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OPTIMIZATION OF PHYSICAL EDUCATION IN HIGHER EDUCATIONAL INSTITUTIONS THROUGH THE PRISM OF TECHNOLOGIES OF PEDAGOGICAL PROCESS OF TEACHING DISCIPLINE

Abstract. *Based on the analysis of historical and pedagogical literature, the ideas of formation and development of the phenomenon of self-improvement of the teacher's personality as a reflection of the national-cultural identity of the Ukrainian people are studied, the periods of development of the phenomenon of self-improvement in the history of national pedagogical thought are determined; it is found that the phenomenon of self-improvement is an example of the intertwining of rational and irrational, intellectual and sensual; domestic models of self-improvement are characterized by cordocentrism, which reflects the mentality of the Ukrainian nation, the philosophy of the heart and the pedagogy of the soul.*

Keywords: *national and cultural identity; mindset of the Ukrainian nation, philosophy of the heart, the phenomenon of self-improvement, the personality of the teacher, cordocentrism.*

Relevance of research. For a comprehensive, substantiated, essential, multifaceted analysis of the problem of self-improvement, understanding the essence of the national and cultural identity of the Ukrainian people, it is necessary to turn to domestic historical sources of this phenomenon. This is possible through the assessment of one's past, a reflective, systematic revision of the system of pedagogical knowledge. It is in the history of pedagogy that the tendencies of development and scientific currents of the presented problem are reflected. Reflection of ideas of self-improvement in the Ukrainian pedagogical thought, allows investigating and carry out rational reconstruction of historical transformation of the problem of perfection, thoroughly, consistently supplement the methodology of scientific research in this direction, create preconditions for adequate assessment of scales, achievements of modern pedagogy and consciousness. Analysis of modern pedagogical thought on the problem of self-improvement shows that in the modern scientific space there are well-developed theories of personal self-development. But at the same time in the research of scientists there is mostly no systematic, conceptual approach to the ideas of self-improvement of the individual, as a reflection

of the national and cultural identity of the Ukrainian people, analyses only some aspects of the problem. Formulation of the purpose of the article. Based on the analysis of historical and pedagogical literature to explore the ideas of formation and development of the phenomenon of self-improvement of the teacher's personality as a reflection of national and cultural identity of the Ukrainian people, to determine periods of self-improvement in the history of domestic pedagogical thought.

The theoretical basis of the study are: the provisions of modern philosophy of education (V. Andrushchenko, O. Bazuluk, V. Bekh, B. Gershunsky, V. Kremen); philosophical provisions of the theory of scientific knowledge about the active role of the individual in the transformation of reality (M. Berdyaev, G. Hegel, I. Kant); ideas of cultural and historical concept of personality development (L. Vygotsky O. Leontiev, A. Luria); ideas of spirituality of national education and upbringing in the historical and pedagogical context (L. Berezivska, A. Veremchuk, N. Dichek, L. Dubrovskaya, I. Zaichenko, S. Zolotukhina, T. Ilyina, E. Kovalenko, O. Luchko, M. Meshcheryakova, N. Pobirchenko, S. Popychenko, O. Sukhomlynska, S. Chernikov, M. Yarmachenko, etc.).

Results of the research Academician O.

Sukhomlynska emphasizes the importance of the development of historical knowledge in Ukraine. She believes that it is possible to penetrate into the deep layers of educational phenomena of the distant and recent past only pedagogy, includes philosophy, religion and ideology. Morality and ethics, as well as a number of other components... "[28, p. 3].

Based on the developed periodization of Academician O. Sukhomlinska and our selected criteria for periodization (socio-economic and cultural educational development of society; the state of domestic pedagogical science and educational practice; the dynamics of development of educational institutions in which teachers were trained; qualitative changes in teacher requirements and the purpose, tasks, content of its training; society's idea of the human ideal and the teacher's ideal), we define the following periods of development of the phenomenon of self-improvement in the history of domestic pedagogical thought.

The first period (IX - XVI centuries) - the time of emergence of ideas of self-improvement during the Princely period, which included Kyivan Rus, Galicia-Volyn principality and the Grand Duchy of Lithuania.

The second period (1569 - the beginning of the XVII century) - the development of ideas of self-improvement in the era of general Reformation changes, the Slavic Renaissance.

The third period (XVII - XVIII centuries) - the time of development of the problem of self-improvement in the context of the Ukrainian Baroque or Cossack era. The fourth period (XIX century - 1917) - scientific and national formation of the problem of the teacher's personality and his self-improvement. The fifth period (1917 - 1991) - the development of theory and practice of professional and pedagogical training, ways of selfimprovement of teachers in the context of the Soviet era. The first (IX - XVI centuries) period of origin of ideas about selfimprovement during the Princely period, which included Kyivan Rus, GaliciaVolyn principality and the Grand Duchy of Lithuania.

The study of the phenomenon of self-improvement is characterized by the fact that the problem of perfection had a thorough ethical, evangelical principle, which was expressed in wisdom, mercy, practical love of neighbour. The educational ideal was understood as an effective,

sacrificial service to God, to people, as a constant work on oneself in order to draw closer to Christ.

The main condition of human perfection - the manifestation of active good in society, a special life position that reflects the inner spiritual aspirations in the practical moral and ethical activities. We emphasize that the formation and development of ideas about perfection in Ukraine-Russia is accompanied by the flourishing of culture, the spread of education, the development of pedagogical ideas.

The Slavic version of selfimprovement is the integration of Eastern and Western cultural, historical and pedagogical traditions, the most important spiritual and moral phenomenon, the reflection of an active life position, part of the mentality and a specific ancient Russian worldview. Studies of the genesis of the phenomenon of selfimprovement are marked by the final formation of the Lithuanian principality (XIII - XIV centuries). During the Lithuanian era, Kyiv was a cultural and educational centre. Lithuanians recognize the superiority of the culture of Ukraine-Russia, have great respect for church and secular laws. "The Statute of the Principality of Lithuania" (1529) [24] was written in Ukrainian and played an important role in Ukraine's accession to Western European law.

In 1387 the Galicia-Volyn principality ceased to exist. Poland pursued a destructive policy towards Ukrainians, which was reflected in the development of education and ideas of excellence. An example of the latter is the work of Yuri Kotermak (Drohobych) (nearly 1450 - 1494). It is he who in his work "Prognostic assessment of the current 1483 Master Yuri Drohobych in Russia, Doctor of Philosophy and Medicine at the University of Bologna" [4], published in 1483 in Rome, recognizes the ability of the human mind to know the world by finding out the causal - consequential links between phenomena. It was, so to speak, a revolutionary view for a time that contradicted the medieval worldview. The second period (1569 - the beginning of the XVII century) of development of ideas of self-improvement in the epoch of general reformation changes, the Slavic Renaissance. Characteristic changes in the models of personal self-development in the Ukrainian tradition are due to the processes of secularization of spiritual life, which resulted in a change in the system of only possible stable values and the formation of a variety of value

orientations, which were already more secular: a set of European and Reformation ideas was formulated, which became the Ukrainian version of the country's spiritual development.

The main content of the "cultural course" was to re-orient to Western European spiritual values, based on both others cultural influences and their own achievements of ancient spirituality "[1, p. 9] So, from the end of XVI century in Ukraine [28] begins a new period of development of education, spiritual culture, ideals of perfection. It is characterized by the formation of a new mentality, increased attention to the emotional and spiritual sphere, interest in the man himself. In Ukraine, the attitude to reorientation of life principles is being formed. Personal selfdevelopment acquires characteristic secular-rationalist qualities. This leads to active self-affirmation in the outside world. An ideal becomes an active, strongwilled individual capable of independent thinking; realizing his or her spiritual and natural potential; constantly, persistently achieving his or her goal and means of achieving it [29].

At the same time, traditional views of selfimprovement as a spiritual and moral phenomenon characterized by concentration, contemplation and asceticism continue to develop. Often these trends are closely intertwined in the works of educational and cultural figures. The views of Ostrog educators Gerasim and Melety Smotrisky are indicative in this respect. G. Smotrisky is a highly educated and cultural scholar, capable of self-analysis, the author of the preface to the Ostrog Bible, raises the question of education of self-esteem of a person based on the study of the history of his people. In the second verse preface to the Bible "All ranks of the Orthodox reader" in comparison with Prince Konstantin with Princes Vladimir and Yaroslav, one can trace G. Smotrisky's views on perfection: human life is not only the result of "God's craft" but also active activity directed at concrete practical actions. G. Smotrisky believed that man is perfected not through self-deepening in himself, leaving the world, but through earthly constant self-affirmation, where the main thing is the preservation of the Orthodox faith, the development of the native language and culture.

At the same time, the scientist consistently and persistently defended the principles of unity of religious and moral education. In his work "Key to

the kingdom of heaven" [22] he proved that religious education is an end in itself. Integrated factor of unification of Ukrainian people - the Orthodox faith; key to the kingdom of heaven, which is the foundation of inner harmony and the prospect of spiritual development. G. Smotrisky [22] noted the disclosure of the divine grace of the human soul through a purposeful, constant activity of the face to achieve its moral perfection. Internal, personal processes of selfknowledge, self-analysis, self-purification, self-deepening are not only necessary conditions of adequate understanding of the biblical text, but also the basis of human activity. The views of the humanist and religious figure of Gerasim Smotrisky's son Meletia are noteworthy. Perfection, according to M. Smotrisky, is based on spiritual and moral principles and reaches the transcendental sphere on the basis of reflection of his own "Self".

The personal experience of moral selfimprovement through the divine cognition of the scientist himself is indicative in this respect. He has felt on his own experience that the human spirit is strengthened through reasonable self-deepening of his own needs, tolerance. Spiritual in a person should be dominated by the physical and be the driving force of its development. The idea of M. Smotrisky [22] about the coexistence of the natural and the spiritual acquires actual meaning. The Enlightener believed that the spirit maintains its independence from consciousness, being ideally free. In man, it manifests itself when human actions coincide with her will.

The constant movement of the soul is self-knowledge. It is proved in the famous "Areopagitics" [22], it is identified with a change in the vision of the world, with personal perfection. In M. Smotrisky's work the greatness of internal, spiritual mind is closely intertwined, aimed at self-knowledge and God's cognition, and self-determination of "earthly" man. Perfection is embodied in a beautiful, creative personality, constantly working on itself, which contributes to the development of the entire society. In this process, M. Smotrisky preferred education, which ensures assimilation of the best achievements of the human spirit. The ideal of education for a humanist is the formation of a highly educated creative, decent person who is able to leave a trace in human memory.

Thus, the views of Ostrog enlighteners Gerasim and Melety Smotrisky expand, complement the

idea of the perfect man of a certain period. Man's self-improvement should be based on Christian humanity and justice, and at the same time on the active activity of personal self-development, will lead to a high level of spirituality, namely: the effective establishment and self-determination of man. Vasily Surazhskii [26] and Cleric Ostrozhskii [14] are well-known Ostrozhskii enlighteners who developed the ideas of the highest perfection, the intellectual-emotional-volitional complex of the inner essence of personality. Thus, according to Cleric Ostrozhsky, the bodily is in constant struggle with the spiritual. On this basis and with the help of self-knowledge, the "old" person should die and a "new" person should be born, who realizes herself as an existential person. About the process of spiritual transformation, then its beginning must be sought in the fundamental change of consciousness, leads to the restructuring of the entire human being. The central point of selfconsciousness is repentance, which consists in the change of the way of life and the process of spiritual transformation. This is what defines self-development and self-creation. Human perfection is based on knowing one's own shortcomings and passions, on self-examination of one's own deeds; this is the basis of self-knowledge. Peter Mogyla [13] - the founder of Kyiv-Mohylyanska Academy, left an outstanding trace in history and culture of Ukraine. The Metropolitan was not only a philanthropist and religious figure, but also engaged in education, its reform and educational activities. He did a lot for the reform of education in Ukraine on European models. He saw the ideal of perfection in educating young people in the purity of mind and body, in doing good deeds, respect for parents.

