that has to provide a proper motivational incentive component concerning the improvement of quality assurance mechanisms of future teachers in the context of its effectiveness.

In history civilizations appear and disappear, hundreds of various professions become popular and fade but the teaching profession remains eternal. Teacher's duty of teaching and bringing up a new generation is always current for all peoples and in all cultures. In past years it was considered to be reputable, respected and honourable in Ukraine. Thus, despite all the contradictions and troubles of the transformation period, it is important to revive and strengthen the authority of the teaching profession, to make efforts to modernize the professional training of future teachers, to bring it to a qualitatively new level – the level of compliance with European requirements and challenges of the present.

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A Model of Prospective Psychologists′ Professional Development at a University

Abstract: In order to study the process of a future psychologist's professional development which has a peculiar structure, content and qualitative characteristics, it is extremely important within the frame work of targeted developmental programs to create a particular model of a psychologist's professional development, which creates a structural and indicative basis for the development of psychological support for the professional development of a student psychologist.

While developing the model of professional development of a psychologist, we take into account the following methodological and psychological positions:

Firstly, the modeling of the professional development of a psychologist cannot be considered outside of the educational and professional activities, without taking into account the relationship and interaction of personality and activity.

Secondly, the model of professional development reflects only the basic components, serving as a mark in the study of the dynamics of the psychologist professional and personal development at various stages.

Thirdly, modeling of the professional development of a psychologist makes it possible to develop on its basis a model of psychological support.

Key words: professional self-consciousness of a psychologist, structural components of professional psychologist's self-consciousness: cognitive, motivational, emotional, model of professional development of a psychologist.

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Nowadays, the problem of student – psychologist personal development and the formation of his readiness for future professional activities is leading in the theory and practice of higher education. It is in the process of studying at an institution of higher education that the initial "development" of the profession takes place, and the life and outlook position of the individual is determined. At the same time, one of the main problems is the construction of such a system of educational process, which would take into account the features and regularities not only of the student's personal development, but also his professional development as a specialist. Therefore, it is necessary to determine the structural components of professional development of a psychologist in order to create conditions for improving its effectiveness.

In our opinion, for the study of such a complex process as the professional development of a psychologist, having a peculiar structure, content and qualitative characteristics, it is absolutely necessary within the framework of targeted development programs that envisage specific conditions for the implementation of professional functions, to create a model for the professional development of a psychologist.

But before doing this, it is necessary to further elaborate on the analysis of the provisions that should provide the methodological basis for the model of professional development of a psychologist.

In the study of the professional development peculiarities of a psychologist we have determined, we came to the following conclusions:

1. Professional development of a psychologist is characterized by non-linearity, the ability to self-organization.
2. The condition of professional development of a psychologist is a set of personal qualities.
3. The professional development of a psychologist manifests itself in the inseparability of internal and external factors, in the interaction of which it is effective.
4. The professional development of a psychologist is a dynamic, procedural system, in which certain stages are singled out [Koren 2008, p.p. 86–89].

Thus, under the professional development of a psychologist, we will understand the dynamic, non-linear, multilevel process, in which there are qualitative changes in the personality of the psychologist, due to internal and external factors.

In the course of the study, we came to the conclusion that it is necessary to find a link that will provide a transition from abstract analysis of the category of professional development of a psychologist in a university to the consideration of real concrete parties. This is a prerequisite for the development of an optimal model and technology for the professional development of a psychologist in a higher school, that is, the development of a strategy and tactics for the optimal movement of a psychologist to professional readiness and professional development.

Appeal to the research method – is modeling due to the need to consider the professional development of a psychologist as a holistic phenomenon. Using this

method, we investigate the professional development of a psychologist through a model, which in turn allows us to consider individual tumors, quality, sides and properties of this process.

When developing the model of professional development of a psychologist, we take into account the following methodological and psychological positions.

First, the simulation of the professional development of a psychologist can not be considered outside of the educational and professional activities, without taking into account the relationship and interaction of personality and activity. Because the activity of a psychologist can not be carried out without the development of professionally necessary qualities of the person, which are reflected in professional activities, assessed, compensated, adapted and developed from the standpoint of activity.

Second, the model of professional development of a psychologist, which adequately reflects the activities of a psychologist, should serve as a benchmark for solving a complex of issues of training, selection, placement of personnel; increasing the efficiency of training, retraining and using psychologists.

Thirdly, the model of professional development does not reflect all the characteristics of personality and activity, but only the main basic components, serving as a benchmark in the study of the dynamics of professional and personal development of a psychologist at different stages of his formation.

Fourthly, modeling the professional development of a psychologist makes it possible to develop on its basis a model of psychological support. Then the components embodied in the model of professional development of the psychologist will serve the goals of psychological support of the psychologist. Thus, the model creates a structural and normative basis for the development of psychological support for the professional development of a student-psychologist.

The construction of a content-based theoretical model of professional development of a psychologist is a reflection of the formed normative structures of the profession of a psychologist and of his subject characteristics, which is a quest for professional activity. And one of the conditions for effective professional development of a psychologist in an institution of higher education is the student's awareness of his personal tasks in the system of vocational education, the requirements of the chosen profession for his personal qualities, the necessary knowledge, skills, abilities, etc.

Creating a model of professional development of a psychologist and a description of its structure, according to the logic of our study, it can be carried out from two positions: content and procedural. From a meaningful position, we will identify the components without which the professional development of a psychologist is impossible, and from the procedural position, we will define the main stages, crises and tumors.

The basis of the professional development of a psychologist, from a substantive point of view, in our opinion, is the professional self-awareness of a psycholo-

gist. Because, precisely basing on professional self-awareness, professionally important qualities, and professional thinking that provide the formation of psychological readiness for professional activity develop.

Professional self-awareness of the psychologist is the process and result of the psychologist's awareness of the educational-professional sphere, the purposeful regulation on this basis of his behavior, activities and relationships.

As for the formation of any other structure of personality, for professional self-consciousness, there are their sensitive periods. One of the first significant periods is the study at the university. At this time, the future psychologist assimilates the categorical-conceptual apparatus of his science and acquires the necessary knowledge and skills that allow the student to realize their belonging to the professional community, but their effective use in professional activities is impossible without the formation of professional self-consciousness.

We believe that to date, the role of professional self-consciousness of its potential capabilities in the process of forming psychological readiness of students for professional activity is not sufficiently studied. Not sufficiently taken into account personal qualities, the ability to distinguish and awareness of their "I" (as a professional among them), the presence of an adequate form of future professional activity, awareness of the requirements put forward by the profession to the personality of a professional, the ability to self-analysis, self-actualization, self-development, self-design at the stage studying at university. In this regard, our research interest is the structure and content of professional student consciousness not only as a factor in the formation of psychological readiness for professional activity, but also as a criterion for the effectiveness of the professional development of a psychologist, because depending on the level of development of self-awareness will depend on its further development.

We distinguish the following functional and structural components of professional psychologist self-awareness: cognitive, realized in self-knowledge; motivational, realized in self-actualization; emotional, realized in self-understanding; operational, realized in self-regulation. We consider each of these components in more detail in order to develop them further on by future psychologists.

The cognitive component of self-knowledge is the basis of psychologists' self-consciousness. In the process of self-knowledge, turning the mental activity into research itself, the psychologist deliberately evaluates his actions and himself as a whole. The identification of the features of the process of self-knowledge should reveal the mechanism of obtaining and developing a psychologist of knowledge about oneself. In the process of self-knowledge, individual situational images are formed into concepts that reflect the essence of a psychologist, in which the degree of his social value is expressed. And the correlation of knowledge about oneself with social requirements and norms gives him the opportunity to determine his place in the system of social relations. In the process of interaction with the outside world, a psychologist, acting as an active subject, knows the world, and at the same

time, learns about himself. If any thing, a phenomenon can be known through the relationship with other things or phenomena, through the process of identifying their numerous interconnections, then the self-knowledge of a psychologist can be carried out only through its relationship to other people, because of the various forms of its connection, "I "With" I"others. The submission of an individual about himself, for the most part, seems convincing to him, regardless of whether they are based on objective knowledge or objective thought, whether they are subjective or false. Certain ways of self-perception lead to the formation of the image of "I" and, accordingly, "I am a professional" [Chesnokova 1977, p. 124].

The condition of self-consciousness is the transformation of oneself (to form oneself as a person), to remain oneself (in spite of negative influences) and to be able to support oneself in a difficult situation, while realizing himself. Self-understanding allows you to broaden the notion of the nature of your own Self. Consequently, self-understanding is a necessary condition for self-consciousness. Self-awareness, in turn, is a manifestation of the emotional component (T. Kudryavtsev).

Formation and development of self-understanding as a process and result is inseparable from the development of a psychologist as a whole and depends on a specific mode of life. At the same time, self-understanding is an internal condition that determines the development of a psychologist and the formation of individual-typological features of its structure. It is important to understand yourself and be interested in studying yourself. In this case, comes the understanding that I am me.

The process of self-understanding is conditioned by a change in the perceptions of oneself, with the help of the formation of problems, tasks and their solution, the correlation of new knowledge with a certain system of values, the formation of vital, professional tasks and tasks to determine their capabilities.

The content of the motivational-target component is realized through self-actualization. Actualize - means to become real, to exist in fact, and not only potentially. Based on K. Rogers, we believe that the psychologist has an innate tendency for self-actualization and the desire for it to manifest itself in the purposeful satisfaction of the need for self-actualization in its vital reality. Self-actualization involves realization of personal potential and improvement of a psychologist, as a professional and as a person. An important aspect of self-actualization is taking responsibility for their actions. Self-actualization is a constant process of developing their potential in order to achieve creative maturity.

Professional self-actualization acts as an operational analogue of personality maturity. A high level of self-actualization contributes to the achievement of creative maturity of the individual. Self-actualization is a process of constant development and practical realization of its capabilities (A. Maslow, K. Rozhers, F. Perlz, E. Shostrom, L. Gozman).

Self-actualization involves the process of self-determination. Student psychologist in the first place need to determine independently their professional development [Fonar`ov 2004, p. 376]. At all stages of training, the professional self-determination of a psychologist is carried out through the process of self-analysis of behavior, psychological properties of a person, conscious statement of issues of professional development, career growth in future professional activities, etc. [Fukuyama 1989, p. 139].

The constituent part of the operating component is disorigulation, which we understand as the disclosure of the reserve capabilities of the psychologist, and, consequently, the development of his creative potential.

The use of methods of self-regulation involves active volitional participation and, consequently, is a condition for the formation of a strong, responsible person.

In the study of psychological activity of a psychologist, two forms of regulation can be distinguished: inductive and performing (S. Rubinstein). The inductive reaction of the psychologist is associated with the formation of professional aspirations, the choice of orientation, activity; Performing − with the assurance of the correspondence of activity to objective conditions.

Developing the ideas of S. Rubinstein distinguish three levels of development of self-regulation, representing the ratio of external (requirements to the performance of activities) and internal (the properties of the individual). If in the first stage the psychologist reconciles its peculiarities with the norms of activity, the second - improves the quality of activity by optimizing their capabilities, then on the third level the psychologist as the subject of activity produces an optimal strategy and tactics, showing the creative nature of his activity. At this level, the psychologist may go beyond the scope of activities, increasing the degree of difficulty, implementing such forms of personal regulation, such as initiative, responsibility, and so on. So this is the psychological mechanism of "individual style of activity" in professional activity (K. Abulkhanova). Consequently, the ability to self-regulation must develop at the stage of professional training, for the further effective formation of the style of individual activity.

Thus, the process of development of a psychologist manifests itself in increasing the role of internal factors and improving self-regulation. Only the psychologist who is ready to manage himself and change the external circumstances, which recognizes himself as the subject of his own life, in the presence of the appropriate skills really demonstrates the high level of development of self-regulation.

Following S. Rubinstein, we distinguish two ways of the psychologist's relation to the world, which speaks about the degree of development of his self-regulation and the degree of transformation into the subject of his own life: included and reflexive. "Included" psychologist is dependent, passive in relation to life, to professional activity. "Reflexive" − shows an active, active attitude to life and professional activity. Moreover, it is precisely in the second way that the attitude of the psy-

chologist to the world corresponds to a higher level of development. In this case, the true dialectic of a psychologist is formed and the circumstances of his life are determined not by external factors, but by internal goals and intentions, he begins to be determined not so much by the past as by the future.

When analyzing the functional components of the professional self-consciousness of a psychologist, it should be noted that they are interdependent, and their allocation can be taken only conditionally. These components are implemented in two plans. In the objective, where their indicator is professional skills and in the subjective, where their manifestation is the I-Concept. On the professional skills as an integral entity are influenced by external factors (vocational training, society, its requirements, morality, etc.) and internal (self-actualization, self-knowledge, self-regulation, self-understanding) factors, which results in the changing of the I-Concept. Conversely, the change in the I-Concept affects the level of professionalism.

Thus, the student's awareness of himself as a subject of educational activity in the system of professional education, awareness of the motives, goals of the learning process, is the core of the process of professional development. Activating the student's self-awareness helps him to assess his abilities, personal qualities and self-improvement in the field of professional activity. The student's self-awareness is formed on the basis of expanding knowledge about the qualities required for him as a future psychologist. Familiarizing students with the laws of forming a personality, developing the ability to analyze their activities, the ability to give a description (their strengths and weaknesses), facilitate it.

Nevertheless, the analysis of the content component of the professional development of a psychologist in an institution of higher learning is not sufficient to build a coherent model, as we have determined that the formation of professional self-awareness, professional qualities, the development of reflection is possible only in certain activities, and how well-known activity involves the process. Hence, an integral model of the professional development of a psychologist involves the study of the procedural side of this phenomenon. This is conditioned by our further consideration of the stages of professional development of the future psychologist.

The professional development of a psychologist is an individual peculiar, unique process, but it is possible to identify qualitative features and patterns that are reflected in certain stadium characteristics.

In the study of professional development during vocational training, there are several areas of research. Representatives of one of the directions pay attention to the study of mechanisms for the formation of skills (N. Bernstein, S. Gellershtein, E. Guryanova, K. Platonova and others [Fonar`ov 2005, p. 78]. The work of representatives of another direction is connected with the formation and development of PVA (V. Chebeshev, Y. Shpigel and others). The third area of research in the field of vocational training is associated with the formation of professional knowledge. These are the works of P. Halperin on the formation of the orientational basis of

action, O. Konopkin, associated with the formation of a figurative and conceptual model, D. Oshanin on the formation of operational image and V. Shadrikov on the development of information basis of activity, and others.

In recent years, a rapidly developing approach that explores professional training in terms of systematization of work. In the framework of this direction an attempt was made to form a holistic system of learning process. Leading concepts in this concept are: normatively approved way of activity, psychological system of activity, information basis of activity. Representatives of this direction were studied the patterns of formation of professional motives, the structure of the FPI, goal-setting, decision-making and structure of professional knowledge [Fonar`ov 2005, p. 347].

But, in our opinion, the formation of knowledge, skills, skills, motivation, FDI, etc. is not enough for the effective inclusion of a psychologist in professional activities. After all, the analysis of professional development periodization of personality has shown that at the stage of professional training the main neoplasms should be psychological readiness for professional activity. In our opinion, the necessary conditions for reaching a student-psychologist readiness for professional activity are the successful passing of the stages of professional training and a constructive solution to crises.

The stage of professional training of a psychologist begins at the moment of entering the university and takes place within 5–6 years. This stage is complicated by its psychological structure and multifactorial process of active interaction of the student-psychologist and the educational-professional environment, whose goal is to achieve such relationships that would ensure the professional and personal development of the future psychologist.

This stage covers several stages: adaptation, intensification, identification. In determining the stages, crises and their characteristics, we relied on our study conducted during 2006–2010 among students psychologists. The sample consists of 450 full-time and part-time students and 100 practicing psychologists.

At the stage adaptation of freshmen adapt to the conditions and content of teaching and professional process, learn new social role, establishing relationships with each other and teachers. In the process of educational and professional activity in the university there is a contradiction between the experience of school work and the new requirements for training in this institution. The depth of this contradiction is individual and depends both on inner personal factors: motivation career choices, attitudes to learning, personal activity level and so on, and from objective factors that determine the nature of teaching and professional activities, such as "university spirit" , "Group orientation", peculiarities of forms and methods of teaching, educational practice and so on.

Possible forms of manifestation of this contradiction is the inconsistency individual perceptions of themselves as the ideal of teaching the subject, based on regulatory requirements and logic of the learning process in a particular institution contribute to the emergence of crisis professional choice.

It is evidenced by the results of research, through which we identified the motives for choosing a profession of psychologist. So, the main motives are interest in psychology (42%); the desire to know others (22%), it should be noted that among them, 7% of students note the desire to acquire the skills of manipulative methods of influence; the desire to know oneself (22%) and the desire to help others (14%)

Motives, which are the prime reasons for choosing a profession, change during the course of study. When choosing a profession, as can be seen from the results of the study, the main motive is the interest in professional activity. However, these reasons do not correlate with psychological content of learning in the university, leading to non-adaptation because students assume that it will be interesting not aware of the need to acquire not only knowledge and skills but also self-development, to engage groups of professional identity, improve or shape professionally important qualities.

If a freshman is aware of what knowledge, skills, abilities and professionally important qualities needed for the psychologist, then there arises the problem of forming motives profession.

Also, the level of adaptability is influenced by the awareness and awareness of their future profession. Thus, according to our research, most of the freshmen do not have a clear understanding of their future profession (62%), 23% have no idea about future activities, and only 15% have a clear idea of the future activity.

Students-psychologists do not always choose a specialty in order to receive a profession of a psychologist and mastering a profession, sometimes reasons for such a choice are motives: "the lack of mathematical disciplines", "necessary diploma", "to hire", "forced parents", "friends went and I'm not worse" and so on. These motives indicate a neutral or negative attitude to the chosen profession. Certainly, such indicators testify to the lack of adaptability to educational and professional activities.

Among the aspects that determine the optimal process of adaptation of these students, as the main one can highlight the attitude towards learning and the chosen specialty. Mastering the skills of learning and the first acquaintance with the profession are the most important factors in the process of adaptation. Therefore, it is clear how important is the choice of profession. The right profession is a prerequisite for a successful adaptation of undergraduate students. After all, if the choice of profession is unsuccessful, that is, it does not meet neither abilities nor orientation of the person, so adaptation will not be optimal.

The results of the first-year students' answers make it possible to conclude that most of the junior students are satisfied with their choice (85%), (5% are dissatisfied, 10% have not yet been determined) and, thus, one can rely on their successful adaptation at higher educational institutions.

Among the obstacles in the training on the specialty "Psychology", and therefore on adaptability, the following factors are influenced by students: the inability to

plan their time, that is, the lack of self-organization (50%), laziness (35%), inability to work with literature (10%) , it is not interesting to present the material to the teachers (12%).

The professional adaptation of a student-psychologist is a two-way process. On the one hand, the process and the result of adaptation affects the further formation of it as a specialist, and on the other hand, the nature of the adaptation process is largely regulated and directed by the individual, depending on the personality characteristics, properties and professional qualities of the student. On the one hand, the state of health of a student-psychologist, his confidence in his own strength, the level of satisfaction with education, his status among teachers and other students depends on the success of the training, and, consequently, the motivation of educational and professional activities. On the other hand, the psycho-physiological, psychological health of the future psychologist, and hence the possibility of effective training, readiness for professional activity and, consequently, the success of professional activity, depends on how the process of adaptation takes place and what is its result - the character and level of adaptability. .

The passage of the first stage and a constructive solution to the crisis of professional choice is important in the process of professional development of the psychologist, since this particular stage determines the importance of proper orientation and professionalization for the development of educational and cognitive activity. Early professionalization is an incentive for the development of cognitive motivation, promotes the formation of professional interest, serves as the basis for the formation of a professionally trained creative person. Professional interest has a great incentive effect: it forces the student actively to seek to acquire knowledge, to seek ways and means of self-acquisition of knowledge.

The psychological criterion for the successful passage of this stage is the adaptation to the educational and professional environment, emotional stability, low level of personal anxiety, personal self-determination and the development of a new style of life that contribute to self-education, self-organization, motivation for learning, cognitive openness, and readiness for new knowledge.

A destructive exit from the crisis is emotional instability, high level of personal anxiety, cognitive closure, and non-readiness to accept knowledge, which leads to a maladaptation of a student-psychologist to an educational and professional environment.

At the second stage of professional training - intensification, there is the development of general and special abilities of students, intelligence, emotional and volitional regulation, responsibility for their formation, independence. Leading activity is scientific-cognitive.

It is at this stage that there is a sharp dissatisfaction with vocational education and professional training, which testifies to the crisis of educational and professional expectations (disappointment), in 70% it occurs on the third year. This can

be traced in the definition of the student's dynamics as the attitude towards studying at universities and directly related to the profession of a psychologist.

The content of the crisis of educational and professional expectations in the student's age is also the sharpening of the contradictions that underlie the dynamics of professional development. This is, in particular, the contradiction between the student's need for professional self-determination (paradigm, for specialization, etc.) and the lack of necessary professional knowledge, skills and abilities to meet it. So, according to the results of the study of third-year students, 80% of students can not be identified with the direction of their activities.

The transition from the initial stage of studying in the university to the next is manifested in the contradiction between the ideas of the former senior student about the ideal of the professional and the "blurred", incomplete, often inadequate representations of himself as a developing professional. This contradiction is effectively solved by creating an adequate image of "I am as a professional" through self-knowledge, self-awareness, and above all through reflection.

In the student environment there is also an objective contradiction between the perceptions of the person about the chosen profession (education, conditions, payment of work, etc.) and its real essence. The degree of expressiveness depends on how adequately these data are. This contradiction is connected with the specifics of the youth's life and professional perspectives, which is based on a high level of aspirations, no compromise in choosing goals, their idealization.

The constructive way out of the crisis shows: personal and intellectual development; social identity, optimistic social position, reflexivity, criticality and flexibility of thinking, adequate level of self-esteem, positive internal motivation for educational and professional activity, self-improvement, ability to volitional action to overcome the defects of my own Self. All these tumors help the student psychologist to determine in a psychological paradigm, promotes self-design, self-assertion.

At the final stage of the professional training – the stage of identification – the formation of a professional identity, readiness for the future professional activity of the psychologist becomes important.

Professional identity is the result of processes of professional self-determination, which manifests itself in the awareness of itself as a representative of a particular profession and professional community [Sheyder 2005, p. 127].

System-forming components of proficiency are: 1) paradigmatic self-determination in theoretical concepts; 2) instrumental self-determination, which involves the free possession of methods; 3) situational self-determination, which reflects the preferences of working with a certain category of clients and a certain type of problems. The psychological criterion for the success of this stage is the identification of the future profession of a psychologist, professional identity, professional self-determination, independence of judgments, the ability to self-presentation, adequate self-esteem, indicating the readiness of a psychologist-

student to professional activity. Since readiness is a complex, systemic phenomenon, we determine that for the student's psychologist to be successful, all components must be present: motivational (a set of motives, adequate to the goals and objectives of the activity, motivation of professional activity, motivation for development), content-operational (a set of necessary knowledge, skills and abilities of practical solution of professional tasks), reflexive (reflexivity, reflexive preparation, self-knowledge, self-design, self-management). Since it is the integration of these contributing to the success of future professional activities and the further development of a psychologist.

The destructive passage of the identification stage is indicated by the inconsistency between the I-real and the I-ideal, the contradictory attitude towards oneself as a person and a specialist, the inability to solve the internal contradictions of the I-image, the development of personal destruction.

For the future psychologist it is necessary to be able to use its crisis (crises of educational and professional development) and direct it in a constructive way. In our view, the formation of such a skill is for a student-psychologist to be an integral and important result of studying at an institution of higher education.

Studying at an institution of higher education implies that the student himself must decide on overcoming or not overcoming the next crisis, as well as finding new problems for himself, accompanied by the setting of new tasks.

The analysis of psychological peculiarities of the professional development of a psychologist makes it possible to conclude that each stage and crisis has its own psychological specificity. The determinants of the crisis are due to the logic of professional development of a psychologist. The restructuring that occurs in the process of experiencing crises, the structure of the subject of activity determines the strategy of their overcoming. Thus, the psychologist, who is in a crisis situation, needs psychological support, which will facilitate a constructive solution to the crisis.

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Implementation of Placed – Based Learning as a Method of Education for Sustainable Development in Ukraine

Abstract: Placed – based learning as a method of education for sustainable development has emerged in Ukraine as a response to a high demand of environmental education and community development. In some ways placed- based learning is considered as environmental education mostly local in nature. However, due to its interdisciplinary nature it can be successfully integrated with learning content of any subject and professional area expending for beyond the ecological and environmental content. The present article shares the experience of PBL implementation into English language classes. The results of our experiment prove that this pedagogical approach fosters ecological and civic literacy, as well as the new language skills mastering. The creative implementation of a Places-Based method in on English language curriculum, substitutes many lessons in natural English learning with environmentally sensitive, active learning possibilities.

Key words: placed – based education for sustainable education, environmental education, engineering education, interdisciplinarity, authenticity.

Introduction

Place-based learning as a method of Education for Sustainable Development has emerged in Ukraine as a response to a high demand of environmental education and community development. In some ways placed-based learning is considered as environmental education mostly local in nature. However, due to its interdisciplinary nature it can be successfully integrated with learning content of any subject and professional area expending far beyond the ecological and environmental content. The present article shares the experience of PBL implementation into English language classes. The results of our experiment prove that this pedagogical approach fosters ecological and civic literacy, as well as the new language skills mastering. The creative implementation of a Placed-Based method in an English Lan-

guage curriculum, substitutes many lessons in natural English learning with environmentally sensitive, active learning possibilities.

Sustainable development is a new philosophical, political and practical model for the development of all countries in the world, which initiated the transition from a purely economic model of development to the optimal balance between the three components of the development: economic, social and environmental. Ukraine is moving into a new era of the evolution, which is based on the principles of sustainable development, the rule of law, the protection of human rights, democracy, and cultural tolerance.

In 2016 Ukraine implemented the Strategy for Sustainable Development for the period up to 2030. The need for employment of the Strategy for Sustainable Development is conditioned by some factors of internal and external nature:

–   due to the adoption of 17 global goals at the UN Summit on Sustainable Development for the period up to 2030, Ukrainian Sustainable Strategy Development – 2020 should be updated;

–   as a result of the dominance of resources and energy-intensive industries and technologies, raw material export orientation and excessive concentration of industrial regions, there is such a structure development management, which is generally ineffective and environmentally hazardous;

–   the level of economic development and welfare of the population does not meet natural, scientific and technical, agricultural and industrial potential of Ukraine and qualification-educational level of the population, socio-historical and cultural traditions of Ukrainians;

–   Ukraine has international commitments for sustainable development, defined in UN strategic documents;

–   the basis for the implementation of innovative transformations in Ukraine in the direction Sustainable Development is an Association Agreement between Ukraine and the European Union.

Until now, the content of education comprised the knowledge of the past and present. However, today's education should be of an advanced character, that implies the understanding of the needs not only modern but also future generations. The formation of the 21 th-century skills has become crucial for modern universities which should focus on issues of sustainable development, the development in the younger generation new forms of high order thinking skills: to predict and plan, to think creatively, critically and to be self-critical. Thus, the objectives set by the Strategy for the national education systems involve a radical review of the goals of education: the training of younger generations to participate in the creation of civil society institutions, the formation of the willingness and ability of young people to participate in environmental socio-humanistic activities in order to preserve the

environmental quality of the environment, the careful use of natural resources, the spread of the ideals of a healthy lifestyle and the protection of the very life of a person, especially in an urbanized environment.

In order to achieve the effectiveness of education for sustainable development in Ukraine, it is necessary:

- to consider it in two aspects: a) integrating education for sustainable development into academic disciplines, programs, and courses; b) organization of separate courses and programs on sustainable development;
- to disseminate positive experiences in education that will contribute to behavioral change in favor of sustainability;
- to strengthen cooperation and partnership of teachers with other participants of the process;
- to contribute to understanding the essence of global, national and local environmental issues with an emphasis on their socio-economic implications;
- to introduce new approaches to learning in terms of education for sustainable development (ESD) and encourage self-education.

It is generally assumed that the role of technical universities is significant for sustainable development since engineers have always been responsible for the improvement of people's life quality, industry development and country's economy by means of technologies. They actually contribute to innovations which reinforce sustainable development. A strategy for sustainable education implies the necessity of new skills formation in future engineers such as integration of a broad range of skills for problem solution, crisis communication, conscious assessment of causes and consequences. Traditional engineering education is still specificity oriented rather than holistic oriented towards the sustainability problem solutions and challenges. During the process of problem estimation, an engineer should clearly understand the broad context of the situation and apply those skills and knowledge which correlate the variety of a context whether it is scientific, economic, technical or social one. Teachers and curricula planners have to consider the importance of decision anticipation and context awareness rather than simply technical knowledge application.

The survey **aims at** investigating the practical implementation of ESD principles into the process of English Language teaching for engineers in Ukraine by means of placed-based learning due to its interdisciplinary nature. Furthermore, the research will define how the approach helps create generative space for reflexive thinking by integrating field experience and language class. In such way, we intend to transform a conventional English language class into a platform where students could investigate and discuss sustainable development theories and develop their language skills.

Theoretical background

Sustainability as a guiding principle for education is broadly presented in international scientific literature sources. The significance of Education for Sustainable Development (ESD) has been proclaimed and supported by UNESCO. The focus of recent research has been on the relationship of sustainable development and personal ethical assumptions, as a paradigm of holistic, systemic and ecological ways of thinking and learning [Sterling, Warwick 2015; Bowers 2006; Owens 2001].

While reviewing the literature on cross-boundary methods of sustainability study, we have found out that under the umbrella of integrated learning three concepts (inter-, multi- and transdisciplinarity) are interchangeably used. It is evident that this issue requires clarification with a view of providing the research with more valid results. According to Paul Stock, and Rob J.F. Burton's [2011] findings, there is a differentiation between these three terms. Multidisciplinarity is thematically connected disciplines without crossing boundaries and creation of integrative knowledge. Interdisciplinary approach forces participants of different unrelated disciplines to cross boundaries to create new knowledge. Transdisciplinarity involves not only integration of disciplines but non-academic participants (industry and government representatives, product consumers, etc.) on a specific real-world problem and it is the highest level of cooperation.

Another evidence of the possibility for courses connection is Cornell's [2012] research in which he differentiates sustainability-related and sustainability-focused courses: "Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Sustainability-related courses incorporate sustainability content as a course component or module" [Cornell's 2012].

His statement allows to justify the connection of science and humanities, especially in technical educational establishments. We completely agree that sustainable development is applicable to all subjects of the curriculum and cognitive competencies (critical thinking, problem-solving, communication, etc.). Recent crisis requires more holistic and contextual views on sustainability which can be provided by humanities. Consequently, the researchers from Centre for Sustainable engineering at Carnegie Mellon University [Murphy, Davidson, Hendrickson 2009] have identified the key challenges for ESD incorporation into engineering curricula: consider sustainability in all engineering decisions; account for humanistic issues (ethical, social and cultural responsibility is important for sustainable-engineering decisions); keep up-to-date; keep on the process rather than endpoint; encourage diversity within the profession.

Universities still teach students through two main academic domains "sciences" and "humanities". In the medium of English language by means of ecocomposition

and ecocriticism, it is possible to bridge the gap by linking the discourse to ecology which is significant for all engineering specialties. The aspect of teaching sustainability through English classes arises in the research of Tomas Zygmunt [2016] who concluded that language education enhances sustainability development by providing with the opportunity to communicate, discuss and negotiate. Only mutual understanding and solution of environmental problems can be beneficial.

A great source for interdisciplinary experiments is suggested by technical universities in the USA. Having studied literature sources on Education for Sustainable Development (ESD), we have noticed that in the USA scholars use the term "placed-based learning" (PBL) which is close in meaning to ESD. PBL incorporates environmental education, ESD, project-based learning, community-based learning, experiential education, and environmental literacy. The essence of this approach is in its connection to real, tangible things, places and people. It is obvious that when students learn something very close and meaningful for them, their level of motivation increases. Place-based learning helps students learn to take care of the world by understanding where they live and taking action in their own backyards and communities [Sobel 2004].

According to this definition, students' surrounding acts as a knowledge-generating source and connects to a particular community. Lundahl [2011, p. 45] in his research on PBP has arrived at conclusion that "….places shape our identities, relationships, and writing. PBE also situates "place" as a topic worthy of study in the writing classroom". Through this strategy, educators and students can achieve such goals as sustainability coherence at a local level (students are capable of resolving local environmental problems), community life improvement and raised the sense of student's personal efficacy.

Thus, there is a strong theoretical basis for application and promotion placed-based learning as an alternative and important component of Education for Sustainable Development. This approach is engaging for students as well as for teachers of different disciplines, it is relevant to the employability skills and it is a counterbalance to a teacher-centered, testing based mode of learning that still prevails in Ukrainian system of education.

Sustainability in Ukraine

Complicated transformational processes in Ukraine and lack of developed policy have prevented the implementation of sustainable development as a priority of the national policy. However, concerning international recommendations, Ukrainian higher education has affiliated to the process of transformation towards sustainability. It is an innovative approach which denotes solutions to such complex issues as

integration of ESD into the national system of education; advanced training for in-service state representatives and educators to teach the essentials of sustainable development; revision of present and development of new educational professional frameworks in accordance with sustainable development concept; provision of governmental support to scientific researchers on sustainable development and formation of new concept of community sustainable way of life focused on greening of economy, industry, consumption, politics, and education.

Despite the apparent widespread support for the concept of sustainable development in Ukraine, there is a little implementation of vital amendments. While discussing the situation with sustainable development in high education in Ukraine, we have to take into consideration some factors:

- the absence of ESD national system development due to the lack of government support;
- low awareness of the society and educators of ESD meaning, values and objectives, consequently; ESD is still considered to be the same subject as ecology, environmental protection or natural resources management;
- academic autonomy of universities allows every university to choose the way how to implement ESD approach, therefore, there is no agreement on its content and methods.

There is a gap between how ESD is presented in the literature and how it is being realized. Ukrainian universities experience the same obstacle as universities worldwide: organizational changes, policy strategies, academic development, curriculum development, existing pedagogical techniques, graduate attributes, etc. At the same time, we have to admit that the main barrier is the unwillingness of the administration to carry out transformations.

Another problem we are observing is the appeal to separate the sustainable development into well known and understandable subjects: ecology, economics, social democracy foundations, etc. But we cannot protect the environment if there is the poor economy and it is impossible to implement reforms inside the dictatorship society. Sustainable development penetrates into all aspects of our life. It does not have any limitations or restrictions.

Nevertheless, we are able to define some shifts for the sustainable education development which are proceeding at Ukrainian universities nowadays: development of relevant educational programs on the basis of sustainability for some technical departments at the level of Mastership; broadening of professional competences by the introduction of ESD values and principles into engineering curricula by developing and implementing a separate course " Fundamentals of Sustainable Development"; multidisciplinary approach and faculties interaction aimed at effective ESD educational programs realization at the level of Doctoral studies.

One of the most prominent and oldest universities of Ukraine Igor Sikorsky Kyiv Polytechnic Institute has realized several ESD projects and courses. The basic project is "Education for Sustainable Development" which was launched in 2007. Its objective is to create the system of knowledge and skills which contribute to the fulfillment of the educational issues:

– introduction of main values and principles of sustainable development;
– a solution of complex interrelated professional assignments by sustainable development tools;
– specialists training for systematic development and implementation of sustainability in Ukraine.

Consistent implementation of ESD at the university implies Master Degree Graduates training in specialty "Sustainable Development and Global Management"; teaching courses on Sustainability foundations for students of all specialties at the level of Mastership; employment of sustainable development principles into curricula and teaching subjects within the framework of sustainable development. The course provides with the information about main sustainability dimensions: society, economics, environment, and engineering. The course is taught through two separate parts. The first one "Essentials of Sustainable Development" deals with basic notions, main documentation, and sustainability problems in Ukraine and sustainability evaluation techniques. The second part is "Professionally – oriented approaches in sustainability" aimed at the formation of conscious awareness of sustainability principles and values and their inclusion into the professional activity.

Another joint M.Sc. & Ph.D. program is «Sustainable development and Governance: global and regional contexts». The objective of this program is the education of top managers and analysts that are able to make scientifically based and practically reasonable decisions according to the concept of sustainable development at the national and regional levels.

In contrast, we experience a very narrow approach to education for sustainable development at bachelor's level. Students are offered only one course "Principles of Sustainable Development" during the fourth year of study.

Regardless the current progression of an interdisciplinary approach, as ESD key educational strategy, interdisciplinary programs and courses are not widespread in Ukrainian universities. The common situation in our country is that projects and courses are more likely implemented within a single discipline rather than through interdisciplinary courses. The implementation of ESD in Ukrainian universities is suggested through two approaches: ESD presented within one academic course and the "whole-institution" ESD approach when several subjects are connected by one topic of studying. Unfortunately, the ideal model of the multidisciplinary combination into the whole educational system has not been developed yet. One of the reasons for this situation is that Ukrainian teachers and students still consider the

sustainability as a separate subject or course which can be assessed with marks and forgotten after the graduation.

But it is time to regard the sustainability as a part of our life and crucial knowledge for our future existence. Consequently, sustainability development context should be presented in programs of as more subjects as possible, so students could understand the sustainability wholeness and necessity. Thus, Ukrainian educators [Nikolaev 2015; Vysocjka 2011] consider the main tools for implementing education for sustainable development are:

– establishing a mutual understanding and a dialogue between governmental authorities, business structures, and education sector;
– sustainability skills and knowledge teaching and learning;
– providing an access to information on sustainable development, informing about achievements in the implementation of sustainable development in the country;
– changes in the behavior of each person in favor of sustainability at choosing a solution and evaluating the benefits and costs.

Since the implementation of Education for Sustainable Development, we have experienced some changes identified in the educational process among teachers, students, and management of education:

– teachers: the transition from the knowledge transfer to creating conditions for its active acquisition and applying;
– students: the transition from passive knowledge mastering to active searching and practical comprehension;
– management of the educational institutions: a change in the use of resources, implementation of the principles of sustainability and democratization in management, establishing a social partnership.

Due to these changes universities are able to create the educational environment where it is possible to express and defend your own a point of view; to make a conscious choice between alternatives; to be responsible for your own choice and forecasting its consequences; to listen and understand others; to respect for democratic decisions; to resolve conflicts in a civilized way; to learn to negotiate and interact.

Placed – based learning experience

Placed – based learning is a pedagogical approach that creates an integrating learning environment engaging local cultural, historical and natural environment. It means students' active participation in local community projects relevant to the university professional realm. Such partnership between teachers, students, and local community provide real-life opportunities to develop students' employability

and high order thinking skills. Moreover, it is obvious that when the learning is meaningful and connected to students' life and future profession, the motivation rises and the educational process turns into applied from pure theoretical one [Best, Price & McCallum 2015; Snape & Fox-Turnbull 2013]. An expert in placed-based learning Bowers (2006) claims that such kind of learning provides students with an opportunity to restore and upgrade their communities and in such way, students may become responsible and sensible citizens.

We have identified four key principles of the placed-based learning adapted to Ukrainian realm:
– the authentic rich content of a learning material or project;
– social construction (understanding of communities problems and traditions);
– experts connection (mentors, community, and business representatives);
– students maximal engagement in learning.

Among the most efficient practices, we would like to mention: experiential investigations of local natural or cultural systems, exhibits or museum- style displays, presentations, conferences or workshops, peer teaching lessons for junior students. The interdisciplinary and authentic nature of placed-based learning is substantiated by the problems it involved in, which are complex and require complex solutions. Moreover, local places become more personal for students and personal connection of learning greatly enhances the motivation. Students understand the connection between theory and practice, their educational resources and communities life, reflection and needed actions. Students of technical universities are used to finding out technological solutions to problems. However, these solutions often stay in the paper. Placed- based learning suggests the implementation of solutions, it is an opportunity to think about something that really worth investigating and inventing for their community. So, our classes are opportunities for students to speak and be heard, we try to "use English class and writing as a vehicle for discovery" [Ruggieri 2000, p. 53].

It is obvious that students demonstrate more success in learning when they study a topic of their interest and experience peer learning techniques: peer explanation, learning, assessment etc. Therefore, we suggested students of the third course participating in a placed-based project "Story of my place". We proposed to write a story of negative environmental or technological changes which affected their lived experience in their own cities or towns. The story could be presented as a presentation, poster report, video record or any other form students were able to create. One obligatory condition for all stories was to suggest or implement possible engineering solution to the issue. Teachers from other subjects agreed to participate and consult students in case of some difficulties. We gave students two months to complete the task. During that period we had 8 English classes, so we also asked and consulted students on some language problems.

The main problems students discussed were water pollution, electricity consumption, alternative energy production, waste recycling, deforestation, changes in transport systems. These topic were understandable to them, clearly observed by the community, could be clearly explained and some offered solution was easy to implement. One student wrote about a huge an area of waste collection nearby his village and how it poisoned water and soil. Some students from western part of Ukraine shared the experience of deforestation, which took place in their region and how it affected their lives.

As students were engaged in the project and deeply involved into a problem that had affected them personally, they felt the urgent necessity to act and implement the knowledge they gained at the university as engineers. Most of the solutions were of theoretical nature, however, some practical ones were also suggested and even implemented. We would like to share some of them. Students of a chemistry department together with students from the department specialized in technical devices design and construction developed a system for water cleaning which was simple in use, cheap and did not require much electricity resources. They proposed that system to the local authorities and they agreed to consider it and after proper funding to install it. Students from information technology department investigated a problem of transportation pollution and having conducted a social questionnaire, found out that people in their town refused to use bikes because of special paths absence and a great number of bikes thefts. So, students developed a special program- application for digital locks and wrote a petition to local authorities with a proposal to make a special path for bikes.

At the end of two months, in order to assess students' performance, we made a special jury consisted of English language teachers and other professional subjects as well. The key concepts, which the jury paid attention, were local phenomena, students' creativity, and ownership, sharing community involvement, significance, and feasibility of suggested solutions.

After the assessment of the project, we had a discussion session with students on their opinion about the experiment with placed-based learning. In general, students agreed that it was a challenge for them as they did not use to work under such conditions. But they were proud of themselves that they overcame all problems and coped with the task which results were demonstrated not only in grades but impacted real-life issues and people. Students mentioned that it was important for them to put their learning into practice and work out the meaningful knowledge and skills they gained at the university: *It was a great challenge to take charge nor only for our learning but for the community we worked within. It was a great experience to work independently, be a member of a team and prove that we are able to initiate changes.*

But the most valuable experience, expressed by students, as teachers' and community trust to them: *We felt empowered with teachers' trust and freedom is given to us. Due to*

this, we could come up with own ideas, theories, and solutions without being criticized and limited according to curricular requirements. Thank you for giving us a chance to show what we know.

Therefore, we are sure, that due to placed-based learning, students enhance their learning autonomy creating a meaningful connection between what they read, trained and researched in and out of the classroom.

Conclusion

Having described our experience, we would like to conclude that problem-based learning is an ever-evolving method of ESD which involved real-life personal experience. While performing the projects students mastered their high order thinking skills as projects made them thinking creatively, holistically and critically.

It is obvious, that such method is resources and time-consuming. But the results are worth overcoming those challenges we faced with: complicated planning process as PBL involves real time and life issues; sometimes we had to secure the participation and helped students not only with academic performance but with administration, community permission, external sources involvement; some solutions can be too difficult, so teachers have to provide students with skills and knowledge beyond the curricular. Although taking into account interdisciplinary nature of placed-based learning, we coped with all problems addressing the wide range of projects content. We witnessed a meaningful connection of skills and knowledge from different content areas addressed the same problem: language skills were used for projects presenting and writing; math knowledge was useful for data representation and analysis; social studies provided with methods of queries design; from professional subject students knew about relevant life science standards and technical specifications.

However, after the discussion the results with teachers, we have arrived at the conclusion that such meaningful and interactive experiences facilitated to the rise of students' civic and sustainability responsibility, learning motivation and bridged the gap between the theory and practice, humanitarian and science disciples, educators, and stakeholders. As well, community members and organization were glad to participate in students' education and to demonstrate what skills and knowledge are meaningful in the modern labor market.

Bearing in mind the results of our experiment, we strongly believe that sustainability learning, as well as its various methods, lead to the development of peaceful, sustainable and non-discriminatory society with harmonious co-existence with nature. Nowadays, for our country intercultural and sustainable education is a crucial issue to create a fair society where culture, human rights, values, and beliefs are respected. Moreover, our experiment proved that it could be achieved through language education means.

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Janusz Korczak (1878–1942) – Precursor of Family Pedagogy

Abstract: In his pedagogical writings, Janusz Korczak asked for greater responsibility of parents for education, care and upbringing of their children. He also pointed out to dysfunctions in the education of children in form of physical punishment and emotional fatherlessness in a family as well as to disturbed relations between family members.

In his views, Korczak paid great attention to the preparation of young people as future parents to properly perform parental roles.

Key words: Korczak, family, child, education, care, support, help, mental needs.

The first and most important educational, caring and social environment for a child is the family. In a family the child comes into the world, learns the first concepts, acquires norms of behaviour and meets psychological and social needs. A family is of great value in the axiological system, because it is difficult to replace its environment with another place of life and development of a child.

A family environment can be created by parents in a conscious and deliberate way, which has great potential for positive effects on various spheres of development of a child. It can also function in a non-conscious way, fixing both positive and negative norms of social and moral behaviours of children. A family home has most often positive associations for its members especially for a child. By biological affinity it is emotionally and socially connected with the immediate family. Hence, the emotional bond and affiliation of a child to the family does not only exist inproperly functioning families but also in dysfunctional family communities.

Janusz Korczak [1958] regrets that families have less and less influence on the education of children, their school education and preparation for life in society. The changes and economic development in European countries, including Poland, have led to the need for women, including wives and mothers, to work. The earnings of father and mother increased the economic level of life and functioning of a family.

On the other hand, emotional relationships in a family have become poorer due to lack of time for upbringing of their children. That is why, according to Korczak, in the bourgeois families where both parents work, "children are not lovednor brought up here, one just charges, loses or earns, buys and sells. Bow, smile, handshake – all calculated. One earnsmoney, promotion, order, relations in spheres" [Korczak 1978, p. 138].

Janusz Korczak is the first pedagogue in Poland to analyze the selection of matrimonial partners. At the same time he lists different types of marriages "marriage of calculation, accidental marriage, marriage for love, pity or duty – couple matched or unmatched, seemingly happy or unhappy, married with or without parental consent – where the father took or did not take the dowry, or lost the dowry, or only he was promised" [Korczak 1984, p. 58].

The procreative function plays an important role in family life. Families in the times of Korczak were with five or more children. The number of children in a family led to its parental, care and educational dysfunctions. Hence, Korczak regrets in his pedagogical book "The Senate of Maniacs" that "anyone who wants gives birth to as many as they want. One gives birth and throws on new people. You have to ask the question who has the right to give birth? ... For a booth of soda you have to have a concession, legitimacy, qualification, share capital ... and one slyly by becoming a father, reaches into immortality, builds the future" [Korczak 1986, p. 374].