The qualities to be cultivated - obedience, chastity, mercy, abstinence. It is interesting that P. Grave considered the main in achieving the goal of selfimprovement - the mind. In his opinion, serving the Motherland - the main decisive goal of human life, reward - the gratitude of others. P. Mogyla's views played a significant role in the formation of the Ukrainian nation's worldview, its ideas of perfection. Other figures of the Kyiv-Mohylyanska Academy I. Gizel, M. Kozachinskyi, H. Kanskyi, F. Prokopovych, S. Yavorskyi also made a significant contribution to the awareness of the ideas of self-improvement. Their educational activities and views testify to the fact that the ideas of the value of personal dignity and

perfection as a dynamic aspect of life are the main dominants of the educational process. Love for God consists in the service of man to himself (inner divine essence), in promoting the development of national culture, science, faith of ancestors. The third period (XVII - XVIII centuries) - the period of development of the problem of self-improvement in the context of Ukrainian Baroque or Cossacks. Authentic specific ideals of the perfect man we find in the Cossack Christian Democratic Republic, where the traditions of the Ukrainian Cossack system of upbringing were born - this extraordinary, great spiritual phenomenon, which has no analogues in the world history. It is in the Cossacks, which emerged (XIII century) As a reaction to the enslavement of the Ukrainian people, we should look for the sources of Ukrainian spirituality. Having appeared as a military organization, the Cossacks later turned into "the leading layer of Ukrainian society" [27, p. 10] with a significant influential educational potential.

An example of the reorientation of models of perfection from purely religious to spiritual, practical, subject principles we find exactly in the essence of Cossack pedagogy, which was aimed at the education of free, fair, generous, physically perfect man with a focus on the cult of the Father and Mother, Grandparents, Rod and People. It took place in a kind of "code of knightly honor", which provided for the following: "love to parents, native land; fidelity in friendship and love; readiness to protect the weaker, the younger; unyielding fidelity to the ideas of justice, freedom and independence of a person, nation, and state; donation for the construction of temples, educational and cultural institutions; development of own physical and spiritual forces, will; readiness to fight for the will, honor and glory of Ukraine" [12, p. 136].

Much attention was paid to the improvement of physical and spiritual: there was a strict system of selection, testing of young people for the Cossack service. Under the guidance of experienced Cossacks young people were hardened, taught to own their bodies and weapons. Not without reason Zaporozhka Sich was called Ukrainian Sparta. Characteristic feature of physical perfection, Cossack martial arts was "characteristic" [12], "characteristic" [12]. In this unusual phenomenon one can clearly trace the connection with the irrational: influenced the

enemy's psyche, the ability to "bewitch", "charm" - the possession of peculiar psychic abilities. "Characteristic" - an example of infinite development of the internal. Consequently, Zaporozhe Cossacks played an outstanding progressive role in the formation of ideals of perfection. Cossack system of education asserted the cult of will, free, fair, physically perfect, capable of active self-affirmation, self-improvement of man. At the same time, profound humanistic principles were cultivated. It was "the Cossack-Hetman epoch that provided with its achievements the free and independent development of national pedagogical theory and practice - Cossack pedagogy" [27, p. 139].

The third period is also characterized by cultural and educational flourishing in Ukraine and the emergence and activity of fraternities - specific Orthodox organizations of the urban population, which gradually became the cells of education, patronage, progressive educational ideas. It is through fraternities Ukrainian progressive figures tried to protect the national religious and cultural identity from the influence of Polish expansion. Researchers of the XVIII century L. Artemova, V. Gorsky, L. Medvyd, O. Sukhomlinska characterized as the period of Ukrainian Baroque, which is associated with the activities of fraternal schools, Ostrozko and KyivMohyla Academy. We find a peculiar, original interlacing of traditions of Princes' Days with Western European traditions of humanism on the basis of Ukrainian mentality in creative work of the brightest representative of Kiev-Mohyla Academy Grigory Savich Skovoroda [21]. Barokovo-Cordocentric philosophy of G. Skovoroda's "heart line" returned the priorities of spirituality, creativity and freedom to the mankind and influenced the programs of self-development and self-knowledge in principle. The views of G. Skovoroda are consonant with the ancient cultural tradition (Thales Miletsky, Socrates, Plato). His theory of self-knowledge and moral perfection are the main means of solving the issues of formation and development of personality, educational influence on a person in accordance with its nature.

The philosopher's main conceptual positions are concentrated around such important issues: "akin" work and self-knowledge - a means to understand their own life purpose. Man in this world is the highest value that deserves to be

happy. "Akin to work" in G. Skovoroda - a means of revealing individuality, the source of human happiness. It is constantly noted on the importance of taking into account the vocation for a specific type of activity: "...nature is the original cause of all and a self-moving spring" [21]. It is nature, according to the scientist, that generates the skill in a human being, the skill creates the selfdevelopment of the face and indicates according to the propensity a type of activity or work. "Akin to work" - work by vocation, the way to achieve harmony, "ideality".

Gregory Savich went much further long ago Greeks in the questions of understanding perfection: it is not only material well-being, it is a source of joy, happiness, moral perfection, based on self-knowledge through the knowledge of God. The doctrine of "akin work" is revealed in the works "The Graceful Herod", "The Bee and the Hornet", "Larks" [24]. M. Stelmahovich in intelligence "Hryhoriy Skovoroda and folk pedagogy" called the philosopher "son of Ukrainian European nation", who presented ethnopedagogy - the science of folk pedagogy [25, p. 251]. Grigory Skovoroda is an outstanding national pedagogue. His creative heritage cannot be realized without Ukrainian national tradition. The philosopher respects the "joy of heart" as a top of the "ideal" person, perfection. G. Skovoroda was one of the first in Ukrainian pedagogy to address the personality of the teacher, who, in his opinion, is inextricably linked with his Ukrainian land and people, their customs and traditions.

The philosopher noted (it was an innovative idea at that time) the necessity of pedagogical influence from the teacher on the process of self-improvement and self-improvement of the child. Consequently, G. Skovoroda created an innovative system of views on the theory of human perfection. His understanding of self-improvement is intertwined with the ideas of "akin to labor", "philosophy of the heart". Pedagogical views and pedagogical concept are based on outstanding universal values (democracy, humanism, etc.) and problems of self-knowledge and moral perfection. An ideal, perfect person is the embodiment of humanity, gratitude, which achieves its happiness by means of "similar work". Self-knowledge, human approach to God is a universal means of human and world reconstruction. Consequently, the

model of perfection, behind H. Skovoroda, is based on the main Christian and worldview categories - Love, Faith, Happiness, and is based on the mentality of the Ukrainian people. It is not by chance that I. Franko wrote about the philosopher: "Hryhoriy Skovoroda is the most noticeable phenomenon in the history of development of Ukrainian people, apparently, most noticeable among all spiritual figures of our XVIII century". [21].

The fourth period of scientific and national formation of the problem of the teacher's personality and his self-improvement is characterized by the fact that the idea of self-improvement of the personality in the spiritual space of Ukraine is interpreted in the context of all-Slavonic and pan-European processes of pedagogical science addressing the problems of national consciousness. The XIX century, which is called cultural and educational, gave birth to a brilliant bunch of great teachers, educational figures and thinkers. Outstanding Ukrainian philosopher and pedagogue, historian of philosophy S. Gogotsky considers the main goal of self-improvement pedagogy to be all-round development of man, awakening to the activity of all its moral forces: "... moral education should contribute to the development of students of moral or close to moral law mood and ability to self-education spiritual" [8, page 28].

The goal of moral education (lower and higher) is aimed at "arousing in pupils the mood and their own moral will, without which it would be impossible to develop our life in full" [8, p. 30]. In S. Gogotsky's opinion, a perfect person is formed through the development of mental strength and the self-education of students. This process is connected with the need to combine and improve the level of self-consciousness and volitional qualities of the child. All human actions are analyzed in accordance with the foundations of Christian morality.

According to Gogotsky, the personality of a mentor, his example, the influence on a person is the basis of moral improvement of a person. The teacher by his own example directs the pupils to the realization of moral values and personal self-development. Although the teacher's activity "does not have brilliant external expressions; it is quiet and arduous, requires long-term maturation of the mind and character, patience and calm in order to adapt to the character of ... pupils" [8, p.

4]. Gogotsky's thesis about reflections of pedagogical activity: "The teacher must remember that in the person of pupils he forms a new generation, he is waiting for the court of time and the court of eternity" [8., p. 10]. The representative of the Kiev Philosophical School, philosopher and teacher P. Yurkevich considers the self-awareness of a person, the desire for generosity and selflessness, humility before the law and respect for the rights of other people, fidelity to duty, courage in its implementation, justice and disinterested love [31, p. . 21]. P. Yurkevich understands the perfect man as a synthesis of three abilities - the soul, feeling, desire (will) of knowledge. Therefore, the task of pedagogy is the development of a subtle aesthetic taste, the right moral feeling, clear thinking. "Evidence is aesthetic, evidence is moral and evidence is logical, a sense of beauty, good, true, taste, conscience and thinking are the main conditions for the perfection of our spirit" [32, p. 125].

Real self-improvement is associated with the ideas of truth, beauty and goodness, which the teacher considers in indissoluble unity. For "a mind without a sensitive heart and a solid character or a tender heart and spinelessness, or a solid character, but an ignorant mind - all these are miserable phenomena" [[32, p. 37]. As we can see, the philosophical and pedagogical views of P. Yurkevich are a reflection of the Ukrainian spiritual tradition, cordocentrism - the consideration of the "heart" as the basis of spiritual life, the pursuit of excellence, which is "a symbol of the inner world of human experiences" [27, p. 300]. The educational ideal is not recognized by the teacher without the spirit of nationality and religion. "The pedagogical attempt to create such a person is similar to the efforts of a gardener who grows apples, pears and cherries, and also tries to grow fruit in general" [27, p. 300]. P. Yurkevich's self-development is an important factor of selfimprovement, combined with freedom, personal freedom. The formation of a free, spiritual person and a person who is capable of self-improvement and selfrealization is inseparable: "Where there is spirit, there is freedom" - this is a guide for the educator [32, p. 201]. According to P. Yurkevich, a teacher must have two essential qualities authority and love. Without them, all educational aspirations lose their educational value. Unfortunately, the

boundaries of this unit do not allow to fully cover in detail the views of all representatives of education of the Enlightenment of the XIX century.

Therefore we will stop only on separate figures of outstanding teachers. Socio-political, economic reforms intensified the general trend of the XIX century. to comprehend the "self" of an individual people, the enlightenment movement: "from the moment of liberation, in March 1861, all rushed to enlightenment, the best people began to teach, and people ran to school for the spiritual bread, which they lacked for so long" [27, p. 40]. Intensive economic development, which was accompanied by a transformation of consciousness, led to a keen interest in the "self" of an individual person, the emergence of a need for educated, developed people. Individual self-awareness, self-development were considered as the most significant factors in the formation of national pedagogy, culture, as an impulse to action and theoretical understanding of the problems of being.