Janusz Korczak rightly believed that every profession is taught and trained in vocational schools, but no educational institution prepares for the role of mother and father. In order to properly perform maternity and paternity functions, one must have some parental awareness, acquire a certain range of knowledge about children and their developmental needs and develop parenting and caring skills. Such prepared spouses as future parents will certainly fulfil their family tasks and responsibilities with regard to a child and preparing them for roles in society and towards their families of origin.

The lack of psychological and pedagogical preparation and financial and housing shortage of parents is, according to Korczak, not good for the procreation function. Having children in such families by mothers with poor parental awareness causes family conflicts, indifference to motherhood and fatherhood, negativity to children as well as mutual grievances and grievances to oneself.

For a child's proper development it is necessary to satisfy the mental needs which mainly include the love of parents to a child. It is a factor that binds the family, causes emotional closeness between parents and a child, and contributes to the unconditional acceptance of a child among the family. The need for love is clearly emphasized in Korczak's pedagogical writings. "A child needs love to live to the same extent as flowers need the sun and moisture, there is only one but. Just as the

excess of sunshine and moisture can destroy the most beautiful and most resistant plant, soevil love causes harm, distorts character and carves creases of lifelong egoism" [Korczak 1968, p. 69].

The expression "evil parental love" defined by Korczak is a manifestation of over-emotionality and over-protectiveness of parents towards a child. Often manifested tenderness by parents, excessive control and care at home and outsidecause frequent disruption of a child's social development and lack of adaptation to live in smaller and larger communities.

Apart from parents' feelings towards a child, which in real family life are often disturbed, there are also too high ambitions for a child. Korczak states that parents want their child to achieve what they could not get in their lives. This phenomenon, although often occurring during the life of Korczak, is also present in contemporary family communities. Excessive parental desires for their children are strongly criticized by Korczak in "How to Love a Child". "He should ... I want him to... and you are looking for a model for him to be, you are looking for the life you want for him. So what that around there are unfulfilled hopes, biting regrets, eternal longing ... Who is he to be? A fighter or just an employee, a leader or a regular soldier? Orjust happy?" [Korczak 1986, p. 178]. High aspirations of parents towards their children often fall short with their abilities and interests. Therefore, according to Korczak, it is important for a child to be happy and successful according to his or her intellectual and professional skills and abilities.

Korczak rightly expresses the view that a child in a family home needs both a father and a mother. A mentally absent or too demanding and punitive father often leads to emotional and social dangers of a child, even to their orphanage in the home of their parents. The father as well as the mother establishes an emotional balance and a sense of belonging to the family of all family members, especially children. The father, according to Korczak, should not be isolated in a family environment so that the child would not use the words, "Why, my lord, are you so alien to me? When I look at you, I see an industrialist in front of me, who in his movements and speech betrays a lot of insincerity, I see an unpleasant gentleman who is my creditor ... And why is that? Why, my lord, are you so alien to me?" [Korczak 1958, p. 24].

Emotional isolation of parents, especially the father, is also a threat to modern times. According to a survey by S. Cudak [2014], one adolescent in five experiences a state of loneliness in their own family. Families regardless of the number of children are mentally distant from each other. Every member of a family – father, mother, and children – has their own problems, interests and needs. There is no mutual help, support, or kindness, which maintains the emotional bonds in a family environment between family members.

Parents in the opinion of Korczak must always be supportive for a child. They should treat children on the basis of mutual kindness, love, tolerance directly facilitating their education and care. He also recognized the necessity of child subjectivity in a family. Hence, in the work "The Child's Right to Respect" (1978) he lists the following rights of a child:

– Respect for the child's ignorance, failures, tears, which should be eliminated by understanding, cooperation and teamwork;

– Respect for their work and knowledge, which they find hard to get;

– Respect for children's secrets, for their current hour, for today.

Janusz Korczak by demanding respect for a child in a family and outside expresses the view that it is necessary to teach them the ability to subordinate their personal individual goals to general social goals. A child has the right to respect, in order to be who he is. In his caring and education work, and in his publications, Korczak strived to make every child happy. In his pedagogical writing she pointed out that a child should be treated in a family and in a school in an individual way, it should have rights which must be respected and recognized not only by parents but also by teachers and educators in caring and educational institutions. The young generation, especially children, will shape the future life and functioning of the country. Hence, Korczak states that "A new generation is rising, new waves are rising. Going with advantages and disadvantages, give them conditions to grow better" [Korczak 1958, p. 48]. He expressed the view that formation of better personal qualities and higher level of education of children as future generations gives the opportunity to build a new social reality, including elimination of poverty, exploitation, unemployment, homelessness and social pathology.

The essential parental function of every family is to satisfy the material needs of members of a family community. Families often, as argued by Korczak, tend to accumulate material goods. Having money, in the views of Korczak, although important and sometimes necessary for the functioning of a family, does not solve the multifaceted problems, does not satisfy all needs and does not bring happiness to afamily environment. It can happen that in families with high economic standards parents encounter serious difficulties in caring and educating their children. Some of these children have difficulty in school education; show no interest in work at the same time having no household chores and responsibility for tasks entrusted to them. As rightly stated by Korczak, both in families with high material and financial level and in families living in economic poverty "there may be agreement, kindness and gaietyin a small apartment, and there may bestrictness, aversion and boredom in a big apartment. A child can be lonely here and there. The father may earn 10 zlotys a day and the family live peacefully, and they may be unhappy, although they spend 50 zlotys on their children. Parents can be poor but happy and talk about

pleasant things; they may be wealthy, but upset, annoyed, angry and in trouble" [Korczak 1978, p. 12].

Love in a family home, respect for a child, responsibility for his or her life, are important elements of authority and caring responsibilities of father and mother. Parents should show a child the ways and the need to improve their own behaviour and to appreciate the effort to be better and better. This problem of parental influence is highlighted by Korczak. "We must be aware of the difficulties that children have ... You need to tell your child that he is good, that he wants and he can" [Korczak 1978, p. 202].

The family were generally large during the life of Korczak. There are various conflicts between siblings, even verbal and physical aggression is expressed. This is due to the various characteristics of children and educational disadvantages. These child-rearing phenomena often affect the behaviour of children, who recognise them and feel them deeply in their psyches. Janusz Korczak in his pedagogical writings criticizes education by differentiating the age in behaviour of older and younger children by saying "yield to a small child, yield to a girl. I have come to the conclusion that the worst, both at home and at school, is forced yielding. It only works for a short time. Then it gets worse. Edifying deepens harms, leaving reluctance, leaving trauma" [Korczak 1978, p. 12].

Raising a child by parents is a big responsibility for the family and the future of a child. In addition to loving, respecting and satisfying mental and social needs, parents are required to use rational, thoughtful and pedagogical methods of education. Korczak believed that the order and prohibition in raising a child are intentional when they have only the purpose of good when they teach them to solve problems, compromise in life and need to regulate social standards in behaviour. Korczak deplores that parents in their actions use excess bans and orders, admonitions and other often non-educational penalties by making a child a slave. And they do not care about the child. They do it by caring for their own good, peace and comfort. For example, it is easier and more convenient to stop a child from running than wash the clothes or buy new ones [Korczak 1986].

In his pedagogical publications, Korczak was one of the first pedagogues who developed a new discipline – family pedagogy. He expressed the views of new children education in a family environment. He sought to eliminate physical punishment in family education and subordinate children to educational rigor and socialization. He advocated in his pedagogical writings the need for parents to meet their mental and social needs, for open and supporting emotional relations with children and to use more educational rewards in place of punishments and excessive bans and orders. Janusz Korczak wanted parents to be more responsible and respectful of a child and treat them in an individual way. In addition, Korczak attributed the importance of parental awareness to children's educational and caring interactions.

This parenting awareness should be gained by acquiring knowledge about a family, about raising and development of a child, by acquiring educational skills, and by creating a friendly home atmosphere in which the father and mother will emotionally be present in the child's psychosocial development and life.

Korczak rightly believed that family was the most important educational, social and psychological environment for a child. How parents fulfil the task of parenting determines optimization or diminishing of the intellectual and moral development of a child.

The dissemination of pedagogical content included in the writings of Korczak would certainly have a significant impact on raising the pedagogical culture of parents and society as a whole. The knowledge of a family passed on in his pedagogical work, although it was created in the first half of the twentieth century, is prevailing in modern times.

Repeating old parental mistakes over generations is still evident. They contribute to deepening some family dysfunctions, leading to increased feelings of loneliness, family conflict, aggression and weakening or elimination of emotional and social relationships between family members. Hence, as Korczak points out, there is an urgent need to provide institutional support to a family so that it can properly carry out parental tasks in relation to children.

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Selected Theories of Marriage and Family Functioning

Abstract: In the 1970s, since the birth of family pedagogy as a scientific discipline, theories of marriage and family were developed. Theories of rational choice explain the selection of marital partners and decision making in the family. The theory of family development determined the life of a family during periods of its functioning. The theory of symbolic interactionism proves changes in parental roles and the importance of macro-social and intra-family interactions for the functioning of a family. The first demographic transition theory expresses the thesis about the transition from the traditional family to the new procreation model. The theory of the second demographic transition analyzes the family's modernisation in the structural, procreation, cultural and functional spheres.

Key words: Marriage, family, family theories, partnerships, alternative families.

Introduction

A family is an important group and an educational, social and axiological institution at the same time. The community of family members is on one hand a permanent institution, on the other hand, it is a system subject to some changes in its structure, functions and changes in values. A family is also a natural environment for a child's development, its education, and socialization, in which the young generation is prepared for life and functioning in a society. Therefore, it should be recognized that the value of parenting in a family is an important paradigm for the functioning of a global society. Thus, care for the condition of a contemporary family and its proper functioning is a priority for the pro-family policy of the state, society and its various organs [Tyszka 2001].

For centuries, it has been assumed that a family is responsible for the production, distribution and consumption of goods and for the reproduction and socialization of the next generation. It was believed that families handed not only property, but also cultural goods and ensured biological, social and axiological continuity. The way a family is organized, its functioning and the culture of life changes

along other social and economic changes taking place in a global society [Kwak 2005].

Family researchers distinguish two groups of views on life, durability, development and functioning of a family. The first are pessimistic views, because they assume that marriage and family will gradually be eliminated from the social life. The other, however, express opinions on the durability of a family institution that is subject to constant changes in its structure, functions and life culture of parents and children.

Selected theories of marriage and family

The beginning of the 1970s is a period that can be regarded as the emergence of post-modern societies. As a result of this social process, a qualitatively new stage is created in the development and functioning of the marriage and family life. Contemporary marital-family structures, their state and structural, cultural and functional transformations can be considered and analyzed from the point of view of different pedagogical theories.

One of the important theoretical approaches to marriage and family is the theory of rational choice. The theory of rational behaviour consists in attributing to specific activities and social activities that lead to achieving the intended goal. The theory of rational choice in marriage and family was transferred from the economic theory of human behaviour developed by G. Becker [1990]. Marriage from the economic point of view is a voluntary partner relationship serving production and consumption combined. They can be compared to other economic institutions aiming at maximizing profits but at the same time being subject to market laws. The economic concept of the matrimonial market serves to explain changes in marriage and family. The choice of a married partner in the views of the "theory of rational choice" according to G. Becker is carried out according to two basic principles:

1. If partners strive to enter into a marriage, they assume that thanks to it they will achieve a higher level of efficacy than in the case of remaining in a non-marital state.
2. There is competition on the matrimonial market and every person is trying to find the best partner.

These two principles, according to T. Michalczyk [1999] explain why the majority of adults enter into a marriage and why the classification of partner's goods from the point of view of wealth, education, character traits and other characteristics proceeds in a similar way in different socio-cultural conditions.

The value and acquired economic, spiritual, cultural and emotional goods from the choice of a spouse and the establishment of a family is also conditioned by

macro-social factors that have significance in shaping the model of marital life and family.

Analyzing the content of the theory of rational choice in marriage and family, K. Slany [2003] expresses the view that economic calculations and investments create marital capital whose existence increases the cost of family breakdown and fosters its durability. Gains from marriage depend on the personality traits of both partners, so it is better if they are based on similarity. However, they cause unpredictable changes in the partner's characteristics or the quality of marriage when the marriage breaks down, when the current partner is unable to compensate for losses resulting from the functioning of the relationship, when losses start to exceed profits. These losses, according to H. Cudak [2010], include, among others, alcoholism of one or both spouses, aggression or violence of a father or mother, conflicts in marriage, family financial difficulties, loss of emotional ties, and dysfunctions of the personality of the marital partner. These elements of marital life cause an exaggeration of losses in the functioning of a family while weakening or eliminating the benefits and profits manifested in marriage and the functioning of a family.

The durability of marriage depends, according to the theory of rational choice, on improving the features of positive choices taken by partners when entering into a formal marriage. They include features such as: deepening feelings of love in marriage, elimination of family conflicts and misunderstandings, mutual support, help and kindness, partnership and subjectivity in marriage, high social and professional position in marriage.

In addition to the theory of marriage and family derived from the economic area of rational choice of G. Becker, there are also theories exposing the importance of the cultural factor in the process of forming marriage and family. These theories, according to K. Slany [2006], include:
–   The theory of individualization,
–   The theory of "social capital" in a family.

The theory of individualization was shaped in the first half of the twentieth century. However, its development took place in the 1960s and 1970s. Proponents of this theory recognized that the value of a family as an autonomous, independent community is in the social, emotional and religious spheres. The functioning of a family belongs to a natural value constituting a certain enclave, isolating itself from external social, political and economic conditions. The views expressed in this theory do not accept institutional, non-family and pro-social conditions regulating parental functions.

The growing importance of the theory of individualization in a family is observed in modern times, in which members of the family group are more and more free in the social and emotional sphere. The mutual control of its members is elimi-

nated in marriage and family, the phenomenon of individualization of father, mother and children in family and non-family life increases.

The growing process of individualization creates an unfavourable phenomenon of the autonomization and atomization of family members. Such situations cause weakening of emotional and social ties in the family environment and even contribute to the feeling of loneliness of children among the people closest to them - parents and siblings.

The theory of "social capital" in a family accepts the principle of constant investing in the development of a family environment in the social, cultural, normative, axiological and economic spheres. The views of this theory have macro-social and intra-family conditions.

The macro-social significance of the "social capital" of a family proves that the establishment of marriage and its cultural, material, moral and social resources are an extremely important form of investing in the social capital of a global society. Families experiencing the risk of functioning cause social dysfunctions in which conflicts and unfavourable crisis situations in the functioning of society occur. On the other hand, families with the correct "social capital" resources have a positive impact on development in various spheres of human life in a global society.

The theory of "social capital" is also important in the internal arrangements of family life. A family can function optimally if the resources of "social capital" in the family environment are created and developed in accordance with the emotional, social, educational and consumer needs of the family members. On the other hand, unfavourable resources of the "social capital" of the family in form of disturbed values, social norms, weakening emotional ties cause dysfunctions and even the pathology of family life.

The family development theory is also worth mentioning. Theses of this theory analyze the role and meaning of marriage and family in particular phases of their functioning, starting from the period of engagement as candidates for marriage. Then, there is the role and significance of living and organising the home of a future family, as well as the need to function in a permanent marriage and the reasons for a divorce. The family development theory also includes the content of the organisation and life of the family community in particular periods of their lives. It draws attention to the functioning of a family in the stage of life of young children; care, education and socialisation of children during puberty; the functioning of a family during the adulthood of children as well as during its empty nest and the old age of the parents.

Each marriage and family is, on one hand, a unique community, which shapes a specific atmosphere and emotional ties and creates its own home with organisation of life and hierarchy of values. On the other hand, macro-social determinants

create a specific family model in the sphere of procreation, values, social norms, culture and social functioning.

The theory of symbolic interactionism is also interesting. Theses of this theory prove the necessity of transformation of family functions, which are a consequence of the interaction of macro-social determinants of social life. These changes are visible in the socialisation, care and educational and cultural spheres.

The theory of symbolic interactionism also analyzes the formation of new social roles of the father, mother and children in a family environment. It also draws attention to the interaction between the global environment, the local environment and the family environment, and their impact on the development of a new family model. In addition, they prove the thesis of this theory about the importance of micro interaction in creating a specific home atmosphere, emotional and social ties and culture of family life.

Also the "first demographic transition" theory is known. Its views prove the conditions of the transformation of a traditional family with many children into a new model of social reproduction, the feature of which is rationalisation in the procreative sphere. It is expressed in the fall in births [Slany 2006].

Nowadays, the theory of the "second demographic transition" is the most well-known and popularised theory by family researchers. It was begun in the 1960s and 1970s in highly developed countries of Western Europe and in the United States. In Poland, the theses of this theory began to function at the turn of the 20th and 21st centuries.

Family theory in the sphere of the "second demographic transition" can occur as a result of macro-social changes, mainly in the cultural, technological, social and axiological areas as well as the growth of freedom of individuals, their autonomy, individualisation and the possibility of seeking new forms of consumer and social life.

These processes of technological and cultural modernisation and democratisation of society cause a dynamic transformation of the life and functioning of marriage and family. The new model of family life in accordance with the theory of the "second demographic transition" is shaped in the sphere of durability of marriage and family structure, alternative marital-family relationships, procreation, culture and value system. In partnerships, including marriages, an individual or partners invest primarily in their own persons and these behaviours are referred to as DINKS. Attitudes expressing such a view contribute to the birth of an only child or even to childlessness. In the ideology of this theory, a married couple is eliminated as the basic unit of social life in making procreative decisions [Racław 2000].

It can be observed that people postpone the decision to enter into marriage until much later. In the European countries, the average age of getting married for men is 30 and for women 28. Adolescents are more and more aware of alternative

partnerships. There is an increase in the number of divorces, cohabitation couples and extramarital births. According to A. Kwak [2017], it has become common foradult children to live longer with their parents without a family on their own.

Final remarks

The interest of family researchers in the functioning, structure, culture, and transformation of multilateral paradigms of family life results in shaping and creating new marital and family theories. This term captures marriages, family relationships and alternatives in different views by creating economic, sociological, psychological, ecological, pedagogical and biological models.

The development of family pedagogy as a scientific discipline will certainly verify and even eliminate some of the concepts expressed in the theories of marriage and family. The aforementioned theories of a family in the content of articles will certainly be enriched by new, significant theses in the process of research on marriage and family relationships. Less significant family theories, as the family studies develop, will be eliminated as a result of critical assessments of family researchers.

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Ensuring the Motivational Basis for Professional Formation
of Pre-Service Teachers Through Subjective Teacher-Student Interaction

Abstract: The stage of entry of a student at the initial stage of ECD studying into the system of professional development is not simple. Its complexity is associated with new ways of cognitive activity characteristic of higher education, with the establishment of new types and forms of interpersonal relationships with the restructuring of the value-cognitive orientations of the student's personality. Therefore, it is extremely important at the initial stage of education in a higher education institution to establish a solid motivational basis, since unremunerated or poorly motivated activities cannot be successful.

What is of great importance is the choice of the strategy of pedagogical interaction between the teacher and the student as subjects of the educational process. Thus, the most expected is the effectiveness of those interaction strategies that do not inhibit the interests of students and ensure the effective implementation of the tasks set by the teacher in terms of motivation for their professional development. Such strategies should include the dialogic interaction, which is the basis of the subject-subjective relationships. It is the dialogic relationship that helps to ensure mutual contact with students, which creates favourable conditions for strengthening the motivation of their professional formation.

Key words: ensuring the motivational basis for the professional formation, a future teacher's professional development, pedagogical activity, communicative activity, communicative behavior.

In determining the optimal organizational and pedagogical conditions for the professional formation of the future teacher, it was important for us to carry out analysis of psychological and pedagogical literature, there sults of observations on the activities of teachers and students, practice and many years of experience in the higher educational institution in the context of identifying potential opportunities

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for the teacher's interaction with a student in his professional developments as future teacher. The special need for this was clearly understood at the initial stage of the student's training in the ECD (Evening-Correspondence Department), as it is a special period of formation of the foundation of their future professional activities, in particular the motivational basis for their personal and professional formation.

The stage of entry of a student at the initial stage of studying in the ECD in the system of professional development is not simple. Its complexity is associated with new ways of cognitive activity characteristic of higher education, with the establishment of new types and forms of interpersonal relationships and relationships, with the restructuring of the value-cognitive orientations of the student's personality.

Accordingly, the content and organization of the process of professional formation of the future teacher at this stage are "introductory", propaedeutic nature, due to age characteristics of students, the specifics of the adaptation process, the laws of professional development of the future specialist.

The data of age-old pedagogy and psychology testify that the youthful period (17−20 years) is a period of active personal and professional development of the personality of the future specialist during his studies at a higher education institution. During this period its foundations are laid, in particular motivational. The specifics of this period, as psychologists note, are particularly sensitive to the modeling of their personal and professional future; activity in search of the meaning of existence; the need for a variety of social relations and interactions; needs for creative activity. One of the essential features of adolescence is the awareness of their individuality, uniqueness, the formation of self-awareness and the formation of "the image of me". It is this age period that is most favorable and most productive in terms of creating opportunities for self-actualization and self-actualization as important internal factors of professional formation.

Professional formation of the future teacher is primarily due to the motivation of this activity, the awareness of its need and utility, with the regulation and strengthening of positive motives, both in the personal and professional terms. However, the results of the survey of future teachers show that a significant part of them chooses their future profession under the influence of random, underconscious reasons. Therefore, it is extremely important at the initial stage of education in a higher education institution to establish a solid motivational basis, since unremunerated or poorly motivated activities cannot be successful.

The motivation of students to professional development largely depends on the desire of the same teacher, whose task is to create favorable conditions and engage the motivational resources of future educators. Weak motivator have not enough straight to start the mechanism of formation. Psychologists have proved that the effect of motivating influences is primarily determined by the personality of the updater (according to K. Rogers − facilitator, teacher, facilitating and facilitating the

process of professional formation) [Rogers 1981], the clarity and specificity of his intentions, the ability to persuade and tune in, drawing his own conclusions , to establish normal relations, to show respect and understanding, to recognize the merits, to respect and to support a person in life situations, to bring confidence in oneself and to succeed in becoming, to cope with difficulties and realities to seize their opportunities, to provide activity and initiative, and in general to determine the behavior of the future teacher, aimed at its formation. At the initial stage of professional development, the "image of the teacher-professional" becomes very important, in which professionalism is combined with the general outlook and high level of internal culture.

The success of the influence on the future teacher and his subsequent motivational self-determination is determined by a properly constructed interaction, the ability to communicate on equal terms with a reasonable distance, attention, interest, recognition and unconditional positive attitude to each student.

The motivational basis of the future teacher combines external and internal motivation. Its provision and strengthening through the organization of the subjective interaction is one of the important conditions for the professional formation of the future teacher, aimed at the teacher's support of the student.

It is well-known that the leading motive of any activity is interest in it. During the organization of professional development, it was important for us not only to raise students' interest in this process, but also to keep it, as practice shows that interest is often episodic (arises and fades). It was important to help make him more stable.

The leading role in this, especially at the initial stage of professional development, belongs to the teacher who is the main subject of interaction. He acts not only as a source of knowledge, but as a mentor, whose function is to provide pedagogical support to students in their professional development. In this regard, a modern high school teacher is not sufficient to possess even the most up-to-date technologies for organizing educational activities, he must be able to direct future educators to the path of professional development, to support and to pedagogically competently promote their success.

This necessity is due to the fact that the entry of a student, especially at the initial stage of study, into a new system of norms and values of a higher educational establishment is accompanied by a certain state of anxiety and tension, which requires a special attention from the teacher, the creation of an atmosphere of sincere relations, an interest in the speedy overcoming students of adaptive difficulties.

A more complete disclosure of the motivation possibilities of pedagogical interaction between the teacher and the student needed to clarify the essence and interconnection of concepts: pedagogical support, interaction, subjective interaction

and subjective relations, partner interaction, mutual contact , the motivation potential of the teacher's authority. The concept of pedagogical support and authority of the teacher, which at first glance go beyond the logical framework of other categories in the presented set of concepts, in fact, have direct relevance to the study pedagogical condition, since strengthening the motivational basis of the personality of the future teacher in his professional development cannot be successful without pedagogical support and credibility of the teacher. Similarly, it cannot be successful and effective in terms of providing a motivational basis for subjective interaction.

The signs of the phenomenon of "pedagogical support" were characterized by O. Gazman [2002], among which the recognition of the human right to intellectual, moral, economic freedom and social sovereignty, which is combined with individual, ethical and social responsibility for their decisions and actions, is of particular importance. Relying on his idea of pedagogical support for the professional formation of future teachers, it can be argued that its main tasks are to assist the student in mastering the main features of the pedagogical profession, support in the process of self-study, self-examination, self-help, self-expression, self-expression, self-affirmation, and active inclusion in independent educational and scientific and pedagogical activity [Gazman 2002].

Note that at first, pedagogical support was seen in the work area only with children and pupils of school age. At the same time, the needs of society in a creative, competent, humanist-oriented teacher demanded the search for new approaches to the formation of him as a person and a professional through the introduction of technologies of pedagogical support for the professional formation of the future teacher.

Among other scholars, focusing on this focused O. Asmolov, I. Yakimanskaya, which made a significant contribution to the development of the theory and practice of pedagogical support for professional development.

O. Bondarevskaya distinguishes between two kinds of pedagogical support, which in the context of professional formation can be transformed as:

a) general pedagogical support of all students on the basis of benevolence, mutual understanding and cooperation, creation of situations of mutual learning, dialogic communication, involvement in creativity;

b)   individual-personal support through diagnostics of individual development, identification of personality problems, adjustment to the future profession, creation of successful situations, increase of a student's status in a group, etc.

It is worth noting that pedagogical support does not imply direct, direct influence on the personality of the future specialist, and attentive attitude to the special, peculiar, which each young person has from nature and reflected in his individual experience, desires, abilities, needs, aspirations, etc.

Pedagogical support creates a special creative atmosphere, a favorable psychological climate that encourages students to creativity, to maximize the disclosure of their abilities, to self-development and self-improvement. At the same time, such support produces situations of choice that require future self-reliance teachers to make sound decisions that, in their essence, provide for the use of acquired knowledge, skills and competences, as well as responsibility for taking a decision.

The leading role in this belongs to the personality of the teacher and his ability to provide mutual contact with the student. Since professional formation cannot be successful without a personality, important in the context of our research is the convincing statement of K. Ushinsky [1989] that only "a person can influence the development and formation of the individual, only character can form the nature".

The personality of the teacher is the first source of professional motivation, it is the person who most influences changes in the system of views and assessments of students, the formation of new goals, tasks and interests, to some extent, personalized in them and becoming for students a new semantic source and the operational beginning of professional formation the future teacher.

The efforts of individual teachers to compensate for the individual-specific impact of functional-role restricts the interaction of teachers and students, leads to one-sidedness of their relationships, generates problems and internal conflicts in relations, which postpones the negative imprint in the process of formation, inhibiting it.

One of the peculiarities of the pedagogical profession is that, by its very nature, it represents an interconnected set of relatively independent types of activities of a teacher and a student requiring a certain fusion of personal and professional qualities. That is why, in order to ensure the success of the professional formation of future teachers, the professional activity of the teacher of pedagogical disciplines should not be exhausted only by his professional peculiarities, knowledge and skills. It consists in the skillful combination of professional-pedagogical and necessarily personal qualities of the teacher.

Along with this, the high professionalism of the teacher's educational activity, which manifests itself in lectures, practical classes, organization of independent work, is an integral part of their functional and role influence, especially at the initial stage of professional development of the student, based on the psychological mechanisms of identification and imitation. Therefore, it is important that the teacher adheres by himself to his pedagogical activity of his declared pedagogical values.

The subjective interaction necessarily involves the influence of the teacher on the student, aimed at promoting positive changes in the professional formation of the latter. However, not always external influence is internal changes. This requires

certain conditions. Psychologist B. F. Lomov points out that the external influence first of all "passes through a filter of trust or distrust" to the teacher. The information may be useful and correct, but "is not accepted, not passed through the filter because of its closed channel of trust" [Lomov 1981].

As stated in the National Doctrine of the Development of Education of Ukraine in the XXI Century (2002), a personally oriented approach in modern conditions becomes a priority since it provides the most favorable conditions for the development and self-realization of the individual, which implies the presence of pedagogical interaction, subjective relations, dialogue, partnership relations.

The category "interaction" is studied both in the "exact" and in the "social sciences" and refer stoone of the universal and multi-valued categories. In the context of the study of the professional formation of the future teacher, in particular his motivational component, in order to get a better idea of the essence of this category, we needed to consider relation to the categories of "activity" and "communication" as a "specific system of interpersonal interaction". In our opinion, the most flexible and free of contextual coloristhed definition of this category by. Y. Shsepansky: "inter action is the realization of certain actions aimed at provoking expected reaction from the part of the partner" [Shsepansky 1987].

One of the features of the pedagogical profession is that, by its very nature, it representsaninterconnectedsetofrelativelyindependenttypesofactivitiesof a teacher and a student requiring a certain fusion of personal and professional qualities.

In order to more fully clarify the influence of subjective interaction to ensure the motivation of the personality of the future teacher in his professional development, it was important for us to match the concept of subject-object and subject-object relations. In our opinion, the latter concept is mechanically transferred from the theory of management, whose subject necessarily involves the presence of an object of management, which in the context of our study serves as a student. A similar managerial approach to educational activity in its center puts the teacher and his unidirectional actions. However, as V. Dyachenko quite rightly believes, one-sided actions by the teacher are not training, "until they have developed into a system of coherent interaction" [Dyachenko 1989].

Dominating a fairly long time in the practice of teaching and upbringing, the subject-object approach generated patterns and stereotypes in the organization of the educational process, resulting in destructive forms of relationship: distrust, dictate, aggression, alienation, distancing, intimidation, flogging, condemnation, etc. N. Osukhova notes that "with the help of the intimidated and conformal teacher, who does not accept himself and others, the problem of humanization of the school cannot be solved" [Osukhova 1991, p. 30]. Long-term experience of teaching proves that the subject-subject (subjective) relations "teacher-student" arise only under certain conditions, namely: recognition of the teacher's right to the stu-

dent's own opinion; personally oriented dialogue of equal subjects; the rejection of authoritarianism as a kind of professional complex, manifested in unpublished, morality, moralization; recognition of students' rights to individuality and originality. Particular attention should be paid to the fact that the subject-subject relations arise only in the mode of mutual trust.

However, it is not worthwhile, as often happens, to restrict subjective relations only to the democratization of pedagogical communication (although its importance is beyond doubt). Their role is first of all in the direction of the educational process to ensure the personal growth of students, their formation as subjects of future professional activities.

The subjective relations, firstly, provide for the mandatory presence of emotional and psychological space, which provides a comfortable communication between the teacher and the student and creates conditions for the manifestation of the emotional well-being of the participants in the interaction, and secondly, the value-normative unity, which leads to the rapprochement of the teacher and the student and manifests itself in the democratic nature of their actions in goal setting, the choice of ways to achieve the goals set, their constant correction and joint assessment of activities. It is also important that such relationships, promoting professional, provide in the first place the personal formation of the future teacher. And this is important in the sense that the immature teachers in personality cannot contribute to the harmonious personal development of students.

For this purpose, in addition to general pedagogical and specialist knowledge, appropriate "personal self-organization, internal freedom, professional pedagogical culture … One cannot effectively engage in personal experience of another person without having his own" [Serikov 1998, p. 173].

The pedagogical interaction and its role in solving various problems related to the teacher's professional training are given considerable attention in the scientific researches of O. Gluzman, O. Duganova, S. Zolotukhina, M. Yevtukha, V. Maiborodova, L. Nechaeva, N. Pobirchenko, N. Puzyrkova, O. Radul and others. The features of educational interaction are reflected in the studies of N. Yelizarov, M. Frumin, G. Tsukerman, I. Holkovskaya, E. Chudinova and others. Foreign scholars of this problem, R. Selman, O. Stauffford, M. Flanders, M. Hausen, consider interaction based on the provisions of humanistic and cognitive psychology. The problem of developing the technology of partner interaction in educational and cognitive activities is disclosed in the works of V. Kostin, K. Yaresko. The emotional and communicative aspect of educational interaction, important for our study in the context of strengthening the motivational basis for the professional formation of the future teacher, is analyzed in his writings by E. Belenkin, L. Zharov, V. Kotov, M. However, currently in the psychological and pedagogical literature, the question of the role of interaction between a teacher and a student in the pro-

fessional development of the latter, in particular in strengthening the motivational basis of his personality remains poorly investigated. At that time, many years of practical experience shows that the relations of teachers and students, mediated by educational and professional activities, significantly affect the professional development.

Y. Kolominsky distinguishes internal (emotionally-figurative, motivational-demand, cognitive components) and external (operational and procedural components) of the substructure of pedagogical interaction in the pedagogical process [Kolominsky 1991]. It is clear that within the framework of interaction internal and external inextricably linked and interdependent. According to the concept of V. N. Miasyshcheva [Miasyshchev 1960], the inner personal basis of interaction is the relationship.

On the possibility of inconsistencies between internal and external, V. Myasishchev wrote: "In conditions of free interaction these relations can be manifested, but in the absence of freedom and dependence of one person from another, the interaction does not manifest itself, but is concealed and masked..." [Miasyshchev 1960, p. 216].

The interaction of teachers and students can be carried out "directly" (subject-subject interaction) and indirectly (through the subject), with the special role played by the specifics of the subject, which has a significant impact on the subjects of interaction. In this regard, we can talk about a specific interaction of teachers with students-historians, philologists, educators, psychologists, etc.

Of great importance is the choice of the strategy of pedagogical interaction between the teacher and the student as subjects of the educational process. Thus, the most expected is the effectiveness of those interaction strategies that do not inhibit the interests of students, ensure the effective implementation of the tasks set by the teacher in terms of motivation for their professional development. Such strategies should include the dialogic interaction, which is the basis of the subject-subjective relationships. It is the dialogic relationship that helps to ensure mutual contact with students, which creates favourable conditions for strengthening the motivation of their professional formation.

Having in mind, that in order to determine one of the forms of relations, the category of communication is used, let us take into account that it is the contact that is the fastening chain, which ensures the success of the activity of information exchange and mutual influence. The concept of communication (contact) lies at the heart of the term "communication" (Latin *kommuniko − I do general, I affirm*). Establishing a contact is finding that "key", which leads to the movement of the entire mechanism of the subject-subject interaction and contributes to its effectiveness, ensuring openness in communication,

It should be noted that interpersonal contact arises only on the basis of the subject-subject relations, characterized not by the position "above", but the position of equal, because in the absence of freedom and dependence of one person from another, relations do not manifest, but are hidden and masked. In this case, if a contact is established, it is purely external, without "internal agreement".

However, the contact that originated at the beginning does not yet provide the establishment of "communicative unity", characterized by mutual understanding and coherence in the process of interaction. The established connection for various reasons can be destroyed, requiring its revaluation, viewing and further restructuring, that is, what V. Levy called the clarification of relations. According to his fair opinion, they constantly "need an inflow of fresh air, otherwise they rot" [Levy 1989, p. 112]. In other words, in the process of subject-subject interaction, there is always a need to strengthen mutual contact, getting rid of its destroying, and rising in this way to a higher level of relationships.

It should be emphasized that the skills that ensure successful "clarification of relations" should be preventive skills in their majority, which proceed only on the mental level, and explicitly manifest themselves as a retention of those or other negative actions, deeds, words. Among them abilities are restraining negative emotions, controlling mood, avoiding criticism in the presence of other and direct remarks, avoiding punitive tone and coercive arguments; preventing unwanted conflict situations, etc.

In the process of subject-subjective interaction, aimed at strengthening the motivational basis of the future teacher in his professional development, dialectically interconnected functions are implemented. Among them we distinguish information-inductive, function of influencing, mobilization-regulating and enhancing their expressiveness.

The basis of the selected functions are the goals of communicative activity: a) the transfer of information and incentive to action; b) influence through communication; c) mobilization and regulation of behaviour. There is no need to dwell in detail on the content of these goals and their respective functions, since they are sufficiently fully disclosed in psychological and pedagogical literature. We draw attention only to some significant moments that have a direct bearing on strengthening the motivational basis of the personality of the future teacher.

We called the first function informative-inductive, because we consider the lack of information transmission with the installation of its consumption only, without simultaneous focus on the motivation of the perceiving entities. In our opinion, the informational value of pedagogical content must necessarily be supported by its incentive potential. From this point of view, the significance of the thesis of O. Potebnya about *what to speak* means for us not to transfer our thoughts to another, but only to excite their own thoughts in another. However, in practice, this

"defining part" (informing, excite) remains, as a rule, out of sight. Accordingly, at the level of reflection of external relations, it is necessary to make the installation on the acquisition of such information potential, which, realized in communicative actions, caused the need for further use, deepening and expansion of the acquired information subject.

Based on these provisions, in the process of inducing the future teacher to become professional it is important to link the content of the reported information with vital interests and to make it personally significant without imposing a ready-made conclusion, to bring students to their independent "maturation", if necessary, to orientate the content of the reported information to a specific person.

The function associated with the impact on students in the process of subject-subject interaction, is aimed at transforming the personality. Its success depends, firstly, on the peculiarities of information, which, being interned in the subject of influence, would cause its internal and external activity, and secondly, on methods and methods of influence, adequate to the subjects of communication and communicative situation, thirdly, on the person of the subject exercising influence.

It should be noted that the "immunity of immunity" to cognitive information is often produced due to mistrust or negative attitude towards the person who transmits it. If this person is the authority for the listeners or the interlocutor, then the information communicated by him has an effect in his "pure form", providing for the voluntary adoption of it without any coercion.

This is illustrated by the students' positive responses given by concrete facts to the question: "Have you ever listened to people who, without possessing the special talent of the speaker, influenced you more than the" wizards of the word? If so, what, in your opinion, is the secret of their influence?

Of the 200 respondents, the majority responded "yes", explaining the "secret of influence" to personal qualities: "rich spiritual world", "original", "has a clearly expressed position", "peculiar", "sincere and candid", etc. It is quite obvious that all this requires the teacher to intensify the reflexive-transformational relationship (I–I). On the basis of deepening into their psychic world, in particular their own personality and "internal discussion", they will help to select as personal information exactly those properties that would be referential for listeners or interlocutors in one or another communicative situation.

Specifying the thesis that the communicative action realizes not only the substantive idea, but also the relation to it of the subject, we turn to the conclusions of Sh. Bali on the allocation in the structure of the statements of two elements: dictum (information on the content of statements) and modus (the discovery of modality to content), which are very substantial for our reasoning in relation to the subject-subject interaction.

In accordance with such a two-sided approach, I. I. Vassilieva identifies two types of information: dactyl and modal [Vassilieva 1985]. In addition, as it is fairly noted, dactyal or cognitive subordinate to the modal, which possesses in comparison with it a great motive power and, according to Sh. Bali, is its "soul". Practice shows that the latter is one of the main conditions for the success of the subject-subject interaction, aimed at strengthening the motivational basis of the personality of the future teacher in the process of his professional development. In this context, it is extremely important to show sincere interest and attention to the student as an interlocutor, respect his attitude, share his thoughts and feelings, etc. Subjective-subject relations include not only personal but also cognitive unity of the teacher and the student, which arises on the condition of value for both sides of the contents of the educational material, as well as the selection of appropriate methods and teaching methods. In particular, these are problematic and situational, including in the independent search for knowledge, create the most favourable conditions for active cognitive interaction.

Problematic methods provide solutions to problems, a special place among which occupy those that are part of a circle of subjectively significant. The value of such a problem is that, along with the cognitive task, it gives birth to another (special) personal, which creates an additional motivation to perform the activity and makes it internally motivated. Therefore, one of the important criteria for selecting problems for analysis at classes is their *personal significance* for the future teacher, or the relevance of the content of the problem to its interests, needs and life experiences. Taking into account that one or another problem situation corresponds to the topic of the class, we simultaneously "tried" it to the needs of the student, ensuring that its content corresponds to the range of problems that it encounters in everyday life and in the field of interaction with other people.

The aforementioned helps to ensure such axiological relations (student's problem), in which it acts not as something external, but as something that internally induces activity. The analysis of such a problem situation is aimed not only at finding the optimal solution, but also in order to "live" it, to stimulate students' thoughts on the importance and attractiveness of their future professional activities.

The first question that a student has when learning a new discipline and studying any new topic is the question: "Why?" It sounds, according to the students, "with all its strength internally", and if it does not find a positive answer, there is a *rejection* of the content, which in turn not only hinders the success of the educational process, but also *paralyzes* it. This educational process in no way contributes to professional development. Only then, as students' answers to the questionnaire on motivation in the study of pedagogy, show that learning is "valid, meaningful", "interested", "energizing and inspiring" when the student is clearly aware of why it is for him.On the other hand, students write that most of the motives are such

a content of pedagogical disciplines, in the study of which "works not only the head, but emotions awake and the heart begins to work".

During the organization of the process of professional formation of the future teacher, in particular the formation of a positive motivation for him, it is necessary to solve the question "What often hinders the success of the educational process, prevents it from launching it, prevents students from being active in cognitive activities, contributing to professional development?"; "What can the" trigger "of successful educational activity hide?".

Seeking to answer them, we came to the conclusion that the so-called "trigger" of successful, internally motivated learning is the influence on the motivational-value domain of the student's personality, that is, what we call education in the narrow sense. Hence, we face the educational effect on that sphere, which includes needs, views, beliefs, feelings, and then learning. That is education through education, through the exercise of educational effects.

That is why we looked at the content of classes in pedagogical disciplines not only through the eyes of the program, but also through the eyes of students, guided by the principle that D. Carnegie called "the principle of strawberries with cream": "I love strawberries with cream, and fish likes worms. But when I go fishing, I do not think about what I love, but about the fact that I love fish".

However, this does not mean catering for the tastes of students. It is important to fill the program-defined topics with vital content, focusing on its qualitative characteristics. The innovative experience of the teacher E. Ilyin was of great support. According to E. Ilyin "the mind in anyway resists abstract knowledge, which neither today nor tomorrow, nor here, nor there it does not manifest it self" [Ilyin 1996].

To cause interest, to intrigue, to formulate a need, to make a thought, to engage in an independent search, to cause an after effect, to convince the importance, to influence the emotional sphere – all these are goals, which accompanied the activities aimed at ensuring the professional formation of the future teacher.

As a rule, the emotional effect caused the educational material, which was part of the circle of personally significant problems. Otherwise, as evidenced by the results of the questionnaire and observations, the student most often took the position "out of context", since, without causing subjective, vital interest, which, as a rule, did not stimulate educational interest, and the student's activity was the execution of another's will – the will of the teacher.

The long-term work experience in the HEI, which is based on the scientific provisions outlined above, proves that the mutual contact between the teacher and the student is the main form of the subject-subject interaction, which, in our opinion, is most conducive to providing the motivational basis for the future teacher's personality in his professional development. However, this is exactly the kind of

mutual contact, which from the standpoint of humane psychology is called internal (spiritual) contact and is based on the emotional unity and mutual perception of subjects of pedagogical interaction in opposition to external contact, which is actually only its appearance or play in supposedly normal relationships when under The mask of external benevolence may hide absolute indifference and even antipathy.

In the process of organizing the subject-subject interaction as a condition for providing a motivational basis for the professional formation of future teachers, we, based on the universal "formula of spiritual contact" of the innovator pedagogue E. Ilyin and adapted it to the educational process in the HEI, were convinced that the emergence and the aggregate of several factors contributes to the strengthening of such contact.

Attachment and love for students, about which the famous pedagogical critic S. Soloveichik wrote: "A psychologist investigates the psyche, the philosopher explores ethics: they establish and communicate the truths necessary for competent education. But a person who loves educates. In love, it's true. The truth is not in the scientific truths, but in love! Pedagogy is the science of love of art" [Soloveichik 2017]. And one of the emigrants who lived in Great Britain for a long time, Anthony Surozhsky wrote about one of his authoritative teachers: "He was able to love us all. Without exception. When we were good, his love was a triumphant joy. When they became bad, his love did not change. It became a sharp pain in it, a pain that healed and strengthened us. We changed because we were hurting because of what hurt him, the teacher, whom we loved". Note that love can hide under the external rigor of the teacher, his demandingness. But if it is sincere and true, then students will feel it and they will understand that the teacher deliberately does not demonstrate, but hides it in their own interests:

– The desire to understand students, their inner world, interests, needs, position, individual characteristics. In this context, it is appropriate to mention the famous pedagogical film "Let's live to Monday" and the work of the student, which consisted of one phrase: "Happiness is when you understand". Adoption of a student as such, as it is, or unconditionally positive attitude towards the student's personality.
– Sympathy and Empathy.
– Manifestation of attention and care (assistance, pedagogical support and pedagogical support of the future teacher in the process of his professional development).
– Trust and since rityin relationships that generateit (lackof double standard so fconduct).

It is worth emphasizing the importance of ensuring mutual contact in situations of first acquaintance with students and the significance of that method of influence on them, which is aimed at the most towards achieving this goal, namely the

method of pedagogically expedient samopreprezentatsii, since it is aimed at ensuring a positive attitude towards oneself to the teacher, to bring respect and trust, on the basis of which there is a mutual contact. It is a constructive self-presentation, when the trust and respect for the teacher arises naturally, in contrast to the so-called manipulative methods of the presentation itself, which are associated with appealing to certain tricks that conceal the danger of further disclosure of the hidden intentions of the teacher and disappointment in it. Namely by playing on the feelings of students' self-esteem, begin to despise them unfairly, in such a way to buy their adherence to themselves; to give students a sense of their significance, to demonstrate their consent to their thoughts, thoughts and behaviours, which in reality can not be internally accepted and approved by the teacher; try to buy commitment to promises and unfulfilled plans, etc.

Attention should also be drawn to those factors in which self-presentation is doomed to failure. Years of practice shows that this is a Pan-fraternal relationship with students, which usually begin with a passion for the teacher ("one among his"), and end with contempt. This happens in those cases where the teacher inferior to students to avoid communication problems; if he fights with them; when the teacher tries to "buy" cheap credibility with indifference and non-interference in the affairs of students.

The analysis of scientific literature on the problem of forming the internal motives of educational activities for students and the role of this subject-subject relations, observing the activities of faculty members and students during the various types of pedagogical practices, as well as their long experience of communicating with students testifies, that the subject-subjective interaction in the greatest extent contribute to ensuring the motivational basis of the personality of the future teacher in his professional development in the case when the teacher is the authority for the students.

Authority (from the Latin *autoritas*) is a form of power. An authoritative person is a person who has an informal influence on others, based on erudition, volitional and moral qualities, justice, demandingness, etc. [Hermaniuk 2017]. The role of authority is that it is already in itself a carrier of suggestive (inducing) influence. Particularly important is this when it is necessary to influence the deep psychic education of a person

Even the direct influence of a teacher who usually encounters internal resistance, in the case of his authority, will be accompanied by a "green light" for the transition of external influences into the inner plan of the student's personality. That is why, investigating the effectiveness of the teacher's influence on the professional formation of the future teacher, we consider his authority as the most important factor in the success of this activity, in particular, its motivational component. After all, there is a direct connection, which has acquired a "rank" of the laws of

education: the success of educational influences depends on the attitude towards the person who carries them.

It is well known that the word teacher is translated as a child leader, that is, a person who leads others. However, in order to successfully lead others, in our case, future educators on the path to their professional development, the teacher needs to "lead" to himself a wiser, more interesting, educated, that is, to keep the direction that leads to the path of authority. And already, credibility will advance success, firstly, personally to the teacher and his pedagogical influences; and secondly, the discipline that he reads, since, the higher the authority, the more important the student's academic discipline, which he conducts; and thirdly, will strengthen the motivation to a person-professional formation.

We emphasize the two types of authority: the authority of the position associated with the implementation of certain responsibilities and functions required by this position, and the authority of the personality, characterized by the appropriate level of business and organizational abilities, personal qualities, moral and psychological features [Hermaniuk 2017].

We agree with the opinion of N. Hermaniuk on what should exceed the personal officer and that "personal authority allows no compulsion to influence subordinates, appealing directly to their cultural values and beliefs motivate them by example" [Hermaniuk 2017]. Despite the fact that it is the authority of the manager, this position is very important and compelling in the context of our research and, as the following provisions of the researcher: "The credibility of the individual can dominate the authority position. Then its efficiency is quite high. Such authority can be considered ideal. The ideal option, in principle, is their balance. When these two types of authority of the same, as well as a respected teacher, trust because he is a professional in the business, knows its remit, its status is not abused, responsible, demanding, etc." [Hermaniuk 2017].

The authority of the teacher is greatly enhanced when he is in the positions of the correct style of communication with students. The data of psychological and pedagogical researches show that the best results give an individual style of communication, which combines respect for the student with *reasonable* diligence to him. Respect does not necessarily manifest from the outside, on the contrary, it can deliberately mask under external rigor, demanding, but if it is natural, then students feel it themselves. O. Balzak wrote this convincingly: "Severity, which is justified by a strong character, impeccable behaviour, which gracefully correlates with love, is unlikely to cause embitterment".

Undoubtedly, authority does not come by itself. Its formation depends on many factors. In what directions is it necessary to work on a teacher in order to gain authority in the subject-subject interaction with the student in order to more successfully influence the strengthening of the motivational basis of their personal-

ity in professional development. Convincing are the results of a survey of future teachers held at the Vinnytsa Mykhailo Kotsiubynsky State Pedagogical University about the main components of authority. They are universal in nature, since they relate not only to the teacher of a higher educational institution, but also to the teacher in the broadest sense. We will name those components, summed up by the method of content analysis, which most often called students, continuing the unfinished sentence: "The authority of the teacher of a higher educational establishment depends primarily on ...".
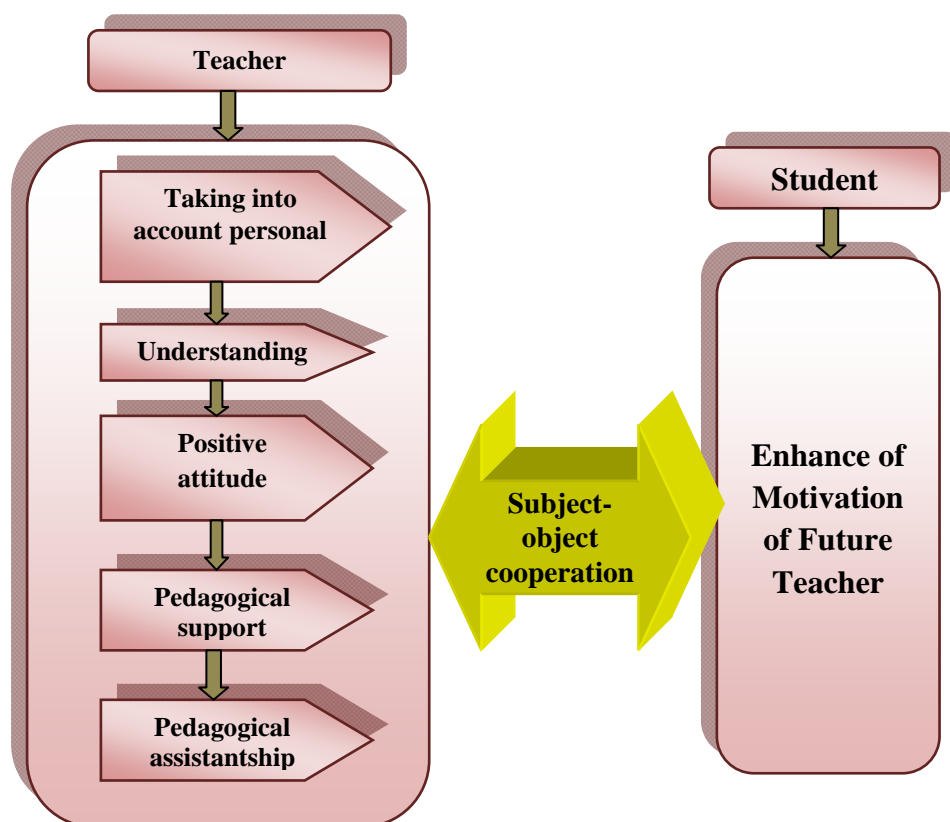
Firstly, itis a **high professional level, erudition, general outlook**. The latter has a special meaning. "If a person – argued the teacher Yu. Azarov – who has mastered a profession, remains in its narrow professional world, it loses a lot as a person, inevitably narrowing its professional range, as the qualities possessed by a specialist, are enriched by the adjacent, and sometimes, and directly opposite activities" [Azarov 2004].

Secondly, a **sufficient level of internal culture** that involves restraint, consistency in its actions, unity between words and deeds, and so on. *Thirdly,* **the maximum manifestation of individuality and the presence of their own position**. In an effort to be authoritative, the teacher must be afraid to "be like the majority", be afraid to live in harmony with imposed stereotypes, be afraid to swim along, be afraid of being a conformist who shouts today: "Osanna!" And tomorrow: "Take, take, crucify Him!". Let's name a few tips given by teachers and students, continuing the following sentence: "For The head of the school, which does not have its own position, would be advisable to give such advice ...". In our view, these tips are important both for the authority of the teacher in HEI, because in their essence they are universal: if you understand that you belong to the majority, you must understand that the time has come to change; Remember that a talented teacher attracts his colleagues and students not to what he is ordinary, but to his disparity with others; if you do not allow yourself to become "like everyone else", you will save yourself as a person. "Fourthly, **it's tactfulness**. It should be noted that tact or not the most important feature of the subject-subject interaction, it means caution and sense of measure in communication, the ability to communicate so as not to humiliate, not offend, do not harm dignity. According to sociologist V. Shubkin, a non-tactful person is a micro-aggressor who is just as socially dangerous as a drunken driver, since he infringes upon the sovereignty of your personality. Impotence is, first of all, meaninglessness, mental laziness, narrow mindset. There is one step from stupidity to sadism".

Other, not less important, components of authority respondents are the following: *the ability to communicate on parity (at a reasonable distance), not emphasizing its supremacy; informal approach to fulfilling its responsibilities; a sense of reasonable and appropriate humor.*

Since the success of the teacher's activity aimed at providing the motivational basis for the future teacher's personality in his professional development through the subject-subject interaction depends on his attitude towards the student, and the attitude is measured by his authority, he must take care of the establishment of his authority. Ensuring authority is possible only with the high professional level and level of the internal culture of the teacher, the presence of his personal position, teaching stance, and adherence to students, the ability to communicate at equal intervals, a sense of reasonable and relevant humour and an informal approach to fulfilling his duties. If these conditions are met, credibility in itself becomes the bearer of a suggestive influence on future educators. We will generalize information on providing a motivational basis for the professional formation of the future teacher through the organization of subject-subject interaction between the teacher and the student and we will map it to Figure 1.

Figure 1. Ensuring the motivational basis of the personality of the future teacher by organizing the subject object interaction between the teacher and the student

Source: own research.

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CHAPTER THREE

POLAND AND UKRAINE: SELECTED
PROBLEMS AND INTERPRETATIONS

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Duties – Appearances – Initiated Actions. Determinants of (UN) Balanced Relationships Between Parents and Teachers in Polish Primary Schools

Abstract: Transformations in the Polish educational system, which have been taking place since the 90's, cover organizational, structural and program changes. They also concern efforts to restore the position of the family as an equal partner in the process of cooperating with the school. Adopted legal regulations enable parents to co-decide on matters connected with the education of their own child. However, in practice, in many schools the cooperation between parents and teachers is far from the expected one. The study is of a theoretical-empirical nature. It is an attempt to provide an answer to the question concerning defining determinants of mutual relations between parents and teachers in primary schools. The text structure is determined by the following variables: parental duties in the process of cooperating with teachers, appearances of parents co-deciding at school, initiating actions by parents.

Key words: parents, teachers, cooperation.

Introduction

Family and school are the two basic educational environments, in which the student functions. The first one is a natural child's surrounding which creates favorable conditions for offspring's development, shaping their personality, attitudes and introducing into broader social and cultural relations [Frączek, Lulek 2010, p. 38]. It is a community of spouses and children experiencing life [Homplewicz 1996, p. 202], the place fulfilled with feelings, beliefs, aims and actions [Ryś 1999, p. 148]. It is the family where children experience first social relations, to be able to enter broader environmental circles in time and rise to the challenges of the contemporary world [Danilewicz 2010, p. 359]. One of such environmental circles is the

school, which becomes for a child not only a place of gaining the basics of systematized knowledge about the world and numerous skills which are useful in life [Zahatnanska, Kusnirova 2017, pp. 12–17], but it gives possibilities of building close relations with peers [Lulek 2012, pp. 163–170], as well as co-deciding on student matters [Muszyńska 2015, p. 79]. Parents, who need to find their own place in the school environment and contacts with teachers, expand social relations together with the child. It is not an easy task for a few reasons. Firstly, due to the fact that in spite of the formal-legal obligation of school's cooperation with family, mutual actions of parents and teachers take a form of typical, schematic and strongly historical methods of cooperation [Lulek 2012, pp. 251–269]. Secondly, in the relations between parents and teachers there is a division of tasks and responsibilities. Parents are perceived as less competent educators of their own child, who possess only common knowledge. Parents, however, define themselves as education professionals [Lulek 2017, pp 175–185]. Schools have a tendency to control, frequently excessively, the actions of parent bodies. Moreover, there is a discrepancy between mutual expectations [Lulek 2008, pp. 174–180] of involved parties, of involved parties, apparent actions of parent bodies at school – appointed obligatorily and having a limited area for independent actions [Kopinska 2013, p. 168], there is a lack of popularizing good practices within the scope being discussed, as well as a lack of space selected only for parents [Lulek 2015, pp. 15–32]. The listed factors cause the occurrence of a rich spectrum of behaviors among parents, from being completely distanced from their child's school education, through schematic and habitual, controlling, up to being fully involved [Lulek 2016, pp. 465–466]. Acting in accordance with the above rationales, studies were conducted during the years 2013–2016 within an individual within an individual research grant on the territory of primary schools situated in the Podkarpacie urban municipality, which purpose was to attempt to identify determinants of the relationship between parents and teachers in primary schools. The researches were conducted in a form of a survey and interview. The total number of over 1200 parents participated in the researches. In the presented paper the author will remain limited to presenting the position of 470 parents sending their children to municipal primary schools of the Podkarpacie voivodeship.

Passive cooperation or active involvement? On designated areas of parental activity in Polish school

The problem of the cooperation between the family and school is not a new issue. However, the changing socio-political reality, transformations taking place in the family, organizational and structural changes in education result in the fact that

there is a necessity to update and specify studies devoted to the relations between parents and teachers.

While reviewing the studies concerning the cooperation between the school and family in the XX century, it is possible to distinguish two mainstreams, and a few specific directions of research among them. The first mainstream concentrates on presenting the role of the social community in the development of an individual an it covers three research directions: the environment as a significant factor shaping the personality of an individual, in particular a child, the influence of social and cultural institutions, including the school, to prepare the young generation to social life, integration and coordination of educational activities in the environment by different entities. The second mainstream puts emphasis on the concept of school connected with the environment and it covers works devoted to an analysis of the already existing solutions in education in different countries, in which school constitutes an element of the local environment and the preparation of theoretical and practical suggestions of reorganizing the current school system [Lulek 2008, p. 23]. In each of the distinguished mainstreams and directions the role of family is underlined as the basic environment of a child's life, as well as the importance of close relations between parents and teachers is stressed as far as the quality of the teaching and educating process is concerned.

While conducting an in-depth analysis of the subject literature it is possible to distinguish a few areas of contemporary researches concerning the subject matter being discussed, namely:

1. A desire to define the definition scopes of the relation between teachers and parents. In works devoted to the cooperation of two basic educational environments – school and family – the terms interaction, cooperation, partnership, involvement, participation and dialogue are frequently used. Quite often the listed terms are used interchangeably and their content is not differentiated. However, a detailed analysis and salience of differences between the concepts allow to create a quality scale enabling to describe social relations between the school and family. Taking into consideration the intensity level of an active and creative role between the partners in the education process of communication, it is possible to distinguish the following levels of the scale: interaction, cooperation, partnership [Lulek 2008, p. 19]. The interaction constitutes the lowest level of the scale. The main feature of such social relations between teachers and parents is the narrowest scope of the mutual role of the persons interacting relatively temporarily, who strengthen their activities by providing help for each other in a situation of the occurrence of obstacles. Cooperation means a higher level of social relations between teachers and parents. It is based on the awareness of realized aims, division of work, which is accompanied by mutual trust and loyalty. On the other hand, in partnership as the highest form of social re-

lations connecting teachers and parent, there is an equivalence of rights and obligations of taking decisions by the participants. The involved parties have got a right to introduce initiatives, they know the realized aims and they accept the division of tasks. They communicate systematically by means of a dialogue without an arbiter. These are relations deprived of superiority, domination, compulsion, duty or order.

2. Distinguishing and describing fields/areas of cooperation between teachers and parents. Both theoreticians and researchers undertake numerous attempts to indicate areas, surfaces, fields, sometimes scopes of mutual actions of the school and family. The abundance and variety of the suggestions results in the fact that it is not possible to characterize all of them. The foregoing study has been limited to a synthetic, tabular presentation of the classification of the fields of the cooperation between teachers and parents in accordance with M. Winiarski [1992, p. 152], D. Jankowski [2004, pp. 77–94], Ł. Reczek-Zymróz [2014, pp. 192–242], B. Lulek [2008, pp. 74–150], D. Smykowska [2008, pp. 252–256].

    Unfortunately, the cooperation between school and family and other environmental subjects does not always cover a wide range of actions. Frequently it concerns only selected spheres of cooperation, including the acquisition of financial resources by the school enabling to realize the needs of the institution which are not fully satisfied by budget means, organizing free time, in particular social-utilitarian events as well as recreational-ludic ones, or religious ones, moreover, supporting the teaching process by participating in open classes, preparing teaching aids, doing homework together. Common prophylactic actions frequently have a form of informing each other or intervening in emergency situations, although the needs of schools are definitely greater in this respect [Lulek 2007, pp. 119–113].

3. Classification and description of the forms of cooperation between teachers and parents. The relations between teachers and parents adopt a defined organizational form. Some meetings of the listed actors are of a direct or indirect nature, group (team) or individual [Łobocki 1985 pp. 77–113; Winiarski 1993, p. 210], based on spoken or written form [Mendel 2002, pp. 216–222]. The set of forms which can be used in the process of cooperation between teachers and parents is quite rich. It includes, among others, traditional parent-teacher meetings, other meetings: individual, with an expert, social, parents education, school events and ceremonies, open classes, consultations for parents, contacts by mail, phone conversations, distributing publication materials. The results of empirical studies indicate, however, that individual, group meetings and participation in school events and ceremonies take place most often at schools. There is a lack of alternative solutions at schools in relations to the traditional forms of cooperation, which are broader discussed by A.W. Janke [2004, pp. 151–

152]. A wish box, a system of instant information, family-school periodical are not widely used at school in spite of being accepted by parents.

Table 1. Fields of cooperation between school and family

Fields of cooperation between school and family	
M. Winiarski	- Exchanging information, - Agreeing on rules, norms and methods of activity and requirements, - Providing resources for action, - Undertaking supporting actions.
D. Jankowski	- Teaching/learning, - Social-moral education and civic education, - Care, - Health prophylaxis, revalidation, self- and psychotherapy, - Free time activities, - Counteracting social pathology, socio-therapy and resocialization, - Occupational guidance and assistance.
Ł. Reczek-Zymróz	- Didactic cooperation, - Educational cooperation, - Cooperation within the scope of care, - Cooperation within the scope of prophylaxis.
B. Lulek	- Educational process, - Free time organization, - Helping difficult children and morally endangered ones, - Occupational guidance, - Financing school needs.
D. Smykowska	- Correcting and compensating disorders in child's biological development - Psycho-social support of child's development, - Creating conditions for child's cultural development, - Supporting child's general development.

Source: own work.

4. Defining the place of parents in the relations with teachers. The organizational culture of the contemporary school designated by legal solutions and the way of realizing them by headmasters, teachers, pedagogists requires to take into account parents in the educational process of their own child, in compliance with the rights parents are entitled to" [Lulek 2014, pp. 87–96]. As B. Śliwerski puts it "school headmasters have never been distanced as far as the program is concerned from the cooperation with parents, however, in practice they did a lot to make them get rid of the responsibility for the educational destiny of their children" [Śliwerski 1998, p. 97]. The result of such actions is the fact that parents are lost in the school space, both as far as finding a placeis concerned, in which

they can stay, and also with reference to relations taking place in the community of parents, teachers and students. M. Mendel distinguishes two basic groups of parents while writing about the roles of parents. The first group includes parents treated as: a trouble, managing persons, a threat. Whereas the second group includes parents recognized as the best educators, partners, para-professional help and pre-school teachers of their own child [Mendel 2002, pp. 143–147]. Finding by parents their own place in the school requires a development of actions in numerous areas: developing leadership in the parents' community, selecting leaders acting for the benefit of the students', teachers' community and the closest environment; strengthening the parent bodies which have already been functioning on the territory of the school institution; organizing the community around specific problems, development of partnership – stimulating contacts, connections, building local coalitions [Lewenstein 2010, pp. 32–33]. It is about initiation, cooperation and integration, which play a crucial role in involving different entities in the realization of a common objective [Czerniawska 2010, pp. 94–95]. It is not always successful to build common leadership and real involvement. The studies conducted during the years 2010–2011 by the author of the study sought to determine the place of parents in primary schools of the Podkarpacie voivodeship. In the course of the studies, school internal documents underwent an analysis and on its basis the categorization of parental actions on the school territory was made, distinguishing: parents situated in the family space – watching over a child, parents being informed and supervised by teachers, parents being trained and undergoing a training, as well as parents providing support and co-deciding on the educational process. It was adopted that these are types of parental presence in the school space [Lulek 2014, pp. 167–171]. Moreover, it was found that an action participation is the most common, it is connected with encouraging and involving and sometimes obliging parents to participate in planned school actions and initiatives. There are three dominating elements of educating the parents' community, that is, the ones connected with passing information on the commonality of objectives and actions in the form of meetings, requests, spoken words. There is a lack of tradition within the scope of the parents' wide, voluntary work for students, based on the mutual identification of individuals who have analogical values, objectives, views and beliefs and are guided by similar reasons for actions.

5. A model approach towards the family–school–environment relation. In the studies devoted to the parents' participation in the child's school education, both researchers and theoreticians aim at using a model as one of the main instruments of scientific cognition. Model approaches in the area of the cooperation of school with family and a wider social environment allow to build typologies which enable compilations and comparisons of two or more social situations or empirical objects by referring them to an ideal type constituting

a common analytical measurement for the measured elemets [Radziewicz-Winnicki 2008, pp. 60–61, 627–628; Duraj-Nowakowa 2010, p. 148]. Within the scope of searching for model relations between parents and teachers it is possible to distinguish two mainstreams. The first one, covering the concepts focusing attention on the relations of adult participants of the cooperation process – parents, teachers and representatives of the local environment, acting for the benefit of children, however, not stressing the role of a student in this process – S. Kawula [2005, p. 236], B. Śliwerski [2001, p. 171], M. Mendel [2002, pp. 182–299]. The second mainstream emphasizes solutions resulting from the paradigm of subjective education, underlying the three-subject community relations in the sphere of parents-student-teacher, based on authentic partnership of all co-participants, where the child is recognized as a developing and maturing educational subject – A.W. Janke [1995]. The author of the study also attempted to create typological classification of model solutions concerning the cooperation between different elements of the school functioning environment. The presented solution was prepared with a view to include family and community institutions in the cooperation with school. In the course of studies, the delegating, consulting and cooperating models have been distinguished.

The spheres of researches mentioned above do not fully exhaust the problem of cooperation between family and school. They indicate, however, that family constitutes a significant subject, which has to be taken into account in the process of educating and teaching a child at school. The rights and duties assigned to parents enable the guardians to be fully involved in their own child's education, going for beyond the family home. The interviewed parents were asked to indicate duties to be fulfilled by the child's guardians, which refer to his/her education at school and cooperation with parents. What actions do they undertake on the school territory in the name of realized duties towards their own child? And what place do they take in the relations with teachers? Such research questions determine the further structure of the presented article.

Parental duties in the educational process in the light of parents' opinions

The basis for mutual relations between parents and teachers is undoubtedly the realization of tasks and duties assigned to cooperating parties in legal acts. The scope of duties for both teachers and parents is clearly defined in legal acts. It means that the boundary conditions have been fulfilled, which allow to build parents' full involvement in the work of school. These are necessary factors, however, are they sufficient?

Undertaking researches on the territory of primary schools of the Podkarpacie voivodeship, efforts were made in order to define parental duties in the educational process of their own child at school. The interviewed parents were asked to indicate duties to be fulfilled by the child's carers, which refer to his/her education at school and cooperation with parents. The collected research material has been presented in Table 2.

Table 2. Parents' duties referring to the educational process according to parents from municipal primary schools according to the level of education

Parents' duties	Data in total N=470		According to the level of education					
			Vocational N=92		Secondary school educa- tion N= 158		Higher educa- tion N = 220	
	l.b	%	l.b	%	l.b	%	l.b	%
Guaranteeing health and correct develop- ment of a child	380	80,85	72	78,26	128	81,01	180	81,81
Guaranteeing the realization of com- pulsory education	442	94,04	86	73,91	146	92,41	210	95,45
Providing necessary conditions for a child, so that he/she could prepare for classes	424	90,21	64	69,57	140	88,61	220	100,00
Being in touch with parents of one's own child	372	79,14	46	50,00	138	87,34	188	85,45
Establishing common rules by parents and teachers which are to be obeyed in the work with a child	238	50,64	42	45,65	86	54,43	110	50,00
Supporting one's own children'seducational and teaching process being realized at school	262	55,74	34	36,96	80	50,63	148	67,27
Organizational sup- port for teachers in the realization of the teaching process	206	43,83	38	41,30	94	59,49	74	33,64
Organizational sup- port of school in undertaken actions	160	34,04	48	52,17	54	34,17	58	26,36

Source: own work.

The collected data indicate that the parents' perception of the scope of their own children's duties in the educational process is quite unilateral and it shows a traditional division of tasks and responsibilities. The surveyed parents, first of all, notice the care and educational duties towards the child, concerning taking care of his/her health and appropriate development (almost 81% of the respondents), providing the right conditions for the offspring for school education, as informed by 90,21% of the respondents, and fulfilling the compulsory education obligation connected with enrolling a child to school and guaranteeing regular attendance at classes. The surveyed parents understand their own duties in the educational process through the prism of actions undertaken mainly within the family. The duties cover watching over a child in the categories of physical, mental and socio-cultural development. A smaller group of the surveyed – 79,14% recognize parental duties in the educational process in the category of getting in touch with teachers. Unfortunately, such an attitude is adopted only by half of the surveyed with vocational education, however, in the group of the respondents with secondary education this indicator equals 87,34. Unfortunately, almost half of the surveyed parents do not connect their own presence in their children's educational process with establishing rules with the teacher, which are to be obeyed while working with a child. Such a situation informs of a lack of mutual strengthening of the actions undertaken by teachers and parents. It is also far from the commonly requested rules of cooperation between family and school appealing to the correlation of the objectives of actions, connected with combining detailed tasks realized by parents and teachers in a synchronized system creating an entity. In this context it needs to be noticed that only 36,96% of the parents with higher education perceives supporting the process of their own children's upbringing and education as their duty. After all common actions directed towards a child allow not only to correct his/her mistakes and weaknesses, but they also contribute to the development of interests and a full recognition of the child's abilities.

Few groups of the surveyed parents combine their duties towards the child and his/her education with providing organizational support for teachers in the educational process and the school as an institution. The indicators are as follows 43,83% and 34,04%.

Summing up, it is possible to conclude that the surveyed parents recognize their own duties in their own children's educational process in the category of actions undertaken in the home environment and directed towards the child's development and help. Not all of the respondents identify such a situation with the need to start cooperation with teachers, including establishing uniform requirements towards students in the process of education and upbringing realized on the school territory. It is possible to say that the majority of parents want to be present in the educational process of their own child, but only 1/3 of the respondents (and in the

group of people with vocational education – 52,17%) declare organizational sup-
port for the school in actions being undertaken. For the other respondents, joint
work of parents and teachers for the benefit of the school becomes "a suspended"
value and it is not always treated as a duty.

Parental action on the school territory. On apparent actions and own initiative

The cooperation between parents and teachers concentrates in selected areas of
actions and takes defined forms. Each time, however, it is connected with establish-
ing contacts between the cooperating individuals and groups, the will to act and
adapting to the accepted rules, solutions and guidelines. It demands from the parent
to find an area of his/her own activity, which is not an easy task, in particular in the
context of a common belief thatit is the most convenient to subordinate to educa-
tional experts – teachers. Therefore, the surveyed parents were asked about actions
which they undertake for the benefit of their own child's education on the school
territory. The question directed towards parents was of an open nature. Parents'
responses underwent categorization. Three areas of parents' declared activity in
their children's educational process were distinguished, including the financial sup-
port, free time organization and actions within the parents' council. The table below
present the collected data.

The collected empirical material is not optimistic. First of all, due to the fact
that parental actions concentrate in three areas of school functioning traditionally
assigned to parents: financing the school needs, free time organization and activity
of parents' organizations. The surveyed parents also give typical methods of their
own activity, which in the subject literature are defined as factors blocking interac-
tions between parents and teachers. In the area being distinguished as the first one-
financing school needs – we can notice a small number of actions, which could be
described as historically established. They include collecting funds by the parents'
council, both in a school and class dimension. In the municipal primary schools
which were the subject of the research, parents systematically make payments for
the class parents' council' fund. 96,59% of the respondents declare that they con-
duct regular actions in this sphere. The parents' utterances include following: "we
jointlydecide on the amount of payments for class needs. Sometimes it is 10 PLN
per month, sometimes 20", "as a parent I adapt and pay as much as I need to for
the needs of my child's class". Parents' declarations concerning payments for the
school parents' organizations' fund are not so optimistic. Only 47,87% of the total
number of the surveyed, and 57,61% in the group of parents with vocational educa-
tion, make voluntary payments.

Table 3. Parental actions on the school territory according to parents from municipal primary schools according to the level of education

Parental action on the school territory	Data in total N=470		According to the level of education					
			Vocational N=92		Secondary school educa-tion N= 158		Higher education N = 220	
	l.b	%	l.b	%	l.b	%	l.b	%
In the area of financial support								
Payments for the school fund of the Parents' Council	225	47,87	53	57,61	77	48,73	95	43,18
Payments for the fund of class parents' councils	454	96,59	89	96,74	149	94,30	216	98,18
Donations for school on account of giving 1% of the tax	34	7,23	6	6,52	11	6,96	17	7,72
Purchasing or hand-ing over necessary materials for a school common room	65	13,82	18	19,56	19	12,02	28	12,72
In the area of the free time organization for children and young people								
Organizing class and school events and ceremonies (St. Andrew's Party, carnival, theatre performances)	364	77,45	68	73,91	127	80,37	169	76,81
Decorating class-rooms and organizing exhibitions	25	5,31	6	6,52	12	7,59	7	3,18
Organizing school and extracurricular competitions	19	4,04	-	-	4	2,53	15	6,81
Looking after stu-dents during in-school events and trips outside the school territory	254	54,04	48	52,17	128	81,01	78	35,45
Providing food for students during class celebrations – sweets, cakes, water, juices	237	50,42	53	57,61	79	50,00	135	61,36
In organizational cooperation forms – parents' council								
Performing a function in the class or school parents' council	67	14,25	9	9,78	16	10,12	42	19,09

Source: own work.

One of the surveyed mothers justifies her actions in the following way: "parents from class councils encourage to make payments of these quite small amounts. I know the payments are not obligatory, but they will surely be spent in a god way for children". Moreover, an insignificant percentage of parents – 7,23% give dona-

tions for the school while settling the income tax, and almost 14% of the respondents support materially the school common room, giving artistic materials, board games, balls, balloons, books. Here is an example of a remark made by one of the parents: "I often bring photocopying paper, drawing paper, crayons, and a number of books which are not used by my children to the common room. In here they are used in a fantastic way".

Taking into account the data included in the table above it needs to be noticed that the surveyed parents in primary schools in municipal environment undertake numerous forms of activity in the area of spending free time by children and young people. These valuable actions allow to arouse and increase students' interest, particularly artistic ones, playing a significant role in the development of the pupil's individuality. Based on the parents' comments we can see that first of all they undertake actions connected with organizing class and school events and ceremonies, of a various nature – recreational, ludic, charitable, patriotic or religious. Such views are verbalized by more than ¾ of the respondents and this indicator equals 80,37% among people with higher education. Co-organizing school events and ceremonies by parents is a traditional form of involvement, although contemporary school events are of a different nature. One of the surveyed mothers define it in the following way: "we organize different ceremonies together with teachers. Some of them are very official, for example, Independence Day, Teacher's Day or Flag Day, but we have more and more other interesting events – Ghosts' Party, Valentine's Mail, Robots' Day, Easter Eggs Fair, Our Role Models, Our talents". In spite of a significant diversity of the organized school events and ceremonies, performing certain activities is still assigned to parents in this respect, mainly connected with taking care of children. Over half of the surveyed parents inform of such a state of affairs and 81,01% of the respondents in the group of parents with secondary school education. Moreover, parents' support in the preparation of ceremonies often includes the preparation of an appropriate food supply for the participants of official meetings. Over half of the surveyed parents bake cakes, prepare delicacies, provide drinks for students, parents and teachers. Not many of the respondents, only 25 people out of 470 covered by the research indicate a time-consuming class decoration which requires certain artistic skills. We also need to notice a valuable, but not very popular form of spending free time by students which is undertaken in schools which were covered by the research, that is organizing class, school and even extracurricular competitions. Unfortunately, only 4,04% of the respondents get involved in such actions for the benefit of children, most frequently these are parents with higher education. However, none of the parents with vocational education declared actions of a competitive nature.

Remarks by the surveyed parents indicate that there is a lack of teachers being widely open to parents' activity at school. It is about expanding the circle of paren-

tal decisions beyond minor supporting actions in the sphere of food-care services and school-oriented services. Among parents' opinions there are also such which strongly emphasized parents' participation in the works of parent bodies. The surveyed parents most often put it shortly: "I am a member of the Teachers' Council", "I act in the parents' council for the benefit of children and school", "I am a treasurer of the class parents' council, I take care of spending funds and it is a very important matter". Such declarations were submitted by 14,25% of the respondents. The group was comprised of 19,09% of parents with higher education and only 9,78% of parents with vocational education. Unfortunately, in spite of the parents' council'snumerous competences connected with giving an opinion or putting forward a motion, and also the necessity to communicate with the parents' community, none of the parents described his/her own actions in this area. These issues require wider researches. Thus, it can be assumed that parents' action in the educational process are not sufficient. They are connected with selected areas and forms of activity. Sometimes they give an impression of apparent actions, which are theoretically realized, but in practice they are something different than it was initially assumed. This is one of the remarks of the surveyed mothers: "What do I do for the child in the educational process? This is a good question. I attend meeting or organized by the Parents' Council because I was chosen or perhaps I should have said that was designated by the teacher. Nothing special is going on during such meetings although it takes time. I bake cakes, as everybody and I do things which are designated by the teacher. I got adapted to such conditions". In some respect parents feel that they are deprived of activity, agency in the educational process, therefore they transfer their own action to the area of the family home, where they watch over the child. The relations of the surveyed parents with teachers are non-interactive as there is mainly a one-way transmission of information which enables its reception. There is a lack of initiating and realizing specific suggestions and if parental initiatives occur they are frequently traditional and not very creative.

Conclusion

Reflections and researches presented in the foregoing paper do not exhaust the entire problems connected with the cooperation between parents and teachers, and more precisely the determinants of relations between the parties involved in the educational process. It did not constitute, however, the intentions of the author of this paper and it was not possible due to formal restrictions. Nevertheless, the collected research material allows to formulate the following conclusions:

1. In spite of numerous rights and duties connected with one's own child's education, carers use them in a limited extent. The surveyed parents interpret their own duties towards their child at school in a category of caring activities real-

ized towards the offspring in a home environment. A significant majority of the surveyed parents who send their children to municipal primary schools feel the responsibility for the realization of compulsory education by the child, providing him/her with necessary conditions for school learning and the right development of their offspring. 1/5 of the parents do not include the necessity of getting in touch with the teacher to the set of their own duties, and almost a half of the respondents do not verbalize the need to establish common rules of upbringing with educators. Such a situation does not encourage a spontaneous participation based on the belief of own agency on the school territory. It is rather an expression of parents' adaptive attitudes adjusting to the conditions, norms and models.

2. The surveyed parents declare undertaking actions while accompanying the child in school education in the sphere of: financing school needs and free time organization. Analyzing the detailed forms of activity declared by the respondents it needs to be stated that they result from the role of useful teacher's assistants assigned to the parents. That's why, parents inform of raining funds, getting involved in the realization of school ceremonies, undertaking caring activities towards students, providing food. This is a real ritual resulting from the organizational structure of the institution which makes parents feel more like guests than regular visitors taking the position equivalent to the one of the teachers'. Even if some actions connected with the activity for the benefit of children were already assigned or entrusted to volunteers, the activities are strongly adaptive ones, that is, small changes have been added to the already existing solutions. It was correctly expressed by one of the respondents: "I bake a cake for my daughter's classmates, just as my mum used to do, although the cake itself is made based on a more contemporary recipe".

3. It is not fully satisfying that the surveyed parents (14,25% of the respondents) while indicating the involvement in the works of parent bodies, more frequently described the function they performed, e.g. a treasurer, than the characteristics of specific actions. In their remarks the area of the works of the parents; council is presented as frequently compulsory, time-consuming, but not introducing significant changes into the school life. Within this meaning, parental involvement in the works of the parents' council – obligatory and formal, becomes an apparent action in many schools and it does not have much in common with co-deciding on educational matters of one's own child.

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Quality of Education in the Era of Globalization: Experience of Poland and Ukraine

Abstract: The aim of the research is to distinguish and analyze the main factors of development and improvement of the quality of education in Poland, basing on the scientific publications, and herewith, to distinguish positive methods of improvement of the national system of education. According to the aim of the study, theoretical and applied (descriptive, comparative, analytical, logical, historical, chronological and retrospective analysis, prognostic) methods used in our research are presented. We determine and characterise the achievements of Polish and Ukrainian historiography concerning the problems of the quality of education. The paper concentates on indetifying the most important features of Poland education quality, understanding necessary actions for improvement Ukraininan education. Moreover, the main peculiarities of the modern education were defined. We characterise the advantages of the possibility of implementation of appropriate reformal actions directed at modernization and improvement of the quality of education in Ukraine. Also we anderstand main ways of improving the already existing European quality of education.

Key words: globalization, quality of education, education, committee of the experts, monitoring, Europe, Poland, Ukraine, school, foreign experience.

Introduction

The world of the 21st century is subordinated to economic, technical, cultural and educational activities. Such turn of the events led to the development of different civilization processes, including globalization. Nowadays globalization involves all areas of human life, including scientific and technological progress, demographic determinants, health, culture, and education. Globalization relates to cultural goods, systems of values, as well as educational offers, which are directed especially to the young generation and lead to normalization, decrease of variety and ordering. Scientific progress is one of the fundamentals of modern globalization, therefore, education and its quality are the hope of the modern world on the overall development.

Many specialists are concerned about the problems of the quality of education. It is necessary to distinguish Ukrainian specialists among them: O. Andrushkevych (2014), V. Andrushchenko (2013), I. Bekh (2015), A. Vykhrushch (2017), L. Danylenko (2012) A. Hrudzynskyi (2014), I. Denysov (2015), M. Drobnokhod ((2011), I. Ziaziun (2010), I. Ivaniy (2012), V. Kremen (2009), V. Madzihon (2011), O. Martiakov (2015), S. Nikolayenko (2014), V. Oliynyk (2016), M. Romanenko (2011), B. Khokhlov (2011), L Yankovska (2010) and others.

Work of Polish scientists T. Wiloch (1989), I. Wojnar (2000), T. Wujek (2007), Cz. Kupisiewicz (2009), K. Lech (1987), W. Okon (1988), T. Pilch (1999), B. Suchodolski (1990), M. Szymanski (2010), are dedicated to the issues of development and improvement of the quality of education.

Globalization stipulates the necessity of improvement of the quality of education by acceleration of the innovation development. Education itself is one of the basic elements of the national education system. So, it is not surprising that the reform of education involves ensuring the quality of education that meets the requirements of economic development, and the modern needs of the society of every citizen.

Changes, related to socioeconomic and cultural transformations, which take place in Ukraine and Poland, as well as Poland's entering the European Union, the orientation of the state policy of Ukraine to Europe, require a new understanding of education, and in particular – understanding of necessary actions for its improvement. Despite the fact that the European Union has not yet developed a common educational policy, the education system for each of the countries-members should be oriented above all to the already established European standards. The European Union rests great responsibility upon its members for the system and content of education, while common education policy, being still in the process of formation, aims at development and improvement of education, experience exchange and development of professional education in the countries – members of the Union and general maintenance of the level of the quality of education. Therefore, under current conditions, it is important to create an educational system that meets the requirements of the 21st century. The present model of education in Ukraine is based on profound theoretical knowledge and does not prepare a person to the real life in the society, that changes its directions of development too quickly. "That is why the important task of the Ukrainian system of education of the future is integration, creation of single educational and informational space. This strategic problem is directed at the prospective development of the system of education of different countries of the world, which understand the unity and integrity of the universe, interdependence, and interdeterminance of its constituents. It is necessary to solve this global task with the help of pedagogical and informational technolo-

gies" [Kozlovska 2011, p. 8]. New educational tasks should teach students, school students and educators take an active part in society, where dealing with races of competitive economies becomes more and more possible.

Taking into consideration constitutional, social and cultural changes in Poland and Ukraine, dynamic development of science and technics, the educational system of the two countries should be oriented to the needs of a person in particular, and on the needs of the world in general. Such a situation makes us emphasize the importance of education – as a link that affects the formation of individuality, the personality of the future. Americal sociologist A. Toffler (2001) states: "Education should arise from the experience of the earlier generations and at the same time base on the present and form the picture of the future. It should also develop necessity of understanding of the quick changing world" [Szempruch 2001–2002, p. 240]. Instead, Polish researcher H. Kwiatkowska [1996] believes that "… with consideration of modern rapid changes taking place in the world, it is necessary to pay attention not only to the understanding of its genesis, but try to quickly understand this development, as thinking through categories of the future is the basis of future development" [Kwiatkowska 1996, p. 32].

Thus, deepening of the integration processes in the modern world, expanding the boundaries of the European Union, increasing its significance in the implementation of educational policy that meets the needs and requirements of the informational society, require a significant increasing attention to the quality of education, the possibility of its improvement on the basis of objective analysis of the real state of the educational system and features of its development. Determining the characteristics of the development of educational policy, a reflection of these ideas in legislative documents, reports on the issues of science and education, in materials of the leading specialists in the area of education in Poland, gives the possibility to receive new knowledge, develop new concepts of improvement of the quality of education in Ukraine.

The aim of the research is to distinguish and analyze the main factors of development and improvement of the quality of education in Poland, basing on the scientific publications, and herewith, to distinguish positive methods of improvement of the national system of education.

Retrospective analysis of Poland quality of education development

Formulating conclusions and making predictions about the development of education and related tasks, we address traditions and heritage of previous generations. Thus, Poland is undergoing a period of dynamic changes that cover all areas of

public life. Global changes in the area of education, that is an integral part of the social system, began to take place yet in the second part of the 20th century and continue to take place still today. These changes have a reformatory character and are aimed at improvement of the system of organization and management of the quality of education.

Studies, oriented to the improvement of effectiveness and quality of teaching and educational process, play an important role in the theory of pedagogy and practice of public education. Thus, an increase of researchers in the above-mentioned area took place in the 70s years of the 20th century, and at this time the group of psychologists and pedagogues, consisting of B. Vilgotska-Okon (1974), Ya. Konopnytskyi (1972), Z. Ksionzhchak (1971), K. Kuligovska (1971), I. Yashinovska (1972), began their intensive work in determining the reasons of underperformance of school students and development of the methods of improvement of the teaching and educational process [Wodzisławski 2018].

Moreover, educational policy of Poland, being on the threshold of qualitative new changes, which were determined by the more rapid development of civilization in the second half of the 20th century, began large-scale studies and assessments of the actual state of education. Thus, the Committee of experts headed by I. Szczepanowski was acting in 1971–1973, the task of which was the development of the Report on the State of Education in the Republic of Poland [*Komitet Ekspertów dla Opracowania Raportu o Stanie Oświaty w PRL* 1973]. The main goal of the report was an assessment of the current school system and educational institutions, cooperating with that system.

The next step in the assessment of the quality of the system of education in Poland was the compilation of the report under the title "Expertise of the situation and development of education in the Polish People's Republic (1978, head – B. Suchodolski) [Suchodolski, Kluczyński 1979]. Besides the issue of the state of education in Poland, the other actual issue was determining the trends of development of the current system of education. The main purpose of the authors of the report was to conduct the analysis of the previous state of education and to evaluate the conception of school education, which at that time was based on the ten-year school as the main component of education.

Beginning of the 80s years of the 20th century was financially difficult for a Polish system of education. Therefore, monitoring of education was started again only at the end of this period. Thus, the committee of the experts on the issues of national education was called on February 25, 1987, according to the order of the Council of Ministers of Poland. The committee was given the following tasks: to conduct monitoring of the state of national education and to develop appropriate recommendations concerning its improvement. The result of such actions was writing the Report under the title "Education – the national priority" in 1989 [*Komitet*

Ekspertów do Spraw Edukacji Narodowej 1989]. Cz. Kupisiewicz was the head of the collective of authors. The report reflected information on the state and directions of development of the national system of education of the Republic of Poland. This work consists of 31 author's thematic articles, which were published under the common title "Education under the conditions of threat". The authors of the report raised very sharp and argumentative issues, offered to preserve eight-year elementary school, and besides this, four and five-year secondary school. It is important to note, that the report included diagnostics of the state of education of previous years, and offered to move away from ideological representations regarding the goals and educational tasks. It was quite a new step in comparison to the previous monitoring practices. Unfortunately, these studies did not have a significant impact on the improvement of education in general.

The process of development of new directions of improvement of the quality of education in Poland took place under conditions of profound social and political and economic transformations characterized by the transition to a market economy and pluralism of ideologies, changes in the nature of labor, which required a much higher level of general education. An important event took place in the educational policy of the country in 1990 – the direct intervention of the state in the area of education was done, which led to the pluralism of the system. Those times educational policy, which was an important element of the social strategy of the state, in the process of its development tried to consider unsolved in the past and relevant at that time tasks, which arise at the certain stage of historical development of the country. In addition to this, the government tried to consider west European trends in the development of education as well. There was a significant gap between global needs of the society and result of education, between objective needs of the time and generally insufficient level of the development of education observed in the system of the national pedagogy of Poland. Critical assessment of the activity of Polish school from the European Union assisted implementation of radical changes, which touched not only separate elements of the system of education, content, methods, and means of education but, firstly, general doctrine of education.

Thus, in 1993 Polish government using its own resources conducted diagnostics of education and published the document "Good and modern school – continuation of changes in the system of education" [Jańczyk 1993], in which the important and actual thing was country's obligation to provide accessibility of the secondary and high education for those part of youth, which had appropriate skills and desire to continue education on the higher levels of educational system, which was characterized as the beginning stage of political and socio-economical transformations.

It is necessary to emphasize that Polish scientists attempted to find answers to the following questions in further monitoring studies of the education: should the

new school model correspond the state of the country or be oriented on the prospectives of its development; is it necessary to improve the current system of education or to create principally new one; which changes should be conducted and in what direction should they be done, etc.

We consider, that F. Bereznitsky has most successfully formed the ideas concerning the complex approach to the goals, content, methods, organization, and means of teaching and educational work. "The school of the future – as the Polish specialist wrote – should meet the requirements of the modernity from the point of view of the realization of its functions: educational, teaching, diagnostic and guardian. The doctrine of the adaptive education should be changed into the doctrine of creative education. It is impossible to achieve the set aim without creating the new pedagogy, and, first of all, psycho-didactics of creativity. The participation of both theorists and practicians is needed in this process" [Bednarek, Lempa 2009, p. 39].

Therefore, during the following years intellectual forces of the country were concentrated on the studying of the state and creation of perspectives of its economic development, Thus, the Ministry of National Education prepared the document "Main directions of improvement of the system of education in Poland" which began the new stage in the formation of the education policy in the country in 1994 in order to enable realization of the directions of improvement of the system of education [*Min. Edukacji Narodowej* 1994]. The content of this document certifies that Poland as a member of the UN comprehensively supports international decisions, oriented on the democratization of education, and realizes own methods of improvement of the quality of education according to the established world tendencies.

During the following years, the process of formation of educational policy in the country was accompanied by a profound study of the result of the studies of the development of the education, carried by western specialists and UNESCO institutes. "Transformation of Polish education required samples, preconditions, tips" – as it was noted by well-known polish pedagogue Yu. Poltuzhytskyi [2000, p. 15]. Thus, we consider it is important to emphasize that reports on the problems in education, prepared by different international organizations at the end of the 20th – beginning of the 21st century have played and are playing exceptionally significant role in the development of didactic thought on education and formation of the system of national education in Poland.