The urgent need for a holistic vision of the ideals of perfection, changing attitudes to the nature of the child and the possibility of educational influence on him, the role of the personality of the teacher put pedagogy on the forefront, which becomes a spiritual reflection of the era. The foundation of a new approach to the child becomes the existence of a "lofty and bright goal of human life, based on the spirit. The main guidelines in raising a child are humanism, love and respect for the individual, faith in his strength, ability, etc." [27, p. 66]. The moral ideal of the 19th century was conceived "as the highest level of a person's spiritual development, a reflection of the Divine in her, her spiritual perfection" [27, p. 10]. In Ukrainian philosophical and pedagogical creativity, personal selfdevelopment has acquired the importance of nation-building. So, P. Kulish [27] contrasts the city with a farm, that is, rational - "hearty", he considered the process of self-improvement as a spiritual development, focused on patriarchal, Christian values. In the understanding of T. Shevchenko, a perfect person can only be in a perfect society. Self-improvement, according to T. Shevchenko, is contained in the deep inner potential of man. The emphasis on the essence and perfection of human being is made by N. Pirogov. He poses a thorough question: "What are we striving for? What is the

essence of life? What is human perfection?" He finds the answer in the education of a "true", "real" person [15, p. 29]. Perfection of man N. Pirogov reveals through the content of the concept of "inner man", which is the result of the process of comprehension of noble feelings, meanings. A moral person who "sincerely loves the truth" associated with "eternal truths" [15., p. 36]. In "Questions of Life" N. Pirogov focuses on the awakening of greed (need) for self-creation, self-knowledge and self-determination, makes up the essential content of the educational ideal. The founder of scientific pedagogy, the anthropological paradigm of excellence K. Ushinsky believed that the main and ultimate goal of education is "the development of a humanely Christian and modern European character" [30, p. 307]. The main task of pedagogy is to develop the soul of a child. "Congenital pursuit of excellence" - the basis of moral education, a sense of justice, the ability to resist their negative personal qualities. An interesting view of K. Ushinsky on the ambiguous "distorted" moral qualities - rivalry, envy, ambition, lying within the "desire for excellence", but have a negative sign, although they help a person not to stand still. K. Ushinsky introduces the concept of power — physical and spiritual — as signs of true perfection (it is man who should strive for it): the power of reason, kindness and humility - power more than all forces [30, p. 332].

The main criterion for the effectiveness of the ideal of perfection, according to K. Ushinsky, is self-awareness, "the ability to self-awareness is the source of words, that is, human development and free will" [30., p. 77]. It is on the basis of the established self-awareness that the real selfimprovement of the personality takes place, the self-consciousness of the whole people develops. The highest level of perfection is achieved through the upbringing of national consciousness. Konstantin Dmitrievich was one of the first to formulate the idea of a nation in pedagogy based on upbringing, "which strengthens and develops a nation in a person, developing at the same time its mind and self-consciousness" [30, p. 165]. The follower of the pedagogical views of K. Ushinsky is the well-known teacher, methodologist M. Korf, who interprets self-improvement on the basis of the concept of pleasure, which, in his opinion, is the main principle of the scientific pedagogy of

education. The scientist understands the sense of satisfaction as an incentive, an incentive for the development of moral tastes and inclinations. The personality of the teacher is in the center of pedagogical creativity of M. Korf. As the hymn of perfection sounds the teacher's opinion that the education and training of others is possible under the condition of self-education and self-learning of the teacher himself. You can gain authority and impress others only with your knowledge and aspirations for perfection.

The collection "Our pedagogical issues" [10] most fully reveals the issues of self-education, the role and importance of the teacher's personality in the formation of the child. In our analysis of the formation and development of the idea of selfimprovement in the nineteenth century allows us to assert that the concept of "self" of an individual, a child acquires a new meaning. Individual selfawareness, self-development, self-creation become the most important factors in the development of national culture and pedagogy. The basis of the problem remains the religious-Christian paradigm, but it changes somewhat. Exactly the nineteenth century is characterized by the transformation of the concept of perfection and the formation of anthropological and national paradigms of selfimprovement. The essence and content of self-improvement is determined in the nineteenth century through the philosophy of the heart ("cordocentrism"), the predominant spiritual and value dominant (axiological), high religiosity. The analysis of the problem of self-improvement in the historical and pedagogical thought of Ukraine in the period of enlightenment gives the grounds to assert that the scientists understood self-improvement as self-creation of a "true man", a "real man", as part of the human spirit, on the basis of selfawareness reflexion, the result of which is self-determination and selfrealization.

However, the study of the genesis of the concept of self-improvement shows that religious perfection acquires signs of human-centeredness and gradually formed an anthropocentric paradigm. Personal self-development acquires a national formative meaning and is interpreted by Ukrainian teachers as a goal of upbringing and education in general. The defining pedagogical values of the XIX century were the Ukrainian language, patriotism, historicism, ethnicity, religious moral and ethical postulates. During this

period, emphasis is placed on improving the personality of the teacher and the attitude to the child's personality is changing, which significantly broadens the idea of the perfect man, the teacher and his selfdevelopment. In the early twentieth century is defining and instructive for understanding the basics of human self-improvement: "The twentieth century appears in the roles and creative heritage of teachers as extremely fruitful, dramatic, full of achievements, successes, contradictions" The beginning of the twentieth century art and pedagogical thought "[27, p. 3]. Intensive economic development of society requires the development of a free, creative, capable of self-awareness of the individual. From 1906 to 1913 the publishing activity was revived, the ideas of the national school and Ukrainian-language publications appeared. The discourse of the essence and content of the concepts of perfection, the meaning of human existence is covered on the pages of various periodicals ("Light", "People's Teacher"). Among the educators who took an active part in this process were B. Hrinchenko, M. Hrushevsky, D. Doroshenko, S. Efremov, A. Krymsky, S. Rusova, S. Siropolko, and Y. Chepiga. They substantiated the importance and immutability of the national idea for the formation of a perfect man, the Ukrainian national school. During this period of rapid, continuous development of Ukrainian culture, the definition of ways of pedagogy development comes to the foreground [1].

The last was due to the complication of the content of the human perfection program, the need to rethink the essence of the educational ideal. This required the development of methodological tools for pedagogy. M. Demkov considers philosophy to be the basis on which the educational ideal is based: "... A philosophical system that can be built in the near future, should recognize Reason, Good (love) and Will as the main principles, masterfully combine them to build a broad and comprehensive worldview on them, as a solid basis, will be the foundation for many branches of knowledge "[5, pp. 30 - 31, 63, 217].

According to M. Demkov, part of human perfection is national: "... spiritual heritage, transformed in the crucible of the folk spirit, is valuable from the heritage" [5, p. 142]. The essence of the program of self-improvement,

according to S. Rusova, is defined as "heavenly", "unique", "important". This is the basis of life, "what we can call either an ideal, or truth, or truth." Without this, a person loses the meaning of life [20, p. 126 - 127]. Value self-improvement, according to the scientist, occurs through spirituality and the search for Truth, Beauty, Good. At the center of S. Rusova's pedagogical views is self-education of the individual. She believed that education is "a consequence of the work of the subject on himself", and one of the features of the art of self-formation is the ability to freely grasp the spiritual content "[19, p. 135]. Sofia Fedorovna's opinion on education aimed at the development and self-development of a child is still relevant today. She believed that the school should awaken and nurture the spiritual strength of young people, inspire them to live independently, create maximum educational influence [19., P. 110]. For the famous Ukrainian pedagogue, psychologist, public figure Y. Chepiga, perfection is a "high soul" [3].

The scientist, referring to the achievements of progressive domestic pedagogy, with all his pedagogical activity proved that the main figure of pedagogical science is the child's personality, his unique worldview. It is in the pedagogical work of Y. Chepiga that the problem of perfection acquires clearer, more conscious outlines and passes into the plane of development of the teacher's personality. The first monograph "Teacher's self-education" (1914) [3] shows that the teacher focuses on improving skills, self-improvement of teachers. The last is a model of "universal virtues" for Y. Chepiga. The purpose of the teacher is to influence the pupil through his personality, promoting the development of diligence, purposefulness, creative activity: "The teacher's personality at school is the living nerve through which cultural values and human ideals pass into the child's soul. In our school there is no place for a teacher of the dead, a teacher of a pedant and a formalist" [3, p. 251]. Y. Chepiga warned about the negative impact of destructive personality traits of a teacher on educational interaction: adhere to "[3 p. 66].

The mission of the teacher, according to the Ukrainian scientist, acquires a global scale: "Teacher - entrusted to the people, entrusted to the nation in the education of the new generation... In his hands the future of the people, the fate and happiness of the country" [3, p. 140].

In the pedagogical work of Y. Chepiga such high requirements are put forward to the teacher. The teacher must control himself in all respects, morally "crystallize", develop his own moral virtues. The scientific and pedagogical basis of a teacher's professional activity is self-education, which, according to Y. Chepiga, has two directions. The first is the development of universal mental traits, namely: justice, kindness, patience, love for children: "children brought up by the love and kindness of a teacher will freely and unrestrainedly follow the path of moral improvement" [3., P. 130].

The second direction of self-improvement is national-pedagogical. The main thing is the national understanding of the child, on the basis of which the teacher's self-improvement takes place. J. Chepiga believed that "... when a teacher does not know the people among whom he works, does not know his life, his moral convictions, he reduces his high work to handicrafts, and makes himself a mercenary..." [3., P. . 140]. This is how J. Chepiga raises the role of a teacher to the highest level. At the same time, the need for personal self-improvement, creative realization, humanism are the most effective components of a teacher's personality. Thus, the study of the genesis of the concept of perfection in the representatives of Ukrainian pedagogy makes it possible to argue that the religious paradigm in the early twentieth century gradually lost its dominance.

The anthropological paradigm of self-improvement is clearly defined in the works of M. Demkov, S. Rusova, and J. Chepiga. At the center of the pedagogical work of the outstanding scientistphilologist, theologian and pedagogue I. Ogienko is the personality of a teacher, the essence of whose professionalism is based on the ideas of perfection. The level of education and skill of the teacher determines the future of the nation. At the same time, the scientist emphasizes the personal traits of character, and not only scientific knowledge. The main thing for a teacher is devotion to the national idea, conscientious attitude to pedagogical work. According to I. Ogienko, an essential feature of a teacher's professionalism is the ability to work purposefully and persistently on oneself, acquiring new and improving already acquired knowledge. I. Ogienko's fundamental thesis that teaching is a process of improving teachers and students, their consciousness and self-consciousness, is relevant

today. Thus, the "principle of self-improvement" is the most important principle of I. Ogienko's pedagogical system. He argued that the selfimprovement of the individual is the highest spiritual need, the process of gaining freedom, a means, an end in itself, the result of education in their unity [1, p. 33].

The fifth period - the development of theory and practice of professional and pedagogical training, ways of self-improvement of teachers in the context of the Soviet era is characterized by the fact that the formation and development of ideas of personal perfection influenced the events of 20 - 30 years of the twentieth century. pedagogy, hostility to teachers who defended the national ideas of school development and culture. As a result - the unification of the school, the rejection of the idea of self-improvement as a manifestation of spirituality, which is the meaning of human existence - all these are characteristic features of Soviet pedagogy.

The concepts of "perfection", "selfimprovement", "spirit", "soul" have almost disappeared from scientific circulation. They were replaced by the rational terms "development", "consciousness", "psyche". Anthropological paradigm, at the center of which was the individual, is replaced by sociological, the main principle of which - the basis of human existence in the social environment. Ideologization of all spheres of society leads to the leveling of the individual and the processes of his selfeducation. Thus, at the official level, pedagogical thought was almost destroyed. In the 30s and 50s of the twentieth century, it was preserved as a folk pedagogy and reproduced in family education and folklore and ethnographic context [27, p. 38]. The outstanding pedagogue A. Makarenko is the author of a unique pedagogical theory and practice, which embodied the attempt of dialectics of the personal and the collective. His pedagogical heritage clearly traces the pedagogical problems associated with the personality and activities of the teacher, his professionalism, training, improvement of his scientific and pedagogical skills. A. Makarenko is the first to raise the issue of development and formation of pedagogical creativity and skill. The teacher considers the teacher's self-improvement in the perspective of the formation of pedagogical skills and pedagogical techniques. And Makarenko believed that anyone can become a master

teacher, for this "we need to talk only about skill, that is, about real knowledge of the educational process, about educational skills. In my experience, I came to the conclusion that it solves the question of skill, which is based on skill, on qualification"[11, p. 4 - 5]. You can become a real teacher-educator after several years of work in a good teaching staff. According to A. Makarenko, to become a master, you need to learn a set of professional and pedagogical knowledge, learn to solve pedagogical problems. And most importantly - the teacher must be a cultured person, constantly engaged in self-development [11., P. 78]. In general, the concept of "perfection of spirit", self-improvement in the 30 - 50's of the twentieth century do not use, because these terms do not suit the totalitarian system, which aims to destroy the individual. Researcher M. Pryshchak clearly characterizes these tendencies: "... forms of objectification are humiliated or destroyed (philosophy, pedagogy, literature, art, religion, etc.). You can become a real teacher-educator after several years of work in a good teaching staff. According to A. Makarenko, to become a master, you need to learn a set of professional and pedagogical knowledge, learn to solve pedagogical problems. And most importantly - the teacher must be a cultured person, constantly engaged in self-development [11., P. 78].

In general, the concept of "perfection of spirit", self-improvement in the 30 - 50's of the twentieth century. do not use, because these terms do not suit the totalitarian system, which aims to destroy the individual. Researcher M. Pryshchak clearly characterizes these tendencies: "... forms of objectification are humiliated or destroyed (philosophy, pedagogy, literature, art, religion, etc.). But the main blow to the totalitarian system always strikes at the subject (carrier) of truth, goodness and beauty - the individual. The Stalinist regime's destruction of millions of people is proof of that. This is the main reason for the rejection and destruction in the 30's and 50's of the twentieth century of the achievements of domestic pedagogy of the second half of the nineteenth - early twentieth century, especially in defining the essence and content of the concept of spirituality "[16, p. 1 43]. The "Thaw" of the 60's of the twentieth century, the development of Ukrainian philosophy in the direction of anthropocentrism affect the processes of

"humanization", "spiritualization" of pedagogical science. "Fearless Knight of Pedagogy" (Z. Ravkin) [18] V. Sukhomlinsky considers the methodological basis for the formation of a perfect, spiritual person "integrity, system, taking into account the age characteristics of students, culminating in an activity approach aimed at self-expression and creativity" [30, p. 181]. The humanistic global significance of Vasyl Oleksandrovych's pedagogical activity lies in the belief that education should take place for the happiness of the child. The basis of the effectiveness of pedagogical work of the teacher, in his opinion, is spiritual wealth, generosity of soul, education of feelings, a high level of general, emotional culture, the ability to delve deeply into the essence of the pedagogical phenomenon, the need for constant self-improvement.

V. Sukhomlynsky focused on the teacher's independent research work on himself. The principle of kalokagatia (combination of aesthetic and moral) as the pursuit of perfection - the basis of the principles of education and upbringing of the individual according to V. Sukhomlinsky, who believed that evil and true beauty are incompatible [26, p. 77]. The pedagogy of the "heart given to children" changed the pedagogical consciousness, became the starting point for the activation of the national consciousness of the nation, the growth of its national-democratic movement. Since the mid-80s of the twentieth century (period of reconstruction) there is a problem of reassessment of the meaning of human existence, defining the essence and content of the concept of "perfection", "self-education". In this perspective, the creation of scientific schools in the early 80s of the twentieth century as a collaboration of scientists united around a prominent personality to continue the tradition of improving and deepening scientific research, is a reflection of cultural and historical development of society and domestic pedagogical traditions.

The most important contribution to the development of the concept of the personality of the Soviet teacher, the selfimprovement of his personality was made by the scientific schools of I. Zyazyun and V. Slastyonin. The defining place, both in the 80's of the XX century, and in our time, is occupied by the scientific school of pedagogical skill of the outstanding domestic philosopher, teacher, organizer of education Ivan Andreevich

Zyazyun. The leading scientist created a new direction in contemporary pedagogy, which was first developed at the Poltava State Pedagogical Institute. V.G Korolenko, and then spread throughout the USSR and beyond. Under the leadership of I. Zyazyun for the first time in Ukraine and in the USSR the course "Fundamentals of pedagogical skill" was created, the corresponding textbooks were prepared. The expediency of the program "Fundamentals of Pedagogical Skills" was tested during the experimental target program "Teacher", which was performed in several stages: 1981 - 1985, 1986 - 1990. I. Zyazyun is the author of more than 350 scientific works, including textbooks, teaching and teaching aids, monographs on pedagogical skills, continuing professional education, ethics and aesthetics, theory of Ukrainian and foreign culture, in particular: "Fundamentals of pedagogical skills" (1987 p., 1989 p.); "Pedagogical skills" (1997); "The beauty of pedagogical action" (1998); "Continuing professional education: problems of search, prospects" (2000); "Pedagogy is good" (2000) etc. The activities of the scientific school of I. Zyazyun, represented by M. Bukach, A. Kuzminsky, M. Leshchenko, O. Otych, M. Soldatenko, N. Sulaeva, etc., cover various aspects: - methodology of pedagogical activity; - philosophy and aesthetics, their relationship with pedagogy; - professional training of teachers of various specialties; - features of pedagogical interaction with students of different age groups; - study of foreign experience of pedagogical education.

The pedagogical skill of I. Zyazyun and representatives of his school is considered as a set of personality traits of the teacher, which provides selforganization of a high level of pedagogical activity on a reflective basis. The main emphasis of the scientist is on the activity of the teacher in professional activity, the activity based on humanism and revealed in the appropriate use of methods and means of pedagogical interaction in each specific situation of teaching and education. Pedagogical skill, according to a prominent scientist, is considered as a system capable of self-organization, the system-forming factor of which is the humanistic orientation, the basis of pedagogical skill is pedagogical competence. Researcher M. Leshchenko emphasizes that with his activity and scientific work I. Zyazyun refuted the "false, empty totalitarian ideology", which

reduced the teacher to a "cell novice". Ivan Andreevich's ideal was such an educational program, which includes the development of human thought, the philosophy of the human heart.

New approaches to professional selfimprovement in I. Zyazyun's pedagogical creativity went beyond the existing established norms, were based on a high level of pedagogical skill. The professional self-improvement of the future teacher began with the purposeful development of his pedagogical abilities and the humanistic orientation of the pedagogical experience as a system-forming personality trait. The work of the representatives of the scientific school of pedagogical skill I. Zyazyun is an example of professional self-improvement of reaching the peaks of skill, affirmation of the ideals of humanism and "pedagogy of good". The course of pedagogical skill, initiated by I. Zyazyun, is original not only in content, but also in teaching methods, a model of introduction of effective technologies of selfimprovement in the practice of higher school.

The formation of the scientific school "Personally Oriented Vocational Education" was started in 1980 by RAO Academician, Professor, Head of the Department of Higher School Pedagogy, Founder of the Faculty of Pedagogy and Psychology. V. Lenin by Vitaly Alexandrovich Slastyonin. V. Slastyonin developer of scientific principles of pedagogical education, founder of the Soviet teacher's professional profile and author of thorough works on the theory, methodology, history of pedagogical education, among which the most famous: "Teacher as a creator of the pedagogical process" (1988), "Professional selfawareness" (1995), "Pedagogical process as a system" (2000), "Designing the content of pedagogical education: humanistic paradigm" (2000) "Theoretical prerequisites for innovative activities of teachers" (2000) and others. The need for professional self-improvement, according to V. Slastyonin, is formed when pedagogical activity becomes a personal, deeply conscious value for the teacher.

The nature of professional self-improvement is determined by the content of the professional ideal of the teacher. The scientist defended the position that the teacher's need for professional self-improvement is supported by personal activity (beliefs, sense of responsibility,

professional honor, healthy selfesteem). V. Slastyonin believed that professional self-improvement is a conscious work on the development of one's personality as a professional, which includes adaptation of one's individually unique features to the requirements of pedagogical activity, constant growth of professional competence and endless development of social and moral qualities. The main idea of the representatives of the scientific school of V. Slastyonin is to abandon the understanding of personality as a mechanical formation. Personality is seen as a lifetime result of human activity, as a subject of work, cognition and communication, professional development and continuous growth. Scientific developments of representatives of scientific schools I. Zyazyun and V. Slastyonin enriched the concept of self-improvement of the teacher's personality and formed a strong core for the next period of development of the phenomenon of self-improvement in the history of national pedagogical thought.

Analysis of ideas of self-improvement of the teacher's personality in the history of national pedagogical thought revealed that in the historical context from ancient times the problem evolved from spontaneous ideas about the ideals of perfection (first period (IX - XVI centuries)). Russia, the Galicia-Volyn principality and the Grand Duchy of Lithuania; the second period (1569 - the beginning of the XVII century) - the development of ideas of self-improvement in the era of general Reformation changes, the Slavic Renaissance; the third period (XVII - XVIII centuries) - the period of development of the problem of self-improvement in the context of the Ukrainian Baroque or Cossack era.); to comprehend the "self" of an individual nation through the education of national consciousness, through the main example of professional development - the teacher's personality (fourth period (XIX century - 1917) - the period of scientific and national formation of the teacher's personality and selfimprovement) to the development of theory and practice training of professional and pedagogical staff, ways of self-improvement of teachers in the context of the Soviet era (fifth period (1917 - 1991) and to the formation of modern various models of self-improvement against the background of European integration processes, where the latter phenomenon acquires planetary, global

significance (sixth period (from 1991 to present) - the development of the national concept of teacher self-improvement) in the context of European integration processes). Understanding professional self-improvement in the historical and pedagogical dimension reveals the prospects of scientific rethinking of the conceptual foundations of this phenomenon and provides grounds for its implementation in the space of pedagogical reality of professional education of higher education teachers.

Conclusion from the study and prospects for further research in this direction. Genesis of the phenomenon of self-improvement in the Ukrainian pedagogical thought testifies to importance of use of historical and pedagogical experience for consideration of research problem and allows to make some generalizations. In the historical context since ancient times, the problem of formation and development of self-improvement in the history of Ukrainian pedagogical thought has evolved from the spontaneous ideas about the ideals of perfection to the formation of modern, diverse models of self-improvement on the background of integration processes, where the latter phenomenon acquires a planetary, global significance (the sixth period (from 1991 to present) - the development of the national concept of self-improvement of teachers in the context of European integration processes). The understanding of professional self-improvement in the historical and pedagogical dimension reveals the prospects for scientific rethinking of the conceptual foundations of this phenomenon and gives grounds for its implementation in the space of pedagogical reality of professional education. Based on the study of self-improvement in historical and pedagogical thought, it was found that the phenomenon of self-improvement is an example of an intertwining of rational and irrational, intellectual and sensual; domestic models of self-improvement are characterized by cordocentricity, which reflects the mentality of the Ukrainian nation, philosophy of the heart and pedagogy of the soul. Thus, the analysis of the formation and development of ideas of selfimprovement in the Ukrainian pedagogical thought allows to assert that the latter has a pronounced moral dominance, spiritual and moral trait of the Ukrainian people, a reflection of national and cultural identity of the

Ukrainian people, at the center of self-improvement processes is the ideal of the teacher. Over the centuries in various sciences, self-improvement has been a leading means of personal and social development.