Therefore, the process of formation of qualitatively new Polish school underwent significant impact of the document, prepared by western scientists "Biała Księga Kształcenia i Doskonalenia „Nauczanie i uczenie się. Na drodze do uczącego się społeczeństwa" (1995) (White Book of Education and Improvement. Teaching and learning on the way to society), as well as the report of J. Delors (1996) [Organizatsiya Obedinennykh Natsiy po voprosam obrazovaniya, nauki

i kultury 1997]. Analyzing international studies in the area of education, Polish scientists attempt to find the answer to the very important question: which educational tasks arise from the expected changes taking place in the 21st century. Thus, the report of the European Commission Biała Księga Kształcenia i Doskonalenia „Nauczanie i uczenie się. Na drodze do uczącego się społeczeństwa" (1995) (White Book of Education and Improvement. Teaching and learning on the way to society) is the document offering a model of the society constantly studying, – education and the process of knowledge obtaining should be uninterrupted, thus to accompany people through the period of life.

The above-mentioned document determines 5 main tasks for the area of education:
1) promotion of new knowledge, skills, and abilities;
2) convergence of the school and business sector;
3) fighting the phenomenon of the exclusion of those who do not have access to education;
4) opportunity to study at least three languages of the Commonwealth, one of which is native;
5) providing the same material and educational investment [Komisja Europejska; XXII Dyrekcja Generalna d/s Wychowania, Kształcenia i Młodzieży, Komisja Europejska. Directorate–General for Employment, Industrial Relations and Social Affairs, 1997, p. 88].

The other document having a significant amount of the information on the issues of improvement of the quality of education is the report of the international commission on education for UNESCO under the title "Education. It has a secret contribution" (1996), in which 4 main tasks of the education on the edge of the 21st century are defined:
1) Study to know – this postulate means that knowledge re-acquires the nature of value and the ability to rehabilitate education, in particular general, profile and humanitarian.
2) Study to act – such task regulates the accentuation of the effectiveness of actions on such competencies of a person as autonomy, resistance to stressful situations, innovation, the rationality of decisions, communicative ability, ability to work in a team, technical and professional skills;
3) Study to live in the society – this means that it is necessary to develop in people the feeling of solidarity in the society, moreover, to seek compromise in conflict situations, teach tolerance and understanding of each other;
4) Study to exist – aims at overall development of the personality in the formation of individuality and in various forms of expression of the last [Delors, Rabczyk (red.) 1998, p. 32].

Two documents determine the strategy of the development of education in the 21st century, contain plans and projects for its reformation, that is in the interest of

all countries of the world. In the second part of the 90s in Poland theoretical studies were conducted, and practical steps were realized concerning the development of the conception of the improvement of education in the context of the problems, touched in these documents. The United Nations Development Bureau and the Ministry of National Education of Poland prepared "Report on social development" [Centrum Analiz Społeczno-Ekonomicznych Fundacja Naukowa CASE; United Nations Development Programme, 1998], in which its perspectives are understood as expanding the possibilities of the person's selection of different areas of life and activity. The report focuses on one of the most pressing issues for Poland – the equalization of educational opportunities for children and young people.

The content of international and national reports on the issues of education, as well as analysis of the foreign and own practice of school education, gave Polish specialists possibility to form and reveal the perspectives of development of education. Thus, Polish education of the 21st century should meet the requirements of the society, that is more and more losing the human face, but "develops morality, that at the same time means the formation of a direct relationship between people" [Suchodolski 1968, p. 222].

The process of globalization of the education system is causing such changes that the modern school is incapable to realize. The most important goal is equality in education for children with both high and low economic security. Dynamic changes in the world make this problem much sharper, as the modern school does not create conditions for the overall development of a school student. P. Pakhochinskyi [2006] states that: "the school is more and more removed from society, especially from children and young people living in this society. Students need to adapt to life, aimed at the future, but the school does not help them in this" [Pachociński 2006, p. 83.].

Poland's joining the Unified educational space helped Polish scientists to solve the difficult problem set before them - to form global tasks and goals of education, determine the content and means of improvement of its quality. For many years education was oriented firstly on the knowledge, while skills were in the background, and the main component of the human relationship was paid little attention. Thus, as Polish pedagogue W. Kszonzek states "...uniqueness and creativity, individuality and versatility of the individual were leveled. Instead, nowadays education grounds on relations, then skills are considered, and only at the end of the new hierarchy is knowledge" [Konopnicki 1966, p. 53].

A number of monitoring studies have prompted the reform of the Polish school system, which will open up new prospects for its improvement. Thus, in 2017, eight years education in primary school was introduced, and then – the student has the opportunity to choose a profile education with an education system with different duration.

The problem of improving the quality of education, and, thus, the efficiency of the educational institution, is quite acute in scientific and educational circles around the world, not only in Poland and Ukraine. Still, analyzing the number of sources on the issues of monitoring of education, we see that the Ministry of National Education of Poland productively works on the improvement of the curriculum, introduces changes to the system of examination, improves methods of conduction of pedagogical supervision and external assessment of school activity. Innovations are being implemented in relation to the training of pedagogical staff with consideration of the so-called educational added value. Practicing teachers write textbooks that correspond to the new school curriculum. School principals introduce profile classes and attempt to substitute ineffective teachers with more active and creative ones.

In addition, there is an idea in educational circles that the reason of the low quality of education is a large number of students in the class, what became the reason of attempts of its decrease. Nevertheless, Polish specialists on the issues of improvement of the efficiency of education D. Stern [2010] considers: "All these actions and views are correct but miserable. Most scientific studies and reports dedicated to the quality of education, show that teacher – is a specialist in his business and his cooperation with students brings quite productive results [Sterna 2010, p. 36]. Thus, the teacher should constantly perfect oneself, search new methods of education, test them and adapt to the needs of students. One of such methods is forming assessment, which is given to the student not only for completing some task, but an assessment that stimulates to further studying [Sterna 2010, p. 37].

It is necessary to note, that modern educational institutions analyze education in the context of an active search of such new educational technologies, which will be able to improve the quality of education in the country quickly and effectively. Thus, the Institute of Educational Researchers of the Republic of Poland (Instytut Badań Edukacyjnych) works on the following problems: educational policy of the country, creation of new standards of professional qualifications, development of the education system and its legal regulation, modernization of the system of education and teaching in secondary and vocational educational institutions, conformity of education to the labour market, pedagogical innovations and educational reform of Poland. This institution also analyzes conducted international comparative studies in other countries for studying positive experience [*Komisija Europejska PL* 2008, p. 246].

Centre for the Studies in Research Policy and Higher Education (Centrum Badań Polityki Naukowej i Szkolnictwa Wyższego), which functions in the University of Warsaw, selected the following directions of its activity: Organization of educational policy, financing education, forming a conception for addressing the problem of selecting students for higher education, organization of training and adaptation it to the needs of a permanent labour market variable. The most important

project of the Centre is monitoring of the quality of education and international comparative studies of functional alphabetism [*Komisija Europejska PL* 2008, p. 247].

Educational Studies Department (Wydział Studiów Edukacyjnych) of the Adam Mickiewicz University in city Poznan, gives priority to the studies dedicated to solving the following problems: the transformation of Polish pedagogy in the context of political changes, the axiological basis of teaching and education, the functioning of the school, the history of the development of education and teaching doctrines, the methodology of pedagogical research, the functioning and education of intellectual society, the socialization of students, including school students.

Institute of Public Affairs (Instytut Spraw Publicznych) carries studies in the following areas: European integration, monitoring of public policy, education, legal and systemic changes in the state. Recently the cycle of the studies concerning the results of the educational reforms in Poland was carried on the order of the Ministry of National Education [*Komisija Europejska PL* 2008, p. 247].

Institute of Philosophy and Sociology (Instytut Filozofii i Socjologii) is a scientific research centre of the Polish Academy of Sciences. We consider that its significant contribution to the development and improvement of the quality of education is implementation of the studies concerning academic achievements of school students in the program PISA and analysis of the obtained data [*Komisija Europejska PL* 2008, p. 247].

We conducted a review of the most important, as we consider, educational institutions, that conduct profound studies in the area of education leading to its improvement. Nevertheless, the list does not end here, as the issue of education modernization, distinguishing of efficient directions of its improvement is an actual task of practically all higher educational institutions of Poland.

Features of Ukrainian educational development

Ukraine is in the forefront of the trends concerning the transition of humanity to the new phase of civilization development, which is defined not only as an informational society but more often as a society of knowledge.

Of course, there are positive changes in modern national school education, and our country gradually, although not very quickly, moves toward a general modernization. O. Lokshyna [2015] notes that significant achievements of Ukrainian school do not exclude existing of the row of the problems, caused by the number of objective and subjective factors, among which the inconsistency in the implementation of the state educational policy in the field of meaningfulness, the imperfection of the current legislation on the development of state standards, the lack of a thorough calculation of possible positive and negative innovations proposed, insuffi-

cient level of integrated scientific support and experimental verification of new subjects/courses, monitoring of successes and failures in the field of content for adoption further decisions [*Derzhavna natsionalna prohrama "Osvita"* ("Ukraina XXI stolittia") 2015, p. 27].

To understand the importance of the changes occurring now in Ukrainian education, it is important to pay attention to its preconditions and causes. It is necessary to indicate that in the flow of different scale Soviet reforms in the USSR, part of which was Ukraine, the state system of school education was created. On the eve of the perestroika processes, it has achieved the most significant results, namely: ensuring equal access to education; the growth of the network of secondary schools; an increase in the compulsory duration of general education (from 7 years to 8 years, up to 10–11 years of secondary school, from 3 years to 4 years of elementary school); creation of a system of preparation of school students for life, professional activities; the fundamentality of education; realization of the substantiated system of education. At the same times the Soviet school system of education had negative characteristics: state monopoly in the school management, its authoritarian and political character; oversaturation of the content of education and upbringing by communist ideology; the removal of the national component of education and the implementation of its systemic Russification; uniformity of educational institutions, plans, forms and methods of pedagogical process, etc.

At the end of the 80s – at the beginning of the 90s of the previous century active restructuring of the education under the influence of civil-pedagogical movement was announced from "the above" on the background of the union reform of general and professional school (1984). Thus, its birth occurred from its "bottom", based on the following principles of school education: democratization, deunification, de-ideologization, and national principle. Ministry of National Education of Ukrainian SSR began reconstruction of school education in the context of the Law on languages in the Ukrainian SSR (1989), Declaration on the State Sovereignty (1990) with the purpose of creation of the national system of school education in the following areas: development of national educational legislation; the revival of the Ukrainian school, the restoration of the national component in the content of education. It is necessary to underline that democratic changes, that are the rejection of unification, ideologization, Russification in the field of education; development of a national system of education different from the all-union; implementation of national school reform, became possible after the proclamation of a sovereign Ukrainian state (1991), self-dissolution of the CPSU, the collapse of the USSR [Bakhanov 2006, pp. 6–7]. The regulatory framework of the development of school education of Ukraine (Conception of the general national school of Ukraine, 1990; the Law of Ukraine "On education", 1991), was being actively developed at that time.

Transformations in education influence the society much. The specialist had repeatedly emphasized that, firstly, it is necessary to initiate nationwide discussion of the purpose of reformation, the content of the reforms and their consequence; widely discuss these questions of scientific and scientific and practical conferences, meetings of scientists councils, parental meetings, in mass media, etc. [Bakhanov 2006, p. 7]. Thus, at the beginning of the 1996 Scientific and Coordination Council was found. The result of its work is the development of the conception of State standard of general secondary education, preparation of which began yet in 1994. In addition, temporary creative collectives were formed for development standards in each area.

The next step of reformation was passing of the branch normative act of direct action – the Law "On general secondary education" by the Verkhovna Rada of Ukraine in May 1999, on the basis of which the Resolution of the Cabinet of Ministers "On the transition of general educational institutions to the new content, structure and 12-year education" of July 16, 2000, was published. In 2001, the Board of the Ministry of Education approved the Conception of General Secondary Education (12-year school).

The new system of assessment of the knowledge of students under the 12-grade scale and semester control was introduced in the 2000–2001 educational year. The changes in the assessment criteria allowed to overcome such a phenomenon as a secondary issue.

In 2001, the All-Ukrainian Congress of Education Workers took place, which was subsequently approved by the President of Ukraine, the National Doctrine of Education Development, a strategic plan, created as a source for a group of legislative acts, as a guideline for fundamental changes. Modernization of the area to the needs of the 21st century is defined as the main goal of it.

Approval of the State standard of the base and full secondary education, according to the law and the resolution on the transition to the 12-year term of education, became an important event in 2004. Specialists note positive sides of standardization, but, at the same time, they emphasize that its initial stage certifies certain arrangement of State standards with other conceptual educational documents, their insufficient consideration of modern approaches, including competence approach and the need in further improvement [Bakhanov 2006, p. 6].

Following the experience of the nearest neighbors, Ukraine has recently begun to consider the state and methods of education improvement on different levels: on parliamentary sessions in Verkhovna Rada of Ukraine (December 2005), on Collegium of the Ministry of Education and Science of Ukraine ("Quality education is the key to self-realization of the individual", Kyiv, 2007), in the results of social polls, expert assessments of national and foreign specialists ("Strategy of reformation of education in Ukraine. Recommendations on educational policy", Kyiv,

2005), materials of the National Academy of Educational Sciences ("Problems of the quality of education: Theoretical and practical aspects", Kyiv, 2007) etc.

Thus, education in Ukraine undergoes reformation with use of general European experience of adaptation of youth to life under competitive conditions of modern society. However, these reforms are not without contradictions. Thus, in 2010 the Verkhovna Rada of Ukraine introduced amendments to the Law "On general secondary education", which established the 11-year term of education for obtaining a general secondary education, allowed distance learning, opening of special classes for teaching students with special needs. To preserve the network of village schools, the norm was introduced to the Law "On general secondary education". It came into force at the beginning of 2011 and related to the fullness of the classes with at least three students (comparatively to the previous norm – at least five students in the class).

Nevertheless, nowadays there is no clear system of improvement of the quality of education in Ukraine, although debates on these grounds last for over 20 years. One of the generally recognized achievements of our state is the introduction of an external independent evaluation (testing) (EIT) in 2008. Analysis of the level of knowledge of students on the EIT indicates the possibilities of the perspective of the improvement of the quality of education. Another achievement of Ukraine is founding of the Institute of Educational Analytics of the Ministry of Education and Science of Ukraine in 2015, the priority task of which is organization and coordination of the studies and developments on the issues of studying the qualitative and quantitative state of the education system.

Progressive ideas for development and improvement of the effective model of the quality of education

Studying of the foreign experience, and in this case experience of the neighboring country, with which there is much in common in historical development, has significant practical meaning, as it gives possibility to receive positive experience in conduction of modernization and implementation of fundamental changes in the quality of education, and to consider the negative effects of such actions. Furthermore, this assists founding common Polish-Ukrainian initiatives concerning the exchange of experience concerning the improvement of the quality of education.

Thus, grounding on consideration of the positive and negative experience of Poland in the area of reformation of the system of education, it is possible to distinguish progressive ideas for development and improvement of the effective model of the quality of education of Ukraine.

Nowadays, Ukrainian Centre for the Educational Quality Assessment is responsible only for organization and conduction of the external independent evaluation. This, unfortunately, does not allow us to determine the actual state of the quality level of education, and therefore it seems appropriate to create a single institution for education monitoring, which in its work would use the latest tendencies in improvement and modernization of the education system. Moreover, it is necessary to separate additional branches of such centre, which will assist conduction of monitoring at the local, area, regional, and general state levels. The competence of this institution should also include conduction of international comparative studies of the countries of the world with the participation of Ukraine. Such analytical investigations will help to determine present needs of the Ukrainian education and will motivate to conduction of radical changes of its separate elements, as well as content, methods, programs, and means of education.

A positive example, in this case, would be Poland, which through its participation in international programs for assessing the quality of the academic achievements of school students was able to clearly identify the shortcomings of the education system and ways to solve them.

Analyzing the participation of Poland in different educational programs, the purpose of each is the implementation of strategic and structural changes in the area of education, it is necessary to conclude that Ukrainian education workers should organize closer cooperation with the countries of the European Union. Financing of education in our state is carried out by the Ministry of Finance without the participation of the Ministry of Education and Science of Ukraine in it, which leads to consolidation of various problems. Financial support for organizing seminars, conferences, grants, and conducting professional teacher training courses can be provided within the framework of educational euro programs.

We consider that creation of the appropriate expert group by the resources of the different ministries of Ukraine, intellectual resources of which will be concentrated on studying the state and perspectives of a solution of economic problems would be a successful step. Activities of the experts will start a new stage in shaping the educational policy of our country, as writing various reports, containing plans and projects of certain reforms, will in one or another way touch the problems of improvement of education and increase of the demand for a highly skilled worker.

It is necessary to pay attention to the number of problems, existing on the internal school level, namely the system of examinations. Thus, it is expedient to improve them, what in its turn will give the possibility to fully diagnose and assess the level of academic achievement of students. In such a way, by the example of our neighbours, the introduction of examinations will be positive not only in 9th and 11th classes, but also in 8th and 10th classes, and will encour-

age students to study and outline profile orientation of the student to parents and teachers, as social institutions, parents and employers do not participate in the system of evaluation of Ukrainian school students. Therefore, consideration of the needs of the labour market is an important stage of improvement of the efficiency and quality of education. The other positive aspect in this regard should be the optimal use of standardized testing as a means of internal monitoring of academic achievement of students and their motivation to the improvement of own results. This will enable conduction of more and more mass monitoring studies, comparing the results of school students from different schools and, at the same time, exchange experience between schools to solve problems related to the quality of education.

Moreover, improvement of the system of assessment is also important as it directly influences the quality of education. After all, after improving the educational component of the curricula, it is advisable to introduce a new assessment that will be able to determine not only the rating of student achievements but also to assess the personal and professional qualities of teachers. As the quality of presenting of the knowledge by the source is an intermediate step to improvement of the quality of education.

The possibility of implementation of appropriate reform actions, directed at modernization and improvement of the quality of education, will lead to an effective improvement of the system of education of Ukraine in general and will bring it closer to the established European quality standards.

Conclusions

Summing up the achievements of Polish and Ukrainian historiography concerning the problems of the quality of education, it is important to note that education and teaching in both countries have European character. Europe managed to build effective systems of educational values. The so-called "Triangle of Knowledge" (education - science - innovation) lies in its basis. Such system of values determines the vector of development of European education. The result of following such vector is a high level of trust from the world community to the quality of European education. Nevertheless, it is expedient to introduce implementation of the latest innovative aspects that will contribute to bringing the European education to a qualitatively new world level.

Educational activity of the European school has a goal-oriented character, what promotes achievement of the highest results and solving the given tasks. Still, implementation of the qualitatively new educational disciplines, meeting the require-

ments of the specific area, will not be superfluous for the final determination of the profile orientation of the student's personality.

International video lecturing for high school students and online discussions of problematic issues, arising during the professor's presentation of the lecture would be interesting. Such activity would make European educational communities closer with each other and would differentiate them respectively to the present unsolved problems. Such practice took place in Ukraine. A well-known Ukrainian scientist, professor managed to unite a diverse Internet audience into a single community that seeks to have a highly intellectually developed personality.

Another important point for Europe is the creation of a mobile expert group, whose task will be not criticism, but the careful targeting of educational institutions on the qualitative basis. The mobile expert group, studying the experience of other European schools, would be able to distinguish certain positive innovations, and in such ways, give variations concerning solving these or other problems to other schools. For example, based on the experience of France, which did not reduce the number of students in classes, and provided the teacher with a teaching assistant, through which the teacher has the opportunity to pay more attention to problematic children. Such experience may be beneficial to other European schools as well, including Poland. But mobile expert group should present aspects of solving financial side of this issue.

In the system of development, support and management of the quality of education, a special place belongs to the monitoring of the quality of education, which combines the three most important components: control, examination of different aspects of the school activities and the system of informational support for management of the quality of education. The international practice operates with various means of monitoring the quality of school education: PISA, PIRLS, TIMS, IEAP, CIVICS, SITES. Each of these programs aims at the determination of the academic achievements of the students in the certain area of education: nature, mathematics, reading, and literacy. However, there is no program that would determine the level of successful professional activity of the teacher, which will help to determine the directions and prospects of professional growth, strengthening of an adequate professional self-esteem, positive perception and professional comfort of the teacher. Such international studies will allow not only to improve the quality of education, which directly depends on the activity of the teacher but will enable the administration of institutions to invite successful teachers and develop international mobility of the teacher. The exchange of positive experiences and practices always has a high result, the purpose of which is to educate and train an educated person.

Thus, to develop and maintain high-quality education, regardless of the level: preschool, school or university – it is necessary to constantly reform and improve

it. Because the constantly changing world requires restructuring of educational systems, as only educated youth is able to continue such difficult processes of modernity as globalization and European integration.

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Development of Inclusive Education in Ukraine and Poland as an Example of Democratic Change

Abstract: The right to integrate children with special needs into society is the basis for ensuring their access to quality education. According to the State Statistics Service of Ukraine, out of 700 thousand children officially recognized at the state level as having special needs, only 10% are involved in the educational process.

The official introduction of inclusive education in the conditions of modernization of society is one of the unique achievements of Ukrainian education for students with disabilities in psychophysical development - the opportunity to become a full-fledged citizen of Ukraine.

The author substantiates the expediency of organizing a comparative scientific study of socio-pedagogical conditions for the development of inclusive education in Ukraine and Poland during the second half of the 20th - the beginning of the 21st century.

The author convinces that the research will provide scientific reflection on the new educational paradigm by improving the socio-pedagogical principles of ensuring the right to education of the corresponding level of children with special needs, developing a methodology of inclusive education in accordance with the principles of humanization, democratization, active search for effective ways and means for their implementation.

Key words: education of Ukraine, education of Poland, inclusive education, development of education, comparative study, pedagogical research, inclusive.

The Ukrainian government has supported the official position of the European community on eliminating bias and discrimination against persons with mental and physical impairment, providing unhindered access to education, presented by international organizations (UNESCO, the UN General Assembly, the Commission on Human Rights) in a number of documents (Universal Declaration of Human Rights

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(1948), supplemented by the European Code of Social Security (1964), the United Nations Declaration on the Rights of the Mentally Retarded Persons (1971), the Universal Declaration "Education for All" (1990), United Nations Standard Rules for Equal Opportunities for Persons with Disabilities (1993), Salamanca Declaration (1994) and its Optional Protocol, "The Program of Action for the Education of Individuals with Special Educational Needs" (1994), etc.). In international law, the right of children to quality education is regulated in the context of equality of adult rights; understanding of disability is based on the determination of the uniqueness and uniqueness of a person with violations of psychophysical development, the search for ways to include it in society, creating conditions for obtaining quality education, focusing on changing attitudes and behavior of the public.

Recognition and ratification by Ukraine of universal value documents have defined the European integration course of the country and envisages radical political and economic transformations related to the elimination of any discrimination and barriers in the development of a democratic society, the harmonization of social relations at all levels that determine respect and tolerance to human diversity, the implementation of the principles of humanity, solidarity, security, accessibility, protection and full integration into the socially previously separated and recognized security disability life.

Particular attention in this context deserves children with special needs, since they are the most discriminated and isolated social group. According to the State Statistics Service of Ukraine, out of 700 thousand children officially recognized at the state level as having special needs, only 10% are involved in the educational process. At the same time there is a tendency of the growth of the number of children covered by training and corrective and development work in secondary schools. Thus, according to the "Statistical Bulletin of Ukraine", in 2010, 36,532 children with special educational needs were covered by education, which is 56.0% of the total number of children with mental disorders disorders [Stat. Bulletin of Ukraine, 2011, p. 86], in 2011 − 39694 people (59.1%) [Stat. Bulletin of Ukraine, 2012, p. 86], in 2012 − 41557 people (60.5%) [Stat. Bulletin of Ukraine 2013, p. 86], in 2013 − 41201 persons (59%) [Stat. Bulletin of Ukraine 2014], 2016 − 41,304 people (62.8%) [Stat. Bulletin of Ukraine 2017].

Moreover, there is a decrease in the number of boarding schools in which children and pupils with disabilities are educated − in 2010 − 8,1 thousand, in 2011 − 8,0 thousand, in 2012 − 7,9 thousand, 2013 − 7,6 thousand p., in 2014 − 7,0 thousand, in 2015 − 6,8 thousand, in 2016 − 6,8 thousand [Ukraine in figures 2017, p. 56].

The analysis of official statistics shows that in conditions of reduction of boarding schools for children with psychophysical disorders, the number of pupils with special educational needs covered by training increases due to the expansion of the network of secondary schools with an inclusive form of education. Note that

the Ministry of Education and Science of Ukraine appeals to the following statistics: in 2015–2016, only 5.8% of children with special needs (2720 people) studied in inclusive classes, and most of these children (32.6 thousand people) continue to study in special schools (boarding schools) [*About the availability of children*, 2016]. The right to integrate children with special needs into society is the basis for ensuring their access to quality education.

"National Action Plan for the Implementation of the UN Convention on the Rights of Persons with Disabilities and Development of the Rehabilitation System for the Disabled for 2012–2020 [2012]", National Strategy for the Development of Education in Ukraine until 2021 [2013[, Laws of Ukraine "On Amendments to the Law of Ukraine "On Education" regarding the specifics of access for people with special educational needs to educational services" [2017[, "On Education" [2017] envisage the expansion and unification of the practice of inclusive and integrated education of children and youth with special needs in educational institutions, "provided I have unimpeded access" (art. 7) [Про внесення змін, 2010] to "receiving education in the light of their individual needs in the context of inclusive education" (art. 3) [Про внесення змін, 2010], and on this basis – the development of effective models of development of life competence and their integration into society through modern scientific and methodological provision of the content of correctional and inclusive education (part 3.7) [Національна стратегія, p. 28]. "Recognition of the right of people with special educational needs to educational services" [2017], and on the basis of it – "by ensuring unhindered access" "using the most accessible... languages, methods and methods of communication" (art. 7) [Про внесення змін 2010], "the creation of appropriate conditions for education, taking into account their individual needs in the context of inclusive education" (art. 3), "at the place of residence" (art. 6) is the starting point for the transition of the modern educational system in Ukraine to the international level.

Let us note that by stimulating the development of "democratic citizenship and human rights education", the Council of Europe has adopted an "Action Plan for Ukraine 2015–2017" [2015] in order to support Ukraine in fulfilling its statutory and specific commitments by "providing technical support and training for Ukrainian schools to educators and civil society actors involved in this area" [Рада Європи. План дій для України 2015, p. 9].

The recognition of international documents by many European countries (Canada, Cyprus, Denmark, South Africa, Spain, Belgium, Sweden, the United Kingdom, the USA, etc.) is evidenced by the fact of integration of people with peculiarities of psychophysical development in the school environment that has been active since the 1970's. As S. Arbeiter, S. Hartley (2002), C. Forlin (2007b), S. Chong, M. L. Au (2007), Y. Pang, D. Richey (2006), B. Wolfson (1999), etc., its success depends on declarative settings, social and socio-political conditions of functioning

of the country. The foreign system of education of children with special educational needs, formed in the second half of the twentieth century, operates under the conditions provided by the national legislation of each country on the basis of security, national tolerance, tolerance, and health-saving technologies. Each country chooses its own way of integrating people with disabilities, based on their established traditions. In the practice of secondary schools in Great Britain, USA, Canada, Germany, Poland and other countries, inclusion has become the norm. On this occasion, O. Popov rightly observed: "Each historical epoch is characterized by its own educational system. In social development with a certain periodicity, there are times when it becomes difficult or even impossible to go in the usual and tested ways. It is during such periods that activation of innovative processes in education takes place" [Попова 2001, p. 42].

In this context, it seems interesting to conduct a scientific study of historical and socio-pedagogical aspects of the introduction of inclusion in Ukraine as a specific theoretical and methodological knowledge, in which, in the historical, social, cultural, scientific and linguistic context, we will trace the systemic socio-pedagogical argumentation of the formation and development of the problem of inclusive education children with special educational needs, its main ideas, systematizing universal educational and educational principles and rules of inclusive worlds. The writings of O. Sukhomlynska emphasize that such an approach will ensure "the quality of historical and pedagogical research, enrich it with new approaches and interpretations, and will contribute to the development of the history of pedagogy as an essential component of modern science about the CHILD" [Сухомлинська 2003, 2005].

The purpose of the article is to substantiate the expediency of organizing comparative scientific research of socio-pedagogical conditions of the development of inclusive education in Ukraine and Poland during the second half of the XX – the beginning of the XXI century.

1950s – the beginning of the 21st century is considered as a turning point in the history of the development of social and pedagogical thought, the evolution of the attitude of states towards children with disorders of psycho-physical development - due to awareness of the need for the public to teach, the adoption of the Law on All-Higher Education (1927–1935) educational institutions, institutionalization, improvement of the vertical and horizontal structures of the system of special education (until the 1970s), its differentiation, the transition to the 8 types of special institutions (1950–1990), replacement full the isolation model of the segregation education with the ideological settings of accessibility, comprehensiveness, objectivity, acceptance, partnership and inclusion in the educational process of the current system of education (1990–2017).

The methodology of inclusive education is based on the "Concept of Special Education for Persons with Physical and Mental Disabilities in Ukraine for the coming years and perspectives" (1996), the Concept of the State Standard for Special Education for Children with Special Needs (1999), the Concept for the Rehabilitation of Children with Disabled Physical and Mental Abilities (1998), The State Special Education Standard (2004), the Concept of Social Adaptation of Persons with Mental Retardation (2004), the State Standard of Primary General Education for Children with Special Educational Needs (2013), whose main focus is on social protection, humanization of special education, its accessibility, openness, creating conditions for successful integration in the educational process of secondary school [Platash 2017].

During the period of 1991–2017, the education of children with special needs in Ukraine has undergone significant transformational changes. Contrary to the conclusions of the authors of the National Report on the Status and Prospects for the Development of Schooling in Ukraine in 2016, according to which domestic schooling did not actually become a national priority [Національна доповідь 2016], at the legislative level, the Ukrainian government implemented important actions in lobbying the interests and rights of children with special educational needs: ratified internationally recognized documents [Концепція розвитку 2010; Конвенція ООН про права інвалідів 2006; Постанова Кабінету Міністрів 2017; Факультативний протокол], which prohibit discrimination against children on the basis of disability, recognize the rights of children with disabilities to "preserve their individuality" (art. 8), accessible "education" "on the basis of equal opportunity" (art. 28), "the development of personality, talents and mental and physical abilities to their fullest potential" (art. 29) [Конвенція ООН про права інвалідів].

With the participation of non-governmental organizations legislative and regulatory changes were prepared that regulate the introduction of inclusive education [Про затвердження плану заходів 2009; Про затвердження Концепції 2010; Про доступність дітей з особливими потребами 2016; Про порядок організації інклюзивного навчання 2011; Рада Європи. План дій для України 2015], etc.

Beginning in 2011, international and national non-governmental organizations (International Renaissance Foundation, International Step by Step Association, etc.) in many educational establishments of Ukraine pilot projects for the creation and development of inclusive the educational environment that ended with the signing of April 19, 2017 by L. Hrynevych (Ministry of Education and Science of Ukraine) and M. Poroshenko (Charitable Foundation Poroshenko) "Memorandum on cooperation in the implementation of the inclusive educational environment in country" of changes in the Ukrainian legislation in line with international standards protecting the rights of people with disabilities in the Convention on the Rights of Persons

with Disabilities, resource development and methodological support inclusive education [Марина Порошенко та Лілія Гриневич 2017].

The official introduction of inclusive education in the conditions of modernization of domestic society is one of the unique achievements of Ukrainian education for students with disabilities in psychophysical development – the opportunity to become a full-fledged citizen of Ukraine, to be ready for democratic and market transformations, able to live and work in the information technology society, the global civilization environment and at the same time to be the speaker of his own interests, who skillfully builds up the motivational potential of the individual, self-evolving and self-improvement. "The strategic goal of this process – the formation of a new philosophy of society, state policy for children with peculiarities of psychophysical development" [Про інклюзивне навчання 2009, p. 4]. At the same time, this is not declarative innovation, but true educational integration, a change in the value orientations in Ukraine, a well-established educational paradigm for humanistic, the main dominant of which is the understanding of "education for all", recognition of the uniqueness of each child.

Successful reform of the education system and the introduction of inclusive education in Ukrainian schools are possible subject to a thorough study of foreign experience of the formation and development of inclusive education, consistent, balanced reflection and interpretation in Ukrainian realities of effective conditions for the implementation of state education policy in the field of education for persons with disabilities, as well as pedagogical Thoughts about the evolutionary educational processes of the neighboring country. In our opinion, a comparative analysis of the conditions for the formation and development of inclusive education of Poland, a neighboring country in which democratic processes of civil society formation took place relatively quickly, than the Ukraine, seems to be possible and meaningfully productive. In addition, since the late 1970s, the Ministry of National Education of Poland (Ministerstwo Edukacji Narodowej Rzeczypospolitej Polskiej) has been actively promoting the inclusive education of children with special needs as an alternative system and European innovation, regulated by a number of international legal acts (the UN Declaration on the Rights of the Mentally Retarded (1971), The Declaration of Rights of Persons with Disabilities (1975), the Convention on the Rights of the Child (1989), etc. Poland's educational reform in 1999 is based on innovative approaches to educating children with special educational needs and creating the necessary education the conditions, the development and implementation of educational programs and the modernization of educational standards, which enabled to properly meet the individual needs of each student (according to O. Makh, E. Dolyat, T. Mazepa, etc.).

In addition, by studying the experience of the formation and development of inclusive education in Poland, we borrow not only the innovative achievements of

pedagogical science, but also turn to the pedagogical thought of a foreign country, we can join the world dialogue of the scientific community on socialization and education, relevant at all times of the existence of mankind, search of regularities of effective organization of educational process for children and pupils with special educational needs in conditions of a secondary school. "Full achievement of the goal is possible on the basis of comparative studies", A. Vikhrushch notes, "such an interpretation will be useful to all sciences. Pedagogy will receive a solid scientific basis, which is important for the formation of a system of basic concepts, regularities of the cognitive process, self-improvement, and creativity. Philosophy will enrich the practical experience of human development to the level of personality" [Вихрущ 2015, p. 18]. According to S. Sysoyeva, "it is important to find common theoretical bases that could be applied to all the comparative units and would have been formed on the basis of specific studying countries" [Сисоєва 2015, p. 19].

The paradigmatic approach to the comparative analysis of educational models is proposed by leading European and national scientists (R. Arnove, C. Torres, D. Schugurensky, P. Fossum, M. Eckstein, I. Kandel, G. Kelly, E. Epstein, J. Roger and A. Vykhrushch, O. Lokshchyna, M. Zahvyazynskyy, O. Dzhurynskyy, M. Leshchenko, M. Pryhodiy, O. Sukhomlynska, S. Tsyurata etc.).

To strengthen the scientific novelty, systemicity of the comparative historical and pedagogical study "Socio-pedagogical conditions of the formation and development of inclusive education in Ukraine and Poland (second half of the XX – beginning of the XXI century), we will use the structural, functional and theoretical models of analysis of archival materials, books, articles and dissertation research of colleagues" [Вихрущ 2015, pp. 17–18].

The signing of the agreement between Ukraine and Poland on good-neighborliness, friendly relations and cooperation (18.05.1992) [Договір між Україною та Республікою Польща про добросусідство, дружні відносини і співробітництво 1992], agreements on cultural and scientific cooperation (18.05.1992) [Угода між урядом України та урядом Республіки Польщі 1992], on cooperation in the field of culture, science and education (20.05.1997) [Угода між Урядом України та Урядом Республіки Польщі про співробітництво 1997] intensified scientific research "The ways, resources and technologies of intellectual development of cultures, especially the development of the educational sector as such, where the personality of a specialist is formed" [Освіта і педагогічна наука України і Польщі 2015, pp. 19–20], "there is a significant strengthening of the methodological, theoretical and methodological provision of all parts of the educational sphere, solving the complex problem of equal access to quality education throughout life, creating conditions for continuous education, spiritual development and self-development of the individual" [Освіта і педагогічна наука України і Польщі 2015, p. 10]. The achievements and perspectives of Ukrainian-Polish

relations in the field of education are presented in the works of V. Kremen (2008, 2009), P. Talanchuk (2005), T. Yakymovych, O. Dzhulyk (2002), I. Kolodiy (2008), O. Kovalenko (2014), O. Ovcharuk (2004) and others.

The object of comparative studies of Ukrainian and Polish scholars on the development of education in Ukraine and Poland have become [Platash 2017]:

1) comparison of the education system of Ukraine and Poland (E. Hromov (2007), H. Humenyuk (2011), O. Dryepina (2001), O. Zhuk (2002), M. Ihnatenko (2008), O. Kovalenko (2010), O. Rasskazova (2011), N. Seyko (2010), M. Urbanets (2012), A. Fedorovych (2007), L. Khomych (2011), N. Chernyshova (2010), etc.). The results of comparative scientific research A. Vasylyuk (2000), a single-member and co-authored on the issues of reforming the education system of Ukraine and Poland (conceptual approaches, evaluation system, management structure, etc.);

2) the experience of the development of Polish schooling (F. Andrushkevych (2012), O. Bocharova (2013), A. Vasylyuk (2011), A. Vykhrushch (2004), O. Ivashko (2012), M. Kichula (2013), I. Kovchyna (1997), I. Kravets (2014), etc.), the authors of the study highlight the issues of reforming the modern educational system in Poland, which makes it possible to trace scientists' opinions about the effectiveness of implemented innovations, the possibility of their implementation and effectiveness for Ukrainian education;

3) training of specialists in educational institutions: teachers (training system (Ya. Bolyubash, A. Vasylyuk (1998), R. Kassina (2006), Y. Moritz (2004), O. Bykovska, S. Karychkovska (2013)), comparison Methodology of preparation (H. Vasyanovych (2011), I. Kovchyna, A. Vasylyuk, A. Yanovskyy (1999) and others)), social pedagogues (S. Kohut (2004), S. Tsyura (2001), I. Mishchyshyn (2005)), class leaders (I. Myrna (2012)) and others.

Let's note the activity of comparative investigation in the direction of researching contemporary European educational experience, the existence of peculiar educational realities in Poland, the identification of their common and distinctive peculiarities, alternatives and giving them an advisory character for educational policy developers, introduction of practices of educational institutions, engagement of the Ukrainian community in a discussion platform on the reform issue educational sphere. At the same time, we note the absence of a comparative study of inclusive education of Ukraine and Poland in the chronological range of the second half of the XX – the beginning of the XXI century.

The priority role in the general scientific methodology of comparative historical and pedagogical research belongs to the systematic approach, the extrapolation of its ideas on the problems of reforming modern education regarding the integration of children with special needs into the educational process of a comprehensive

school makes it possible to consider inclusion as a holistic and logical in nature innovative process in the structure and activities of modern a secondary school whose components function and develop in the light of socio-economic reforms Society (R. Akoff (1974), V. Afanasyev (1981), I. Blauberh (1973), M. Kahan (1991), I. Pranhishvili (2000), P. Semenov (1999), H. Barnett (1983), N. Gross (1971), etc.).

In the socio-philosophical concepts of the development of modern education, innovative transformations are considered in the plane of the phenomenon of social and individual consciousness, emphasizes the democratic and humanistic orientation of innovation, outlines the prospects and consequences of the implementation of innovations in education (V. Andrushchenko (2008), A. Voznyuk (2009), B. Vulfov (1981), O. Dubasenyuk (2014), E. Durkheim (1996), I. Zyazyun (2008), V. Kremen (2003, 2005), N. Nychkalo (2002), K. Rogers (1994), B. Simon (1989), etc.). Practice proves that innovative transformations in the education system contribute to the progressive development of society as a whole. That is why, according to V. Kremen, the main trend in the development of national educational systems is their modernization on the basis of an innovative approach, which is the determining factor in the formation of a socially protected and viable successful personality capable of innovation and innovative thinking [Кремень 2009, p. 10].

The authors of comparative and pedagogical researches (O. Adamenko (2006), L. Danylenko (2004), Y. Karpova (1998), I. Konovalchuk (2014), H. Kornetov (1994), A. Kuznyetsova (2001), O. Popova (2001), O. Sukhomlynska (2003), etc.) the interdependence of educational innovations with cultural-historical preconditions and objective laws of social development is substantiated.

The study of international experience in the implementation and development of inclusive education is devoted to the research of foreign and domestic specialists from various fields. In particular, the generalization of scientists Th. Perso, C. Hayward (2015), J. Bakken, G. Aloia, S. Aloia (2002), T. Yehorova (2000), M. Yerkhova (2002), S. Peters (2010), K. Allen, I. Schwartz (2001) and others. devoted to the problems of methodology and introduction of inclusive education, interpersonal communication of participants in the educational process, educational aspect in educational institutions of different levels and types. It should be noted that foreign scholars, in particular T. Loreman, J. Deppeler, D. Harvey (2010), L. Porter (2016) and others. often provide facts that are assessed in terms of social processes of development of countries and education, in particular, carry out generalizations on the basis of detailed refinements, personal characteristics, eyewitness accounts.

Results of scientific researches of Ukrainian scientists and practitioners (H. Davydenko (2015), I. Vyetrova (2008), M. Zakharchuk (2014), A. Kolupayeva (2009), T. Krystopchuk (2014), O. Litvinov (2000), V. Teslenko (2007),

O. Tychynska (2012), T. Fasalenidi (2013, 2016), O. Fert (2014), M. Shutova (2004), etc.) have a comparative historical and pedagogical character and are devoted to questions of organization and the content of inclusive education in foreign countries (USA, Canada, etc.). In the monograph "Inclusive education: realities and perspectives" A. Kolupayeva rapidly deals with the problem of inclusive education in the countries of the Western Europe (Italy, Austria, Belgium, Holland, Sweden, Germany, Great Britain, Iceland, Luxembourg, Portugal), North America and the post-Soviet space (Belarus, Georgia, Latvia, Lithuania, Moldova, Russia). The analysis of scientific works directly affecting the outlined problem of comparing inclusive education in Ukraine and foreign countries shows that the attention of researchers was mainly focused on the logical and meaningful refinement of the functioning of inclusive education chosen by domestic comparatives for the study of the country. At the same time, a wide range of analyzed countries testifies to the possibility of modernization of national education by the best innovative reform practices of European countries, the problem of inclusive education of people with disabilities from the recommendations for practical implementation with the use of foreign experience, which will, of course, contribute to raising the level of Ukrainian education, its movement to the European and world educational levels.

A significant amount of scientific researches of domestic and foreign researchers are devoted to the problems of the organization of inclusive education in a comprehensive school, among which a significant importance for the objective coverage of the research problem we have selected:

1) historical aspects of inclusive education (V. Bondar, V. Synov, V. Tyshchenko (2012), N. Podkyna (2003), S. Kondratyeva (2010), O. Pohorila (2005), etc.);

2) Theoretical and Methodological Bills for the Integration of Children with Special Needs into the Educational Process (L. Budnyak (2010), A Voron (2006), A. Kolupayeva (2007, 2009, 2010), N. Nazarova (2011), N. Sofiy (2007), I. Nayda (2007), etc.);

3) applied questions of the organization of inclusive education at a secondary school (O. Savchenko (2007), L. Savchuk (2011), A. Shevtsov (2014), O. Vlasova (2012), A. Karpushenko (2013), etc.);

4) social and pedagogical activity in educational institutions (N. Moskvichova (2007), J. Jonson, C. Mills, W. Muller (1993), Y. Bohinska (2013), Y. Volchenyuk (2011), O. Bocharova (2013), E. Danilavichyute, S. Lytovchenko (2012), I. Zvyeryeva (1998), A. Kolupayeva (2007), A. Polikhronidi (2016), M. Chaykovskyy (2016), etc.);

5) socio-legal basis for the functioning of inclusive education (O. Dikova-Favorska (2009), L. Myskiv (2014), etc.);

6) preparation of specialists for work in the inclusive class, professional coopera-
tion of the interdisciplinary team (O. Vlasova (2012), Y. Boychuk (2015),
A. Kolupayeva, E. Danilavichyutye, S. Lytovchenko (2012), T. Pyatakova
(2012), Z. Onyshkiv (2016), L. Anderson (2008), A. Barston (2000), etc.).

The theoretical and practical aspects of training specialists for working with
children with functional limitations are the subject of research of leading native and
foreign scientists of social pedagogy: O. Bezpalko, I. Komar (2014), R. Vaynola,
A. Kapska, O. Karpenko, N. Romanova, V. Shants, etc. The issue of providing
inclusive education for children with disabilities in the conditions of a comprehen-
sive educational institution is considered by E. Daniels, L. Danylenko, A. Kolu-
payeva (2009), I. Yermakova, I. Lutsenko, Y. Nayda, O. Savchenko, N. Sofiy,
K. Stafford, O. Chebotarova and others.

Increased activity is characterized by research on the problems of development,
training and socialization of children with special needs (N. Baykina, V. Synov,
T. Skrypnyk, V. Tarasun, H. Khvorova, O. Khokhlina, D. Shulzhenko, M. Shere-
met, etc.) In the studies considerable attention is paid to the development of the
general principles of integrated training, adaptation and modification of the educa-
tional process, the requirements for school premises adapted to the needs of chil-
dren with functional limitations; the development of methodological recommenda-
tions for pedagogical staff of inclusive educational institutions on the content and
technologies of teaching this category of children and interaction with their parents.

During the last decade, domestic scientists (V. Bondar, A. Kolupayeva, T. Yev-
tukhova, V. Lyashenko, I. Ivanova, O. Stolyarenko, A. Shevchuk, O. Savchenko
and others) devote their works to researching the problem of involving children
with special needs to study in general education institutions, their rehabilitation and
socialization to social norms. The work of psychologists (L. Vyhotskyy, O. Venher,
O. Zaporozhets, O. Kyrychuk, H. Kostyuk, B. Korsunska, S. Maksymenko,
N. Morozova, V. Synov, P. Talanchuk, V. Tarasun, M. Yarmachenko and others)
had a significant influence on the development of the system of special educational
institutions, improvement of their structure, development of methods of early di-
agnosis of development of children, which substantiates the basic provisions con-
cerning the peculiarities of the development of mental processes in children of all
ages, the role of correctional education in preparation for school education, mecha-
nisms the formation of their social and communicative activity.

A separate area of scientific research is devoted to increasing the attention of
the public to the problem of pedagogical, psychological, social support of children
with special needs and their families (P. Talanchuk, H. Onyshkovych, I. Zvyeryeva,
I. Ivanova, R. Kravchenko, N. Bastun, M. Tomchuk, E. Daniles, K. Stafford, etc.);
the emphasis on the necessity of communicating a child with a disability with other
members of society (I. Ivanova, L. Borshchevska, L. Zibrova, etc.).

The adaptation of young people to the new conditions of life and relationships in the social group is devoted to the works of domestic scientists (V. Kikot, V. Petrovskyy, O. Symonenko, T. Sereda, O. Honcharov, M. Lisina, A. Furman, etc.) and foreign E. Erickson, D. Clausen, S. Freud, etc.).

The scientific community is the only one in acknowledging the value of the accumulated experience of updating the theory and practice of education in accordance with the objective requirements of world scientific and technological progress, the benefits of joint training of children with disabilities and/or violations of psychophysical development, along with their healthy peers, in the need for specialists of the educational institution of psychological and social and pedagogical support, correctional and rehabilitation work, inclusion of parents in the interdisciplinary team of inclusion.