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FORMING NATIONAL CULTURAL IDENTITY STUDENT YOUTH AS A PEDAGOGICAL PROBLEMS

Abstract. *The study reveals the conceptual basis for the formation of national and cultural identity of students in accordance with the needs of today. The realities of the modern higher school require, on the one hand, taking into account the national ethnocultural factor in education, and on the other hand, creating conditions for students to learn the culture, traditions of other peoples, and through the perception of its richness and diversity – the formation of tolerant attitude to representatives of all ethnic groups and nationalities. The most sensible link of society in solving the problems of ethnic and cultural conflicts is youth. It is they who in the near future will become the main composition of our people, the ethnos, the driving force of the nation. The modern higher education institution as a social and educational environment creates real prerequisites for the formation of national and cultural identity of students. In the period of formation of a mature personality, it is very important to prevent manifestations of intolerance and promote the formation of national-cultural identity of the personality.*

Key words: *national-cultural identity; ethnic tolerance; student youth; ethnicity; national identity.*

Relevance of research. The modern stage of historical development of Ukraine is determined by the strategic course of the state to renew all spheres of public life, in particular, educational. Today more than ever, the preservation and popularization of national culture, traditions and customs of its people, their reproduction to enrich the educational and personal social and cultural space is a priority of the state youth policy. The events of recent years have highlighted the need to educate young people in tolerance, mutual understanding and mutual respect for other peoples and cultures. That is why the teachers' efforts should be aimed at educating Ukrainian youth in the spirit of national self-identification and ethnic tolerance. Analysis of recent research and publications.

The phenomenon of identity arises within the framework of the global problem of the very existence of the human species. A person becomes "completely human" when he or she realizes his or her identity. We know who we are, we are aware of identity in the world of people, professions, nations and the like. In the opinion of contemporary researchers, the concept of identity as protection of the personal, correspondence of the image of the "Ego" to its vital embodiment, its belonging to a certain individual whole, covering both subjective time, and personal activity, and national culture, has

become one of the main topics in public opinion of the XX century. The problems of identity can be traced in the works of the classics of foreign philosophy, psychology, sociology and anthropology. In particular, the works of H. Breakwell, E. Hoffmann, Y. Habermas, J. Meade. The realities of the modern higher school require, on the one hand, the consideration of the national ethnocultural factor in education, and on the other hand - the creation of conditions for students to learn the culture and traditions of other peoples, and through the perception of its richness and diversity - the formation of tolerant attitudes to representatives of all ethnic groups and nationalities. The basis of the modern educational space should be the pedagogy of tolerance, which involves changing the system of human relations, building them on mutual respect and interpenetration of cultures.

The priority of these tasks has been confirmed by the provisions of the following laws and regulations: the Higher Education Act, the Act on the Fundamentals of State Language Policy, the Act on Protection against Discrimination, the Concept of State Ethnic and Ethnic and Ethnic Policy of Ukraine, and the Act on Culture. Concepts of national patriotic education of children and youth, etc. Purpose of article: to consider theoretical aspects of formation of national-cultural identity of student youth.

Identity is initially a social formation; the individual forms himself as seen by others, that is, the individual acquires the ability to experience his or her identity, in which he or she lives and acts in a social environment as a person.

The term "identity" was suggested by E. Erickson, which is the very beginning of his study. He understood identity in general as a process of organizing life experience into an individual "Ego," naturally suggesting its dynamics throughout a person's life. The main function of this personal structure is adaptation in the broad sense of the word, and, according to E. Ericsson, the process of identity formation and development "protects the integrity and individuality of human experience, gives him the opportunity to foresee both internal and external dangers and to measure his abilities with the social opportunities provided by society" [25].

J. Meade distinguished two types of identity: conscious - a person reflects on his own behavior, it is not autonomous, but free in thinking about the purpose and tactics of behavior; unconscious - a person does not reflexively accept the norms of behavior, habits, traditions. J. Meade argued that the development of identity comes from an unconscious identity to the conscious one. On the one hand, society recognizes an individual's identity by giving him or her norms and laws of existence; on the other hand, an individual creates his or her own environment in choosing goals, values of needs [28]. Theoretical foundations of research. The problem of formation of national-cultural identity is multidisciplinary, its study was carried out in different contexts: the existence of man in an intercultural society (I. Zyazyun, Yevtukh, A. Griva, A. Sukhomlinskaya and others); formation and development of national culture (G. Vashchenko, G. Vasyanovich, Y. Rudenko, M. Stelmahovich and others); substantiation of pedagogical foundations of tolerance (L. Bernadskaya, B. Gershunsky, E. Koikova, I. Lipatova, N. Ladogubets, E. Luzik, I. Loshchenova and others).

In researches of last years mechanisms of formation of national-cultural identity in the process of upbringing of children and youth are reflected in the following aspects: education of interethnic tolerance of senior pupils in afterhours activity (A. Verbitsky), definition of psychological factors of formation of ethnic consciousness in youth age (V. Gorbunova), revealing of influence

of ethnic stereotypes on the process of interpersonal estimation (A. Kvas), definition of psychological features of formation of ethnic tolerance in students. The urgency of considering the problem of formation of national-cultural identity is currently due to the fact that the society faced the question of finding such means that would ensure its non-conflict existence, created favorable conditions for the formation of the state of social well-being of Ukraine.

In modern Ukraine, tolerance is united by two leading vectors: in the country, it is a condition for the preservation of peace and tranquillity, and in the world - the basis for integration and cooperation with the world community in the conditions of globalization of their processes. One means of resolving social conflicts is tolerance, which is a form of civilizational compromise between recognition of differences and willingness to accept them. The essence of tolerance is the recognition of human rights as opposed to others. That led to the understanding that the world and the social environment were multidimensional, and therefore views of the world could be different, and could not be reduced to uniformity. People tend to associate with those who share their views or with those who speak the same language or culture. At the same time, a significant number of young people are often biased towards those who are different from them.

That is why research into the formation of national and cultural identity of the individual is one of the most important tasks of the theory and practice of pedagogy in a multicultural educational space. The phenomenon of national-cultural identity occupies a special place in public life, in the system of human relations. Moreover, it appears not simply as an "abstract ideal", but as a universal universal human value, on the realization of which both the further development of the individual and the development of the state as a whole largely depends [24]. For our study, it was important that philosophers and religious scholars understand tolerance as a personal new formation. A. Kolodnyi singles out five stages of personal tolerance development. It should be noted that each level invests in the previous one and adds its own neoplasms. 1) "awareness" of oneself, formation of the phenomenon "I", search for an answer to the question "What is I? 2) co-existence: understanding that you are not alone,

there are others, they can help you 3) thinking: understanding that others are different from you, they can have values, culture 4) empathy: understanding that others, being different from you, can be your allies, instilling respect for them 5) cooperation: behavior based on the principles of dialogue, friendship, cooperation [19].

Tolerance is interpreted as respect and recognition of equality, rejection of domination and violence, recognition of the diversity of human culture, norms, beliefs, and rejection of elevating this diversity to unity or to the prevalence of a single point of view. This interpretation of "tolerance", according to A. Sadokhin, includes recognition of the rights of another human being, the perception of the other as an equal, as such, claiming to understand and sympathize, a willingness to accept representatives of other peoples and cultures as they are, and interaction with them on the basis of consent and respect.

The author views tolerance as a sense of tolerance and respect for the cultures and thoughts of others that do not coincide with their own [18, p. 313]. At the same time, we understand that tolerance implies free expression and real behavior in the practical life of a representative of another culture, provided that the culture, behavior and thoughts of others are simultaneously treated with kindness. From the standpoint of ethno-political science I. Vilchynska notes that the modern ethane of Ukraine's development is characterized by an aggravation of complementarity, i.e. a special sense of subconscious mutual sympathy of the members of the ethnic community, which is a kind of criterion for dividing into "their" and "others".

Most people approve or condemn other people's cultural values, using their own as a standard. This type of value judgment is called ethnocentrism, which psychologists define as a tendency to consider phenomena and facts of another nation's culture through the prism of cultural traditions and values of their people. The psychological basis of the phenomenon of ethnocentrism lies in the peculiarities of the mechanism of perception of the world, which is somewhat influenced by a peculiar "wandering" between "I" and "We" of identification, i.e. personal experience and collective existence of an individual. In the researcher's opinion, the more legitimate question is not how to overcome

ethnocentrism, but how to make its consequences less destructive for intercultural interaction. There are two ways to do this: the search for universal values and standards, which could become a starting point for interethnic communication; the purposeful and consistent formation of tolerance, tolerance for the dissimilarity of each individual [6].

Offering a characterization of methodological guidelines for consideration of the problem of tolerance M. Lendel and T. Sherban name the following main approaches: axiological, ideal-typological, conflictological, ontological-historical and existential-humanistic and vitacultural metapathid. The axiological (from the Greek "axia" - value) defines tolerance as value "in itself". The Ideal-typological interprets tolerance as a moral ideal for the social system. Conflictological reflects the struggle between groups, cultures and in general between any beliefs.

The ontological-historical sees tolerance as a way of coexistence of groups of people in the process of historical development of mankind. Gnoseological justifies the imperfection of one's own knowledge and the possibility of learning the truth and other knowledge. Xenological is based on the assertion of a different attitude to another as an alien. Sociocultural interprets tolerance as the intention of universal needs and interests and acts as a form of any effective social interaction. Existential-humanistic considers tolerance as a way of being in the context of performing the human mission of the Vitacultural paradigm integrates the achievements of other well-known paradigms [13]. Tolerance as a quality of personality, opposed to stereotypes and authoritarianism, is considered necessary for successful adaptation to new unexpected conditions. In this regard, two aspects of tolerance stand out: external tolerance (to others) - the belief that they can have their own position, the ability to see things from other (different) points of view, taking into account different factors; internal tolerance (to uncertainty) - the ability to make decisions and reflect on the problem, even if all the facts and possible consequences are unknown.

Without defining the basic system factor, E. Krivtsova and T. Martynova characterize the following types of tolerance: interpersonal, intellectual, ethnic, confessional, intercultural,

gender, sexual, medical, age, social, etc. [12]. A more systematic analysis was carried out by Ukrainian psychologists M. Lendel and T. Scherban, who identified types of tolerance on two criteria scientific objectification and objects of intolerance.

According to scientific objectification, the following types were named: psychological, legal or legal, theological or dogmatic and ecclesiological [13]. According to the subject matter of our study, this classification has attracted our attention because it is constructed as a sign of objects of intolerance, in which the authors name the following types: interpersonal, intellectual, confessional, sexual, intercultural, gender, medical, age and ethnic tolerance.

Tolerance can be seen as a regulator of interpersonal, international and inter-confessional relations, as a principle of civil-law behavior, as a sociopolitical imperative of society, as an ethical-philosophical category, as well as a cultural norm and moral value. In this form of tolerance, the necessary regulator is the attitude to the peculiarities of different peoples, nations and religions. It is a sign of selfconfidence and awareness of the reliability of one's own positions, a sign of an open flow of ideas, not afraid of comparison with other points of view and not avoiding spiritual competition. Thus, tolerance is a term that refers to a benevolent, so at least restrained attitude to individual and group differences (religious, ethical, cultural, civilizational, etc.).