However, we conclude that there is no scientific research in which the socio-pedagogical conditions for the development of inclusive education in Ukraine and Poland are thoroughly theoretically substantiated. It is logical to make a comparative analysis of the problem of the development of inclusive education in the institutions of general secondary education of the two neighboring countries, which, in the course of the second half of the XX–XXI centuries, will provide resources for the successful implementation of the most innovative movement in the education of many democratic states.

In the context of the socio-political and socio-economic conditions of the functioning of Ukraine and Poland, we plan to carry out a comparative scientific and pedagogical analysis of the development of inclusive education, trace the genesis and substantiate its per iodization; To highlight the organizational and methodological principles and socio-pedagogical conditions for the implementation of inclusive education in a comprehensive school, the creation of an optimal educational micro-environment in integrated academic groups of an educational institution; Comparing the quality of the inclusive competence of the participants in the educational process to organize productive cooperation in an integrated learning environment.

Our research will provide a scientific reflection on the new educational paradigm by improving the socio-pedagogical principles of ensuring the right to education of the corresponding level of children with special needs, developing a methodology of inclusive education in accordance with the principles of humanization, democratization, active search for effective ways and means for their implementation.

The development of inclusive education in Ukraine and Poland is an example of the establishment of democratic change, the formation of a civil society, which recognizes the uniqueness/value of the individual who perceives the external condi-

tions of his life as a series of opportunities for self-realization in a democratic upgrade of the entire socio-economic structure of society.

The official introduction of inclusive education in institutions of general secondary education is a unique achievement of European countries in providing the right to education for persons with mental-psychological disorders – the opportunity to become a full-fledged citizen of his country, to be prepared for democratic and market transformations, able to live and work in the information technology society, the global civilizational environment and at the same time to be the speaker of his own interests, who skillfully builds up the motivational potential of the individual, constantly performs self-development and self-improvement.

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CHAPTER FOUR
SOME CREATIVE TEACHERS AND THEIR IMPACT ON EDUCATION

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Tolerance as a Criterion of a Teacher's Personal Maturity

Abstract: Targeted modernization of education on the basis of humanization and democratization significantly change the requirements for the professional position and strategy of a teacher, provide the rejection of the directive role, the adoption of the standards of tolerant interaction with students on the personal level. A high level of personal maturity one of the manifestations of which is tolerance is expected from a modern teacher. Tolerance is defined as a complex personality trait that determines the degree of individual sensitivity to deviation from a standard, tension, instability and contradictions in interpersonal relationships. Tolerance characterizes the general attitude of a teacher to something different in its various expressions. It is the position of recognition of other values, views and customs as their own, regardless of the degree of agreement with them. Tolerance should not be equated with toleration, indifference, indulgence, alienation, positive attitude or friendliness as these phenomena, although related to tolerance, do not reveal its essence by themselves. Tolerance is a manifestation of a conscious, meaningful and responsible choice of an individual of their own position and activity aimed at building partnerships. Focusing on the positive aspects of tolerance, it is not necessary to absolutise it as it has the limits of constructive expression and does not extend to such destructive forms of behavior as aggression, hostility, violence, etc. The genuine tolerance is possible only in the unity and interconnection with other qualities of a mature personality: self-determination, inner freedom, objectivity, critical and dialectical thinking, moderation, sense of proportion, empathy, the presence of an internal position, etc. The psychological content of a teacher's tolerance can not be reduced to a separate quality or characteristic. This is a complex, multidimensional phenomenon that has several basic measurements: cognitive, emotional and behavioral.

Key words: teacher's personal maturity, tolerance, intolerance, structure of pedagogical tolerance, indicators of teacher's tolerance.

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Orientation of modern education to the principles of humanization and democratization significantly changes the requirements for the professional position of teachers, involves refusal from the directive role and transition to a dialogic strategy of educational interaction, which is characterized by the tolerant attitude to pupils. The effectiveness of the teacher's activity depends not only on possession of methods, means and techniques of education, but on the establishment of tolerant interaction, planning of professional activities taking into account the principles of tolerance. Understanding, acceptance, positive attitude to people irrespective of their individual characteristics help the teacher to avoid confrontation, to establish constructive relations with the subjects of the pedagogical process.

Humanization of the pedagogical process requires from the teacher not only a thorough methodological preparation but, above all, a high level of personal maturity, with the tolerance as one of its criteria, that is a tolerant attitude to individual differences, dissimilarity, uncertainty (G. Allport, A. Maslow, C. Rogers, D. Leontiev, O. Asmolov and others). Among the features of a mature person, G. Allport [2002] distinguishes tolerant attitude to the differences in values and attitudes, to frustration and individual disadvantages, the tendency to express personal thoughts and feelings taking into account other people. Among five characteristics of a fully functioning individual, C. Rogers [1994] distinguishes "organismic trust", i.e. the trust of a man to himself, the consistency of the I-real and I-ideal. The person who has such coherence is also inclined to accept, respect, appreciate other people, and show tolerant attitude to them. Modern psychologists also consider tolerance to be one of the important indicators of the individual's maturity, which expressed by the ability to regulate contradictory individual meanings (D. Leontiev, O. Asmolov, B. Bratus, etc.).

Tolerance refers to professionally important qualities of the teacher who has to be in contact with different categories of people during the pedagogical process, namely: students, colleagues, parents, school administration, and representatives of educational authorities. Although the participants of the pedagogical process often have different views and value orientations, the teacher must take into account all the positions and consider them in his activities. This is possible only if he has sufficiently formed such personal quality as tolerance. The importance of this parameter of the teacher's personality maturity is determined by the fact that nowadays social differences between students, parents have increased significantly, and the individual and psychological differentiation of schoolchildren have also increased. There are often children of different nationalities in the classes, which was not typical for Ukrainian schools until recently. All this causes high demands to the teacher's personal maturity, which is expressed, in particular, in his tolerance.

The phenomenon of tolerance has attracted attention of many scholars who have considered its various aspects and characteristics. In particular, philosophical and

socio-cultural aspects of tolerance are clarified in the studies by S. Holenkov, A. Drobnytskyi, V. Zolotukhin, Y. Ishchenko, P. Kozyrev, V. Lektorskyi, A. Ma-homedova, M. Orekhova, V. Petrytskyi, L. Skvortsova, B. William, M. Waltzer and others. The psychological analysis of tolerance is presented in the works of O. As-molov, N. Astashova, V. Boiko, M. Boritko, S. Bratchenko, P. Walitova, B. Wolfov, I. Hrinshpun, O. Kleptsova, O. Kuzybetskyi, L. Mitina, P. Komohorov and others. The problem of tolerance was studied in the context of the individual's psychological stability in stressful situations (L. Abolin, A. Olshannikova, et al.), frustration of toler-ance (H. Zaremba), influence of tolerance on the course of conflict (M. Mirimanova).

The concept of tolerance in psychological science has been actively used in recent decades. However, while studying this phenomenon, researchers are still faced with the problem of its definition, determination of structural components, types, borders, etc. Tolerance is considered as the ability to withstand stress loads, as a decrease in the sensitivity to the effects of adverse factors, and as an establishment of the liberal acceptance of patterns of behavior, beliefs, and values of another person. Quite often, tolerance is explicitly or implicitly identified with benevolence, toleration, mercy, empathy, leniency, and other meaningfully similar characteristics. It happens that researchers mean qualitatively different phenomena, when defining tolerance, which are little interconnected. Complexity and multi-aspect nature of the concepts of "tol-erance", "pedagogical tolerance" make it difficult to conduct psychological and peda-gogical research. There is a need to specify the content of these concepts and meth-odologically substantiate identification of specific indicators of tolerance in the field of pedagogical interaction.

The most generalized view of the concept of tolerance is presented in the phi-losophical works of A. Iliin, Y. Ishchenko, V. Tyshkov, V. Zolotukhin and others. In the philosophical encyclopedic dictionary, the following definition of tolerance is proposed, "toleration of another kind of views, tempers, habits. Tolerance is neces-sary in relation to the peculiarities of different peoples, nations and religions. It is a sign of self-confidence and awareness of the reliability of the individual positions, a sign of an open-minded ideology that is not afraid of comparing with other views and does not avoid spiritual competition, is expressed in the striving for the mutual respect, understanding and reconciliation of heterogeneous interests and positions without pressure, mainly by methods of clarification and persuasion" [Gubsky 2009, p. 457].

The dictionary of philosophical terms emphasizes the difference between toler-ance and toleration. "Tolerance is not limited to simple toleration. Toleration empha-sizes the way of treating unpleasant or inappropriate objects, namely: their permissive admission or forced patience without the use of violence. Such an external form of behavior often conceals the internal hostility and ignorance of another. Unlike tolera-tion, tolerance implies the right of a person to preserve his autonomy. As a quality of

the personality, tolerance involves disposition for a parity dialogue, perception of the new, "alien", and it does not exclude the possibility of changing the system of views and ideas of the individual" [Kuznetsov 2009, p. 590].

V. Petrytskyi distinguishes three ways of understanding tolerance:

– subject's toleration of another subject, despite possible initial negative assessment of tastes, behaviors, style of behavior, lifestyle, and another culture;
– acceptance of the right for existence of other tastes, behaviors, behavior style, ways of thinking that are different from mine, and more widely, another culture;
– internally perceived toleration based on the morally understanding empathy [Petrytskyi 1993].

Having analyzing different approaches to interpretation of the essence of tolerance in the philosophical literature V. Lectorskyi [1997] have distinguished four main ways of understanding this phenomenon:

– "tolerance as indifference" implies the existence of thoughts, the truth of which can never be proved (religious views, specific values of different cultures, special ethnic beliefs, etc.);
– "tolerance as impossibility of mutual understanding" restricts manifestation of toleration by the respect to another, who at the same time cannot be understood and interacted with;
– "tolerance as leniency" is recognition of the privileged position of one's own position, all other views are considered to be weaker, i.e. they can be tolerated, but at the same time they can be neglected;
– "tolerance as an extension of the individual experience and critical dialogue"- each culture, value system and cognitive system not only struggles with another system but anyway it tries to take into account the experience of another system, thereby expanding the horizon of its own experience. In this case, tolerance is understood as respect for another position combined with the aim of the mutual change of views (and in some cases even the change of individual and cultural identity) as a result of a critical dialogue.

The Declaration of Tolerance Principles adopted on November 16, 1995 in Paris defines tolerance as "respect, acceptance and proper understanding of the variable diversity of the world's cultures, our forms of self-expression and ways of manifestation of human individuality" [Declaration 2001, p. 110]. In this definition, attention is focused on the object of manifestation of the tolerant attitude, which is expressed by the diversity both at the level of cultures and at the level of individual identities. Tolerance is a form of attitude towards another, distinct, diverse, which does not coincide with both individual characteristics and usual forms of the culture. O. Asmolov also focuses on this aspect of tolerance, "Tolerance is the norm of the value of differences of another person and support of these differences" [Asmolov 2004, p. 7].

D. Leontiev [2009] equitably points to a certain ambiguity of such interpretation of tolerance. First, it remains unclear who can be the subject of a tolerant attitude – individuals or social groups, cultures, subcultures? Should tolerance be considered as a phenomenon of the individual or group mentality? Secondly, the expression "correct understanding" used in the definition requires clarification: what is the essence of such an understanding, what does correct understanding of the diversity mean? In addition, focusing on such features as respect and acceptance raises questions about the limits of tolerance: is it always an absolute benefit? What is more expedient: maximum or optimal tolerance, the excess of which leads to unscrupulous, permissiveness and passivity? In particular, V. Frankl believed that the tolerance, which was misunderstood, could lead so far that the other person may even get the right to be intolerant [Frankl 1982, p. 80]. Misunderstanding of tolerance is conditioned by its absolutisation as a moral ideal, ignoring a bilateral nature of interpersonal relationships and the principle of mutual responsibility, which is considered to be one of the conditions of true tolerance.

Researchers express different views on who can be the subject of tolerance. In theoretical and empirical studies of tolerance, phenomena relating to different levels of reality are considered: public practice, social consciousness, individual consciousness, personal structures, and behavior of individual individuals. One of the most meaningful and multifaceted definitions of tolerance was proposed by G. Soldatova, who considers this phenomenon as "the integral characteristic of the individual, which determines his ability in difficult and crisis situations to actively interact with the external environment in order to restore his nervously-psychic balance, successful adaptation, avoidance confrontation and the development of positive relationships with yourself and the world around you" [Soldatova 2003, p. 84]. In this definition, the phenomenon of tolerance is completely localized in the field of individual psychological features of person. Structural components of tolerance G. Soldatova considers the psychological stability, the system of positive attitudes, a complex of individual qualities, the system of personal and group values [Soldatova 2003, p. 62]. Such interpretation appears to be excessively wide and vague, since it erases the specific features that distinguish tolerance from other substantially similar personality characteristics, for example, sustainability or adaptability.

Tolerance is often mistakenly identified with other meaningfully similar phenomena, for example, toleration. In the scientific literature, the term "tolerance to uncertainty", "olerance to pain", "tolerance to stress", etc., are used quite often, which characterize endurance, individual's stability to the adverse factors. However, as rightly noted by D. Leontiev and V. Usachova, the concept of "toleration" does not reflect the fullness of the concept of "tolerance", and may even have the opposite meaning [Leontiev2004]. The verb "endure" has, if not negative, at least an ambivalent emotional color: patience is always passive and only means external restraint of

its intolerable attitude. In contrast, in the Declaration of Principles on Tolerance refers about "active attitude formed on the basis of the recognition of universal rights and basic human freedoms" [Declaration 2001, p. 110]. Tolerant position is characteristic of a mature person who is self-confident and does not see the threat that other people, social groups or cultures adhere to other views and values. Weak, inadequately mature person, this fact frightens, strains, resulting in an intolerant attitude. In contrast to tolerance, toleration only on the external level, in terms of behavior, real interaction manifests itself in a calm attitude to other thoughts and values, but on an emotional level, it is characterized by a distinct discomfort and stress that brings it closer to intolerance.

According to E. Smirnova, "the notion of tolerance in its modern sense provides not a humble and toleration attitude to unpleasant people or actions, but rather commitment and benevolence, respect and recognition of others, recognition of their right to their own lifestyle, their attitude to them as to himself" [Smirnova 2003, p. 1−12]. In such an interpretation, the concept of "tolerance" is not connected with the restraint of their hostility through volitional effort, but rather involves the desire to understand and accumulate experience of interaction with new, unusual objects.

Some scholars, trying to emphasize the difference tolerance of toleration, fall into another outrance, in general pushing the latter out of tolerance. For example, T. Fadieieva notes: "If teacher does not allow himself to express his negative attitude towards a student, that is, he shows toleration, this should not be seen as an expression of tolerance". Therefore, we believe that toleration should not be part of the structure of the concept of "tolerance of the teacher" [Fadieieva 2011, p. 196]. Obviously, toleration, without being equivalent to tolerance, is an integral part of it. From the point of view of A. Petrytskyi, A. Zymbula, Y. Ishchenko, V. Zolotukhin, S. Golovin, O. Asmolov, G. Soldatova, toleration forms part of the tolerance as a broader concept.

In some cases, tolerance is identified with positive attitude, acceptance, respect and friendliness. However, this analogy is also superficial and follows from the obvious fact that tolerance is usually combined with positive attitude, but intolerance always serves as a source of hatred and enmity. Researchers rightly observe that the main content characteristic of a tolerant relationship is not that it is associated with love, respect and acceptance, but that it excludes hatred and enmity. An emotional background of tolerance may be a completely neutral attitude, which, in turn, should not be equated with indifference. Neutral attitudes can indicate a lack of bias and serve as a perfectly acceptable backdrop for constructive communication and joint activities. Conversely, love and acceptance do not guarantee a tolerant attitude. In family education, cases of despotic, intolerant love, when a father or mother, blinded by their own feelings, often do not see in their child a real personality with their own peculiarities.

Despite the fact that a tolerant attitude can be manifested in a neutral emotional background, it is erroneous to identify tolerance with indifference, disinterest, alienation. V. Lectorskyi, analyzing different views on tolerance (as indifference, as a statement of the impossibility of mutual understanding and as a supportive supremacy), points to their ineffectiveness and suggests a proper interpretation of tolerance as a critical dialogue, which contributes to the expansion of individual experience [Lectorskyi 2006].

From a psychological point of view, tolerance means, on the one hand, the absence of an authoritarian syndrome in an individual (egocentric claims to "the last truth", simplified, "linear" thinking, "black and white" perception, predisposition to aggressive behavior, etc.), and on the other hand – the presence of a high level of respect and acceptance of oneself in combination with respect and acceptance of others.

Most researchers, refusing to understand tolerance as condescendingly indifferent attitude to another, suggest that it be viewed in the context of such concepts as recognition, acceptance, understanding, critical dialogue, which implies the ability to see in another person the carrier of other values, the logic of thinking, and other forms of behavior , recognition of her right to be different. Tolerance manifests itself in interested attitude toward differences, the ability to see another "from the inside", the ability to perceive the world simultaneously from two positions: one's and another. It involves the recognition of the equality of another reality – the individual characteristics of people, ideas, values, ways of behavior, which the person does not consider his own, close to himself. In contrast, intolerance is characterized by recognition only of its reality: if other people are different, they have other views, so they do not understand or understand something wrong.

The idea of recognizing the equality of different realities as a content characteristic of the phenomenon of tolerance lies at the heart of the definition proposed by A. Leontiev and D. Leontiev: "Tolerance is the position of recognition of other values, views, customs as equals with the usual" their "values, attitudes and customs, independently from the measure of agreement with them" [Leontiev 2003, p. 81]. S. Bratchenko observed to a similar position: "Tolerance is ... a special kind of activity: the readiness of a person to go beyond the circle of his own" ... towards the "world of worlds" – the equivalent of human worlds ... Tolerance is the ability to distinguish and recognize special limits (moral, legal, psychological) and the ability to constructively act in the "border" situations, to solve contradictions, to coordinate positions, to cooperate" [Bratchenko 2004, p. 173].

It should be emphasized that tolerance does not necessarily imply consent: the attitude of the person to the ideas with which he does not agree, acts as the true criterion of its tolerance. "Tolerance implies ... an understanding of the relativity of many of our beliefs and judgments, the impossibility of such a justification, which would be

indisputable for all", – notes V. Lektorskyi [2006, p. 22]. Tolerance as the recognition of the equality of different points of view is associated with the responsibility of the individual for his choice and recognition of other rights to his own responsible choice. The same intolerance is typical of those people who are afraid to assume responsibility for their choice, arguing that truth is one, and therefore the choice is the only one possible.

Tolerance is a patient attitude towards other people, respect for another's thought, ability to listen, understand another person. As personal quality, tolerance manifests itself in communicating with self-control, understanding, empathy, respect for people, even if their thoughts and beliefs are different from those commonly accepted. Tolerance is actualized when conflict arises and manifests itself in the ability to avoid or constructively resolve it, without allowing abusive or violent actions.

Discussion is about the structure of tolerance as a personal quality. Most researchers believe that tolerance is a complex psychological education, the synthesis of various parameters and personality characteristics. At the same time, different opinions are expressed regarding the quantity and content of such characteristics. For example, A. Sadokhin distinguishes between cognitive, emotional, behavioral, reflexive and volitional components as tolerance [Sadokhin 2002]. The cognitive component characterizes the possibility of understanding another's "system of constructs" in the content and structure, emotional – manifested in the empathy of other people, behavioral – characterized by actions aimed at establishing contact, avoiding unproductive conflicts or productive their solution, reflexive – the ability to rebuild their own inadequate installation, volitional – the formation of self-regulation tools in frustration situations. S. Bratchenko considers the main dimensions of interpersonal tolerance to be personal, cognitive, emotional, behavioral and verbal, emphasizing the complex interrelationship between them [Bratchenko 2003].

Some researchers suggest to distinguish dispositive tolerance as a position of openness of a personality to other realities and internal personal barriers for intolerant manifestations [Leontiev 2009]. In contrast to tolerance itself, which characterizes the individual tendency to tolerate forms of response, internal personal barriers determine the extent of any level of control over the manifestations of intolerance. To such barriers D. Leontiev relates the general personality characteristics, which are often confused with their own tolerance: the breadth of views, goodwill, morality, education, positive identity. Their presence is negatively correlated with the manifestations of intolerance, but this does not mean they can be equal, and also equal to tolerance itself.

Understanding tolerance as a setting of a personality G. Bezyuleva and G. Shelamova distinguish two main psychological components in its structure: empathy and communicative tolerance. Empathy is the ability to emotional response, penetration into the experiences of another person. Communicative tolerance is a characteristic of

the attitude of an individual to people, displayed in toleration to unpleasant or unacceptable, in their opinion, mental states, qualities and deeds [Bezyuleva 2003]. Based on understanding, empathy, acceptance, tolerance combines self-sufficiency, benevolence, tact, self-esteem, promotes the knowledge of other views, values, ideals, and customs.

The generalization of the views of scholars on the essence of tolerance as a personal quality gives opportunity to determine its main characteristics:

– tolerance shows itself in the attitude of an individual to different people in his various expressions – this is the position of recognition of other values, views, customs, forms of behavior as equal with own ones, regardless of the degree of agreement with them;
– tolerance is a complex personal characteristic that determines the measure of individual sensitivity to tension, instability and contradictions in interpersonal relationship;
– tolerance as a personal quality should not be equated with toleration, indifference, leniency, alienation or positive attitude or friendliness; though these phenomena are related to tolerance, however, they do not express its sense;
– tolerance should not be absolute – it has boundaries of constructive expression and does not apply to such destructive phenomena as aggression, hostility, violence, etc.; true tolerance is possible only in unity with other qualities of a mature person: moderation, sense of measure, empathy, dialectical thinking, etc.;
– tolerance is a manifestation of conscious, meaningful and responsible choice of the individual of his own position and activity, aimed at building partnership with people who have other views and value orientations;
– the psychological content of tolerance cannot be reduced to a separate property or characteristic; it is a complex, multidimensional and multicomponent phenomenon that has several "basic measurements".

It should be noted that in scientific research the phenomenon of tolerance is most often considered in the context of interethnic relations, therefore, a considerable number of scientific works is devoted to multinational and interethnic tolerance, the substantiation of their contents and structure. Tolerance is explained less often in the context of interpersonal relationship and specific spheres of professional activity. Recently, a number of studies have appeared which are devoted to tolerance as a professionally important quality of a teacher (G. Bezyuleva, S. Bondyreva, S. Danilova, N. Moreva, M. Perepelitsin, A. Pogodina, A. Shavrin, G. Shelamova and others).

The analysis of psychological and pedagogical literature shows that researchers interpret the essence of a teacher's tolerance in different ways due to the complexity and multidimensionality of this phenomenon: a tolerant attitude to the participants in the educational process (L. Zanina, N. Moreva, etc.); mental resistance (N. Menshi-

kov, Yu. Povarenkov, etc.); the ability to form a dialogical form of interpersonal relations (G. Bezyuleva, B. Chernyavskaya, G. Shelamova, etc.); the aim at the manifestation of tolerant forms of interaction with other people (O. Kleptsova, O. Nurlyhayanova, etc.); ability and readiness to cooperate with the participants of the educational process on the basis of understanding, recognition and acceptance of their individual social and psychological features (M. Perepelitsyn, O. Shavrin, etc.); the aim at open and trustful communication with the subjects of the educational process (N. Pavlovskaya, A. Tjutina).

A teacher's tolerance is explained as the key competence of a personality, which is actualized in situations of differences of views, thoughts, evaluations, beliefs, human behavior; it arises on the basis of the functioning of the mechanisms of patience and acceptance, and is closely related to the orientation towards the personal model of interaction, emotional stability, cooperation, and other personal characteristics of a teacher [Stepanova 2012, p. 184]. Researchers consider that the psychological conditions of tolerant attitude to the objects of pedagogical reality are: the increase in the sensitivity to the ideas of tolerance as a humanistic value; person-oriented attitude towards all objects of pedagogical interaction; the usage of mechanisms of patience (endurance, self-control) and acceptance (understanding, empathy, assertiveness).

In our opinion, pedagogical tolerance is a professionally important quality of the personality of a teacher, which manifests itself in unconditionally positive attitude towards the participants of the educational process, having different personal (temperament, character, persuasion, etc.) and social (nationality, religion, social status, etc.) features. The base of a teacher's tolerance is the humanist orientation, the aim at the acceptance of "different" people, the ability to build behavior on the basis of understanding, recognition and acceptance of all participants of the educational process, regardless of their individual characteristics and differences.

Pedagogical tolerance implies a high level of development of moral qualities and is closely related to one of the main components of pedagogical ethics – pedagogical tact, which is shown in respect for human dignity, attitude towards personality as a value, taking into account individual peculiarities of pupils while exercising educational influences.

Tolerance is the recognition of the right of another person to be not similar and differ in social and personal attributes. It implies respectful attitude to a person who has his or her own but not similar to generally accepted views and value orientations. Tolerance is related to rejection of violence and attempts to change what we consider to be wrong in the opinions of other people. According to S. Bondareva's point of view, tolerance is the ability of an individual to accept different from his own thoughts ways of life, characters, behavior, and other peculiarities of people without objections and opposition [Bondareva 2003]. It is easy to notice

that in the pedagogical context such explanation of tolerance conflicts with the professional duties of a teacher: on the one hand, tolerance requires tolerant attitude to those views and actions of pupils which cause rejection, on the other hand, the professional position of the educator requires from him changes in inadequate thoughts and ways of pupils' behavior. In our opinion, the solution to this contradiction can be made by means of distinguishing two aspects of the attitude towards the pupil: global attitude towards him as a person and his attitude towards his particular views and actions. Pedagogical tolerance is based on definitely positive attitude towards a personality of a pupil, the recognition of his right to his own position, but at the same time allows for critical appraisal of his particular beliefs and behaviors if they are contrary to public norms. When a pupil makes an immoral act, the attitude towards him or her should be based on one of the main principles of education: "You are good, but committed a bad deed". If the teacher does not like the particular beliefs and the behavior of the pupil, this cannot be the reason for a negative assessment of him as a personality.

In the context of pedagogical activity, the need for a tolerant attitude is actualized mainly in situations of inconsistency of beliefs and actions of pupils with the expectations and requirements of a teacher. Intolerant attitude of the teacher to pupils most often occurs when the student for some reason does not meet his requirements, begins to annoy, provoke hidden and sometimes even open forms of aggression. If an intolerant teacher does not like some student, is irritated by him, then the teacher internally and sometimes openly does not accept this pupil, ignores or tries to comment on, punish him, etc. However, a tolerant teacher calmly responds to the appearance, quality and behavior of children; is capable of accepting the pupils as they are, with all their disadvantages; understands what he should react at, and what can be ignored; if he decides to change the behavior of the pupil, then he does it gradually, without violence and coercion, without degrading his dignity. Such a teacher states not only the fact of an inappropriate act of the student, but also his motives and factors. If he feels irritated about any pupil, he is able to show patience and endurance, does not blame him, but tries to constructively solve problems by interacting with both the child himself and the people who surround him.

Thus, tolerance does not forbid the teacher to perform educational functions, to correct the beliefs and behavior of pupils if they are contrary to moral norms and rules. Pedagogical tolerance is the recognition of the right of any participant of the educational process to their own opinion, but does not oblige the teacher to accept and approve of this opinion and the corresponding behavior if the teacher does not like them and they contradict generally accepted norms. One can respect a person for having their own opinion but not to accept this idea, to recognize their right to be different but to criticize destructive behavior. In this case, it is important that the differences in thoughts are not transferred to the assessment of personality. The

teacher must accept any subject of educational interaction as a person who has the right to their own position, including a false one. If the pupil demonstrates immoral behavior, the teacher is obliged to apply methods of pedagogical influence aimed at prevention and deceleration of destructive actions. In fact, for this reason there is education and re-education. But this concerns the moral qualities of the pupil and not their social and personality traits. Tolerance requires a respectful attitude to a person as a representative of another nationality, nation or religious denomination. A teenager who is a representative of a certain informal youth subculture with their lifestyle and beliefs also has the right to be different. But if the pupil is being naughty, rude, behaves aggressively, such behavior cannot be the object of a tolerant attitude of the teacher, who is obliged to evaluate it from the standpoint of ethical norms and values. Thus, pedagogical tolerance has certain limits and does not apply to destructive views and actions that violate generally accepted moral standards. However, under all circumstances, it involves a definitely positive attitude towards the pupil as a person and respect for their own dignity.

Analysis of the essence of pedagogical tolerance requires the disclosure of its structure, taking into account the specifics of pedagogical interaction. We agree with researchers who believe that it is impossible to adequately characterize tolerance by treating it as a one-dimensional phenomenon [Bratchenko 2003]. At the same time, the admiration of analytical "manufacturing" contains the danger of "collector" approach reducing the tolerance to bulky lists of "feature lists". Therefore, it is appropriate to allocate not all, but only the main, most important dimensions of pedagogical tolerance. Traditionally, the triad of components is used for the description of complex personal dispositions: cognitive, emotional and behavioral. In our opinion, this approach allows us to fully comprehend the content of pedagogical tolerance.

The cognitive aspect of tolerance implies that the teacher understands and accepts the complexity, multidimensionality of the life reality and the variability of the ways of its perception, understanding and evaluation by different people, as well as the understanding of the relativity, incompleteness and subjectivity of their own ideas about the world. This aspect of tolerance is manifested in situations of contradictions (with differences of opinion, collision of different views) and allows them to be viewed as a manifestation of pluralism, the richness of individual interpretations. Tolerance implies the ability of the teacher not to transfer the cognitive conflict into an interpersonal one if there is a disagreement with the pupils.

An important element of the cognitive component of pedagogical tolerance is toleration of situations of uncertainty, which are quite characteristic of pedagogical interaction. Getting into a situation of uncertainty, teachers often lose self-control and the ability to reasonably think, make objective conclusions. The teachers intolerant to uncertainty are inclined to perceive unusual complex situations as more threatening than those that open up new opportunities. They feel better in usual, familiar

circumstances and prefer unambiguous language, clear goals and simple tasks. At the same time, the teachers tolerant to uncertainty feel relatively comfortable even in non-standard and unpredictable situations. They can work productively in an unfamiliar environment and often take on responsibility if there is not enough information, they are able to make decisions without taking long time for reflection or fear of failures. In unusual situations they see opportunities for development and manifestation of their abilities and skills, the disclosure of their potential.

The emotional aspect of the teacher's tolerance is manifested in the ability to empathy, compassion. Establishment of emotional contact between the subjects of communication contributes to the creation of a trusting and safe atmosphere, reduces the tension and the possibility of aggravation of relations, confrontation and rivalry. The emotional component of tolerance is of particular importance due to the fact that it is precisely in this dimension of the communicative situation that the interlocutors have the opportunity to achieve a certain unity, to restore interrelations even with differences in views. The teacher's empathy towards the student is not only one of the forms of expression of respect, but also an indicator of their full personal inclusiveness in communication, a kind of "self-improvement" in the complex process of upbringing. Empathy of full value is invaluable and tolerant in this sense.

A separate component of the emotional component of pedagogical tolerance can be considered a special type of emotional stability – "affective tolerance", the essence of which is the ability to cope with emotional stress, tolerate the complex and unpleasant experiences, anxieties, without suppressing or distorting them. Another aspect of this type of tolerance is related to the tolerant attitude to various (including bright, individual, unusual forms) emotional manifestations of other people. Developed affective tolerance allows the teacher to better understand both their own emotional processes and the experiences of students without being annoyed and without attributing negative meaning to them. Ignoring and suppressing the emotional sphere leads to emotional intolerance of teachers, emotional exhaustion and then to professional deformation.

The behavioral aspect of tolerance is characterized by specific skills, among which one can distinguish the ability to express oneself in a tolerant manner and defend their own position ("I"-statement); the ability to tolerate the statements of others(perception of opinions and evaluations of other people as an expression of their position which has the right to exist regardless of the degree of discrepancy with their own views); the ability to interact constructively with other people (to agree, to coordinate positions, to reach a compromise and consensus); the ability to hold back in tense situations with differences in views, clashes of opinions or evaluations.

The generalization of views on the essence and manifestations of tolerance gives grounds to determine a set of indicators that characterize this criterion of the personal maturity of the teacher:

- openness to new experiences which is sensitivity to reality, the ability to see things and people as they are and not as the individual used to consider them;
- tolerance for uncertainty which is the ability to adequately perceive and constructively act in unpredictable, atypical, unusual situations using them for personal development;
- cognitive complexity which is a personal trait that reflects the person's attitude to ambiguity, differences and contradictions: low cognitive complexity makes the teacher intolerant to ambiguity and differences in the sense of reality; teachers with a high cognitive complexity perceive them calmly and with interest;
- dialectical perception of objects, other people which is the ability to see both their positive and negative characteristics, essential and secondary features in contrast to the dichotomous black and white perception;
- decentralization which is the ability to adopt the other person's point of view; the opposite pole is egocentrism, the tendency to evaluate everything only from one's own position;
- flexibility which is readiness to change one's personal directions, stereotypes if they are no longer consistent with experience as opposed to rigidity which is the tendency to use previously acquired cognitive and behavioral stereotypes, the inability to abandon them or to change them if they no longer respond to reality;
- emotional stability which is the ability to withstand a certain level of emotional stress, tolerate complex and unpleasant experiences without their suppression or distortion, uncontrolled increase of anxiety [Haluziak 2012].

Thus, tolerance is an important trait of personal maturity of a teacher, which manifests itself in an active moral position and psychological readiness for constructive interaction with all subjects of the pedagogical process regardless of their differences. Being a social and psychological category, it manifests itself in the direction of acceptance of another person as an individual, in empathy, understanding, open and trustful communication. Tolerance determines the teacher's ability to form constructive interpersonal relationships with the participants of the pedagogical process on the basis of dialogue, understanding and respect despite the differences in their views, positions and individual characteristics.

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Traditions and Experience of Creative Teacher Training in Educational Institutions of Ukraine (the second half of XIXth – early XXth centuries)

Abstract: The article is devoted to the problem of development and implementation of new technologies of professional training of a creative teacher in educational process of higher pedagogical institutions. A brief overview of the concept of professional competence, presented in Ukrainian pedeutological literature of the second half of XIXth and the early XXth century, is suggested. The given article focuses on the analysis of the condition and essence of scientific-methodological set of the educational process of teachers' institutes of Ukraine of the second half of XIXth – early XXth century; it reveals the content of syllabi and curricula. The given paper analyzes the problem of creative teacher training in the theory and practice of pedagogical process, the dynamics of the development of professional and creative orientation of future teachers. It reveals the essence and specific features of educational performance of teachers of the second half of XIXth – early XXth century.

Key words: professional competence, teacher training, creative activity, interaction of theory and practice.

The widespread democratization of social processes has fundamentally changed the value of the criterion approaches to the system of education. Realization of creative potential of a modern specialist, the formation of his professional competence, culture, self-affirmation as a single, educated, spiritual, intellectually mature, proactive, and responsible personality is a priority of modern education. In terms of the development of the national system of education, the problem of professionalism formation of a future teacher takes place an important role. This process is influenced by a number of objective factors (quality of the received upbringing, self-education and education from childhood to profession; socio-economic parameters of life; the level of psychological and pedagogical science development) and subjective factors (the talent and ability of a student, their motivational factors, focus, responsibility, competency, skill, or creativity in the solution of psychological-pedagogical problems).

The problem of creativity formation has always been relevant and important to the study of the essence of personality, his/her activity and mechanisms of his/her formation. The analysis of historical and pedagogical literature, heritage of scholars, teachers and public figures of the past testifies to its deep roots. So, the definition of "creativity" has come a long way of evolution. Thus, Plato understood it as "the ability that is the cause of the transition movement from nonexistence to existence". Aristotle interpreted it as an "art based on common knowledge of the rules of the given activity", highlighting the role of personality in recognition (since the era of romanticism) of his/her activity as a person who creates, and freely and independently inspires his/her subject by experience, intelligence, intellection, intuition, imagination. In addition, A. Adler considered creativity "as the energy of life". P. Engemeyer regarded it to be "an activity".

The problem of creativity, personal activity, in particular, teacher's performance was noted in the works of foreign pedagogues, scientists: J. Comenius, D. Diderot, J. Pestalozzi, A. Diesterweg, F. Froebel and others. Considering creativity as the key to professional performance of teachers, they advised him to use heuristic methods in the learning process, namely "to interpret the learning material"; to organize research work with students (N. Montaigne); "to create the conditions for searching the truth by students"; "to arouse their interest in knowledge" (J. Comenius); "invent new rules of the game while learning" (J. Locke); "to apply the theoretical knowledge in different situations" (Jean-Jacques Rousseau); "to create an educational and intellectual environment" (J. Pestalozzi); "to organize educational games" (F. Froebel).

The study established that the entire history of the development of domestic pedagogical education in the second half of the XIXth century also proves the priority of creativity in teaching. So, the theoretical background of the creativity development is shown by a large number of educators, public figures, writers (H. Alchevska, B. Hrinchenko, O. Dukhnovych, M. Korf, S. Myropolsky, O. Ostrohorsky, K. Ushynsky, I. Franko, T. Shevchenko). Being aware of the impossibility to replace the power of personal influence of an educator "by means of any statutes and regulations, formality and discipline", they, as proved by the research, even used such word-combinations as "a teacher-educator", "a teacher-philosopher" in teaching vocabulary characterizing a creative teacher. And word-combinations like "a lecturer-supervisor", "a teacher-bureaucrat", "an indifferent transmitter of knowledge" were used to describe a teacher who had no his own style in teaching.

Analysis of the domestic pedagogues' heritage of the study period proved that an image of a creative and active teacher was characterized as an individual who was not indifferent to pedagogy, who was "knowledgeable", "highly skillful", who was capable, on his/her own initiative, to introduce something new and original in

educational process as well as independently to improve the existing tutorials, manuals, training programs, and to create visual aids.

In the second half of the XIXth century, the question of the necessity of institutions for special creative training of teachers for elementary schools came up. In 1862, there was a project called "Draft regulation of general educational institutions", which determined a special status of teachers' institutes for the public schools' teacher training program [Demkov 1910, pp. 264–265]. This project wasn't published and, in 1864, the Ministry of Public Education promulgated the regulations on primary public schools where the aspects of teacher training were omitted, but the position of teachers was chosen, at the discretion of the Zemski (territorial) school councils. Thus, persons, who, in their own opinion, were worthy of a teacher position, were appointed. In May, 1869, the situation changed, and a draft on the structure of teachers' institutes entered into force the same year, which in many aspects differed from the draft of 1862 [Demkov 1910, p. 265].

In the 60s of the XIXth century, among the whole social layers of population, there was an interest to a folk school. It was a time of great reforms in all spheres of life, including the field of public education.

In the 70s of the XIXth century, teachers' institutes throughout Russia began to be opened, and in Ukraine similar institutions were founded in Hlukhiv (1874) and Feodosiya (1874).

In the 60–70s of XIXth century, teacher training system for primary schools was gradually developed. Three-year teachers' training colleges, based on the school consisting of two grades, began to appear. The first teachers' training colleges were opened in Korostyshiv (founded in 1869), Kherson (1871), Akkerman (1872), Pereiaslav (1878). In Western Ukraine, the given system worked a bit differently. Teachers for public schools were trained in such teachers' training colleges as Lviv, Chernivtsi, Mukachevo, Uzhgorod, and etc. And teachers' institutes trained teachers only for county schools, parochial schools, upper primary and municipal schools. In the early XXth century, all higher educational institutions were located only in Kiev, Kharkiv, Odesa and Katerynoslav. By 1914, there were 26 teachers' training colleges and 6 teachers' institutes in Ukraine [see archive material].

In 1872, "Regulations on new municipal schools and teachers' institutes" appeared [Демков 1910, p. 266]. In connection with these Regulations, training course of institutes was divided into three classes, and consisted, according to the text of the submission to the State Council, "on the one hand, of scientific knowledge of the course subjects of primary schools, and, on the other hand, it consisted of practical training in teaching" [see Russkaya shkola journal 1912, p. 93].

On June 1, 1876, "Instructions on the management of teachers' institutes, entrance exam programs, instructions on methods of teaching, curricula and syllabi"

were published. So, teachers' institutes had a specific purpose, the Instructions recommended to take into account curricula of the municipal schools, determining the content of various subjects teaching. The topics, included into the curricula of the municipal schools, needed to be studied more carefully. As for teaching methods, Instructions said that the dogmatic method in combination with constant repeated questions and students' explanations should prevail in the teachers' institutes on the catechetic one, which was mainly used in educational process of students of the 3rd grade, when students got acquainted with subjects' methodology. Schools, consisting of one or two grades for practical training of students, were found in each teachers' institute [Demkov 1910, p. 94].

In accordance with newly introduced Regulations, there was established a classroom system of education which was the fact that one teacher worked with a group from the first to the last year of studying, and taught all subjects except: religious instruction, singing and gymnastics [see Russkaya shkola journal 1912, p. 84].

At that time, vocational education institutions' teacher training programme was not properly developed. It was connected with the fact that teachers who graduated from the University could only work in vocational education institutions. But they were not treated as teachers because the university students received only an academic education, and they were not prepared to a special pedagogical activity [see Russkaya shkola journal 1912, p. 91].

Over time, the training course which consisted of general and special subjects in institutes, has become more difficult than in vocational education institutions because the curricula of institutions were constantly expanding [see Russkaya shkola journal 1912, p. 98]. Curricula and syllabi, given by "Regulations of 1872" and the "Instructions of 1876", did not meet the requirements of the overall teachers training, as provided for the repetition of old and well known material, consisting of a general course of arithmetic, elementary algebra, etymology and syntax in the context of the textbooks of the first form of a secondary school [see Russkaya shkola journal 1912, p. 101].

Teachers council of some institutes began to change these curricula gradually, introducing new subjects and expanding the existing course. According to it, teachers' institutes were changed into the level of the gymnasia and non-classical secondary schools. Psychology, pedagogy, didactics and methodology of specific subjects, etc., apart from general subjects, were taught in teaching institutes [see "Russkaya Shkola" journal 1912, p. 101].

The weekly schedule consisted of 44 lessons in some educational establishments. An analysis of the curriculum of Hlukhiv teacher's institute of 1878, demonstrates the participation of students in different types of creative performance (modelling, recitation, singing, drawing, manual labor, graphic lessons on manual labor, participation in dramatization, etc.).

The main feature of the new municipal schools was a classroom system of teaching, according to which the municipal school teacher taught all subjects in school and he was an educator of his students [Demkov 1910, p. 268].

In the 70s–80s of the XIXth century, the phenomenon of the creation of "own teaching technique" was widespread. The technique which was not a collection of individual instrumental observations-recommendations for teaching a specific educational subject proposed by the author, but it meant cross functional complex didactic system. Being based on it, the textbooks and teaching manuals for teachers that included the teaching methods, used in primary and secondary schools, were published [Vyxrushh 2000, p. 323]. The works of K. Ushynsky, M. Korf, V. Vodovozov, etc. were issued.

Neither a curriculum nor a textbook can replace a teacher's influence. In addition, the teacher is a real example in the process of moral education. "Teacher's behavior as well as his life played an important role in the process of a student development" [Vaxterov 1906, p. 3]. In fact, putting forward new requirements for the organization of new schools, of course, the question about the quality training of a new generation of a creative teacher came up.

Training in teachers' institutes was the way to ensure that future teachers received quality professional teaching training. Training in these institutes was not focused on the acquirement of data by a future teacher as well as useful skills and abilities, by means of their own training, personal practice, which was held under the supervision of experienced mentors in the model school, which existed in such establishments. Future teachers after graduation from teachers' institutes should be experts at their job, who are able to improve and develop their skills in accordance with the requirements of pedagogy [Demkov 1912, p. 175].

The purpose of teacher training institutions is to prepare an ethical and a creative personality. The teacher needs to possess good moral qualities and relevant scientific training. His success will depend on the theoretical and practical training, learning the skills to successfully teach others, to simply and interestingly impart knowledge to students, and all of the abovementioned is the key to quality training of a future specialist. Skills to train and educate not only require scientific knowledge, theoretical (book) knowledge, but it demands also personal experience, which is acquired during the whole process of training. The teacher must know his job very well, to love and to successfully implement it. Skills and upbringing science inspire and help a teacher to improve [Muzychenko 1911, p. 142].

Teacher performance involves a set of specific qualities (pedagogical observation, attention division, the ability to understand a student and to design his development) as well as the qualities that ensure teacher's creative potential (a sense of a new, the ability to analyze, his/her activity, the development of imagination, independence, etc.).

In order to become a teacher of a primary school, the students of teachers' institutes needed to master the following subjects: 1) psychology (the science about soul, about the phenomena of consciousness, especially of children age); 2) science of logic (the science about the methods and laws of thought); 3) pedagogy (science of education in the broadest sense); 4) the history of pedagogy; 5) didactics; 6) school science (the science of how to equip school) 7) school hygiene (the science of preservation of health in terms of school life) [Muzychenko 1911, p. 143]. So, the curriculum consisted of two cycles across the disciplines: general and special one in teaching institutions. The abovementioned subjects belonged to the second cycle.

One of the main requirements for the training of teachers was a proper theoretical training [see *Zamechanyya na proekt* 1862, p. 51]. In fact, teacher educational institutions offered a number of academic disciplines to meet this requirement, namely "... pedagogy needs to allocate and develop rules of upbringing by means of psychological sources, mainly adapting them to the age of pupils of public schools, reducing the philosophical element" [see *Zamechanyya na proekt 1862*, p. 217]. Thus, the transition to subject didactics was suggested. An important element in the training of teachers was the establishment of guidelines for pedagogy and didactics that should "be adapted to the purpose of teachers 'institutes by its volume and content" [see *Zamechanyya na proekt 1862*, p. 217].

Interesting guidelines were put forward in respect of practical training of teachers. Its essential component had a close relationship with the school that made the teachers' training college to become an "alive, productive-existing" institution. The main instrument of practical training were exemplary lessons where "particular attention was drawn to such lecture delivery, where both the purpose of the lesson and the gradual, consistent development of educational material was easy to understand" [Demkov 1917, p. 235]. In addition, the originality of the lesson course, content, forms and methods of organization of pedagogical interaction was appreciated. Even diarising that had the aim of capturing and analyzing events and facts, on the one hand, taught future teachers to be responsible, attentive and independent; on the other hand, it required skills to identify and analyze new techniques and methods of teaching.

Practical training of students, first, began with their visit of lessons conducted by teachers of municipal schools. The second step of their practice was the making of separate lessons notes in order to use them in the process of teaching in municipal schools, under the supervision of teachers of the Institute. And the third element of their practice was their own lesson conduct. The lessons conducted by students of the Institute were accompanied by the discussion on the special pedagogical meetings [Demkov 1910, p. 271].

Teaching practice consisted of practical training which included the following requirements: 1) attendance of lessons conducted by teachers of exemplary elemen-

tary school; 2) registration of the conducted lessons in the book of results; 3) conducting of practical lessons in that schools and classrooms; 4) preparation of abstracts on the subjects that were taught in the institutions; 5) reporting on the lesson conduct as teachers' assistants; 6) drawing conclusions on the management and conduct of mobile children's games in their study-free time [Elnyckyj 1913, p. 180].

Students conducted practical lessons in all subjects taught in primary schools, namely religious instruction, the Russian and Slavic languages, penmanship, arithmetic and natural science. Studying material for practical classes was appointed by a primary school teacher in compliance with existing curricula and syllabi [Elnyckyj 1913, p. 180]. Conducted lessons by a student were thoroughly discussed and assessed.

The problem of a creative teacher and its quality characteristics through the prism of the definition of professional competence in the history of pedagogical thought has evolved considerably under the influence of various factors. Of particular interest in this regard is the period of the second half of XIXth – early XXth century, characterized by significant reformist changes and transformations in the educational sphere, particularly in issues of the origins of "a new teacher", "a teacher-master" definitions as well as a teacher's high-quality training. A defining feature of school-teaching movement of that period was the influence of social and pedagogical thought, socio-pedagogical movement on school and education after the abolition of serfdom. Quality teacher training is impossible without the formation of his/her professional competence and individual creativity.

Considering the importance of professional competence of teachers and taken into account that this issue, studied by researchers, scientists, have not yet come to the same conclusion. Pedagogical dictionary gives the following interpretation of the notion "pedagogical competence": an integrated index of theoretical and practical readiness of a teacher to carry out professional performance related to the education and training of another person [Honcharenko 1997, p. 172]. I. Ziazun defines professional competence as the knowledge of the subject, teaching methodology, pedagogy and psychology [Ziaziun 2004, p. 32]. Having analyzed the definition of "pedagogical competence", we used the following topical definition of this phenomenon. Professional competence is an integrative feature of a teacher, including the teacher's professional knowledge and skills, the ability to apply professional knowledge in their educational practice, and professional position of the teacher.

The analysis of pedagogical literature testifies that the majority of pedagogues of the investigated period considered that professional competence of a teacher assumes the following system of knowledge:

– deep knowledge of the subject, methods of its teaching;
– knowledge of the basics of philosophy, psychology, pedagogics;

‒ a set of didactic, educational, organizational, communicative skills [see Demkov 1891; Medvedkov 1914].

Scholars of the XIXth century considered professional competence of a teacher both as a unity of his general and as professional knowledge [see Bahalej 1893‒1898; Demkov 1891; Medvedkov 1914]. So, interesting thoughts were expressed by O. Dukhnovych: "Who is ignorant or has little knowledge of the subject resembles ... a blind, who guided a blind and fell into the ditch". The scientist emphasized that the task of a teacher is to be active, because it provides the acquisition of knowledge and the formation of skills. O. Dukhnovych compared a teacher, who does not want to study, to a "laborer, who, not to be tired, is engaged in business, but does nothing" [Hubko 1985, p. 121].

Thus, L. Tolstoy believed that a teacher should have in-depth knowledge and love for his/her subject. Teacher's knowledge ensures a successful educational process. "The worse the teacher knows the subject he teaches, the less he loves it, the more he needs rigor and coercion; on the contrary, the more the teacher knows and loves the subject, the more natural and freer his/her teaching is" [Hubko 1985, p. 123].

Analysis of the literature of the studied period shows that the knowledge of the teacher should be general, which thought to be both encyclopedic and specially theoretical. The conducted study of the curriculum in compliance with the "Regulations on municipal urban schools and teacher training institutes" of 1872 and "Instructions on the management of teachers' institutes, entrance exam programs, instructions on methods of teaching, curricula and syllabi" of 1876 showed that a well-trained teacher was considered to be one who had accurate knowledge on subjects such as religious instruction, the Russian language and Church Slavic reading, geometry, physics, history, geography, biology, draftsmanship, drawing and writing, etc. The special-theoretical subjects cycle included knowledge of the basics of anthropological sciences (philosophy, psychology, pedagogics, anatomy, teaching methods) [see Russkaya shkola journal 1912, pp. 95‒97].

The tradition of convergence of philosophy and pedagogy can be seen in the works of scientists of the late XIXth ‒ early XXth century, which was positive in the process of increasing the ideological meanings of science, the formation of the spirituality of a teacher [see Hohockyj 1863; Olesnyckyj 1887; Yurkevych 1869]. In particular, M. Demkov, M. Trostnikov emphasized the need for pedagogical knowledge of a teacher. M. Demkov argued that the process of formation of professional competence of a teacher should begin with philosophical education. The pedagogue emphasized that philosophy in spiritual life is extremely important because it raises goals, highlights ideals of truth, goodness and beauty as the basis of spiritual existence of a person. Philosophical knowledge was seen as a source of creativity, as a means of developing flexibility of teacher's mind and his thinking [Demkov 1891, p. 62].

Professional competence of a teacher is certainly formed on the basis of teacher training in pedagogy. Pedagogues of the XIXth century believed that the study of pedagogical theory, as it gives the teacher the necessary amount of scientific knowledge, prepares him for practical activity, promotes spiritual development [Demkov 1917; Myropolskyj 1897; Ushynskyj 1948].

Such scientists as K. Ushynsky and P. Kapterev considered pedagogics as a science and art, and believed that the performance of a teacher should be a creative one. That is why the profession of a teacher requires appropriate abilities, talent, and vocation. S. Myropolsky noted that "those who want to learn the art, they have to possess the ability or skills in it" [Myropolskyj 1897, p. 2].

In the late XIXth century, the study of pedagogy was becoming a widespread phenomenon. "In order to work well in school and make it really useful, the teacher must understand what is most important in life in order to teach children what is the main thing, and therefore the teacher must have knowledge and beliefs" [Muzychenko 1911, p. 138]. O. Muzychenko believed that the school demanded teachers who had got special training and mastered a special cycle of subjects, namely: pedagogy (the science of education in the broad sense), the history of pedagogy, didactics, school organization and management, psychology (the science of the soul, the processes of cognition), science of logic (the science of techniques and the laws of thinking).

O. Muzychenko insisted on the fact that a teacher should be aware of the spiritual world of students. The scientist argued that the lack of such knowledge makes it impossible for students to get new knowledge and to develop their minds. That is why the study of psychology, on conviction of O. Muzychenko, is one of the key elements in the system of future teacher creative training [Muzychenko 1911, p. 143].

O. Muzychenko emphasized the importance of pedagogics studying by future teachers, because it explains the essence and importance of educational objectives and goals, means and methods of upbringing. Such knowledge and skills are necessary for a teacher to reveal such a degree of students' spiritual development, where they can realize the power of their vocation and will strive for continuous self-improvement. The study of pedagogy allows the teacher to consider upbringing as a peaceful and friendly work of a teacher and a pupil, as a performance imbued with mutual trust and love, as a voluntary work aimed at the development of children's good skills, mental, moral and physical ones. Pedagogics helps, according to O. Muzychenko, a teacher "not to extinguish his/her own spirit", that is, not to betray his/her work, and it shows all the benefits of teaching [Muzychenko 1911, pp. 143–144].

O. Muzychenko insisted on studying of didactics by future teachers, believing that didactics as an art, requires the teacher to lead creative activity, which helps not only to enrich the knowledge of students, but also to develop the ability of "clear

and accurate thinking". Didactics as a science demands such kind of teaching, which corresponds to the general, complex and deep psychological norms of human mental development. The study of didactics allows a future teacher to get acquainted with the definition of the objectives and subject of training, methods and forms of training, training tools and models. Having got acquainted with didactic principles theoretically, the teacher put the acquired knowledge, abilities and skills into practice to enrich the level of his/her professional competence. O. Muzychenko noted that the teacher's possession of the natural gift in teaching can not be replaced by his/her study of didactic principles. The teacher cannot rely only on his/her natural gift, since the natural abilities of a person are different in quantitative and qualitative ratio. The study of didactics will also benefit a talented teacher, as it enlarges the educational outlook of a teacher and will give him/her a steady background of accurate knowledge, based on which the teacher can confidently serve his calling [Muzychenko 1911, pp. 144–145].

O. Muzychenko emphasized a great influence on the study of history of pedagogics, because he believed that acquaintance with the best foreign and domestic teaching experience is a prerequisite for the development of creativity of teachers [Muzychenko 1911, p. 146].

The study of pedagogy as an important component of teacher training has acquired a special and great importance during the development of experimental psychology. P. Kapterev focused on the formation of an active research beginning in the performance of a teacher, who should carry out psychological monitoring of pupils in order to study the child's soul. Psychological knowledge helps a teacher to evaluate, to analyze, to comprehend pedagogical performance [Kapterev 1982, p. 68].

P. Kapterev believed that a person, characterized by a professional development, needs a critical thought, creativity, initiative. A strong critical thought is the result of a long and comprehensive mental labor, and therefore the wider and more varied general education is, the better special performance will be [Demkov 1910, p. 494]. "Work is a salutary means for the comprehensive development of man" [Demkov 1910, p. 495]. P. Kapterev proved that teachers must constantly work to develop and improve themselves: „While teaching, the teacher must himself learn and the school, where he teaches, must be his place of learning" [Kapterev 1982, p. 600]. P. Kapterev's characterization of teachers who stopped in their development is as relevant as ever: "Teachers who have stopped in their development cannot usually develop others; all they can do is "teach" or transmit rigid formulas and information; in a dead, mechanical fashion they will reproduce what they themselves have learned by rote, and they expect others to learn it by rote as well" [Kapterev 1982, p. 601]. P. Kapterev defined them as „teachers by rote, by virtue of habit or of not being able to do anything else; not by vocation or by predilection of the hart" [Kapterev 1982, p. 602].

P. Kapterev emphasized that "only a creative personality of a teacher must play the most important role in the teaching and educational process" [Kapterev 1982, p. 595]. The pedagogue highlighted the importance of a "personal teaching talent". He believed that this characteristic was a subjective one, and compared it with teaching skills, and creativity.

On the basis of a thorough analysis of the teaching and educational process, P. Kapterev concluded that "if a teacher is not aware of subject methodology, he largely risks to reduce the educational impact of studying by his teaching; seeking to teach well and not knowing what has been done in this case by others, the teacher risks coming up with methods and techniques that have long been known but not used anymore ..." [Hubko 1985, p. 191].

The study of the methodology also contributes to the formation of professional competence and creativity of a teacher. The teacher should be familiar with the laws of physical and psychological human life. "I want to say that only one of us, teachers, is able to improve, to sufficiently justified training, who is not content with the study of the methodology, and understands it deeper. Methodology is the result, a stream of pure water" [Ostrohorskyj 1909, p. 92]. Thus, the effective and professional activity of a teacher depends on the level of his scientific knowledge and the desire for self-improvement. "Remember that next to the love of the work there must be no less motive force, i.e. subject knowledge in order to ensure that it is carried out. The school, which is not characterized by a continuous creativity, is a dead body; only the teacher who works on himself, is able to breathe life into it" [Ostrohorskyj 1909, p. 96].

Mastering the knowledge of the basics of psychological science is a central and motive point for a teacher, as well as for the formation of his professional competence and creativity. So, M. Demkov believed that "only psychology can know the laws of human genius, comprehend the ways of human impact on other human souls, methods and conditions of their correct culture creation and development of character, moral upbringing and a strong will formation" [Zadorozhna 2000, p. 53].

In the work "Course of pedagogical psychology for national teachers" O. Nechaiev pointed out that the study of psychology is a priority in the process of a teacher training. "pedagogical work requires a teacher constantly monitored their creativity. But the results of that creativity will be more or less successful, depending on how the teacher can understand the specific psychological tasks offered him by life" [Nechaev 1902, pp. 10–11].

O. Medvedkov emphasized the need to study psychology, because it "sheds light on the dark and intricate questions about spiritual life... without it, a large number of pedagogical instructions would often be unreasonable... the study exacerbates and deepens the personal observation of a teacher, develops his/her psychological sense" [Medvedkov 1914, pp. 47–48].

According to V. Flerov, a teacher should possess knowledge in psychology, pedagogics, subject methodology, knowledge and ability to relate to children abilities, taking into account pupils' individuality and originality. The scientist established the principle of the initiative as a necessary and indispensable one in the process of learning. He believed that the teacher is "a guide, a leader, who observes, directs, leads a child through familiarization with the science of writing and reading". The scientist focused on the issue that gives "more space for children's amateur performance!.. [Flerov 1915, p. 32], more attention to human creativity" [Flerov 1915, pp. 32–33].

Necessary condition of the comprehensive development of the individual is the development of creative abilities. One of the important abilities of a teacher is the ability to present their knowledge to children [Vyxrushh 2000, p. 239].

In the work "Pedagogical conversations" T. Lubenets noted that the teacher should not be limited only to the methods that are offered, but he should constantly show "his personal element" in the process of training and education. Teaching is valuable only under one condition: when it has a possible freedom of action and aspiration to the realization of the ideal inspired by performance [Lubenec 1913, p. 19].

Interesting in this sense are the ideas of K. Pobedonostsev, who rightly noticed that a teacher should not be a "slave of techniques" while asking questions [Pobedonoscev 1905, p. 9]. Their knowledge development also takes place during non-school hours, because the given process makes it possible to collect material, to raise interest in order to excite thought and imagination, to communicate concepts and information. This process helps the spiritual communication between a teacher and children to take place [Pobedonoscev 1905, p. 7].

Teacher's freedom and dignity are essential components of his professional duty. "A teacher can teach his subject freely only if he is free. It is only then that he can teach dignity if he himself has a sense of dignity and the guarantees it requires" [Pobedonoscev 1905, p. 7].

During the study, we found that the ability of a teacher to perform an organizational function in the teaching and educational process is also a component of his professional competence and creativity, and accordingly, quality training [Demkov 1917; Senenkyn 1901; Ushynskyj 1988]. K. Ushynsky believed that studying in school should be organized in the following way: "pupils work independently while the teacher supervises their independent work and gives them the material" [Ushynskyj 1988, p. 203]. So, the teacher needs "to involve pupils in independent, feasible for them work, i.e. studying, during the lesson" [Ushynskyj 1988, p. 203].

M. Demkov pointed out that the teaching and educational process can be skillfully organized only when "he actively attracts attention, gives a push to the the mind activity. Every state of inactivity quickly turns to boredom, it becomes useless.

Hence, all the concerns of modern didactics are the following: the teachers don't allow pupils to be only passive listeners, but they should try to make pupils be active during all the training time" [Demkov 1917, p. 57]. M. Demkov believed that the educational material will be clear and understandable, provided that there are internal properties of a teacher: clear pronunciation, moderate speech speed and the necessary stops. Teacher's speech differs significantly from pupils' speech by a large number of concepts and their statements. The teacher must make his/her speech understandable to the pupils while communicating with them.

The ability to interest students, according to M. Demkov, is one of the key aspects in the development of creativity and professional competence. The analysis of historical and pedagogical literature showed that interest is "defined as a content-specific motivational characteristic composed of intrinsic feeling-related and value-related valences" [Demkov 1915, p. 35]. The analysis of didactic literature suggests that the interest is not only the means but also the goal of the whole successful training. The teacher must only submit such educational material in the classroom that can excite the interest of pupils. Such teacher's performance contributes to "renew training, implementing good comparisons, associations, analogies, and methods of training" [Demkov 1915, p. 36]. The teacher should remember that in order to interest students, he must love the subject he teaches and only under this condition the pupils will love this subject, too. It will give them opportunity to develop their creativity [Demkov 1915, p. 36].

Conclusions

1. It is established that higher educational institutions of Ukraine in the second half of the nineteenth century were centers of formation of creative activity of future teachers through the creation of intellectual and creative atmosphere in the teaching and educational process, a clear organization of educational-cognitive activity of students, their research work on the basis of activity and commonwealth, independent creative performance; the creation of conditions for realization of individual style, originality of the teacher in true-to life practice.

2. It is proved that the formation of creative activity of future teachers dates back to the 70s of the XIXth century. It was the period of the introduction of various courses of psychological and pedagogical field (pedagogy, psychology, didactics, pedagogy with history, "Moral theology") in pedagogical institutions. Introduction of the course of "experimental psychology", restoration of projects of general pedagogical training in the 90s of the XIXth century encouraged the intensification of the process of formation of creative activity of future teachers.

3. It is determined that the diversity of cognitive activity of students during lectures, practical classes, special courses have laid down the foundations for their creative activity, have stimulated a gradual move forward, and have formed the independence, initiative, interest, the search for new approaches to training and problem-solving issues, have helped to familiarize students with research methods, that have acquired a certain perfection directly in the research work.

4. It is found out that a special place in the formation of creative activity, as a component and an independent link, had teaching practice. Clear regulation of actions, phasing, distribution of functional duties, on the one hand, as well as expression of one's own opinion, mandatory manifestation of author's approaches to classes, on the other hand, emphasized teaching practice as a special factor that contributed to the formation of creative activity of future teachers.

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The Concept of Professional Identity of Future Teachers in Psychological and Pedagogical Studies

Abstract: The article contains the theoretical analysis of the problem of development of professional identity of future teachers in psychological and pedagogical studies. The author focuses on the importance of the emotionally-positive background and professional installation, which is an important component of professional identity formation. The professional identity is considered as one of the main aspects of successful self-realization in the chosen profession. It emphasizes the special meaning of professional identity as a compulsory component of professional growth of a future specialist and one of the conditions for its formation. The following functions of professional identity are singled out: social status (professional affiliation), self-esteem, personal safety and reduction of anxiety, self-improvement, professional and personal growth, structuring of life time and space, finding personal meaning. The content of the concepts is defined: identification is understood as the process of establishment of conformity; identity is the internal identification and continuity of the existence of each person; professional identity is a dynamic system, which is formed in the process of professional education and active development of professional competence and affects the value-sense sphere and improvement of professional skills of a future specialist. Professional identity is a psycho-pedagogical phenomenon that is constantly evolving. The characteristic of professional identity is presented as a combination of emotional and behavioral and cognitive manifestations of personality in the process of professional development and representations about their own professional abilities, as well as the ratio of social requirements to the real opportunity available to meet these requirements is presented.

Key words: identity, identification, professional identity, "soft skills", professional growth, educational paradigm, empathy, personality structure.

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The key issue of reforming the system of training of highly qualified specialists in the pedagogical field is the integration of the domestic educational paradigm to the world and European standards. Modern high school is designed to help future teachers not only to master the professional skills and knowledge in the relevant field, but also to create appropriate conditions for realizing the self-knowledge potential, self-realization and self-esteem, as well as the integration in the socio-cultural space, the development of "soft skills".

The demands made for a modern teacher are caused by changes in the society, for this very reason the conscious choice of a professional career of a future teacher is an actual problem of the modern psychological and pedagogical research, as well as one of the priority vectors of the modernization and the strengthening of the higher pedagogical education in Ukraine. Now we can observe the significant activity of educational and scientific mechanisms related to professional formation of future teachers due to the important social weight of the profession. It is worth noting that in the process of the preparation of future teachers not only the invariant part of the learning process, the competences formation, the mastering of theoretical knowledge and professional skills play the important role, but also the modification of internal mental structures of future teacher's personality, the understanding by future teachers their own professional self (identity), and their self-acceptance in the profession. The students have all these internal beliefs only by the formation of the professional identity, because this particular quality is one of the key aspects of the successful self-realization in the chosen profession. It caused the great interest of scientists to the issue of the professional identity. Many methodological and substantive aspects of this issue can be found in the scientific works of famous Ukrainian and foreign psychologists, sociologists, philosophers, teachers.

The foreign scholars(H. Bekker, A. Bodalov, E. Hoffman, E. Erickson and others) began to study the identity problems. Scientists consider the identity as the primary term along with empathy; they determine its role in the structure of personality(M. Borysyuk, M. Obozov and others); they identify the types of the identity (E. Erickson, A. Sergeeva, etc.). The period of study at the University plays the extremely important role in the formation of a professional identity, during this period the fundamental qualities of the future specialist-teacher are formed. Features of the professional identity formation of future representatives of various specialties are studied unevenly in psychological and pedagogical researches. Such scholars as I. Andriychuk, O. Bondarenko, A. Borysyuk, T. Viluzhanina, Z. Virna, T. Danilova, I. Druzhynina, O. Ignatovych, N. Povyakel and others has studied in detail various aspects of the professional identity formation of future psychologists. Psychological and psycho-pedagogical aspects of the professional formation of future medical workers and the features of their identity transformation in the process of professionalization are studies by the following researchers: M. Popil,

A. Garayev , A. Borisyuk, L. Zadyraka and others. The wide range of factors influencing the process of the professional identity formation of future teachers were studied by O. Romanyshyna, N. Goga, A. Lukiyanchuk, G. Lyalyuk, V. Frytsyuk and others. However, the problem of the professional identity formation of future teachers in the process of professional training is on the periphery of researches and requires the further study.

The purpose of this article consists in definition and theoretical justification of the concept of the professional identity of future teachers as one of aspects of the successful self-realization in a chosen profession.

E. Erikson was one of the first who explored the problem of the identity. The scientist believes that the identity is the inner continuity of self-emotional experience of the individual, the internal equality with himself, the identity of the individual, an important feature of its integrity and maturity, the integration of the human emotional experience of its identity with certain social groups [Erikson 2006]. The psychologist focuses on the deploying of the identity essence in a sociocultural sense [Erikson 2006]. The founder of Ego-psychology, E. Erikson, singled out some elements of identity at the level of the individual experience: 1) the sense of identity is a sense of personal sameness and historical continuity of the individual; 2) a conscious feeling of the personal identity is based on two simultaneous observations: the perception of myself as the identity and awareness of my own continuity of existence in time and space, on the one hand, and the perception of the fact that others recognize my identity and continuity, on the other hand; 3) the experience of the identity perception with age and the personal development is enhanced: the person will feel the increasing continuity between everything he/she endured in the childhood and everything that he/she plans to experience in the future; between who he/she wants to be and how he/she perceives the expectations of others towards himself/herself [Erikson 2006]. Following E. Erickson the statement about the social impact on identity was shared by R. Adamek [1971], O. Vasylchenko [1999], I. Goffman [2000], J.G. Meed [2009], Z. Freud [1989] and others.

In the philosophical and psychological-pedagogical literature it is still discussed the question of the definition of the term "identification" and "identity". So, some scientists (L. Mazur [2012], N. Skotna [2009]) identified these concepts, and others interpret it differently. Thus, in contrast to the "identification", which is interpreted as "the process of emotional psychological assimilation of one person with others, with a group as a model for himself/herself" [Mazur 2012] on the basis of emotional and cognitive relations, rules, values and norms, E. Erickson believes that" the identity is a dynamic formation, a sense of identification, the own truth, adequacy and understanding of belonging to the world of others [Erikson 2006, p. 26]. The Researcher preferring to relate the definition of "identity" and "identification",

wrote that the development of the identity is the synthesis of the identification observed in the process of the socialization [Erikson 2006].

Z. Freud [1989] considers the identification to be the mental protective mechanisms. According to Freud the identification is a way of awareness of the belonging to a social group. Through the identification the child adopts the behaviour of his father and mother, relatives, friends, neighbors, etc., their behavior patterns, norms, values as his/her own.

I. Starovoitova interprets the identification as "one of the mechanisms of the interpersonal perception (along with stereotyping and reflection), it allows us to simulate the semantic field of the communication partner, it provides the mutual understanding process and causes the appropriate behavior" [Starovoitova 1999, p. 12]. However, N. Yusufbekova defines the basic aspects of the identification as a central component of the identity [Yusufbekova 1991, p. 22].

It is important for our study to consider the concept of "identity". The psychologist L. Schneider explains the identity as "a dynamic structure, an integrative phenomenon, a complex mental reality which encompasses different levels of consciousness, developing non-linear, uneven and changes throughout the entire life of a person; it is the strong desire of the individual to get the identity and the consequences of its loss are very heavy" [Schneider 2004, p. 124]. The identity is a sense of self-identity, integrity and continuity in time of the own self. It is the core which provides the stability of a person during the changes in the surrounding world and during the changes of his/her own views, attitudes and abilities [Schneider 2004]. In his study L. Schneider has also identified four levels of the professional identity development, namely: − the awareness of professional goals (both distant and closest); − the basic knowledge deepening, the requirements of the profession, the awareness of the capabilities, the idea of the performance of a certain activity (by sample); − the practical realization of own professional objectives, the independent and conscious implementation of the activity, the formation of the individual activity style; − the free performance of the professional activity, the desire to solve complex professional tasks [Schneider 2004].

The considerable attention is paid to the studies where the scientists consider the concept of "identity" in the context of problems of the professional self. The modern scholar A. Romanyshina considers the identity as a psychological conception of the person about the "I" characterized by a subjective sense of their own individual self-identity and integrity, the identification of the man himself (partly conscious, partly unconscious) with certain typological categories [Romanyshina 2016, p. 82].

Among modern scholars who have examined issues of the professional identity and were focused on its systemacity we draw on scientific researches of M. Abdulayeva [2004], Y. Andrushko [2013], Z. Virna [2006], E. Yermolayeva [1998], L. Orban-

Lembryk [2006], Y. Povarenkova [2002], O.Romanyshyna [2016], I. Khamitova [2000], V. Frytsyuk [2016], N. Chepeleva [2001], L. Schneider [2004], etc.

The professional identity is a necessary component of the professional growth of a future specialist and one of the conditions of his/her formation. The professional identity, according to the modern Ukrainian researcher O. Romanyshyna is a set of emotional-behavioral and cognitive manifestations of the personality in the process of the professional development and perceptions of the own professional capability, abilities, the ratio of the environmental requirements with the real available opportunity to meet these requirements [Romanyshina 2016]. Analyzing the works of B. Ananyev, O. Maslow, H. Tejfel and J. Terner, the researcher O. Romanyshyna [2016] represents the professional identity through three components of self-concept:

1. The cognitive component (professional knowledge and professional beliefs, awareness of the professional self-image). It is based on cognitive approach. Our choice is justified by the fact that in the theory of American psychologists H. Tejfel and J. Terner the identity is defined as a cognitive system acting as a regulator of human behavior under appropriate conditions [Tajfel 1986, pp. 7–24].

2. The emotional component (emotional-evaluative attitude to professional beliefs and knowledge, to himself/herself).The basis for the formation of this component is existential-humanistic approach. Representatives of this trend define identity as the inner awareness, an intuitive sense of the world and the other person as a way of perceiving the world, where there is a falling beyond the frames of own "I"; as the human desire to be more patient, loving, empathetic. It can change the world outlook and form new criteria of self-evaluation and the estimation of others [Maslow 1982, pp. 108–118].

3. The behavioral component (it includes potential behavioral responses to specific actions, which can be caused by knowledge about himself/herself and the attitude to himself/herself).For its formation the value-willed and structural-dynamic approaches were used.In the works of the authors [Zakovorotnaya 1999, Ivanova 2008] with this approach the identity is defined as a dynamic system, evolving nonlinearly throughout the entire life of a person and having a complex hierarchical structure.

The modern scholar Z. Virna [2006] works on the issue of professional identity in the process of the individual professionalization and she identifies the following forms of the professional identity:

1. Contrast-positive (the full concurrence in the assessment of the real "self" and professional "self". This balance in the self-perception and the importance of professional activities is explained by the advanced socialized sense, when

he/she discovers the ability to define clearly and to use the terms and tools of the professional activity).

2. Contrast-negative (the complete divergence in the assessment of the real "self", ideal "self" and professional "self". This inconsistency in the inadequate awareness of yourself and the importance of professional activities in connection with the loss of importance of the professional activity and, possibly, the life meaning).

3. Prospectively positive (the full concurrence in the assessment of the real "self" and ideal "self" and professional "I" and ideal "I", which indicates an idealized vision of yourself as a professional. Self-esteem is deprived of adequate stimulation).

4. Prospectively negative (the coincidence in the professional "I" and ideal "I" for the inadequate assessment of the real "I" and the professional "I" and ideal "I" and real "I". And, as a result, the deformation occurs in the adequacy of the assessment and self-control of the personality in professional activities and life situations).

5. Intermediate (the idealized self-awareness and the professional image is frustrated that is the result not only of inadequate self-assessment, but also differences in the awareness of the goals and means of professional activity with a person's own capabilities) [Virna 2006, p. 204].

The Russian psychologist L. Schneider, exploring the theory and methods of diagnostics of the personal, gender and professional identity highlights the main aspects of the area of the professional identity:

1) as the main tendency of a subject development of the professional way;

2) as an emotional state of the identity at different stages of his/her professional career;

3) as the substructure of the subject's professional career which is realized in the form of a functional system aimed at achieving a certain level of the professional development [Schneider 2004].

Relying on the education content, the researches of Ukrainian and foreign scientists, innovative approaches to the professional growth of future specialists, the scientist Y. Andrushko identifies the following functions of the professional identity: a social status (the professional affiliation), self-esteem, personal safety, and anxiety decrease, self-improvement, professional and personal growth, structuring time and space, finding of the personal meaning [Andrushko 2013].

We completely agree with the conclusions made in the works of I. Khamitova [Khamitova 2000, pp. 64−75] stating that the professional identity includes in its structure external components (connected with the fact how colleagues perceive and evaluate a specialist) and internal components (processes of self-perception and the professional identity). The researches about the process of the professional identity formation of future teachers are in the conceptual consonance with the

statements of I. Khamitova, which is influenced by a wide range of factors that can be divided into two groups, closely related: internal (personal) and external (social).According to the researcher N. Gogathe internal factors influencing the formation of the professional identity are the system of values, norms and rules, which are followed by a personality, his/her life goals, etc. The external factors are the system of social stereotypes and attitudes, in particular about the prestige or low prestige of certain professions, the demand of certain specialists in the labour market, their employment prospects, etc. The interrelation of internal and external factors is manifested in the fact that in the process of socialization external factors influence the goals and values of the individual, including professional ones. In this aspect the study of the professional identity is associated with problems of personal and professional identity, formation, the building of life and professional career, the study of ideas about the life success [Goga 2012]. A. Samolyuk, exploring the psychological motives of the professional formation of students-philologists, pays considerable attention to the mechanisms of student learning in linguistics and linguodidactics, the formation of professional speech that will contribute to the training effectiveness for different kinds of pedagogical activity and the formation of the professional identity of students-philologists in the conditions of professional training [Samolyuk 2013, pp. 107–109].

Some scientists (O. Gylyun [2012], A. Dusavytskiy [1987], I. Zaytseva [2000], S. Zanyuk [2002], A. Samolyuk [2013], V. Frytsyuk [2016]) pay more attention to the questions of studies motivation. According to A. Samolyuk the most productive in the academic activities of the students are "internal educational motives, since they are based on interest, on what is important and necessary for a person. The task of the teacher is to develop internal motives of the cognitive activity of students, among them the central place should be the professional value motif" [Samolyuk 2013, p. 107]. Following A. Samolyuk we consider that the intellectual and cognitive motivations are extremely important for the professional qualities development of the future teachers and their self-perception as representatives of a certain profession (as a future teachers) in terms of the professional training. Particularly this group of motifs encourages students despite the lack of time, fatigue, and other distracting factors to work hard and constantly on a reference of their own "I" with the professional "I"; to strive to improve the results of their activities, to absorb the professional knowledge, to form the professional communicative competence.

N. Ivanova examines the professional identity as "the integrative concept where cognitive, motivational and value characteristics of the individual appear, providing the orientation in the world of professions, the professional community and in a wide social environment, enabling to achieve the personal potential in professional activities as well as predicting possible consequences of the professional selection and defining prospects for a specialist's development" [Ivanova 2008, p. 89].

Gustavo González-Calvo focuses on the importance of the teacher identity as the result of a progressing dialog with students, parents and colleagues. In other words, it is constructed through the interaction between their personal experiences and the social, cultural and institutional environment. In this sense, teachers' emotional and professional identities are essential as they are believed to strongly determine teachers' professional development, in terms of how they teach, how they interact with their pupils and how they approach educational changes. So, it is important that teachers identify how their emotions inform the ways that their feelings increase or limit possibilities in their teaching, and how these emotions enable them to think and act differently, because they play a key role in the construction of teaching identity [González-Calvo 2017, p. 1694].

Analyzing the scientific papers of leading Ukrainian and foreign scholars we distinguish two different views in the scientific literature on the process of the professional identity formation: 1) the formation of a personal professional identity is only possible during practical activities (Y. Yermolayeva [1998]); 2) the formation of professional identity takes place while studying in universities(G. Garbuzova [2007], L. Schneider [2004], Y. Trandina [2007], etc).The representatives of the first direction claim that only professionals who have received a stabilizing base (whose professional identity is formed within social institutions combining social layers of people with a clear distribution of functions and roles, with the established forms of labour relations) have the opportunity to become identical [Yermolayeva 1998, p. 84]. According to the scientific content of the researcher, the professional identity is the product of the continuous personal and professional development, which appears on quite high levels of the profession's mastery and it is a persistent correlation of essential value-basic elements of the professional process [Yermolayeva 1998, p. 85]. Representatives of the second direction are scientists who pay attention to the vocational education, which is a source of the professional identity formation [Garbuzova 2007, p. 34]. The implementation of the professional identity takes place based on the purposeful activity of the individual, which includes the vocational training, the professional education and self-education [Trandina 2007, p. 135]. According to the modern researcher G. Garbuzova the structure of the image "I" of a student, constitutes not only an idea of his/her external image, different knowledge about his/her personal qualities, abilities, character, but also the idea of the properties of the personality which are important for the professional development. The researcher includes knowledge about his/her interests, inclinations, abilities and possibilities (i.e. their own professional focus) to the image-I of a student. "I"-image of the student has the following forms: I-ideal (an ideal idea about himself/herself); I-normative (an idea about his/her compliance with certain requirements); I-real (an idea of existing qualities and abilities) [Garbuzova 2007, p. 341].

Based on modern psychological and pedagogical research we can make a conclusion that the professional development and the formation of professional identity come from the high school educational qualification, incorporated basics of pedagogical skills and from the differentiated acme logical educational space modeled at universities for the professional and personal growth according to the individual educational trajectory. The future professionals with a high level of professional identity become more valuable for the contemporary global labour market. That is why the professional identity of the future teacher is a guarantee of the successful future professional activity.

Conclusions

The general analysis of the psychological and pedagogical literature devoted to the question of the professional identity has allowed to determine the content of concepts: the identification is considered as the identity recognition, the compliance establishment; the identity is an internal identification and the continuity of a human existence; the professional identity is a dynamic system formed in the process of the professional formation and active development of the professional competence which affects the value-semantic sphere and the improvement of professional skills of future specialists. The professional identity is a psychological and pedagogical phenomenon, which is in continuous development and undergoing improvement. Therefore, during the study other aspects were actualized which were related to the problem of the formation and the structure of the professional identity still waiting for their solution.

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The Project Technology as the Mean of Education of the Future Teachers During the Instructive-Methodic Practice

Abstract: Method of projects is determined as the organization of studies which helps students to get knowledge and skills in the process of planning and doing the practical tasks – projects.

The purpose of the article is determination of features of usage of project technology as means of active studies of future teachers. Reviewing of literature, it analysis, synthesis and generalization were used for research of effectiveness of usage of project technology.

The problem of project technology is to teach students how to obtain knowledge independently and apply them for solving of new cognitive and practical tasks; to assist forming for the students of communicative skills; to in stil to the students of ability to use research receptions: collection of information, analysis of it from different positions, pulling out of hypotheses, ability to draw conclusions.

There are some various approaches for implementation of project technology: 1) the realization of the project on the class (for several classes or on a project week); 2) work on the project unites the classroom and outside activity of student; 3) the project activity of students is organized during extracurricular time and included in work of out-of-school establishments of education.

The organization of project technology is based on the principals freewill student participation, high level of their independence, taking into account of individual features, requests and needs, adjusting of constructive interpersonal relations; has cognitive, educational, desciplinary, vocational guidance, integration potential,which are involved in the use of the project technology during the passing of the future teachers "Training Instructional Practice".

Students were trained in two blocks: theoretical and practical. Students gradually realized individual practical-oriented projects "How can I realize my interest in the camp".

Key words: project technology, principles, requirements, specific, instructive-methodical practice, future teachers.

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Introduction in order to determine the essence and content of the design technology, it is necessary to characterize the features of its origin and development. The genesis of the project training dates back to the 20's of the twentieth century in the United States, when in the pedagogy, under the influence of socio-economic, scientific and pedagogical factors, a new philosophy of education is formed, within which there are ideas of pragmatic learning (J. Diu, D. Katterik, V. Kilpatryk, E. Kolinhs, V. Monda, A Papandreu, D. Snezden). In Russia, the ideas of the project training arose almost in parallel with the development of American teachers under the leadership of the Russian scientist S. Shatskoy in 1905.

Implementation of the "method of projects" was dealt with by E. Kaharov, M. Krupienina, V. Shulhin, but the content of the study on the "method of projects" was changed in accordance with the ideas of the Soviet labor school. Project training was absolutised, which became the main reason for its exclusion from the system of education in the 30's of the twentieth century. At the same time, foreign pedagogical science and school practice continue to use the "method of projects" and different variants of pragmatic training.

In the United Kingdom, the United States, Belgium, Finland, Germany and many other countries, the ideas of J. Diu found a wide response and embodyment. The rational combination of theoretical knowledge and their practical use in design technology can be illustrated by the thesis: "I know what I need, where and how I can use all that I know".

Research results. In modern pedagogy, the method of projects was studied by Russian scientists V. Huzieiev, D. Levites, Ye. Polat, H. Selevko and Ukrainian K. Bakhanov, A. Kaspersky, T. Kruchynina, O. Piekhota, O. Pometun and others. The practical aspects of using the project method have been elaborated by the authors of the "Intel Teach to the future" system course.

Scientists reveal the essence of the understanding of the "method of projects": as a teaching method (H. Vashchenko, S. Piliuhina, Y. Polat), as forms of learning organization (S. Honcharenko, I. Duzhenko, L. Kondratova) as learning technology (T. Budzhak, H. Isaieva, N. Polikhun, S. Sysoieva, I. Chechel, N. Shyian) as a means of achieving certain qualities and characteristics of personality in teaching (S. Henkal, I. Yermakov).

We believe that such a diverse study is elaborated by modern domestic and foreign scholars K. Bakhanov, V. Huzieiev, M. Epshtein, Yu. Zhyliaieva, L. Kondratova, O. Kruhlova, Yu. Olkers, M. Pavlova, N. Pakhomova, J. Pitt, Ye Polat, N. Polikhun, H. Selevko, M. Chanov, I. Shchebro, who consider the project as a learning technology that facilitates students' acquisition of methodological knowledge, skills of further self-education; as a means of developing their abilities, research skills, and social skills.

The analysis of pedagogical research revealed that the project technology was developed as a mean: the implementation of personality oriented education (I. Dzhuzhuk, V. Lohvin, S. Sysoieva); formation of key competencies (I. Yermakov, I. Zymnia, V. Nyshcheta, V. Khutorskyi); development of cognitive interests (O. Volzhyna, O. Onopriienko), cognitive activity, creativity of senior pupils (T. Bieliavtseva, S. Henkal, T. Lobas, N. Polikhun); formation of scientific and intellectual abilities (N. Bratash, T. Budzhak).

It should be emphasized that in connection with the change of educational paradigms (objectively focused on personally oriented), recently technologies based on innovative principles are becoming popular.

An analysis of the views of these scholars allowed us to conclude that the method of projects is an innovative (personally oriented) pedagogical technology. However, today in the didactics method of projects is developed only from the point of view of the creation of a specific object, a product of research activity.

The word "project" is borrowed from Latin and comes from the word "proiectum", which literally means "thrown forward". In the modern sense, a project is an intention to be made in the future. The purpose of the project is to teach students how to gain knowledge and apply them in practice, to develop critical thinking, and to develop skills of cooperation in the group [Hubina 2015, p. 44].

It should be noted that in the "Ukrainian Pedagogical Dictionary" the method of projects is defined as "the organization of training, in which students acquire knowledge and skills in the process of planning and implementation of practical tasks − projects. The project method can ensure the development of creative initiative and autonomy and will facilitate the implementation of a direct link between acquiring knowledge and applying them in solving practical problems" [Honcharenko 1997, p. 205].

We agree with the generalization of scientists that design technology is defined as a pedagogical activity aimed at educating a free, responsible, vital competent personality as a subject.

Based on the analysis of research developments, we defined the goals and objectives of the project technology:
− not only to transfer the sum of knowledge to students, but also to teach them to acquire this knowledge on their own, apply them for solving new cognitive and practical tasks;
− to facilitate the formation of communicative skills for students;
− instill students' skills in using research methods: collecting information, analyzing it from different positions, hypothesis, ability to draw conclusions[Hubina 2015, p. 45].

In our opinion, the purpose of learning based on the project technology is to form a cognitive component that includes strategic competence (the ability to acquire knowledge independently, to choose effective teaching strategies) and discursive competence (ability to work with the text, to highlight the main thing, to analyze, to make generalizations, conclusions, as well as the ability to work with reference literature); personal component, which involves the formation of students during the work on the project creative skills (ability to generate ideas, find several options for solving the problem, ability to predict the results of the solution) and socialization.

It should be noted that the basic principles of technology are the formulation of the key (the essence of the projects, touches on the essence of the subject, connect it with other disciplines, with reality) and thematic issues (indicate the way of disclosing the key issue, designed to activate students), as well as the development operational maps for working on thematic issues of projects. Operational cards play the role of certain algorithms of activity, marks.

The project technology is characterized by the enlargement, deepening of knowledge, implementation of applied orientation of knowledge, skills and knowledge of cognition the objects of the environment, interpersonal interaction of participants in the work of the initiative group and in the project group.

Experience shows that the indicators of project technology effectiveness are motivation of activity, cognitive interest, student autonomy, practical orientation of their knowledge, skills and abilities. Analysis of the practice of using project technology in educational institutions has revealed different approaches to its implementation: 1) the implementation of the project at the lesson (or several classes, or weeks of projects); 2) work on the project combines indoor and outdoor activities of students; 3) the project activity of students is organized in extra-curricular time, included in the work of out-of-school educational institutions [Hubina 2015, p. 45].

The work on the project, as a rule, goes beyond the scope of the lesson, which indicates the optimality of the non-auditory form of the organization of the project activity of students to establish a connection between the training material of the class, their personal inquiries (educational, cognitive, practical) and the environment. This creates favorable conditions for the successful implementation of personally oriented, competence, activity approaches to learning.

Taking into account the positions of scientists V. Haluziaka [2017, p. 169], A. Rozenberha, M. Smetanskoho, V. Shakhova [Palchevskyi 2007, p. 400] we defined the following requirements for the use of design technology:

1) the importance of a problem that requires some search to solve it;
2) the practical, theoretical and cognitive value of the project results;
3) structuring the implementation of the project to intermediate stages;
4) organization of independent project realization;

5) use of research methods;

6) registration of project results.

It should also be noted that the organization of design technology is based on the principles of voluntary participation of students, high level of their independence, taking into account individual characteristics, requests and needs, establishing constructive interpersonal relationships; has cognitive, educational, vocational guidance, integration potential; compensates for the gaps in knowledge, reveals the connection of the educational material with the practical, life experience of the participants, is based on the search activity of students in order to meet the cognitive interests by obtaining a personally meaningful result.

In our opinion, the successful implementation of the design technology requires the creation of a favorable atmosphere of dialogism, ease of engagement; protection-presentation by project participants; Complex project evaluation according to pre-defined criteria.

An important role in the organization of the educational process is played by the fact that the project technology directs it to identify and satisfy student`s personal cognitive inquiries, interests through planning, implementation and presentation of their project ideas, which promotes awareness of the practical significance of the content of the work, ensures the formation of cognitive autonomy and active students` position in various fields of activity.

The term "educational project" is specified as a system of independent organizational and cognitive actions based on the development of the plan and the practical implementation of the project design, idea, problems that are stimulated by the student`s to obtain a meaningful result for them.

It is worth noting that educational activity, organized according to the project technology, is search-cognitive and involves phased scheduling of work. The pragmatic content of the work on the project directs students to obtain a concrete practical result that has a personal significance for them. The process of designing, implementing and presenting a project design is a pre-requisite because it is the basis for the practical experience that the student will eventually acquire.

In our opinion, the novelty of the design methodology is that students are given the opportunity to construct themselves the content of the game, to determine the theme and the material that is intended for active assimilation.

Psychological and pedagogical prerequisites for the implementation of the design training method are: complex motivation of training, orientation to the "zone of the immediate development" of students, personality-activity approach to learning, problem and individualization of training. The methodical preconditions of the design methodology of teaching are its characteristics: the communicative orientation of learning, interconnected learning of all kinds of activities and the integrity of

learning, which involves the acquisition of knowledge, skills and abilities of students from other subjects.

Consequently, the projection and its main conceptual expression - the project - is the most effective act of transition from theory to practice, from the past to the future, from the potential to the actual.

It is appropriate to consider two methods of learning based on projects: linear and integrative. According to the linear method (Calvin M. Woodward), students initially study the necessary material on a specific topic or problem, perform exercises on the formation and development of the necessary skills and abilities with this material, and at the end of the cycle they are invited to implement the project as a "practice".

The integrative method (Charles R. Richards) suggests that students are introduced to the project task at the beginning of the topic. They plan their activities in the project and consistently implement it at each stage of the educational process: at the stage of acquirement development, the stage of their improvement and at the stage of skills development. In this way, skills and abilities are formed and developed during the work on the project.

As a rule, projects are classified according to such typological features: the dominant type of activity and the type of final product, the subject-content branch of the project, the nature of the project coordination, the nature of student contacts in the project, the number of participants, the duration of the project, the nature of communication, the emphasis on the textbook and the structure of the project.

The main typological feature is the type of activity and the type of final product. On this basis there distinguish production, informational research, organizational-gaming projects and project reviews.

The specifics of the design methodology are aimed at creating a specific isolated final product (written report, journal, report, poster, film), based on students' own experience and knowledge. According to the content and nature of the work we may distinguish the following types of projects: research, informational, creative, game, practical-oriented. Noteworthy is the position of S. Palchevskoho [Palchevskyi 2007, p. 402], which emphasizes that in the practice-oriented projects a well-defined outcome of the activities of the participants is oriented towards their social interests. This involves the development of appropriate programs and recommendations. For this, a detailed scenario is created, according to which the relevant activities of all participants are envisaged and the function of each of them is determined. Important value is given to the phased discussion of the project, the presentation of its results, the identification of ways to implement them in practice.

According to additional criteria, the following types of projects are distinguished: for the subject-content industry – inter-subject and mono-object; by the

nature of student contacts in the project – internal, regional and international; by the number of participants – group and individual projects; duration of the project – short, medium and long-term (Ye. S. Polat); by the nature of communication – projects with direct communication, correspondence communication, or communication through authentic works of art or press (M. Legutke, H. Thomas).