In psychological studies, tolerance as a trait of personality is defined in the context of the absence of aggressive behavior (T. Adorno, A. Maslow), as a manifestation of empathy (G. Alport and C. Rogers), as a system of personal values (A. Belinskaya), as a means of preventing personal conflicts (L. Vishnevskaya), as a basis for adequate relations in the political world (L. Orban-Lembrick), etc.). A. Maslow believed that tolerance, on the one hand, determines the harmonious relations of the individual with the physical and social world, and on the other - serves as an important determinant of his mental health [14]. In the context of C. Rogers' psychology, personal tolerance is compared to the notion of empathy. The scientist characterizes this concept as "the absence of arrogance", as well as a propensity to help others in solving various problems without pressure and guidance [17].

At the same time, there are also contradictions in views on tolerance. In particular, according to G. Alport, the cause of tolerant behavior is an imbalance between "real" and "ya-ideal", while according to C. Rogers, this imbalance generates intolerant behavior rather than tolerant. Tolerant and intolerant traits are given wide coverage in theory G. Alport [15].

In the author's opinion, a personality with a significant gap between the notions of the "I-ideal" and "I-real" is usually tolerant. In the intolerant personalities, "I-ideal" and "I-real" are almost compared. At the same time, the views of all scientists coincide in the fact that tolerance is an important personal trait, a property, a feature, and is generated by both internal and external factors, manifesting itself in the empathic and tolerant attitude towards others [10].

We can conclude that tolerance is now gaining importance as a universal humanist value because it implies respect for the views, beliefs and traditions of others inseparable from respect for human rights and fundamental freedoms. At the same time, tolerance is an effective factor in effectively combating xenophobia and racism, because civil, political and economic human rights are closely linked to social and cultural rights. The notion of "tolerance" is very often encountered in the context of consideration and analysis of interethnic, international, interethnic, and interfaith relations [20]; this notion is also considered as a moral quality characterizing an individual's attitude to the interests, beliefs, beliefs, habits, and behavior of others, as well as striving for mutual understanding [4].

Having completed a classification analysis of manifestations of tolerance, S. Ilyinskaya suggested a level approach to defining this phenomenon. The author has defined the following levels of tolerance existence: civilizational, international, ethnic, social, and individual. In this classification, civilizational tolerance is understood as non-violence in contacts of different cultural civilizations. International tolerance is a condition of cooperation and peaceful coexistence of States irrespective of economic development and ethnic and religious belonging of their population. Social tolerance is expressed in the form of partnership between different social groups in society. Individual tolerance is manifested in respect for another person, understanding that there are

views different from their own. Our attention was attracted by the fact that the author singles out ethnic tolerance as a special level of tolerance manifestation and defines it as "tolerance to a foreign way of life, customs, opinions and ideas of representatives of other ethnoses" [9, p. 182]. Consequently, we can note that among the currently known forms of tolerance (political, economic, racial, religious, cultural) ethnic tolerance has a prominent position.

The events of recent years in Ukraine and in the world have proved that misunderstandings on ethnic grounds do not give a positive image of the country, tune it to the solution of ethnic conflicts and mutual understanding of each other in the context of globalization. Therefore, the deepening of multicultural contacts between students and the need to harmonize them, as well as the lack of operationalization of the concept of "ethnic tolerance" in pedagogical science in general and the fragmented study of this problem in the theory and methods of education, in particular, make it necessary to detail this concept in the sense of this paragraph.

At the current stage of development of Ukrainian society, the study of ethnic tolerance as a social phenomenon and personal education is becoming increasingly important. The facts of aggression on interethnic and interreligious grounds, aggravation of intercultural contradictions observed nowadays all over the world contribute to updating of this issue. These events require a deeper understanding of the nature of ethnic tolerance and the specifics of the influence of ethnic factors on the worldview of citizens, particularly on modern youth. Based on the provisions of L. Vygotsky's works on the social-historical nature of ethnic psyche, as well as studies on the patterns of emergence and development of ethnic consciousness, conducted by K. Abulhanova-Slavskaya, A. Asmolov, researchers are increasingly focused on the study of psychological features of the formation of ethnic consciousness. The problems of ethnic tolerance are reflected in the works of I. Afanasyev, L. Drobizheva, N. Levus, G. Soldatova, L. Shaygerova, M. Shugai, and others. These studies examine the procedural nature and nature of contradictions in the field of ethno-cultural interactions. The researcher of the problem of cultural relations H. Nazarenko thinks that the process of teaching ethnic tolerance is

incompatible with the manifestation of ethnocentrism, xenophobia, chauvinism, Nazism, fascism, and cosmopolitanism, which rejects the idea of humanity existing as multiethnic and multinational entirety. Such characteristics as consolidation based on corporative hostility, opposition to some social groups and spiritual values do not give any reasons to consider internationalism as one of principles of educating the culture of inter-ethnic relations within Ukrainian statehood.

This is (precisely) why author summarize that relations between ethnic groups of one national wholeness should base on the principles of tolerance as an important trait of humanistic morality. To achieve the tasks of our research it is important to note that H. Nazarenko assigned three basic components to the structure of the inter-ethnic relations culture as an integrated trait of a person – which are ethnic consciousness and selfconsciousness, ethnic tolerance and behavior of a humane subject of inter-ethnic relations. Such personal traits as ethnic and national dignity, pride, conscience, responsibility, will, comradery, tact, empathy and tolerance are the components of the culture of inter-ethnic relations as spiritual and moral phenomenon.

These traits and values are the inner moral regulator of behavioral manifestation of a person in inter-ethnic relations [16, p. 494]. The factors affecting the level of ethnic tolerance in society are divided on the subjective and objective. For example V. Khanstantinon enlisted "the accepted model of ethno-national policy; psycho-cultural type of ethnic group, properties of its mentality, national character; historical tradition, level of political consciousness forming the conditions to orient a person in the world of politics; the effort of public and political organizations, state, particular citizens to overcome the intolerance and prejudice in society" to subjective factors [20, p. 84]. Without rejecting the meaning of economic and social factors of shaping national and cultural identity of a person listed above it should be noted that in modern research means of socio-educative work of forming tolerant educational environment, preventing xenophobia, racism and other instances of radical ethnic prejudice are not sufficiently defined. Methodic-theoretic analysis that we made let us to define that basic vectors of research of phenomenon of national and cultural identity is:

- Exploring national and cultural identity in the context of integral personality;
- Constructing the models of the process of forming national and cultural identity;
- Exploring and detailing components of national and cultural identity of a person;
- Determine the features of shaping ethnic tolerance in the different age periods of a person development. Based on the characteristics of the formation of national and cultural identity problem's study of modern student youth we considered it be appropriate to accent on the basis of teaching the ethnic tolerance of youth. We see the process of formation of national and cultural identity as prevention and overcoming manifestations of intolerance in the attitude to members of different nations and nations. Such manifestations of intolerant behavior of a person are derive from the existence of ethnic prejudice. Ethnic prejudice is determined in the vocabulary literature as subjective overemotional rating of the national character features and other life aspects of other ethnic communities; negative socio-psychologic setting about other ethnics and particular members of such ethnic groups [23, p. 49]. The presence of ethnic prejudice that usually have the nature of stereotype and prevent the adequate perception of other ethnic communities and persons.

Another manifestation of intolerance is xenophobia (from greek xenos – alien, and phobos – phobia, fear). Xenophobia is interpreted as haunting fear of strangers, based on an incomplete or distorted knowledge about people of other ethnic origin [5, p. 494]. But the feeling can usually have the nature of superstition, which manifests as antagonism to any foreigners. Because the absence of tolerance in the attitude to members of other ethnic groups have very different manifestations, so respectively there appears the important task of creating and implementing the content, form and methods of education of ethnic tolerance of youth. Currently the educational sphere has the task of active and meaningful(task-oriented) education of respective mental traits of a person and society.

So we shall consider the task of educating the ethnic tolerance, tolerance in human relations as the most important task of education of modern youth. Among the priority areas for reforming of educational process, researches of that problem admit the realization of the principles of the

universal human morality, forming the realization of correlation between freedom, human rights and citizen's responsibility, interpersonal communication ability and educating youth to the life in the multicultural space. Educating the tolerance gives the ability to percept the cultures of different nations, creating by that prerequisites to mutual understanding and respect, positions of cooperation which are the basis of international social stability. The base of modern educational process has to consist of pedagogics of tolerance, implying the change of the human relationship system, creating them on the mutual respect. The problem of teaching tolerance to the youth in the multicultural environment was specified in the research of O. Hryva.

The author created the models of educating the tolerant person and social and pedagogic conditions of professional training to work in multiculturalism [7, p. 228]. The researcher notes that it is necessary to create the conditions to crystalize ethnic tolerance to establish the principles of democracy, human rights protection of all citizens irrespective of their nationality, religion, ethnic origin and language. This situation has to be considered as requested by the time and forced move of Ukraine to the social transformation and creating new standards. The change in the education priorities of society have to assist the realization of such humanitarian and educational scheme.

Researching the role of the national and cultural identity of a person in the relations in the modern multicultural society, S. Drojjina determined the traits assisting the peaceful solution to conflicts such as finding compromise, citizen's attitude, patriotism, respect to other people and their rights, personal responsibility (before family, members of community, state), open mind [8]. Precisely these traits have to be the base of developing the national and cultural identity of a young person. In the T. Bilous's research the practice of pedagogic conditions of forming and educating tolerance in youth in the multicultural education space was determined and introduced which are organization of the student's educational activity; creating an active teacher-student interaction in the educational process for successful development of the tolerant relations; students' attraction in social activity meaning the active involvement in the intensive interaction with different subjects;

making students ready to tolerant relation; awareness of the aspects of age in ... tolerance, creating tolerant environment in the process of education in the Institutions of higher education; training the professionals of forming the tolerance by the means of foreign languages[3, sh. 170-192].

The conclusion to the research and perspective of future exploration of this direction. It is possible to summarize that most of the researchers of the problem consider that the formation of national and cultural identity of a person is based on the development of such innovations as readiness of a young human to coexist, interact with other people, communities and situations and accepting them as they are. E. Anhelina considered the ethnic tolerance ... implies that the existence of such features as "readiness to cooperation, mutually beneficial partnership, that is mutually binding on the base of mutually accepted values; readiness to cultural exchange and mutual enrichment; ability of mutual empathy; neutralization of the negative complexes of behavior of a person without humiliation of his personal and social dignity; mutually respected dialog with the task of achieving even more mutual understanding" [1, p. 17].

The universal value of the phenomena of national and cultural identity lies in the ability of the members of different ethnic cultures and mentalities to find the ... of interaction and ways to cooperate. The youth is the most sensitive part of our society in the settlement of the ethnic and cultural conflicts. It will become the main part of our people, ethnos the driving force of the nation in the near future. It is very important to prevent the intolerance and assist to form a national and cultural identity of a person in the period of establishment of an adult person.

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THE PHENOMENON OF THE YAVORIV ART SCHOOL IN THE HISTORY OF ART VOCATIONAL EDUCATION

Abstract. *The study in the historical context characterizes the preconditions for the emergence of the Yavoriv Art School as an artistic phenomenon. It is shown that in the Yavoriv region over the centuries a kind of folk art was formed, the most famous creation of which were wooden toys and chests. The popularity of regional folk art products has actualized the creation of organized vocational training in the vocational education institution, the traditions of which are now continued by the Art Vocational School named after Y. P. Stanko. For a long time, it remained a unique educational institution that trained carpenters and carvers in demand within the state. The model of ethno-artistic tradition functioning is considered on the example of Yavoriv Art school. The essence of institution's innovative activity aimed at updating ethno-artistic traditions in new conditions and the need for a comprehensive approach to solving the problem are substantiated. The main directions in which the potential of ethno-traditions of Yavoriv region can be realized are outlined.*

Key words: *artistic phenomenon; model of ethnotradition; traditional folk arts and crafts; vocational education; Yavoriv region.*

Relevance of research. The production of original, highly artistic products requires the preservation of artistic, technological and production traditions of the center of crafts and handicrafts and their development, which involves not only the presence of folk craftsmen, but also the training of relevant personnel. It is important for a professional art institution to have educational and professional traditions and values that are engraved in the achievements of graduates. This means that it is necessary to take care of recording experience and achievements, preserve traditions and at the same time carry out active work to implement the new.