Researchers O. Blazhko, S. Henkal, Ye. Polat, L. Revatska, O. Yaroshenko determined the individual, pair, group and mass forms of the project activity according to the quantitative composition of the participants. In our opinion, the advantages of group work on the project are: the complex nature of the solution of the project problem, the choice of students by the field of activity in the project by interests and abilities, the development of communication skills of participants, the formation of cooperation skills, the possibility of creating multi-level groups.

Significant for our study is that the group project activities fully take into account cognitive interests, professional inclinations, individual needs and opportunities for students due to the interdisciplinary content of knowledge and the free choice of activities reflected in the division of responsibilities (roles) of project participants.

The group form of the organization is realized in the work of the initiative group and the compatible work on the project, when within the same project separate groups of participants study various aspects of it.

The specifics of the structure and stages of the project, which seek the participants to find a solution to the central problem, the implementation of the idea, the plan, is marked by a certain order of action and leads to a concrete intended result, an important component of which is the experience of practical application of knowledge to solve problem situations.

The subject of project work should be directed at gaining new knowledge by the participants in close connection with their cognitive interests, learning tasks, real life practices, the formation of their specific skills and aptitudes. The opinion of L. Stoliarenko [Stoliarenko 2006, p. 57], which defines projection as a multi-stage activity, which consists of three stages: modeling (model creation, development of goals and the main ways of their achievement), design (creation of a project, development of a model and bringing it to the level of practical use), construction (detailing the created project, bringing it closer to use in specific conditions is very favourable.

In general, researchers distinguish four stages in technology projects: problem-statement setting, independent research work of students, assessment of phased results, project creation and its protection.

At the stage of setting the problem-task, the teacher brings the students to the awareness of the problem, the purpose of the activity, selects the tentative name of

the project, offers operational maps for the development of thematic issues; students are aware of the problem, determine the purpose of the activity, come up with options for the names of the project, get acquainted with the operational cards.

At the stage of independent research, the teacher organizes a group research work of students, using active and interactive methods, monitors their individual work; students discuss thematic issues in groups.

At the stage of critical evaluation of intermediate results, the teacher organizes discussion of thematic issues, creates a favorable psychological atmosphere, follows the logic of students' thoughts, corrects their mental activity, tactfully corrects errors, expresses wishes, summing up certain conclusions, formulates a homework, indicating the term of accomplishment; students express thoughts on the issues of thematic issues, revealing different perspectives on the problems, occupy a certain position according to their life experiences, beliefs, personal orientations, evaluate each other work.

At the stage of project presentation, students create their own projects, respectively, executing, preparing for their presentation, the teacher organizes the presentation of projects, presents a final assessment.

Thus, the role of the teacher as the head of the project activity of students is to consult, help, coordinate their independent cognitive activity. Valuable for our study is that the use of the project method provides the teacher the opportunity to realize their functions. He speaks in different roles: as the initiator of the proposed projects and takes part in the selection of the best themes of the projects; as a consultant – provokes questions, reflections, self-assessment of activities, simulates different situations, organizes access to information resources; as an enthusiast – inspires and motivates students to achieve the goal; as a facilitator – not only transmits knowledge and skills that can be practically realized in the project activity, but also, evaluating, points to shortcomings or mistakes of performers; as an observer – monitors the psychological and pedagogical effect of the project activity, that is, the formation of personal qualities, reflection, self-esteem, the ability to make a conscious choice, to comprehend its effects; as a specialist – has knowledge and skills in several fields; as a leader – solves the issues of time planning; as the group process coordinator and the expert analyzes the results of the project [Samoilenko 2008, p. 9].

Implementation of the design training method is particularly appropriate for students. This is due to the psychological peculiarities the representatives of this age group inherent.

Studies in age psychology show that the mental development and formation of the personality of students is characterized by certain changes in the emotional, regulatory and cognitive spheres, namely, the desire and ability to express themselves, self-affirmation and independence in education.

Consequently, the design technology of teaching has certain features. Firstly, the project is mostly interdisciplinary and requires the updating of knowledge from various fields, and thus contributes to the integration of different subjects. Secondly, the project implementation process makes it possible to combine different types of activities: research, labor, aesthetics. Thirdly, the work on the project involves a combination of independent individual activity of the student with a pair, group and frontal creative activity to solve a certain problem that needs skills to raise the problem, outline ways to solve it, plan the sequence of actions, select the necessary text material, discuss it with the members of the group, systematize, define the ways of its presentation, and, finally, the ability of the oral presentation of the project to the general public.

Students acquire interdisciplinary knowledge, skills and abilities that provide their social and professional adaptation in society. Thus, attracting them to different types of activities enables the full development of the individual.

In modern didactics it is believed that the ability to use the project technology is an indicator of high qualification of the teacher. In this sense, they talk about the technology of design as technology of the XXI century. Study of the practice of teaching in general educational institutions showed that only 15% of the respondents are familiar with the possibilities of the project technology of learning and the peculiarities of its implementation. Therefore, there was a need to use the project technology during the passing "Educational instructive-methodological practice" by the future teachers.

An important part of preparing students for work in summer health camps is individual tasks. According to the methodology of N. Oliynyk, individual educational and research tasks of students are carried out in the form of projects, reports, methodological developments and recommendations for implementation in children's health institutions [Oliinyk 2005, p. 6].

Student's preparation involves the use of game, design, problem, personaly-oriented, interactive technology of learning and passes through two blocks:

- theoretical (obtaining the necessary knowledge, skills and abilities in classes on pedagogy, methods of educational work, seminars on preparation for extracurricular practice);
- practical (practical-methodical training in the lessons of the course "Educational instructional methodological practice", improvement of skills and abilities during the passage of propaedeutic instructional methodical and extracurricular practice).

The study of the course "Educational Instructional and Methodical Practice", provides the consideration of topical issues, namely: the peculiarities of educational work with children in the summer health camps; its content, forms and methods;

protection of life and health of children; organization of self-government in a children's team; planning of educational work in the summer period; organization of communication with children in conditions of work of the temporarily created group; features of educational work with socially disadvantaged schoolchildren, children from orphanages, boarding schools.

The design technology ensures the development of the students of professional thinking, the ability to solve tasks that are as close as possible to the professional, which is preceded by "from a monologue to a dialogue, from one-dimensionality to multidimensionality, from a subjective to a subject-subjective paradigm, from fixation to warning, from passive acquisition of knowledge to active search using information technology" [Palamarchuk 2005, p. 101].

Students also learn to apply the principle of cooperation, co-creation of a teacher and pupil, aimed at mastering the last of all components of culture: knowledge, experience of activities, human relationships, because future leaders – active participants in the educational process in all its components: from goal planning and to obtain results [Palamarchuk 2005, p. 76].

Within the framework of the project technology, the "Jig-so" method is used [Navolokova 2009, p. 153], which allows students, subdivided into 4 subgroups, to process a large amount of educational material within a short period of time. Each subgroup receives materials and a specific subject for study (for example, "Contents and forms of work in the camp", "Methods of discipline during the summer holidays", "Presenter image", "Thematic day"). The task is to master the topic at a level sufficient to share this information with other subgroups [Hubina 2017, p. 205].

This approach makes it possible to form creative perception in third year students; to develop activity, pedagogical innovative thinking, aimed at the search, production and development of new forms of work; to develop the ability to improvise, overcome the difficulties of both the content and the organizational plan; expediently solve non-standard problems that arise in the educational process, quickly make independent decisions on the basis of a detailed analysis of the situation; to structure accumulated psychological and pedagogical knowledge. This contributes to better assimilation of forms and methods of working with children, enhancement of motivation to professional activity, and the ability not only to be easily incorporated into innovative processes, but also to act as their initiator.

The intensification of learning through the design technology promotes the intensification of cognitive activity of students on the basis of the integration of the theoretical, organizational and personal approach. This is, first of all, work with interesting educational material and its professional orientation, increase the volume and speed of information transmission, increase information culture, development of creative abilities of students, improvement of group and individual forms of

organization of training, overcoming the tendency to conformism, fear of own incompetence, low level of self-esteem, biased attitude to innovations, feeling of threat of loss of status, inability to make independent decisions [Slastenyn 1997, p. 189].

The reflection of individual qualities makes it possible to determine the causes of successes and failures, the prospects of professional self-improvement, and also develops the ability of self-regulation for future educators. This is due to the use of three interrelated characteristics of self-determination process based on self-development, self-improvement and self-regulation: self-knowledge, self-evaluation, self-prediction.

Personaly-oriented character of the design tenology from the course "Educational instructional methodical practice" is based on the subject-subjective relations, extends the measure of freedom and individual preferences, asserts self-actualization, self-development of the personality of the future educator, and also characterized by the tendency to form the plurality of sub- conceptual pictures of the world, thought-seeking dialogue, structuring of personal knowledge, as well as the organization of creative and independent cognitive-search activity of students on the basis of development skills self-observation, self-knowledge, reflection, self-education.

An important factor in professional formation is the realization of the personal potential of students-teachers in the framework of their training for out-of-school practice in children's health camps. Therefore, during the classes it is appropriate to use the project technology, which is based on the ideas of the humanistic direction in the philosophy of education, based on J. Djui. The most significant of these is: to conduct active learning through the organization of practical activities of students, taking into account their personal interests.

So, the theme of individual, practical-oriented projects "How can I realize my interests in the camp" [Hubina 2017, p. 205], is related to vital practical problems that require the application of knowledge on various subjects, research skills and creative thinking skills. The execution of the project is divided into separate intermediate stages with the definition of the results on each of them [Haluziak 2017, p. 171].

1st stage. Identification and formulation of the general problem. In the introductory lesson of the "Educational Instructional Practice" students are given a homework: to develop an individual project of implementation in different types of camp activities of their own interests and hobbies, which requires certain research.

The second stage. Isolation of partial problems (subproblem). Future practitioners decide which hobby to choose, or plan to implement all the hobbies.

3rd stage.Substantiation of hypotheses about possible ways of solving a problem. Third-year students predict where and how in the camp you can use your own hobbies.

4th stage. Determination of the method of collecting and processing literature to confirm the hypotheses put forward. At this stage, the development of the recommended literature, familiarization with the peculiarities of work in the camp, with the experience of other students, the study of materials for reporting documentation of extracurricular practices.

In the first four stages, students independently perform individual tasks. At further stages – the group activity of students is organized, aimed at realization of individual practical-oriented projects. Future educators work in stable small groups of 4–5 people, uniting around those group members who already have experience working with children.

5th stage. Gathering results. At this stage, every student protects his own project in small groups.

6th Analysis and discussion of the results. Summarizing received information, on the basis of individual projects, small groups of students create a group project for the implementation of joint hobbies.

7th stage. Examination of hypotheses is carried out during the organization of leisure for children of all ages who are in the regional children's clinical hospital.

8th stage. Formulation of concepts, generalizations, conclusions. Students analyze their work with children, in particular, the effectiveness of implementing their own hobbies, as well as customize individual projects based on the conclusions drawn.

9th stage. Practical application of conclusions begins when the results of individual projects completed by students are ready for implementation. The predicted results of the project "How can I realize my interests in the camp" have practical, theoretical and cognitive value, since they reveal ways of realizing their own hobbies, determine the principles of effective self-realization, form the need for self-learning and gaining new knowledge.

10 th stage. Realization of the project. Every student, going to practice at a summer health camp, receives an individual task related to the implementation of his own project to implement his hobbies.

11th stage. Design and analysis of the final results. After passing the out-of-school practice, future educators will organize a reporting conference, presenting their reports, videos, photographs, drafts, reviews of children, discussing their own projects and the effectiveness of their implementation.

Possibility of realizing personal potential during classes contributes to the fact that students feel interested in knowledge, see their practical value, vital importance. In addition, due to the use of design technology, it is possible not only to efficiently combine theoretical knowledge of students and their practical application, but also to facilitate the achievement of the best results by practitioners in direct work with children.

One of the opportunities for implementing student enthusiasm is the management of the camp activities of the camp. As for the organization and holding of circles for the discussion of students, the following questions are asked: what is the theme of the circle to choose, how to draw up a plan for its work, how to account for the activities of its participants, how to summarize the results of circle work, etc.

Having worked out the programs and taken into account the specifics of the work of the circles, students make an indicative plan of work for 20 hours, in which the number of hours and content can be changed and adjusted. The name of the circle should correspond to the enthusiasm of the student, his individual project. The program of the circle should have an orientational character, depending on the climatic and natural conditions, the technical equipment, the level of preparation and the age characteristics of children.

Students also learn how to organize children's competitions in the circle, identify their specific goals, set the terms for their achievement, the forms of moral and material encouragement. Third-year students acquire the ability to summarize the work of circles on the basis of concreteness, timely calculation, pedagogical control, publicity, preparation of operational bulletins "Who's ahead", the message "Good initiative, useful things". During training, future educators are convinced that a well-organized competition leads the whole team forward, making it more educated, active and creative. An inept organization can harm: to sow unhealthy rivalries, competitions on the basis of "who is", trying to take a prize place in any way. Educators learn to do business so that children do not think about reward and encouragement, but about the success of a common cause, sought to improve the life of the team, make it more meaningful, beautiful.

It is difficult for many students in the camp to achieve productive performance because during extracurricular practice, students encounter problems such as lack of educational experience, inability to detect activity in often changing conditions, complete confusion when communicating with children with extraordinary behavior. Often, students complain about difficulties in communicating with children from boarding schools, as they have certain features that are not well-suited for future educators.

Therefore, it is appropriate to use the proposed activity of A.Rozenberhom, which is intended to consolidate the acquired knowledge and bring it into action. It promotes the development on the basis of knowledge of practical skills and initial skills of educational work with children, familiarization with some forms of educational work, awareness of the requirements that puts life in front of the educator [Rozenberh 1983, p. 44].

Among the various forms of out-of-class work of students (homework assignments, research work, direct participation in conferences, competitions,

games, pedagogical practice, participation in the work of circles, work in the summer camp of rest, management of a section in the school, the house of creativity, organization competitions, disputes, round tables, assistance to social services) it is appropriate to cooperate with the regional children's clinical hospital, which involves a practically oriented approach to learning. This type of work most closely meets the conditions of passing the future practice, because work has to do with children of all ages, moreover, not familiar with each other. Favorable for practical training of students is the fact that children in the hospital are often more capable of educational effects, since they are far from home, friends, have a lot of free time.

During theoretical lessons "Educational Instructional and Methodical Practice", students receive a practical task, which is to organize leisure activities for sick children. Performing such a task is carried out step by step. During the preparatory, basic and final stages, students work in stable small groups of 4–5 people, uniting around those group members who already have experience working with children.

At the preparatory stage, future educators choose the form of leisure activities, draw up a program of the event, select the necessary materials, conduct a rehearsal, provide an analysis of the rehearsal carried out during the event, improve the chosen form of work. Students need to advertise an event to invite children to the game room of the department, create musical accompaniment, visual effect of the holiday, provide positive emotions of the participants, to enter the elements of the competition and think over the rewards for winners.

The main stage of the work is to hold the chosen event. After a short briefing conducted by the hospital's instructors on the use of facilities, the characteristics of sick children, students are distributed in eight departments of the hospital. During the organization of leisure, educators provide methodological assistance to students and at the same time act as experts in evaluating the activities and participation of each student. After completion, students are sharing photos with hospital instructors, parents and their children, and interviews with them about the experiences of their leisure time.

At the final stage, the results of the work are summed up and analyzed its effectiveness and expediency. This stage consists of two parts: the first passes directly to the hospital - immediately after the event, each student expresses his opinion about the work done; the second one – after a certain period of time in the classroom, when discussing the effectiveness of this form of out-of-class group work.

Each small group of students prepare videos and a photo story with their own experiences of working with children. The wall-paper produced is evaluated according to the following criteria: content, authenticity, emotionality, healthy

humor and artistic design. Compulsory sections are the following: "Execution of the planned", "What was the most difficult?", "We liked the most ...", "What did we learn?", "Tips for the next generation of students", "Reviews of children, parents and educators".

Visiting this type of institution gives students an opportunity to get acquainted with living conditions, rules of the internal order, the conditions of sanitary-hygienic work of the institution, to observe the specifics of the manifestations of the age and individual characteristics of the pupils, their state of health, living conditions and education, their work on self-service. Third-year students acquire certain skills in the organization of collective-creative activity in the development of cognitive interests of children and adolescents, moral, aesthetic, labor education, sports and recreational work, as well as conducting an individual conversation with pupils. It inspires students to prepare for work in the camp thoroughly, not only methodically, but also psychologically.

Future educators from their own experience are convinced that such publical-pedagogical activity is one of the important components of professional training of specialists. It allows you to test your strength, learn to use the knowledge acquired in your professional activity and stimulate the development of humanistic features of a psychological and pedagogical nature.

The control over out-of-class work of students is mediated and organically incorporated into the learning process. The following control methods are used, such as observation, frontal surveys, written work, questionnaires and the method of expert assessments. Eight educators and methodologists of the institution become experts, who work closely with the students, providing them with advice. Educators of the department put students marks according to clearly defined criteria: 1) the content of the event; 2) taking into account the age and individual characteristics of children; 3) clarity and consistency; 4) emotionality, friendly atmosphere; 5) observance of cleanliness, order and regulations.

It is impossible to teach a student to become a good teacher, as A.Makarenko rightly pointed out, "if you give him only a book in hand ..., you can only teach in the practice of training on an example. No matter how talented a person is, and if he does not learn from experience, he will never become a good teacher" [Makarenko 1986, p. 145]. Particularly relevant is this opinion during the practical training of educators of health camps, since the theoretical training of students for extracurricular practice has a logical continuation of the instructional methodological collection, which creates the conditions for maximum approximation of the educational process to future pedagogical activities. Its signs are the development and enrichment of professional experience of students, gaining personal meaning; self-realization of students; cooperation with teachers, pedagogical support; subject-subjective relations, built on voluntary mutual communication.

The main principles on which the work of the collection is based is to create a supportive atmosphere for self-development of a person, professional self-determination on the basis of humane and democratic relations, subject-subjective interaction, respect for each other, the significance of each in a team, diverse activities, its evaluation and psycho-pedagogical analysis, creating conditions for the self-realization of each student through collective creative work. This atmosphere is characterized by high emotional coloration, an enthusiasm for interesting activities, a creative approach, a major mood, where everyone feels comfortable, cozy, and feels his need to be "here and now". For this purpose, the extraordinary, originality of ideas is stimulated, the freedom to choose the content of the activity is encouraged, tutors work and show a worthy example for imitation.

To make the weaker students in such an environment not "hide behind the backs" of the stronger, individual tasks have been developed, which consist of realizing the personal potential on the basis of the projects developed by the students themselves. This became the basis for a clear division of responsibilities between members of the detachment [Tsupryk 2014, p. 191]. They are grouped together in groups with common enthusiasm, which can best be realized during the work of creative workshops: "Cases in the squad" (organization of self-government in temporarily created groups of children); "Game Marathon" (the method of using gaming forms in camp); "Mass-Conceived Work" (modeling and protection of creative programs); "Song Opening Day" (learning songs); "Moving Games" (sports-mass work in the camp); clubs: "Dialogue" (socio-psychological training of students for communication with pupils in solving conflict situations); "Teenager" (working with difficult children in the camp); "Tourist" (organization of tourist-ethnographic work in the camp); "Health" (work with children on the prevention of bad habits); studios: "Rhythmics" (learning dances); "Artistic-applied art" (a technique of manufacturing of pests, applications, registration and release of the press).

This testifies the effectiveness of using the method of projects during the preparation of future teachers for work in summer health camps. Possibility of realizing personal potential during classes helps students more effectively use their abilities in the camp. The best implementation of the enthusiasm of students is helped by that that before the beginning of practice, they are practically aware of the conditions of work of health institutions, the system of work of the manager and features of children of all ages. In addition, due to the use of design technology, it is possible not only to efficiently combine theoretical knowledge of students and their practical application, but also to facilitate the achievement of the best results by practitioners in direct work with children.

Conclusions. With the help of using design technology, each student learns to realize their own abilities and hobbies. Due to this preparation for work in summer health camps acquires a personal meaning for each student. The greatest difficulties

are experienced by those students who did not find certain hobbies. They realize that it will be much more difficult for them to get interested in the camp, so more effort is needed to work on them. As a result, the attitude of future educators towards professional activity changes, their interest in the profession changes, their work in the team increases, the need for communication with children, self-determination and self-actualization increases.

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CHAPTER FIVE

THE GROWING ROLE OF ENGLISH LANGUAGE AND ITS IMPACT ON EUROPEAN EDUCATION

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The Influence of the USA Pedagogical Science on the Development of the European Educational Environment

Abstract: The article presents an overview of the main trends of American pedagogical science on the development of the education in Ukraine. A brief overview of historical development of the educational system in the largest countries of Western Europe and the USA is suggested. It is proved that there are many tendencies in the field of education, which were borrowed by European countries from American educational system. Decentralized curriculum, open character of schools and universities, the ability of the community to participate in decision-making within educational system, joint boys and girls teaching as well as great autonomy of schools and universities management in Europe and some other significant peculiarities which were inherent to American educational system were in various degrees transmitted to the European schools and universities. It is also proved that the ideas of preschool classes on the contrary to kindergartens, subject-oriented education, creating clubs and other extracurricular activities on the basis of the school were borrowed by the European educational system from the USA. Moreover, the main peculiarities of the modern education were defined. They include the leading role of students' intellectual activity, the transition to processes that are responsible for new discoveries and inventions, and their use in various fields of human activity, general humanisation of education. The article proves that modern education is the main participant in the process of the birth of a new global community.

Key words: higher education, school education, the USA, school, university, pedagogy, Europe.

Nowadays, the main trends and perspective areas of the development of education attract the attention of many scientists. In each historical period, the effectiveness of the educational system is an important indicator of the degree of development of any country, its economic, social and technical potential and international reputation.

Although mankind has gained considerable experience in organizing the system of education, every culture and nation dwell on not only the specific conditions of their country, but also the experience of innovators in the field of education in other countries. Under these circumstances, the interest of the scientific and pedagogical community to the educational systems of other countries, their historical experience and achievements is naturally increasing.

One of the most perspective areas is the study of historical experience of education reformation in the United States of America (USA), as it was the USA that suggested various educational projects aimed at the development of the versatile personality. Naturally, each country chooses its own way of education reformation. However, the historical analysis of the development of the USA education allows us to identify the general strategic directions of a unified educational environment development, and in this sense, it can play a constructive role for contemporary teachers who are investigating the problems of the reorganization of education system.

In the 19th century, in the largest countries of Western Europe and the USA establishing national education systems was in process, which, depending on the level of development of socio-political and economic relations, acquired specific features in each of the developed countries. This process took place in situations of aggravation of social relations (European revolutions, the Civil War in the USA), accompanied by intensive industrial growth and the development of pedagogical science, which stimulated the creation of new educational systems. In the course of establishing the systems of public education, the general global tendencies typical for European countries and the USA can be identified.

One of the most important trends in the development of education in the 19th century was the expansion of government participation in the management and financing of education affairs. This process was based on the emergence of legislation regulating the organization, management and other issues of public education policy.

In the USA, the laws governing the field of education appeared to be different in different states, the process of developing national legislation was hampered by the Civil War. Actually, it was only in the first half of the century that the USA was formed as a state. Thus, only in 1867, the *Office of Education* (also known as Bureau of Education) was established, but schools were subordinated to the state authorities, which defined the issues of organization of education, financing of educational institutions. Self-government bodies were widely established in schools [Михайлова 2010, p. 96].

In Prussia in 1794, the *Report on State Public Instruction* was published, which declared all schools public, and in 1798 and 1808, state bodies controlling the schools were established. In the first quarter of the XIX century, in Prussia, Bavaria

and Saxony, the law on compulsory initial education was readopted. In general, there was a tendency towards centralization of school education management, the activity of all educational institutions and teachers was controlled by state authorities, primary school teachers were appointed to positions by the orders of the government [Мазалова 2006, p. 15].

In France, during the entire 19th century the process of creating legislation that regulated the most diverse aspects of the school's activities took place. At the beginning of the century, the status and procedure for funding primary (municipal) and secondary schools (lyceums and colleges) were determined. In 1801, a system of school districts formed the number of universities with strict subordination of schools within it, which later on became a model for the creation of public education system in the Russian Empire. In 1824, the Ministry of Religious Affairs and Education was founded, in 1833, according to the *Law of Guizot* (by the name of the creator), each community was obliged to open and maintain an elementary school. The law established and organized primary education in France. In 1835, a school inspection system was introduced. All this contributed to an increase in the level of participation in school management; the rectors of 16 educational districts were directly subordinated to the Ministry of Education [Автономова 2003, p. 112].

In Great Britain, the emergence of school legislation appeared later than in other Western European countries, and mostly under the influence of the USA. Thus, in 1830, the state funding of schools was established, and only in 1847 a school inspection system was set up. In the second half of the nineteenth century, following the example of the USA, laws defining the organization and functioning of the state educational system and guaranteeing compulsory primary education were established, and in 1891 a law on free schooling was adopted. In Great Britain, as in the USA, there were tendencies towards decentralization of education management. For example, in municipalities school committees were elected that had the rights to regulate schools functioning. In the area of secondary education, there was no uniformity, and every school adopted its own self-developed charter [Автономова 2003, p. 85].

Another important trend in the development of education in Western Europe and the USA in the nineteenth century was the regulation of private education institutions. In all Western countries, private schools continued to exist, and were more or less controlled by government school authorities. Thus, in Prussia in accordance with the law of 1794, state control was subject to all schools without exception, regardless of who was their founder. In France, legislation guaranteed the activity of private schools, but there was a well-developed system of ministerial inspection. In Great Britain, under the law of 1870, the government stimulated the creation and maintenance of private schools. In the USA, private schools were established primarily by religious denominations [Ely 1972, p. 81].

In the 19th century, schools continued separation from the church, which took place ambiguously in different countries. This process was most controversial and tense in Prussia. At the beginning of the 19th century, the secular nature of the school was legally established, and until 1840s religion was excluded from the curriculum. However, in 1846, the church authority received the right to appoint school teachers. Then, in 1848 secular education was legislated by the constitution, but in 1850 another constitution entited the school to teach religion as a compulsory educational subject. As a result, by the end of the century the church's influence on the school remained significant. In Great Britain, the state declared the optional nature of studying religion, but in fact it was taught in every school. On the contrary, in France throughout the 19th century the process of separating the school from the church took place. This trend was inspired by the USA, where state and religious education developed separately [Бокова 2014, p. 94].

National education systems were dualistic, that is, without a connection between a mass primary school and a few secondary schools. Access to high school was hampered by high tuition fees, inconsistencies in primary and secondary school curricula, and the existence of special preparatory classes. To solve the problem of consistency of elementary and secondary schools, in the 19th century, a new type of school, a higher elementary school appeared, in which, in addition to traditional disciplines, the curriculum included subjects of natural sciences and real life cycles.

Primary education in most countries of Western Europe and the USA in the 19th century did not undergo significant changes. The main achievement was the emergence of free compulsory elementary education (the term of study was about 7 years). In addition, new types of elementary schools were established, the most common of which were evening and Sunday schools for adult training, which allowed raising literacy rates. Primary education was organized separately for boys and girls in Europe and collectively in the USA. It was free (or school fees were insignificant) and met the requirements of the classroom system. The idea of joint boys and girls teaching was also borrowed from the USA [Jaynes 2007, p. 225].

In most countries there were some differences in the content of elementary education. For example, in Great Britain, the elementary education curriculum included reading, writing, arithmetic, drawing, needlework (for girls); in Prussia – the basis of religion, reading, writing, arithmetic, singing, basics of geography, history, science; in France – reading, writing, rules of calculations, lessons of religion, fundamentals of natural history, geography, agricultural labour; in the USA – reading, writing and arithmetic [Stowe 1837, p. 22].

Major changes of the 19th century took place in secondary education. Although educational institutions traditionally retained their traditional names, educational content and teaching methods changed significantly. The so-called real schools and colleges emerged almost everywhere. These transformations took place differently

in the leading countries of Europe and the USA. Thus, in Great Britain, secondary education was represented by grammar schools. Among them, public schools, which were aimed at classical education and had a closed character of teaching, became especially popular. These schools had high tuition fees, with the exception of teaching gifted children from the poorer families. The main tasks of the schools were the formation of leadership qualities in pupils, the development of student self-government, the training of students to continue their education in elite Oxford and Cambridge universities. Alumni of public schools became the overwhelming majority of British state and political leaders, military and diplomatic officers and senior clergy. The curriculum of these schools included subjects of classical education, mathematics, natural sciences, foreign languages. Another part of grammatical schools were weekly schools of two directions: classical and contemporary [Автономова 2003, p. 67].

In Prussia, the main type of secondary school was the gymnasium of the classical specialization, but the content of education expanded by the study of the German language and literature, mathematics. During the entire 19th century, the number of urban schools was increasing: real schools appeared which taught religion, German language, mathematics, physics, geography, history, French language, painting, singing, and gymnastics. By the end of the century, real education in Prussia gradually replaced the classical one [Stowe 1836, p. 84].

In France, secondary education was obtained in lyceums and colleges. The curriculum was the same, but the first one was financed by the state, and the second one – by the municipalities. The content of education was classical, and the organization of teaching depended on the sequence of studying disciplines, in lyceums and colleges, training lasted six years, and after the completion of additional "philosophical" education, an examination was required for a bachelor's degree [Мазалова 2006, p. 27].

In the USA, the leading type of secondary school was an academy, whose program included a classic and real component. In the 19th century, the content of education in the academies was not the same as it was in private educational institutions. In the second half of the century, there were state secondary schools ("high school") based on the elementary school, the term of study ranging from three to five years. The curriculum combined the disciplines of elementary and secondary education. Higher education was concentrated in universities [Silver 1981, p. 12].

In general, in the USA, where in the 19th century military construction practically did not affect the evolution of the education system, the development of the latter was associated with other circumstances and trends typical for America in the 18–19th centuries. This is the decentralization of educational management; the role of local self-government and local authorities; emergence of universal suffrage earlier than in Europe; the notion that teaching children is prestigious and therefore is

one of the priorities of family and local community. Organization of school education becomes the prerogative here and one of the most important functions of local self-government. Hence, the open nature of the school, its universality, the lack of centralized bureaucratic control over the curriculum and the content of learning, and the broad public involvement were initiated from the bottom, aiming at raising the quality of education and expanding the range of learners. All this resulted in an extremely rapid development of secondary education in the USA [Лунячек 2009, p. 39].

Until the beginning of the First World War, primary education in Western Europe, which gave the basic skills of writing, reading and counting, virtually became the mainstream phenomenon. However, secondary education, which was received by children aged 11−16, still remained accessible primarily for the representatives of richer families and was not widely disseminated. Its main task was preparation for the university. At that time, in the USA secondary education was already becoming massive. Along with basic subjects, students studied foreign languages, received knowledge in the natural sciences and the humanities, which in general, were useful for everyday life and work. According to the level of development of the secondary school, the USA at that time was ahead of the leading European states [Jeynes 2004, p. 261].

Education had a serious impact on the economic development of the state, but this did not happen immediately, but ten years later. Great Britain lagged behind its main competitors in the formation of a broad system of primary education in the second half of the 19th century, but for many reasons economic leadership of this country was lost only in the first half of the next century. The successful formation of the American system of mass secondary education helped the country to occupy a dominant position in the world in the 20th century, which became apparent by the middle of the century [Dupuis 2010, p. 261]. When a highly industrialized society needed tens and hundreds of thousands of workers who possessed not only elementary reading and writing skills but were able to become technicians, mechanics, office workers, typists, nurses, the American educational system was ready to supply such personnel on a large scale.

Especially bright difference in the quality of education became prominent at the end of the Second World War. The British government provided its veterans with the opportunity to complete only secondary education, and in the USA, the law on the rights of veterans guaranteed them higher education at the government expense. This guarantee was supported by the fact that most young Americans, war veterans had obtained a high school education before mobilization. When the next stage of economic development, the post-industrial period emerged requiring mass training of specialists with higher education, able to work as engineers, doctors, and

qualified service providers, the USA already had a profound educational base that could meet the demand for workers of this level [Frias 2003].

The idea of education having positive effect on the country's economic development was widespread already in the 19th century. However, only in the mid-1950s, economic research, based on extensive statistical data, clearly demonstrated the link between economic growth and the accumulation of human capital assets, including the duration of training. Since then, the increase in education expense, its coverage and the length of education have been considered to be the most important tool that accelerates economic development. The rapid increase in the cost of education and their share in GDP (gross domestic product) in the coming decades could limit the negative impact on the social equalization policy on the quality of the educational process [Frias 2003].

In the second half of the 20th century, initially in the USA, and then in other highly developed countries a new stage of development began. Thus, the share of industry in GDP reduced, but the share of services increased. In the industrial society, the basis of the workforce were workers of not very high qualifications, their training of standard operations took only a few weeks. With the transition to an economy, dominated by the service industry, the demand for skilled labourers and managers was rapidly growing. In the fifties-seventies, the number of positions requiring higher education in the USA was twice as fast as the number of jobs, and the share of university graduates was growing rapidly. The post-industrial world, with its characteristic decrease in the relative number of those representing the mass labour professions, the growing demand for managers and specialists, put ever higher demands to the level of education [Бокова 2014, p. 94].

Rapid technological changes forced workers to acquire new production skills, that is, to study throughout their career. Therefore, the creation and application of new knowledge becomes the most important branch of the economy. The rate of their accumulation was accelerated; the need for continuous education and improvement of qualifications was formed. Therefore, scientists who studied the specifics of post-industrial society saw the further role of education in the economy and society, increasing the share of education expenditure in GDP as natural and inevitable processes [Автономова 2003, p. 164].

Thus, by the end of the 20th century practically everywhere the previously formed national education systems developed, in response to the contemporary educational needs of society. In addition, in the last quarter of the twentieth century, the national schools of American ideas in the field of education became especially prominent. The American version of English became a language of international communication, an American view on culture and way of life became widespread in almost all European countries. This tendency is of concern to many

European educators who consider it important to preserve national traditions in education.

The development of the American school in the post-war period was in line with the process of centralizing education management. By the end of the war, only slightly more than 10% of schools remained private. But the problem consisted in the fact that, according to the previously formed tradition, each state had the right to independently and autonomously draw up a curriculum and form its own school policy. This situation remained stable until the adoption of the National Defense Education Act in 1958, which, along with a number of subsequent federal acts, significantly coordinated activities in the field of education in the USA [Jaynes 2007, p. 321].

In the mid-1960s, the USA began a large-scale movement to eliminate the remnants of racial and religious segregation in school. Discrimination of certain groups of people was recognized as a relic of the slave past, unworthy of a modern civilization phenomenon. This process took place gradually, for almost ten years. The ideas of humanization and democratization of education became very relevant during this period [Silver 1981, p. 27].

In the second half of the 1970s, there was a decline in the level of general education provided by the mass school. In addition, one-third of the adult population of the country had not obtained secondary education. This was due to the lack of demand for workers with an education of this level at this stage of economic development. It was a part of solving perspective strategic tasks, though it contradicted the demands of the economy. In 1981, the Law on the unification and improvement of curricula came into effect in the USA, which laid the foundation for standardizing the content of school education. Natural and scientific disciplines and mathematics were recognized as priority subjects. The nearest promising task of the American school was computer literacy training, starting with the junior grades of the school. This idea was adopted by European countries in the nearest decades [Silver 1981, p. 31].

Strengthening state influence on school is typical for all Western European countries at that period. In the UK, by the end of the Second World War, the Butler Act was adopted. This law democratized and streamlined school life, expanding the rights of guardians and parental committees, and increased the mandatory education of children under the age of 15. In this case, three types of secondary schools were legalized: modern school, grammar school and secondary technical school. It should be noted that graduates of the modern school, which make up two thirds of all graduates, had no right to enter higher education institutions. The autonomy of the counties in the sphere of decision-making on the system of education complicated the management of the school, hindered the establishment of

a single content of education, which affected the level of general education of all students [Автономова 2003, p. 147].

In 1960s, the so-called unified secondary schools were established. Their graduates received the right to enter higher education institutions. It is currently the most popular type of secondary education in the UK. The reform of education in 1988 introduced the *National Curriculum* in the schools of all types, which formed the basis for the unification of the education system in the UK [Ely 1972, p. 86].

Unlike the USA, during the Second World War, the national education system in France, as in other countries under German occupation, was virtually destroyed, and the first post-war years were devoted to its restoration. The modern educational system in France differed from many European countries by preserving centralized management. The territory of the state was divided into educational districts, which included several educational departments. The Ministry of National Education and Culture of France governed the activities of educational institutions of all types. Full secondary education in France lasts for 12 years. It is divided into elementary school, partial secondary in college and full secondary in lyceum. Already in a college, the student must determine the technical or humanitarian specialization when choosing the further way of education. In the lyceum students are offered the choice of more than ten different specialities: economic, legal, technological, etc. Graduates of the lyceum are awarded a bachelor's degree, that is, they receive a school-leaving certificate and the right to enter the university to the faculty of the same specialization without examinations. The mathematical and natural-scientific specialities of education were the most prestigious in 1990s in France [Мазалова 2006, p. 29].

The German Federal Republic (GFR), like the USA, was historically organized on a federal basis: all its lands have had significant independence, and the education system is also decentralized accordingly. Thus, after the Second World War the GFR oriented on the USA experienced in organizing educational system which met the requirements fo the time. The unification of German education, the creation of a unified school system, is an extremely important activity of the state in the field of educational policy. Only in 1969, the federal government received the right to perform school management. To receive a complete secondary education in all lands, it is necessary to complete a gymnasium, the only type of educational institution that gives the right to enter universities. In addition, in Germany there are so-called real schools, which have a practical orientation and give access to higher vocational schools of different fields. Since the mid-1960s, natural, mathematical and technical education was considered to be a priority in Germany [Dupuis 2010, p. 251].

As we can see, there are many tendencies in the field of education, which were borrowed by European countries from American educational system. The open nature of schools and universities, the ability of the community to participate in

decision-making originates from the American school management by the first settlers communities. Decentralized curriculum development as well as great autonomy of schools and universities management in Europe was borrowed from the USA, too. The idea of treating education as the main priority which is prestigious and the key to future success derives from the USA. Joint boys and girls teaching was also inherent to American educational system and was later on transmitted to the European schools.

Among other trends in the field of education, borrowed from the USA, the following peculiarities must be mentioned. The idea of creating preschool classes on the contrary to kindergartens also came to Europe from the USA where they were established in the middle 1930s. Subject-oriented education in Europe is not as extensive as in the USA. Students select a speciality after moving from the primary school to the middle school. But the idea itself was, undoubtedly, borrowed by Europe from the USA through Britain, where the subject-oriented education is well developed. The idea of creating clubs and other extracurricular activities on the basis of the school in Europe was borrowed from the USA schools through the influence of Great Britain. The USA undoubtedly had a great impact on examinations after each graduation class [Bayer 1981, p. 134].

In general it should be noted that the peculiarity of the modern stage of education development is the leading role of intellectual activity, the transition to processes that are responsible for new discoveries, and their use in various fields of human activity. This, in general, is the process of humanisation of education which mainly aims to reform the world's educational systems.

In the developed countries, the process of reforming education systems actually goes on continuously. The fundamental changes in economics, technology and science, in social relations and in the public consciousness, as well as the new functions of various parts of the school system, led to the need for a deep modernization of the content of general education, on which the intellectual and emotional development of the younger generation, the formation of its value orientations, depends to a large extent on social, ethical and aesthetic ideals, the acquisition of the necessary set of general and substantive abilities, the acquisition of the first experience of creative activity.

As the study showed, the modern system of education in developed countries of Europe and the USA faces a multitude of different problems. The most important of them is the acceleration and unpredictability of economic and technological development. This is a challenge to education, because historically all educational systems have been designed to prepare young people and adapt them to a stable society. The second problem is the labour market, where the employment and the working position are no longer guaranteed. In addition to basic education, the market itself requires continuous lifelong education. And finally, the third problem is

the danger of stratification of large groups of people due to unemployment, economic and social crisis. An analysis of the situation suggests that modern education is a participant in the process of the birth of a new global community. It turned out to be at the heart of the problems that have a direct influence on the development of personality and society.

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English Language Learners' 'Transnational Identities' in a United Europe

Abstract: The concept of language learner identity – both in foreign and second language contexts – has become an attractive topic in EFL research in the recent years. This paper aims to relate this issue to the present educational reality in Poland and to examine potential factors of identity construction, with reference to newcomers to Europe – migrants and refugees – confronted with the receiving country's educational system. *Transnational identity* will be examined as a construct resulting from identity approach towards SLA studies, according to which language learner is always perceived as situated within a social context, and language learning is treated not only as acquisition of linguistic forms, but also as increasing participation in a social community. We shall concentrate on English as a school subject, because of its unquestionable international status of a lingua franca. It will be argued that choice of textbooks used for teaching English in Polish schools may influence the ongoing process of identity construction in immigrant learners.

Key words: cross-cultural differences, bilingualism, English as a lingua franca, language attitudes, transnational identity.

Introduction

"The politico-economic and ethico-cultural flux of the world hitherto – as understood today in terms of globalisation, and of cosmopolitanisation – has been transforming every corner of contemporary human life. Meanwhile, the part which the English language plays has become significant to the internationalisation of commerce, media, and higher education (…) The power of this dynamism is irresistible". The above quotation from a recent work by Akihiro Saito [2017, p. 264] provides an accurate and explicit comment on what is happening in the world today. The global processes he mentions are no doubt valid for today's Europe, while the reference to the English language brings to mind recent considerations of its changing position, incessantly developing in the direction of 'ELF" – *English as a Lingua*

Franca. Consequently, the way in which English is treated and taught has an impact on language learners, affecting both the native inhabitants of the European countries as well as those who have recently moved to Europe.

This paper discusses some recent areas of linguistic inquiry where researchers have approached the relationships between identity, transnationalism and language pedagogy. Duff [2015] argues that these fields of applied linguistics are specifically interested in the intersections between transnationalism, mobility and multilingualism. Embracing all the above areas in a research study calls for moving across cultural, linguistic and political boundaries. Furthermore, in this type of longitudinal inquiry, the researcher investigates identity construction in terms of linguistic expression over time in different settings, e.g. at home, in the local speech community, at school, in the workplace or during study abroad periods.

The further aim of the following discussion is to consider the context of teaching English as a second/foreign language in the EU countries, taking the perspective of recent 'newcomers' to Europe. What typically happens is that these numerous new arrivals – economic migrants or refugees – are in a way automatically absorbed by the educational systems of the receiving countries. They are, therefore, educated on the basis of local, national textbooks, conforming to the national curricula, which may not be compatible with their cultural backgrounds. Thus, the foreign learners' sense of identity may be affected, the education process becoming an additional factor in shaping their 'transnational identity'.

The Polish context in this respect is not significantly different from other EU countries, although in comparison the number of immigrants applying for the permanent residence status in our country is definitely much lower. Further in this paper, we shall concentrate on one aspect of the Polish educational system – teaching foreign languages in primary and secondary schools. Attention will be paid to English as a foreign language, for two reasons: firstly, because it is the most commonly taught foreign language in Poland, and secondly, because from the immigrants' complex linguistic perspective – it seems to be a particularly important school subject. In the case of foreign refugees and migrants, bilingualism or multilingualism are frequently a norm, and it can be assumed that several of them had already experienced EFL (*English as a Foreign Language*) instruction. Thus, the contents of the teaching materials which these learners (older children and teenagers) are confronted with at school will most likely contribute to their motivation and the general attitude towards English as a school subject.

In the following sections, we shall look, respectively, at the construct of "transnational identity" in reference to learners of foreign languages, at the process of language learner's bilingual identity development, and at typical textbooks used during English lessons in Polish schools, from the perspective of their culture-related contents.

The concept of *transnational identity*

The term "identity" used in connection with language learning has only relatively recently – in the last two decades – become an appealing issue in second/foreign language research; however, as Gao et al. [2015, p. 137] claim, it has been a basic issue in actual learning for a long time, trying to define "who the learner is when starting to learn the L2, during the process of learning, and when using the L2 and who he or she will become with the development of L2 competence". Today, it has become obvious that when talking about L2 learner's identity it is also necessary to include a social perspective, relating to interaction between the learners and the respective environment. In this way, we shall arrive at the issue of the 'transnational' character of the identity development process.

Transnationality as a theoretical construct has its origin in the notion of transnational communities, seen as "migrant populations living in a country other than their country of origin but with ties to the country of origin" [Tsakiri 2005, p. 102]. Obviously, the phenomenon as such is not new, as maintaining such ties has been always typical for migrants, especially for those who treated their migration process as temporary rather than permanent. However, as Tsakiri [2005] further claims, today this interaction has assumed a less spontaneous and more structured manner, due to the earlier mentioned processes of globalization and advanced information technologies. Transnational communities can thus be seen as characterized by "dual", or sometimes "multiple" identities.

"Migrants bring with them their own identity, as shaped among others by culture, religion, ethnicity, political regimes. This identity is nevertheless reshaped during the migrants' process of adaptation in the country of residence and the influence and stimulation they received from the societies in which they live. New identities, single or multiple, are therefore formed" [Tsakiri 2005, p. 102].

Along the same lines, Esteban-Guitard and Vila [2015, p. 17] have proposed the following definition: "the term *transnational identity* or *bicultural identity* has been suggested for these people that live in between two cultural frameworks and have to establish a dialogue between the country of origin (*there*) and the host country (*here*)".

As also pointed out by Duff [2015], transnational identity is essentially rooted in languages themselves, for many of them – not just those with world or regional status, such as English, French, Spanish or Chinese, but also many others – are transnational as well, since they are used as lingua franc as, majority or minority languages, plus post-colonial and diasporic heritage languages. The author adds that transnationalism, like multilingualism, is "intimately tied to globalization, which affects policies related to citizenship, education, language assessment, and many other areas of 21st-century applied linguistics and society" [Duff 2015, p. 61].

Identity approach in Second Language Acquisition research

It can easily be seen that identity approach towards language learning is becoming more and more popular. It needs to be emphasized that the leading theoretical as well as empirical researchers in the field in question are Bonny Norton [2000, 2013, 2016; cf. also Norton & McKinney 2011], and David Block [2007]. What is more, Block's and Norton's contributions have doubtless triggered research by a range of other authors. Thus, for instance, theorizing a sub-field of educational inquiry concerned with the intersections of the constructs of identity, motivation and autonomy, Oyserman [2008, p. 269] convincingly demonstrates that the self also has future-oriented components. She writes, "the selves we strive to become focus motivational attention, guide behaviour, and are an important source of positive self-regard". In a similar vein, Lamb [2011, p. 177] argues that the self-identity a learner might like to achieve in the future can be a motivating factor behind engagement in autonomous learning, which will help the learner to assume that identity.

By adopting this approach, we agree to view the language learning process as "not just the acquisition of linguistic forms", but as a socially situated phenomenon, leading to the learners' increasing participation in a new community. By the same token, foreign language learning appears as part of the evolving process of identity construction [Norton & McKinney 2011, p. 87]. This social context has further influence on the L2 learner's bilingual perspective: the new language may never be fully internalized due to several interacting factors, like the native culture influences, different levels of emotionality, and also relations of power, which may impinge on the learner's access to the target language community [Norton & McKinney 2011, p. 87]. These factors will be further discussed in the following sections of this paper.