The innovations offered by the educational institution create preconditions for the demand of both the institution and graduates. The search for new landmarks of innovation encourages the study, generalization and use of experience of those art professional educational institutions, whose long-term activity gives the right to assert the emergence of educational tradition and the formation of a certain art (artistic) school, whose stylistic features are manifested in creative activities of graduates.

A study of the formation and development of vocational education and training of the specialists for industry, arts and crafts in Western Ukraine for a long period (1872-2019) showed a unique example of the viability of an educational institution – Yavoriv State School of Woodworking, which today is called "Art vocational school named after Y. P. Stanko" and is located in the village of

Ivano-Frankove, Yavoriv district, Lviv region. Analysis of research and publications. A significant number of scholars and practitioners have devoted their works to the study of various aspects of the Yavoriv Art School, in particular in the context of: arts and crafts in Ukraine and its types (E. Antonovych, L. Gerus, M. Hnatyuk, A. Deschuk, R. Zakharchuk, Chugai, L. Orel, M. Sidor, M. Stankevych, O. Fedyna, O. Shpak), development of artistic vocational education (V. Radkevych, B. Stebelsky, G. Subtelna), didactics and methods of teaching different types of art creativity (L. Bilska, K. Kavas, M. Korets, N. Kosyk, B. Tymkiv).

Despite the fact that Yavoriv Art School as a training center for folk arts and woodworking has been known for a long time, at the same time scientists have not paid enough attention to the study of prerequisites for artistic innovation and its activities in modern conditions for the development of educational and artistic traditions. Formulating the goals of the article. The aim of the article is to analyze the phenomenon of Yavoriv Art School as an educational and artistic phenomenon and to show the role of the Art Vocational School named after Y. P. Stanko in the process of its formation in modern conditions.

Objectives of the article: to characterize the preconditions for the emergence of the phenomenon of Yavoriv Art School as an artistic phenomenon; to find out the essence of innovative activity of an artistic professional institution; to outline the prospects for the development of Yavoriv Art School in modern conditions.

Theoretical foundations of the research. Development as a process characterizes the state of the object under consideration in time. The transition of the object of consideration to a qualitatively new state depends on various factors.

To determine these factors in relation to the long-term functioning of a professional educational institution, it is appropriate to identify those that relate to two important and interrelated macro-processes – the development of the territory and region and the functioning of production facilities. In the case of an art professional educational institution, another important factor is added – the existence of a center of folk arts and crafts. A retrospective analysis of the location and operation of folk arts and crafts centers in Ukraine (and neighboring countries) shows that they were located in small towns and villages and were associated with local industry and its enterprises.

The destabilization of these enterprises has negatively affected the development of these centers, and employment, and the artistic level of production, because the manufacture of low-quality products does not require professional training. The difference between the region and the territory lies in the formation of lasting and deep ties, contacts between people. The boundaries between societies are determined by the differences in these relationships. Therefore, socioeconomic programs of the state or local authorities should be aimed at converging the levels of regional development. Modern researcher I. Chornovol notes that the territory always remains constant, and the phenomenon of the region is unstable. The history of any territory in the region depends on many factors. In time, depending on economic and political circumstances, regions emerge, develop, decline and disappear. And the territory with its human, material and spiritual potential remains [3]. The regional history of Yavoriv region is closely connected with Pshemyshl land, which is now part of the Polish Podkarpacie Voivodeship, and Austria-Hungary, during the reign of which vocational education was established in Galicia (second half of the XIX century). At that time, the opening of a new vocational school required the coordination of three issues: the presence of a center of handicrafts with the prospect of development; source of school funding; state control over the training of specialists for the needs of the economy. In the early twentieth century in Galicia, the wood industry, including carpentry and cooperage, was aimed at making money and acquired the characteristics of a craft.

Wooden products were simple but well made, although there were also low quality things. The

main reason for the appearance of low quality products was the weakening of the requirements for mastering the craft, when the father was allowed to teach his son the craft at its discretion, without taking into account the achievements that are already used in it.

Small-scale crafts were well developed and organized thanks to the activities of institutions involved in production and education and took care of the training of professionals capable of producing quality products. On the other hand, it was a concern for the rural population, which had a small choice of professions to make money. As Yavoriv region in the XIX century was considered a territory rich in forests, but poor in agricultural land, this region was famous for its useful and artistic wood products. The most famous of them were the attributes of the game – toys, the popularity of which reached far beyond Galicia.

Despite this, highquality toys had to be imported from European countries, which drew the authorities' attention to the potential of toy production in the region. In 1882, the ambassador of the regional Galician Sejm T. Merunovich made a trip to European countries to study the toy production for children. The main idea of his conclusions was that in Eastern Galicia there are centers that produce toys no worse than in other countries. If this industry is raised to a higher level, the need to import toys will disappear, and the producer will be supported [5].

T. Merunovich's position on toy production, the efforts of the ambassador from Yavoriv district I. Sheptytsky and the local community became the cornerstones, thanks to which the Galician Regional Sejm decided to temporarily create a training workshop in Yavoriv "for making toys". Its mission is to ennoble the craft of making artistic products from wood, including toys. During its existence from November 1896 to the present day, this institution has undergone many transformations, political regimes, changed names and locations, but always the same features were: training of carpenters, carvers; high artistic and aesthetic level of products; observance of ethnocultural traditions of Yavoriv region. Y. Stanko's invention of a new artistic phenomenon "Yavoriv carving" became the artistic core of Yavoriv Art School. The life cycle of ethnotradition can be traced in the history of the Yavoriv Art School as an artistic phenomenon. This means that the innovative activity of an art professional educational institution must be organized in accordance with this cycle. The innovative activity of a professional art institution should be based on the following principles: to develop a range of products that are quite simple to perform, which at

the same time have an applied value and a high level of artistic and aesthetic design; folk traditions of applied art and norms of artistic creativity must be combined in artistic design; development of students' sense of style, taste and compositional abilities [1, p.165].

These principles formed the basis of the innovative activity of the Art Vocational School named after Y. P. Stanko. However, modernity makes adjustments related to the understanding of the conditions of existence of ethnic folk art, which is based on a set of traditions. According to M. Stankevych, genre and local traditions are functioning with the help of certain stereotypes (technological, decoration, means of expression, iconographic, semantic, tectonic, artifacts). Imitation of tradition occurs through the accumulated experience of both one person and generations of masters.

They collect specific particles of artistic values that are reproduced and transmitted over time [6, p. 95]. The departure of local tradition outside the region in some way affects the traditions in other geographical and ethnographic regions. This gives reason to talk about the formation of an art school. The main features of the art school are: the significance of the results of specialists' work; the presence of a significant number of highly qualified followers; high authority in artistic circles; public recognition; common artistic and aesthetic views of the participants; originality of work methods; the presence of leaders who have the ability to select creative youth and teach them professional skills, encourage independent thinking and initiative. If the art school arose on the basis of an educational institution, it is necessary to take into account the factors that ensure the repetition of typical artistic situations (stereotypes) in time and space [6, p. 93], and create organizational and pedagogical conditions for the accumulation, selection and transfer of experience, reproduction and protection of tradition, and, what is very important, actively seek innovations that could be sustainable over time.

Practically, art schools appear in the third stage of the model of ethno-artistic tradition and disappear in the fifth [2]. For the artistic professional institution, whose activity is based on ethno-tradition, it is important to find the basis for innovative activity in the fifth stage. Research results. On the example of the Yavoriv Art School phenomenon, we made an attempt to show the development of the ethno-artistic tradition of Yavoriv painting and carving into a new tradition. The process takes place in stages, each component has an approximate duration.

The preparatory stage of the tradition of Yavoriv

painting and carving lasted until 1920. During this time there was a transfer of compositions of painted ornaments on the chests and toys. Making toys grows into three-dimensional carvings and small sculptures. Since 1896 there has been a professional training of specialists for folk crafts and handicrafts.

The innovation and genesis stage lasts 10-20 years. For the Yavoriv tradition, it took approximately 12 years, during which Y. Stanko creatively transferred the ornaments of the painting to the carving, worked out the elements of a new type of carving in the educational process, developed samples of compositions. The generalization stage lasts approximately 20-25 years. It is characterized by the development of technology and methods of teaching Yavoriv carving and its official recognition, the gradual transfer of school graduates elements of Yavoriv carving and style in professional work at the place of employment and residence. For the institution, this process took 28 years.

The actualization stage lasts 20-25 years, for the institution – 20 years. During this time, the Yavoriv ornament was transferred to the new types of art (marquetry, interior), the tradition of Yavoriv carving appeared, and the phenomenon of the Yavoriv Art School was formed. The main approaches of Yavoriv carving were transferred to other regions and influenced the formation of carving schools there. The optimization stage, depending on the strength of the tradition, takes 20-40 years. The heyday of the Yavoriv Art School tradition dates back to 1980- 2020. This period is characterized by the following processes: participation in exhibitions and competitions of various levels; formation of a center for training specialists in folk arts and crafts; active search for innovations; systematic work on accumulation of experience and popularization of the institution.

The duration of the optimization stage is influenced by the number of graduates who, on the basis of the mastered artistic tradition, managed to find their own way in art, achieved significant success and created their own schools of skill. The last entropy stage can last 30-50 years, depending on the potential of the tradition. If you do not innovate, then there will be a decline in tradition. This process is exacerbated by the emergence of many factors that are eroding tradition. First of all, it concerns the fascination of many categories of the population with modern technologies, which in many cases have reduced some types of art to the level of mass creativity (embroidery, photography, sculpture and others). In accordance with the development of the ethno-artistic tradition of Yavoriv painting and carving, today the Art

Vocational School named after Y. P. Stanko is at the final stage of the optimization stage. The ethno-tradition is fueled by innovations that are practiced in the educational process, in particular, it is Yavoriv painting in stained glass art, in the interior. In search of modern elements of addition and modernization of ethnotradition, the school participates in various extracurricular activities, which simultaneously solve the problem of students socialization, bring them to a higher level of creative experience disclosure, as well as professional orientation of youth. The most popular forms of this work are: competitions of professional skills, exhibitions (thematic, career guidance, reporting, achievements, etc.), workshops, festivals, open airs, events in the framework of exchange of experience, personal and group exhibitions. These events generally have different purposes, but they are united by the desire to find a new turn, touch, direction, creative idea, first to complement the artistic phenomenon, genre with interesting discoveries, and later they can give impetus to modernization. To find ideas for these activities has great potential for a competition of professional skills in the profession of "wood carver and birch bark". It brings together the best students of educational institutions who have already managed to reveal their creative abilities, acquire the necessary knowledge and master the skills at a level where we can talk about their professional skills.