To conclude, the discussion about identity in language acquisition research is grounded in the field of social sciences such as social theory, sociology, anthropology and sociolinguistics. In this connection, in order to attempt to investigate the identity of a language learner, it is worth examining the very concept of identity. There seems to be a general consensus that one`s identity does not only reflect the culture in which one lives, but it can be a compound of more factors. In other words, identity may be perceived as constantly changing, in response to one's different life experiences. Norton [2013, p. 4] supports this view, defining identity as "the way a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future". Block [2007] elaborates more on the concept of identity as a process, relating it more directly to the migrants' position: "(...) identity not as something fixed for life, but as fragmented and contested in nature. In particular, when individuals move across geographical and psychological borders, immersing themselves in new sociocultural environments, they find that their sense

of identity is destabilised and that they enter a period of struggle to reach a balance" [Block 2007, p. 864].

The above mentioned "struggle" seems to be invariably connected with bilingual and multilingual situations, and the resulting state of transnationality, understood in the earlier defined way.

Language learner's identity construction process

Moving on to the discussion of bilingual and multilingual ("transnational") identity of a second/foreign language learner, it can be argued, following Norton & McKinney, that "every time learners speak, they are negotiating and renegotiating a sense of self in relation to the larger social world, and reorganizing that relationship in multiple dimensions of their lives" [Norton & McKinney 2011, p. 73]. In her more recent publication, Norton [2016] returns to the discussion of the identity issue, relating it more closely again to the foreign language learning context. The new language is referred to as "a social practice in which identities and desires are negotiated in the context of complex and often unequal social relationships" [Norton 2016, p. 476], while language learning process is discussed as "the intriguing way in which learners can reframe their relationships with others in order to claim more powerful identities from which to speak" [Norton 2016, p. 476]. Significantly, the images of power struggle and inequality are conjured up again, reminding us that the process of becoming bilingual – and, in consequence, bicultural – is not always a smooth and easy one.

In this connection, an interesting notion of "investment" has been created. Norton maintains that this sociological construct complements the well-known psychological construct of motivation, and that it "signals a learner's commitment to learn a language, given their hopes for the future and their imagined identities" [Norton 2016, p. 477]. According to this view, learners will "invest" in the target language only if they can reasonably expect that their "cultural capital and social power" will be increased as a result of acquired language skills.

Ideas closely related to the construct of investment are those of language learner's *imagined community* and *imagined identity*. While originally the term *imagined community* was used to signal national affiliation[1], Norton uses the expression to refer to "any community of the imagination that is desirable to the language learner, whether a community of professionals, sports fans, or comic book readers" [Norton 2016, p. 477]. Taking the argument further, she suggests that learner's *imagined*

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[1] Anderson [1983, 2006]: a nation "is imagined because the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear of them, yet in the minds of each lives the image of their communion".

identity, combined with hopes for the future, will have an impact on his/her invest-ment in the target language and ultimately lead to satisfactory progress in language development.

Interestingly, useful evidence supporting this claim can be found in a publica-tion devoted to an extensive longitudinal study of Chinese university students' iden-tity development parallel to their EFL learning [Gao et al. 2015]. It was noticed that L2 identity in that context was very far from expected "global" cultural equality, appearing largely centred on Anglophone culture. Thus, the picture of transnational identity characterized by equal participation of different cultures may emerge as having been unduly idealized. It transpires that what learners invest in is first and foremost "the capital value of English as a global language", the possession of which leads to identity change under the influence of Anglophone centricity [Gao et al. 2015, p. 155]. Therefore, the "imagined global community' is actually likely to be an English-speaking one. In the further discussion, for the reasons clarified above, particular attention will be paid to EFL context and to English language being taught as a foreign language.

"New self" and personality change

As an extension of the identity perspective on second language acquisition, Pav-lenko's [2006, p. 29] language identity approach to bilingualism – whether "natural-istic" or "educational" – must in fact assume the existence of two identities, de-pending in the first place on the differences between the respective languages and cultures, as well as on imbalanced levels of language proficiency, but also on differ-ent acquisitional histories and varying levels of language emotionality. In conse-quence, as argued by the author under consideration, when moving between their linguistic systems and cultures, bilinguals may change perspectives, ways of think-ing, as well as non-verbal behavior. On the other hand, though, these different identities are not unlike those any speaker might perform in the same language, e.g. when switching styles or registers, changing contexts, adjusting to interlocutors, or restructuring interactional aims [Pavlenko 2006, p. 1].

Whether they should be subsumed under one linguistic category or the other, language users' identities are viewed as dynamic formations constantly responding to those learners' life experiences. For this reason, "every time learners speak, they are negotiating and renegotiating a sense of self in relation to the larger social world, and reorganizing that relationship in multiple dimensions of their lives" [Norton and McKinney, 2011, p. 73]. Miyahara (2015), while also concentrating on language learner's identity, additionally underlines the importance of the role of the English teacher in enhancing the development of the learner's "ideal future L2

self". The language teacher is often associated with somebody international, who – by not being a native speaker – becomes a role model who it is easier to identify with and to follow.

Finally, Wilson [2009] argues that feeling different when performing in L2 can exert diverse effects – positive as well as negative – on the learner, affecting both physical and psychological aspects of communication. Thus, for example, a speaker might register changes in kinesic and paralinguistic behavior. Or they might be found to use different mannerisms in the actual production of speech. More extremely, they might put on a mask and try to play a different role. On the other hand, though, they might feel more confident and be more outgoing. It is interesting to note that the learner's wearing a different social mask is also pointed out by Veltkamp *et al.* [2012, p. 497], though the authors go even further claiming that L2 learning can be looked at as a process of personality changes, such as internalizing new cultural norms and values as well as adopting a new self.

Cultural contents of selected English textbooks

Formal instruction in English, in Polish schools, is based on national "core curriculum" prepared by the Ministry of Education, and it is strongly related to the contents of textbooks, currently recommended for teachers. According to the Polish educational system regulations, teachers can themselves – individually or within the school teachers' team – choose the textbooks for classroom use; however, the choice is restricted to the list of suggested books for any level, having been reviewed and approved by Ministry of Education experts. In practice, teachers can select textbooks from extensive lists of several titles, so the existing limitations are not very cumbersome. At present, the list of officially approved and recommended secondary school English textbooks includes 20 titles, by a variety of publishers, both British and Polish (*Oxford University Press, Macmillan Polska, Pearson Central Europe, Nowa Era, EGIS, Express Publishing*).

ELT methodologists have been arguing for years about the functionality of coursebooks in language teaching, either questioning or defending their role in the lessons and their usefulness for teachers [Harmer 2007]. No matter how many benefits and potential drawbacks of coursebook use have been enumerated, the vast majority of language teachers all over the world do not accept the "coursebook-free approach" and rely on them to a great extent, using textbooks not only to provide help for the learners, but also "to give structure and direction to their own teaching" [Harmer 2007, p. 182]. Polish teachers are no different; on the contrary, one may get an impression that foreign language teachers in Poland are sometimes excessively over-dependent on textbook contents. In this regard, if we at-

tempt to consider the potential influence of the Polish school system on immigrant children's identity development, coursebooks will appear as an important component of this system.

When evaluating a foreign language coursebook for classroom adoption, several criteria can be applied, referring to its layout, organization, grammar and vocabulary presentation and practice, language skills development. Several models for coursebook evaluation have been proposed, methodologists suggesting such key words on checklists as "aims", "method", "students' interest", 'teachability" and "teacher-friendliness", "realism", "appearance" – to name only a few. The most widely adopted way of judging the textbook suitability, though, is *checklist method*, and as Demir & Ertaş [2014, p. 243] claim, "there are plenty of ELT course book evaluation checklists available designed for making material selection and evaluation process easier and systematic". These authors themselves have offered a very detailed checklist, including general categories of "Subjects and Contents", "Sub-skills and Skills", "Layout and Physical Make-up", and "Practical Considerations", each of them subdivided into several specific, thorough questions [Demir & Ertaş 2014, p. 250].

What should particularly interest us in this discussion are the categories and questions related directly to the suggested culture-related topics and materials, functioning as reading texts, recordings, or as a springboard for oral activities or even grammatical exercises or written assignments. It is worth noticing that references to culture are not at all as obvious in course books as it might be expected. The above mentioned evaluation categories do not as a rule include such topics; for example among "good course book" criteria enumerated by Harmer [2007] the only topic-related question is the following one: *Is there a variety of engaging topics included which will appeal to the target age group?* This is obviously a very broad and non-specific category. The evaluation chart prepared by Demir & Ertaş is more clear-cut, including questions like the ones below:

1. "Is the thematic content culturally appropriate?

2. Are the topics and texts free from any kind of discrimination (gender, race etc.)?

3. Do the topics and texts in the course book include elements from both local and target culture?" [Demir & Ertaş 2014, p. 250].

Admittedly, the authors and publishers of ministry-approved textbooks in Polish schools are required to abide by the list of 14 general topics, prescribed by the national core curriculum for the ELT classes. These recommendations are, again, very general, and leave the textbook authors a significant amount of freedom. The culture component can easily appear under such headings as *man*, *place of living*, *customs and traditions*, *world of nature*, *sport*, *food*, *social life*, *education*, *travelling* – and indeed it does, nonetheless most typically in reference to the culture, literature, history, geog-

raphy, famous people, customs, traditions and festivities of the English-speaking world. School textbooks, at all levels, deal mostly with British and American reality, sometimes also mentioning Australia or Canada. Another characteristic feature are established references to Polish realities, often with a view of making relevant comparisons. Curious as it may seem, the rest of the world is considered absent from the English language learner's areas of interest.

A detailed analysis of a large number of popular primary and secondary school textbooks would be beyond the scope of this paper. It does, nevertheless, seem tempting to mention one series of textbooks which is characterized by a strikingly different approach to the culture-related topics, and although it does provide the learners with ample information about the European Union facts and figures, it also mentions people and places from all over the world.

Matura Explorer secondary school textbook has been prepared by *Nowa Era* publishing house, in cooperation with *National Geographic*, which may suggest a partial explanation of its worldwide contents and a definitely more globally oriented approach to the obligatory 14 general topics. The authors do not have any problems with including characters from Laos, Cuba and Kenya – with photos – into the "Introductions" section of the "Me and my country" module (p. 8). A short grammar exercise in the same unit is about "Global nomads" and introduces a girl's family, where "father is from Guyana, mother is from Germany (…) at the moment their home is in New York" (p. 15). The "Families and homes" module presents pictures and descriptions of *Homes around the world*, including a yurt, an igloo and a cave (p. 22). The "Culture" section of the same unit presents a description of a Nubian Wedding – a considerably long reading text with accompanying photos (p. 27). The unit devoted to "Food and festivals" provides descriptions (and pictures) of *La Tomatina* in Spain, *Night of the radishes* in Mexico and *Songkran (New Year Festival)* in Thailand (p. 48). The topic of "Food and shopping" is illustrated by a text and a video about shopping in the Moroccan souk in Fez (p. 55). Further examples of this type can be multiplied – the text on "city challenges" showing Sao Paulo in Brazil and Hyderabad in India (p. 65), and the module on "Health and medicine" talking about a volunteer in a hospital in Ethiopia (p. 118) and further presenting a text and a game devoted to the phenomenon of culture shock (p. 124-125). "Music and the arts" module includes a text on hip-hop, relating it to Senegal and to the Czech Republic – in reference to the Roma people (p. 134).

The above mentioned topics and activities are just a few examples presented here to demonstrate that it is entirely possible to include global issues in the English textbook contents, at the same time maintaining the required adherence to the national curriculum topic areas, prescribed by the Polish Ministry of Education. The quoted book, just like the following three components of the *Matura Explorer* series,

prepared in a similar way, has got the official approval and the necessary ministry recommendation for secondary school use.

Conclusions and implications for an English language teacher

To conclude, it has to be clearly stated that it would definitely be an oversimplification to claim that introduction of certain changes in the foreign language coursebooks would solve all the language learners' dilemmas and emotional turbulences. Nevertheless, it can be argued that a move in the direction towards presenting a broader, more global and worldwide cultural perspective might help foreign/migrant learners to feel more comfortable in an English classroom. The opportunity to see characters from different countries and different nationalities, to listen and read about customs and traditions from all over the world, can give the European 'newcomers' a chance to introduce elements of their own national heritage, and – perhaps – be assured that other learners might be genuinely interested in those. The feeling of being locked within the limits of Anglophone and European context may thus be somewhat alleviated.

The processes mentioned in the introduction and throughout this paper – the globalisation, and internationalisation of different spheres of life, including education, the general 'ethico-cultural flux', as Saito [2017, p. 264] called it – are becoming more and more real and widespread, affecting the European nations and calling for adequate response. Likewise, constructs such as 'bilingual identity', 'multiculturalism' and 'transnationality' have become recognized, with several research studies being conducted in this area. It has been demonstrated that the complex process of developing a new identity – 'new self' – both in linguistic and in social interpretation, can be both disheartening and emotionally difficult. As language teachers, we should be prepared to do whatever can be done to facilitate these acculturation processes. Certainly, preparing more foreigner-friendly materials and incorporating worldwide cultural issues in the lessons is a realistic and attainable solution, which can also turn out to be profitable for all learners in the group.

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The Preparation Peculiarities of the Masters of English Philology in the European Universities in the Context of Changing Language Policy

Abstract: The development trends of language education at the beginning of the 21st century include international integration in the goals updating and the context of teaching and learning foreign languages in secondary and higher educational institutions. One of the modern tendencies of Ukrainian educational system improvement became Europeanization of language education. These problems in the area of teaching foreign language are reflected in particular in the following documents: "The National Doctrine of education development in Ukraine in 21st century", "The law on higher education", "The Basic recommendations for the language education: learning, teaching, evaluation" etc. According to the decree of the president № 641 the 16th November in 2015 – the year 2016 is claimed to be the year of English language in Ukraine. This proves high demands to those who teach and those who are studying due to the high level of the professional's preparation of new generation who are capable of active living in the circumstances of multilingualism and polylogue of cultures. According to the state language policy one of the modern education priorities is the question of the communicative competence formation.

The preparation of Masters of Philology in the universities of the Czech Republic, Poland, Hungary and Slovakia – the countries of Visegrad Group, as well as in the Ukrainian universities took place in the faculties of the foreign department, the institutes of linguistic, the language studios etc. The traditional master's preparation lasts during 2-3 years and involves the disciplines' mastering in the range of 120-180 credits. There is as well a program of Masters of Arts preparation during 4–5 years, for ex-

ample a teacher, a doctor etc. The studying on the level of Master of Arts ends with the defense of dissertation and acquiring the degree of Master (Mgr) or Master of Arts (MgA).

In the professional preparation of philologist the important fact has fundamental preparation, which consists of the general professional competence formation through the interconnection with humanitarian, ecological, legal and economical and managing education. All of these should provide the high flexibility and adaptation of philologist in the frames of its own and related professions (a philologist-manager, a public relations philology specialist and etc.) That is why the preparation of the Masters of the high educational institutions of Ukraine today took place in the conditions of the competence approach. The following approach helps to provide students with the modern knowledge, and also raise the level of the professional competence, which should penetrate through the aim of teaching, educational programs, and all educational disciplines.

Key words*: language policy, competence approach, professional competencies, communicative competencies, pedagogical innovations, preparation of the Masters of Philology of English language, universities of the Visegrad group.

The modern preparation process of the Masters of English Philology in the leading universities of Europe is connected with the Bologna process reform in the high educational institutions. These changes led to the involvement of the competent approach in the education of the university graduates. The development trends of language education at the beginning of the 21st century include international integration in the goals updating and the context of teaching and learning foreign languages in secondary and higher educational institutions. One of the modern tendencies of Ukrainian educational system improvement became Europeanization of language education. These problems in the area of teaching foreign language are reflected in particular in the following documents: "The National Doctrine of education development in Ukraine in 21st century", "The law on higher education", "The Basic recommendations for the language education: learning, teaching, evaluation" etc. According to the decree of the president № 641 the 16th November in 2015 – the year 2016 is claimed to be the year of English language in Ukraine. The following decision was made to promote learning English language in order to increase the access of Ukrainians to the «… world economical, educational and cultural opportunities, that provide knowledge and usage of English language, ensure the integration of Ukraine to the European political, economic and scientific and educational space" [*The Ordinance of President of Ukraine* 2015]. This proves high demands to those who teach and those who are studying due to the high level of the professional's preparation of new generation who are capable of active living in the circumstances of multilingualism and polylogue of cultures. According to the state language policy one of the modern education priorities is the question of the communicative competence formation.

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ration lasts during 2–3 years and involves the disciplines' mastering in the range of 120–180 credits. There is as well a program of Masters of Arts preparation during 4–5 years, for example a teacher, a doctor etc. The studying on the level of Master of Arts ends with the defense of dissertation and acquiring the degree of Master (Mgr) or Master of Arts (MgA) [Pyatakova 2017, p. 309].

Ukrainian high education changes moreover due to the active implementation of the law "On Higher Education", in which there is provided new requirements to the university teacher. It is the teacher, who is a participant of the educational process, have to "constantly improve the professional level, pedagogical skills, scientific qualification; who provides high scientific and theoretic and methodological level of teaching discipline in full scope of the corresponding specialty in accordance with the educational program of" (*Law of Ukraine* 2014].

The precise educational process' feature in the universities of Ukraine is the innovation, introducing in the educational process new educational technologies, new methods, which can contribute to the improvement of the quality educational and teaching of process in general. It must be taken into account that pedagogical innovation is characterized as changing the structure of pedagogical educational in general or some important components in order to improve its characteristics [Okoń 2001, pp. 138–139).

The common development basis for educational plans of professional and language preparation, typical programs, examinations, textbooks in Europe is provided by the Council of Europe Recommendations [*The European recommendations of language education* 2003]. There is described the knowledge and abilities, which could be elaborated in the language speakers for effective communication in the cross-cultural context; determined the levels of language performance on each stage of learning; proposed communicative pedagogical tasks for active students participation for meaning full communication. To define the goals of professional preparation of English language teacher, in the generally recommended model of education influence of the main components, it is ought to be taken into account the specifics and the solution's range of educational tasks – forming general students competences, communicative competence of performing improvement distinct language skills in the particular communicative situation, enriching or diversifying the strategies and improvement of the task. There for the most important task of the professional preparation of the Masters of Philology of English language in the high educational institution is supposed to be the formation of the necessary and sufficient level of professional competence of the future teacher of the foreign language, which acquires the following essential competences in the process of studying in the university. The competence formation and competences in the future specialist maybe seen as the amount of knowledge, skills and abilities in the broad sense, that a teacher acquires in the process of continuous learning, that specially organized

(through the system of additional education), as well as involuntary education (life experience, practice) (G. Wyler, J. Lefsted). In the professional preparation of philologist the important fact has fundamental preparation, which consists of the general professional competence formation through the interconnection with humanitarian, ecological, legal and economical and managing education. All of these should provide the high flexibility and adaptation of philologist in the frames of its own and related professions (a philologist-manager, a public relations philology specialist and etc.). That is why the preparation of the Masters of the high educational institutions of Ukraine today took place in the conditions of the competence approach. The following approach helps to provide students with the modern knowledge, and also raise the level of the professional competence, which should penetrate through the aim of teaching, educational programs, and all educational disciplines.

The analysis of works on problem competencies and competency qualities (N. Chomsky, R. White, J. Raven, N. Kuzmina, A. Markova, V. Kunicyna, L. Berestova, V. Baydenko, A. Hytorskyi, N. Gryshanovaand etc.) that proves the allocation of particular features and the stages of forming the competences, CBE-approach (competence-based education) in the education. The question of communicative competence were researched by such native and foreign scientists S. Amelina, L. Anpilogova, I. Bacenko, I. Berman, V. Gnatkevych, Y. Emelyanov, Y. Zhukov, V. Ivanov, T. Kolbina, V. Korystylov, N. Korolyova, A. Makarova, Y. Miroshnychenko, I. Neyshyn, D. Norman, A. Panfilova, Y. Passov, L. Petrovska, A. Sergiyenko, O. Tarnopolskyy, O. Fedorov, S. Shatilov, N. Shmit and etc. Sufficiently developed theoretical research aspects of professionalism (H. Borysova, Y. Zeyer, A. Markova, O. Novykov) and the modeling of the professional activity (O. Bobyenko, I. Zymnyaya, Y. Smirnova, O. Kirsanov, O. Kochnev, N. Kuzmina, N. Talyzina and etc.). The important factor was also researched thorough the study of the modern concept of subject-subject interaction: individualization, personality-oriented approach in education, context and productive studying (O. Asmolov, R. Berns, K. Vasina, O. Verbytskyy, I. Zymnyaya, V. Ilyin, O. Kirsanov, G. Landret, M. Mahmutov, L. Mitina, Y. Turchaninova, G. Zukermanetc). However the problem of forming communicative competence in philology students in the process of learning English language acquires more detailed research in the context of European integration, after all " ... only with the help of better usage of modern European languages we can facilitate the communication and interaction between European with different native languages for support of European mobility, mutual understanding, cooperation and to overcome the prejudice and discrimination" [Kozymyrska 2007]. In particular there is need for further overthinking and improvement of the context, form, method and techniques of teaching English language in the university. At the same time in the process of teaching the sense and aim of didactical preparation of the Master of Philology of English language, the problems of matching the quality of preparation of the Master to the requirements

of branch standard of high education must be highlighted and analyzed the peculiarities of language competences, which appeared in Masters of Philology in the process of learning disciplines. The competence oriented education is a realized in the pedagogical practice the model of education – project system of goal-setting, planning, organizing and estimating, in which the main educational result is the special professional and key competences of graduates [Kuzmina 1980].

Education which is oriented on the competences was formed in the 70s in the USA and has the name the CBE-competence-based education. The competence in our opinion is the set of basic theoretical knowledge, practical skills, abilities, capability and traits of personality, which show his readiness for performing particular activity [Markova 1998; Skylbek 1994, pp. 67–78].

The professional competence can be defined as the person's readiness to accumulate personal resources (organized in the system of knowledge, skills, abilities and traits of individual), which are necessary for effective solving professional tasks in typical and unusual situations [Kyzmina 1980]. It must be taken into account that professional competence must involve the value attitude of person towards these situations.

O. Markova considers the professional competence as the set of fivesides of work: pedagogical activity, pedagogical communication, the person of teacher, learning- ability to learn, politeness – ability to teach [Markova 1998, p. 50]. Professional pedagogic competence (according to N. Kuzmina) – this is a set of skills of teacher – subject of the pedagogical influence the particular way to structure the scientific and practical knowledge in order to improve better solving of pedagogical tasks [Kuzmina 1980].

In this case there can be pointed out five components of pedagogical competence: a special and a professional competence according to the discipline that is taught; the methodological competence according to the ways of knowledge formation and skills of students; the social and psychological competence of communication; the differential and psychological competence regarding motives, abilities, directions of students; the auto-psychological competence about the achievement sand disadvantages of person's activity [Lobeyko, Novykov, Truhachev 2002, p. 129].

According to the decision of the European Council the main competence during learning foreign language is the communicative competence. Therefore in the conditions of the new language policy the aim of English language learning is formation of the communicative competence of students who are the future English language teachers.

Today in the scientific circle there are several points of view on the interpretation of the concept "communicative competence". O. Kazartseva interprets the communicative competence as knowledge, skills and abilities, that are essential for

understanding others and generalization of their own programs of speaking behavior, adequate goals, spheres, situation of communication [Kazartsevav 1999]. K. Khoruzhenko [1997, p. 185] considers communicative competence as the preparation of a person to the cultural communication with other people. I. Cherezova defines the communicative competence as "…system of inside resources, essential for effective communication action in the certain range of situations interpersonal interaction" [Cherezova 2014, p. 104].

The communicative competences can be understood as well as forming of knowledge about the method of orientation in different situations, free usage of verbal and non-verbal means of communication or as empathetic ability of teacher. Interactive competences require skills, which relate to the establishment of productive pedagogical interaction, the most distinct form of which are cooperation and co-creation. This is manifested that the teacher sees himself as a professional, as a student as personality. However, the high level of competence depends on the specific peculiarities of cognitive, emotional and willing sphere, temperament and character of the personality.

The researcher M. Bogachyk proposes to consider the process of preparation of the English Philology student in the context of competence and communicative active approaches. There can be distinguished the basic features of competence approach, which must be considered during the process teaching organization of the future teacher of the English Philology:
–   the personal and social value of knowledge, skills, abilities, qualities, experience of activities, which are formed and developed;
–   formation, development of certain competencies and competence qualities;
–   the existence of a clear effective system of criteria for measuring formation and development of competence;
–   the creation of certain not-standard problem situation which will practically allow to show and verify their acquired knowledge, skills, abilities, personal qualities and experience;
–   the presence of particular learning environment which will effectively allow to develop distinct competences that are based on the principals (activity, necessity of constant learning through out the life, the unity between the market requirements of job and traditional opportunities of educational system);
–   the organization of educational process on the basis of research, problem, part-research methods, which provide the creative embodiment of personality;
–   the involvement of modern ICT in the educational process [Bogachyk 2016, p. 47].
The characteristic features of communicative active approach for learning English language are:
–   teaching communications though interaction in English language;
–   using the authentic materials in the learning situations;

–   giving the students an opportunity to take part especially in the management of the learning process;
–   using personal experience those who learn as the important part of learning process;
–   an attempt to combine learning English language both in the lessons and outside the classroom [Bogachyk 2016, pp. 47–48].

Consequently, the main conditions of providing the competence and communicative active character of teaching English language are the language orientation, functionality, situation and novelty. All pedagogical skills which are the sense of professional competence of the teacher can be divided according to their content on two large groups: the ability of theoretical readiness and practical readiness. To the theoretical readiness abilities are denoted analytical, predictive, projective and reflective skills of teacher. We will be more detailed with practical readiness, therefore they help to understand the main idea of professional competence, which must be formed in the Master of Philology in the process of learning in the high educational institution.

The abilities of practical readiness according to their meaning are divided into organizational, communicational and applied. To communicative are denoted perceptive skills: perception and interception of information in the process of pedagogical interaction; penetration in the personal essence through the evaluation of external characteristics, probable forecasting of dynamic of the development of general and individual skills of personality; point out the main features of personality, and social valuable orientations. To the communicational skills should be denoted as well the skill of pedagogical communication: the use of "communicative attack"; establishment of psychological contact, interaction; communication management; establishment of feedback (empathic interaction); pedagogical technique (culture of communication, management of your physical and psychological state, bring closer, figuratively transmit the information).

In the process of teaching English language must be involved all kinds of speech activity: reading, listening comprehension, speaking and writing skills. At each stage of speech activity the main task of teacher is the preparation students to the active speaking. For this together with the traditional methods of education are used non-traditional methods and forms of communicative speaking. For example, the lesson is organized in the form of "round table" (discussion), language communicative games, technique "aquarium", micro teaching, debates, brainstorming, "snowball", role playing, problem solving, quizzes, competitions, theatre performances, multimedia presentations, virtual excursions etc. The development of students' creative abilities contributes to the usage of the method of discussion, method "drama", problem solving, projects, which are based on the development of cognitive skills, critical and creative thinking, work alone, creativity. These meth-

ods as well give an opportunity to work alone, individually as in pairs, groups, to be able to solve problem situations. These abilities must be considered as super tasks for forming the competences in the future English language teachers. The capabilities of the competences need to be formed while they are students, considering them while introducing the discipline of English language, and pedagogical and methodological disciplines.

In professional preparation of the Masters of Philology of English language must be paid attention on the inseparable connection communicative competences with philological, highly-specialized competences. It should be noted that special competences are relevant to the particular language and literature, which the Master of Arts will teach in the future. These are communicative competences in the area of native language and foreign language, which are connected linguistically (phonetic, lexical, grammatical, spelling, syntactic and stylistic skills); socio-cultural (the knowledge about native language and country, which language is learnt, the rules of behavior and culture); discursive (the ability of logically conduct conversation); strategic (the ability to forecast the difficulties in speaking) competences.

In the process of forming the professional competences the Master of Philology of English language in the high educational institution, it is necessary to point out all kinds of linguistic competences. These are connected with the specifics of the linguistics and its rules. The formation of these competences of Masters of Arts occurs in the learning process in its parts at lectures and practical classes of the educational language courses at the level of Bachelor's degree. The important issue in this process has course "The methodology of the teaching language in the secondary school", "The methodology of teaching language in the university" and the pedagogical practice, which task is to consolidate these skills. Therefore the next level of the linguistic competence cangrow only in the process of pedagogical activity of the Master of Arts. Communicative competences are connected with literature and cultural competences, which are characterized by the readiness of starting the conversation, listening and hear the interlocutor, the ability to choose the appropriate linguistic resource depending on the status and social role of addressee (social competence). The socio-cultural competence includes the knowledge of social and cultural peculiarity of English-speaking countries, forming of skills to point out the general and specific in the culture of native country and countries, which language is learnt. Socio-cultural competence consists of regional studies and linguistic studies competencies. The regional studies competence is the set of knowledge about the country, which language is learnt, and as well the ability to use national and cultural language component to speak in it. The linguistic studies competence is considered to be as the possession of features of verbal and non-verbal behavior of native speakers in communicative situations. The components of linguistic studies competence denote to verbal and non-verbal behavior. Socio-

lingual competence this is the ability to understand and produce phrases and sentences with such form and with particular meaning which correspond certain sociolinguistic context in communication.

The competence oriented education is implemented in the pedagogical practice of competence model of education. This is the project of the goal-setting system, planning, organizing and evaluation, where the main educational result is specific professional and key competences of graduates [Pyatakova, Pyatakova 2014, p. 414].

In modern pedagogical science the professional competence is considered to bether result to professional preparation, combining it with educational competence – qualitatively new approach to the content of education which is connected with life, future professional activity of student, and as well as fulfillment of social role. Therefore, in order to form professional competence of the Master of Philology of English language it is necessary to give graduate the opportunity to learn the theoretical knowledge of pedagogics, psychology, methodology of teaching foreign languages, applied linguistics and skill of practical usage in work in general educational institution. The concept "knowledge" as a component of professional competence of future teacher of English language may be viewed from the point of its concept and means of its transmission. The concept of professional knowledge is the conceptual and factual components of educational material, which includes interconnected facts, patterns, theories, generalizations, terms [*Technologies of professional and pedagogical preparation* 2001, p. 232].

In today's circumstances of open access to almost any information the professional knowledge of teacher is already determined not only the concept of these knowledge, but as well the ability to convey the min such way, that it facilitates interaction, discussion, dialogue and argumentation [Puhovska 2000, p. 570). According to this together with the knowledge of scientific factors teacher must have knowledge for innovational pedagogical technologies and capability to implement them in the educational process.

The pedagogical technology as the product of creative search, experiment of the teachers innovators and scientists, under certain conditions can become unique product of al educational and teaching system if implement it in educational practice. Therefore innovational technologies should be considered through "the aim and result of a complex dynamic progression of the implementation of intellectual development of personality of teacher in process of professional preparation, forming in him professional knowledge, abilities and skills through effective activity of family and social life" [Padalka, Nisimchuk, Smolyuk, Shpak 1995, p. 3].

In the conditions of university education reformation in Ukraine the computer technologies, interactive methods and distance learning are the most popular among the innovational technologies which are implemented in the educational process. The innovational technologies fill the high educational institutions with

modern didactical tools and contribute to the formation new subject-subject relationship between teacher and students. Until recently in the educational process in the universities of Europe prevailed the frontal form of influence on the personality of student, which didn't require from teacher the knowledge of peculiarities of pedagogical technologies, involved in the classes. Due to this approach in fact ignored the activity of students, as there was technology that denied subject-subject relationship between teacher and student. Today in the education co-exist two strategies – traditional and innovational, which is open to new and is capable of updating [Dychkivska 2004, p. 8].

The teachers from Poland as well note the necessity of changes in the educational strategy and identify main reasons of these changes: the education need to be brought closer to real life; the school must serve to self-development and self-realization; the learning must be attractive; education must be democratized; there should be the flexibility of educational system and self-regulation [Półturzycki 2002, p. 62].

The humanistic approach in the education helped to create personality oriented approach for those who we teach. In the high educational institution a student becomes the center of all educational system. During the period of the education formation we are convinced that the positive results in our classes in the university we can achieve only while the student is active, in condition of creating subject-subject education. While introducing in the educational process innovational educational technologies, we contribute to the active professional competence formation in the Masters of Art. From the teacher's perspective it is difficult to process the constant work of improving their professionalism, raising the level of creativity and self-regulation etc. We agree with the opinion of scientists didactics that teacher must be aware of the peculiarities of innovation in the university, "since the formation of humanitarian features in student will become possible only, when teachers teach from the point of modern requirements to the preparation of high-qualified specialist, and their beliefs will meet the today's requirements, related with the building sovereign country – Ukraine" [Padalka, Nimchuk, Smolyuk, Shpak 1995. p. 146].

In the modern university, in condition of creating subject-subject relationship in classes it is important in our opinion the introduction of the Masters of Art with the peculiarities of new technologies. It is the theoretical substantiation of innovations in the educational process, support students to understand the mechanism of action of particular methods, methodologies, techniques will help to raise their motivation and for forming competence in the future teacher. The knowledge of theoretical basis of pedagogical technologies need to provide the Master of Arts forming pedagogical thinking, which allows them successfully construct the educational and teaching process in different types of high educational institutions. Certainly, the future teachers must be prepared for innovational activity so that to be in

such personal state, that "involves in teacher the presence of motivational and valuable state for the professional activity, acquires effective means and techniques of accomplishing pedagogical goals, the ability of creating and thinking over" [Dychkivska 2004, p. 277].

The teacher who teaches disciplines in pedagogical cycle faces extreme task: to help the Masters of Art to get acquainted with the specifics of innovation in the education in order to form professional competences and creating motivation about implementing modern pedagogical technologies in the classes of future.

The results of empiric research which was conducted in 2013–2015 in Lviv, Wroclaw and Jagiellonian Universities, confirm interest of future teacher in the interactive technologies and training methods.

In the process of survey of respondents we found out that the Masters of Arts are well acquainted with innovational technologies. The most knowledgeable Masters of Philology with the interactive technologies: 93,63% from Lviv University, 77,77% from Wroclaw University and 88, 42% from the Jagiellonian University. The Masters of Arts actively pointed out the computer technologies through which they made presentations, created projects, completed individual tasks, underwent tests (middle test check) of their knowledge etc. The computer technologies were singled out by 61,05% the Masters of Philology from the Jagiellonian University, 62,72% from Lviv University and 55,45% from Wroclaw University. The respondents paid attention towards the distance education. The distance education (DE) is the form of learning known to 38,94% of respondents in the Jagiellonian University, far less in Lviv University – 21,81% and 12,17% in Wroclaw University [Pyatakova 2015, p. 189–190].

In our opinion, it was logical to find out whether the Masters of Philology suppose that the introduction to the innovational teaching technologies in the educational process contribute to form the philologist's professional competences. Absolutely agree with this statement 67,36% form the Jagiellonian University, 67,27% from Lviv University, 55,45% from Wroclaw University. Only 9,47% of the polled Krakow Masters of Philology, 11,81% – Lviv University and 17,27% in Wroclaw University completely disagree the influence of the innovational technologies on the process of professional formation of philologist [Pyatakova 2015, p. 190].

Important for survey was the respondents' answer to the question whether the Masters of Philology agree with the necessity to shift the emphasis from pedagogical activity of teacher to the student's cognitive activity, on forming creative method of their self-study in hand self-actualization, including educational and cognitive activity. Agreed to this statement 53,63% of the Masters of Philology from Lviv University, 51,81% from Wroclaw University, 49,47% from the Jagiellonian University. It was difficult to determine the answer to the question 25,45% the Masters of Philology from Lviv, 34,54% from Wroclaw University, 39,94% – the Jagiellonian University. Disagreed with this statement 11,57% Masters of Art

from the Jagiellonian University, 13,63% from Wroclaw University and 9,09% from Lviv University.

The majority of respondents of the Masters of Art from Lviv University – 56,36%, and 51,81% − from Wroclaw University, and only one third of respondents 31,54% − from the Jagiellonian University consider that in the process of preparation of the Masters of Art need to be made the transition from traditional, informative, monologue methods and forms of teaching to the dialogue one.

Also they are convinced about the necessity of computerization and technology usage in teaching in the universities, which will further lead to improvement of educational process in total, 54,73% respondents Masters of Arts from the Jagiellonian University, 54,54% from Lviv University and 43,63% from Wroclaw University [Pyatakova 2015, p. 190].

However, the knowledge of the Masters of Art of new technologies isn't proving the active introduction of these technologies into the classes in the universities. The Masters of Art from universities who were poled indicated the insufficient level of teaching usage of the new methods, which they lack. The results of survey made it possible to see that only 13,68% − from the Jagiellonian University, 25,45% − Masters of Art from Lviv University, and 32,72% − from Wroclaw University believe that modern university is ready for the purposeful implementation of person-oriented technologies of teaching. However the majority of respondent could not determine the answer to this question. The same percentage of respondents of the Masters of Art from the Jagiellonian University– 13,68%, and as well 16,36% from Lviv University and 20% from Wroclaw University consider that the university is not ready for fundamental changes. Certainly, teacher innovator must have positive attitude towards innovations in the world. The introduction of innovational technologies into the classes in the university is only possible in condition when the teacher is motivated to the following changes, is able to bring to the didactical material new methods of teaching of educational discipline [Pyatakova 2015, pp. 190−191].

The interviewed Masters of Art as well indicate on the small awareness with the structure and mechanist of working on new methods. In the questionnaires there were focused on complete or partial absence of the classes of language on their specialty of training technologies, which can contribute to the development of communication competencies in the philologist, the lack of implementation of methods in the development of creativity in the future teacher of philology. The results of the experiment give the opportunity to see some contradictions in the reasons which is the lack of knowledge on the specifics of innovative technologies in the universities. The majority of the respondents of the Masters of Art-59,74% pointed out on the active usage of interactive technologies in the classes. The group form of organization of interpersonal interaction is known to 90,90% of the Masters of Art in Lviv University, 87,27% − in Wroclaw University and 98,94% in the

Jagiellonian University, that give ground to state that 92,06% of all of the interviewed students are acquainted with the group interaction in the classes. In the questionnaires we saw the knowledge of students with one more form of interpersonal interaction – cooperative teaching, but it was pointed out only 20,05% of respondents. We can affirm that in general the Masters of Art are familiar with the interactive methods as most of the respondents among the methods which activate to the learning mention discussions, debates, and brain-storming. As well most often the Masters of Art pick discussion, "case method", role play, blitz games, projects as methods which motivate them to master their specialization. We believe that the amount of students, that prove the introduction of interactive technologies in the innovational universities as well be bigger if the Masters of Arts were introduced in the classes with the theoretical component of the technology, group interaction as its basis for the organization of mutual students learning, its method sand technique etc. [Pyatakova 2015, p. 191].

The obtained data in the process of experiment gives us the opportunity to see the serious attitude to the future professional philologists towards those innovations which need to be done in the university. They actively perceive new methods of teaching of their professional disciplines; they are motivated to learn interactive methods, distance education, computer technologies. According to the survey of the respondents in Ukraine and Poland it helped to see that the Masters are uncertain about the changes in the educational strategy in the university. We consider that the fear of the future Masters of Philology can be justified due to the lack of:

- information about the importance of changing of the language policy in the preparation of the English language Philologist;
- complete information about the qualitative changes of the level of preparation of the professional with the help of new technologies;
- theoretical knowledge about the didactical peculiarities innovations and mechanisms of introduction in the educational process;
- practical abilities and skills to introduce innovations;
- data about the competence approach and change of the context of the preparation of the philologists;
- personal motive for raising their own proficiency, creativity development etc.

Since the Masters of Art have taken with understanding the changes which may occur in the educational process of the universities, with the induction of innovational strategies in the preparation of the philologist, teachers of the university cannot stand aside. Their primarily task is to create the conditions for the theoretical familiarization and practical preparation of the Masters of Art to the introduction of the innovative technologies in the educational process in the universities [Pyatakova 2015, p. 192]. We consider that innovational approaches for forming

language competences of the Masters of Philology of English language motivate them to the future profession.

The analysis of the masters' program of preparation of the English philologist in the universities of the countries of the Visegrad group gives the opportunity to claim that it can be divided into English countries study and pedagogical directions. In the universities of Hungary popularity has programs as separate cultural studies: European, American, English, French language and Polish studies. Due to this the master's program ELTE (c. Budapest) often proceeds to the Banchelor's degree and prepare a specialist in the culturally-ethnographic aspect of the American studies and the English-sciences.

In the universities of the Czech Republic the master's program of preparation of the philologist is arranged for 2-5 years and students from 2006/2007 year of birth undergo the credit system ECTS which performs the function as an instrument of mobility for students from universities all around EU. The master's programs include research to acquire theoretical knowledge in the area of philology, cultural studies, sociology, country studies, based on the modern scientific knowledge, scientific researches and works, and as well assimilation and their further application on the practice in condition of development of creative skills of the researcher [Pyatakova 2017, p. 309].

To the second group are denoted the programs of preparation the Master of Philology with possible combinations of educational subjects, which in the future can teach the teacher in school. In the universities of Hungary on the pedagogical faculties were developed the master's programs of preparation of the teacher of English language and culture/ethics, the teacher of English language and culture/the teacher of geography; the teacher of English language and culture/the teacher of Hungarian language; teacher of English language and culture/the teacher of German language and culture; the teacher of English language and culture/the teacher of history and social sciences.

In the universities of the Czech Republic-ZCU (c. Plzen) the programs of teaching English language and literature are popular in combination with educational subjects (Czech language and literature, German language and literature, Music Education, History, Social Studies, Technical education).

In Slovakia at the philosophy faculty at the pedagogical department in the university named after I. Safarik (c. Kosice) is conducted the preparation of the Masters of Philology according to the programs: Slovak language and literature – English language and literature; English language and literature – Mathematics; English language and literature – Chemistry; English language and literature – Geography; English language and literature – Biology; English language and literature – Informatics.

Therefore, in the European universities the Masters of Philology have an opportunity to acquire additional specialization – at each English language in the sec-

ondary school. The success of the preparation of teachers in the high educational institutions directly depends on: 1) the defining of new targets and context of teaching foreign language on different levels; 2) the usage of new technologies of education 3) the promoting of development of individual cognitive styles of students; 4) implementation of the adequate control according to the level of formation of professional skills and abilities.

The researcher T. Polyakova after analyzing common problems of preparation of the future teacher of foreign languages in Europe and in Ukraine concludes that they have much in common. Among the common features T. Polyakova points out: 1) more attention is paid to the formation and development of professional individuality of the teacher; 2) the requirements are similar to the knowledge and understanding of basic features of teaching foreign language, professionally oriented strategies and skills; 3) agreed the steps about modernization of the preparation of teachers of foreign language in the integration of teaching academic disciplines from practical experience of teaching; 4) the content of the program of preparation of teacher with the content of internship are precisely completed; 5) the activity are aimed to the improving of professional skills of teacher of foreign languages; 6) the emphasis was put on ensuring the continual education of teachers of foreign languages [Krystopchuk 2012].

At the same time the researcher T. Polyakova draws attention on certain differences in the organization of the preparation of teachers of foreign languages: the absence in the Ukrainian system of education such component as work on a student under the supervision of the mentor; the absence of the systematic connections with the foreign partners; almost complete absence of the training organization of the future teachers of foreign languages in the countries, which language you learn etc. [Krystopchuk 2012].

The effectiveness of process of modernization of preparation of the teacher of foreign languages depends mostly how accurately and sensibly is formed the context of the teacher of foreign language preparation, how qualified and appropriately is used innovational technologies in preparations of teacher, how effectively will be implemented the tasks, which were determined by the European and Ukrainian teachers and educators [Krystopchuk 2012, p. 123].

We consider the peculiarities of the context of the education of the Masters of Philology of English language in the Czech Republic. The graduates of two-year program of the Master's degree acquire experience in the future profession of the foreign languages teacher, complete educational plan, which consists of the compulsory and optional courses, aimed to obtain professional knowledge and also it is passed by student on the pedagogical practice. The studying in the Master's degree involves performing by student research work, including the methods of teaching foreign language. The peculiarity of the educational programs is the preparation of

the teachers of foreign languages in the Czech Republic is the implementation of the "European space" which is based on: determining the European specifics in the context of particular disciplined of educational plan; determining the necessity of ensuring the decisions realization in the Bologna process and relevant standards of quality of education; developing the educational courses, which give the opportunity to acquire the qualification "teacher" in several countries; take part in the European projects and opportunity to provide the mobility to students; to conclude the agreements between countries and universities; legal support in learning foreign languages. Today the obligatory component of the educational program is as well preparation of usage informational and communicative technologies in the process of education (ICT). The following courses are aimed to acquire data about the foreign language and developing of informational and communicative skills and abilities [Antonenko 2015, pp. 73–74].

The numerous innovative changes in the high educational institutions were brought due to forming of Visegrad group. The high educational institutions of Hungary accepts for studying students scholarship from Vishegradgroup which support the education in the countries of Vishegrad four; the Czech Republic, Poland, Hungary and Slovakia. Among the students from Ukraine who as well can choose any of accredited educational institutions – college, university, research institute, art academy, universities of Hungary are in demand. At the humanitarian faculty RTE (c. Pecs) were developed four more programs of the preparation of the English philologist (during four semesters): English language; the international affairs; the international affairs "Europe in Vishegrad perspective", according to which students study four semesters in Hungary, Krakow (Poland), Brno (the Czech Republic), Banska Bystrica (Slovakia).

To conclude, the preparation of the Masters of Philology of English language in the universities of Europe is rather complicated process. It connects with the Bologna reform the implementation of the recommendations of the Europe Council and changes which were brought by new language policy in the basis of which formed the communicative competence of graduate as the main among professional competences of the Master of English Philology. The particular feature of preparation of the Master of Philology of English language in high educational institution in Ukraine and the universities of the Visegrad group are innovation, introduction in the educational process new educational techniques, new methods which can contribute to the quality of educational and teaching process in general.

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Institute of Pedagogics in the Kielce State Pedagogical Academy; secondly, in the years of 2001–2005 he was a head of the Social Pedagogy Chair at the Catholic University of Lublin; in the years of 1994–2004 he had been a leader and initiator of 8 scholar conferences connected with the functioning of the contemporary family in Poland. Creator and editor of the "Family Pedagogy Yearbook" and "Pedagogika Rodziny. Family Pedagogy". His scholar and scientific specialization is connected with the field of family and process of children and youth socialization. Author of almost 20 books, editor of the 26 other printed editions, and more than 200 scholar and scientific articles. He has a good contact and effective co-operation with Catholic Rużomberok University in Slovakia.

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Professor A. Vykhrushch is an author of the poems: "The Conversatiom with Father", "Flowers for Mother", and "Selected for the Selected".

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