From year to year the creative works of the participants surprise with their compositional solutions, the level of artistic, aesthetic and technical execution, the variety of competitive tasks. High-quality products complement the exhibits of the museum of the institution. In search of strategic guidelines for the development of the modern Yavoriv district, the attention of government agencies was drawn to folk handicrafts, as stated in the document "Strategy for the development of the Yavoriv district for the period 2016-2020". It highlights the types of folk art that can once again bring the region out of the economic crisis: Yavoriv carving, Yavoriv toy, Yavoriv Easter egg, embroidery "Yavorivka", wickerwork, Yavoriv ceramics, woven canvases with Yavoriv beating [7, p. 67–68]. In accordance with the strategic and operational goals for the development of human capital and economy, ways were proposed that are relevant today for the development of the traditions of the Yavoriv Art School as an artistic phenomenon. In particular, this applies to the following ways: improving work with talented pupils and students in order to prevent their outflow to study and employment abroad; development of programs for

comprehensive youth development; creation and support of youth cultural and educational centers and leisure centers for children and youth; strengthening the role of vocational education institutions in the practical training of specialists with the formation of a tendency to self-employment, small and medium business; improving the material base of vocational education and organization of practice bases; holding competitions of folk art; support for the activities of school groups of folk crafts; development of traditional folk crafts; revival of traditional crafts and selfawareness of rural communities [7, p. 74–76]. In the context of Yavoriv Art School development as a phenomenon, the necessary but insufficient conditions have now emerged. The necessary conditions related to the current state of the leading factors of its development are the development of Yavoriv region, the availability of production facilities and the possibility of self-employment, the center of folk arts and crafts. Consider which from selected factors can help to translate the conditions into a qualitatively new state. Nowadays Yavoriv region is a promising territory in many aspects. In the conditions of globalization and regionalization processes interaction in the cultural sphere the tourist direction is allocated.

The school as a center of folk arts and crafts has a favorable location for foreign tourists and offers the opportunity to get acquainted with the oldest museum in the area, established in 1964. The museum exhibits unique products made of wood, straw, metal by Yavoriv masters of different generations and the best works of students. A promising direction of the museum's activity is the creation of an art gallery, where artists will be exhibited – famous graduates, employees of the institution, talented students. A good addition to the tour is the opportunity to purchase an author's product.

To fully realize the potential of the institution, it is necessary to introduce the school in the tourism cluster. In many countries of the world, rich in forests, the traditions of folk carpentry in rural and sacred construction are preserved. Yavoriv region is experiencing a rise in sacred construction and art, as there are 52 objects of wooden sacred architecture and new temples are being built on its territory [4]. This means the demand for the professions of carpenter, joiner, carver and painter. On the scale of this process, taking into account the latest ways of preserving and restoring cultural monuments, there is a significant potential for employment of graduates. The second aspect of the production facilities development of Yavoriv region is eco-building, which partially solves the

problem of rational use of natural resources. With the deepening global environmental crisis and the need for a positive impact on the ecophilic mentality of Ukrainian society, the role of professions whose specialists work with natural materials, including wood, is being reestimated. Eco-building uses resource-saving technologies that integrate the following processes: the use of insulating materials from wood composites, optimization of design solutions for openings and roofs, taking into account the thermal and moisture state of the environment, the use of installation schemes to prevent thermal bridges [8]. Therefore, the training of qualified carpenters who know how to work with the latest production technologies is in demand.

For 124 years of existence the institution functioned in various buildings. The first building was designed for the institution needs and was built in 1901 with community funds. As it was a vocational school with an artistic bias, it was built in the Zakopane style, popular at that time in Eastern Galicia. In the following years, the educational institution was housed in adapted premises. The complex of buildings in which the school is located today does not meet the requirements for modern educational institutions for the training of art professionals. The first steps have already been taken for the construction of a modern institution, in particular, the Institute of Architecture of Lviv Polytechnic National University is developing a project of a modern complex with elements of Zakopane style, which will connect old and new traditions in a spiritual context. Realization of strategic goals of Yavoriv region development in relation to support of vocational education and development of its material base actualizes the problem of financing the construction of a new institution at the level of the best world standards.

The conceptual idea of building such a complex is to create a new creative space, which due to the mutual influence of the environment, communication and nature will give impetus to the ethnocultural synthesis of traditions. Visually, the complex should make an impression that can cause a person's aesthetic inspiration to try himself in different types of creativity. As Yavoriv ethnic traditions relate to different types of folk crafts and handicrafts, it is advisable at the present stage to conceptually reflect their unity in the range of professions for which the school can train professionals. Traditionally preserving the professions of carpenters and carvers, it is necessary to expand the range of professions through carpentry, small sculpture, restoration, embroidery and weaving. Productive development

of Yavoriv Art School as an original artistic phenomenon within Ukraine is possible when not only local authorities but also at the state level steps will be taken to promote and support it. In particular, the National Bank of Ukraine issued three silver coins dedicated to Yavoriv toy, from the series "Ukrainian Heritage".

To comply with the authenticity of artistic, stylistic and technological features of the depicted toys (birds, grasshoppers and idlers), the school provided advice. Conclusions from the study and perspectives of further exploration in this direction. Thus, the study of Yavoriv Art School phenomenon as an original artistic phenomenon showed: – Ethnotraditions that have developed over many centuries in the Yavoriv region, in the new conditions remain viable and promising. – A long-term bearer of ethno-traditions in Yavoriv region is the Art Vocational School named after Y. P. Stanko. If the purpose of the institution's foundation was to teach the younger generation to make cut, turned and carpentry toys of noble forms, in modern conditions the range of requirements for the institution has expanded significantly, which involves the opening of new professions and specializations related to ethnocultural traditions. – The inability of folk crafts and handicrafts centers to create a strong base of ethnocultural traditions is the cause of the decline and disappearance of many relevant professions. The main reason for the decline is the lack of understanding of the life cycle of ethnotradition by the leadership of folk art centers. This is confirmed by the fate of artistic professions, which were opened in non-artistic institutions of vocational education, in particular, in agricultural schools. – In order to prevent the decline of Yavoriv Art School as an artistic phenomenon, the staff of the Art Vocational School named after Y. P. Stanko carries out innovative activity in various areas, taking into account modern circumstances and the demand for qualified professionals.

In particular, innovations include: the use of Yavoriv painting in the interior, exterior and - 64 - stained glass, the creation of wooden sculptures for landscaping, the manufacture of ethno-designer furniture. Further research of the Yavoriv Art School will concern the study of the fate and creative achievements of the institution employees and graduates who have connected their professional life with production and art in all its manifestations. Due to the results of their work, the artistic and applied tradition of Yavoriv Art School is embodied.

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PECULIARITIES OF FORMATION OF NATIONAL AND CULTURAL IDENTITY OF PRIMARY SCHOOLCHILDREN DURING THE LITERARY READING LESSONS

Anmerkung. *The study reveals the features of the formation of national and cultural identity of primary school children during the literary reading lessons. National and cultural values of primary schoolchildren are laid down in the lessons of literary reading with the help of explanations, stories, discussions, role-playing games, ethical conversations. Lessons of literary reading are the most effective in the formation and development of the qualities of a child-reader capable of independent reading, creative activity. They fow to successfully carry out speech, literary, intellectual development of the junior schoolboy. At the same time, the teacher should choose such forms and methods of work that will enhance the cognitive and emotional sphere of students, involve them in dialogic interaction with the text and selfexpression in creative activities based on the read work of art. The study concludes that children read, analyze and discuss the behavior of the characters in the works, which raise in a form accessible to them questions of justice, honesty, camaraderie, friendship, loyalty to public duty, humanity and patriotism.*

Key words: *national and cultural values; national and cultural identity; primary schoolchildren; literary reading.*

Relevance of research. One of the main tasks of a modern school is the formation of children's national and cultural identity. As already mentioned, national identity is fundamentally connected with culture, with its values and moral guidelines for life. In the process of life, the community produces its own cultural codes, which are the sign of symbolic existence of the nation from its inception as a separate, not yet established community of people to the present state.

Each national culture is an original world of life, it encodes the way of worldview and worldview of the nation, in this sense, it contains the original worldview of the people. National culture is the code that reveals the secret of the nation, creates a portrait of the people, which uniquely reflects all their experiences. National culture is a symbolic world created by an ethnos in accordance with its needs, values, ideals, and the way of life. Everything that was important, significant in the history of the community, that contributed to the unity of the people, all its ups and downs were embodied in culture. The culture of the nation is the connecting link between the past and the present, the guarantor of the national future.

Today it is becoming obvious that any violations that occur in modern society, such as the lack of culture of behavior, the lack of its moral norms, negatively affect the moral and emotional state of the population, its physical and mental health, thus moral education is greatly destroyed. Ukraine has an extremely rich heritage of ethnic traditions, rituals, customs, arts and crafts, and national cuisine. All this is an inexhaustible source for festivals and holidays, craft fairs and other various events that not only educates the younger generation in the national spiritual tradition, but attracts tourists, stimulates creativity, and ultimately forms a bright image of Ukraine, where life is interesting, diverse and attractive. The only alternative and the only possible way in the conditions of ethno and cultural diversity is the way to the formation of an integrative model of national culture in Ukraine, when different ethno and cultural identities do not isolate themselves, do not push each other to the periphery, but participate directly in the nation building process. In the relationship of peoples, ethnic groups, cultures in one area you need to see the prospects for the development of each of them. Only under such conditions it is possible to live with "others"

on the basis of tolerance, morality, humanism; the attitude to another ones as to “the value” is decisive factor of the process.

Analysis of recent research and publications.

Most scholars (I. Bekh, A. Kuzminskyi, P. Shcherban, etc.) consider the formation of national and cultural identity of primary schoolchildren as one of the most difficult, because the object of work is the subtle areas of spiritual life of the individual, namely the formation of mind, feelings, will, convictions, self-awareness. These spheres can be influenced only in the same way with the mind, feelings, will, beliefs, consciousness [1, p. 106]. The personal approach to pupils acquires great importance, because it is crucial in the formation of national and cultural identity of primary schoolchildren. After all, children of this age category are characterized by a special sensitivity to national and cultural norms, such as the culture of behavior, communication and relationships. The formation of national and cultural values becomes important when the teacher combines skillfully methods, forms and means of national and patriotic education. One of the ways to reform the content of general education specified in the State National Program “Education: Ukraine of the XXI century” is “the formation of national and cultural values, starting with early family education” [5, p. 7].

That is why the priority of modern humanity is universal humanistic values. The criteria of these values are not only the idea of such national and moral qualities as benevolence, respect for human dignity, mercy, kindness, humanity, tolerance, decency, the ability to forgive, not to do evil, but also practical actions, deeds, motives, incentives and intentions. people. “Of particular importance in moral regulation is the formation of each individual's ability to determine their own line of conduct without external control, based on such ethical categories as conscience, self-esteem, honesty.

The great basis of this important work is the national-patriotic education, which should be based on the principles of humanism, democracy, unity of family and school, continuity and succession of generations” [5, p. 7]. For national and patriotic education to be successful, primary school teachers have to develop the spirituality of

younger students, their physical and moral perfection. The State Standard of Primary Education (2018) states that the applicant of primary education, in the field of language and literature education, expresses thoughts, feelings and attitudes, interacts with others in writing and in real time, adheres to the norms of literary language [6, p. 4]. Therefore, we, as primary school teachers, should enrich the emotional and sensory experience of younger students in the educational process. The theoretical foundations of the formation of national and cultural identity of the individual are covered in the fundamental works of V. Sukhomlinskyi [17; 18]. Moral violations of junior schoolchildren, according to V. Sukhomlynskyi, are selfishness, indiscipline, cruelty, ingratitude, meanness. It is necessary to get into the inner world of the junior schoolchildren, to understand the reasons which have caused evil, to find keys to correction of defects [18, p. 136]. Social and economic transformations taking place in our country make us think about the future of the Motherland and the young generation that was destined to live in it. Often the media and the child's environment have a negative impact on him. Under the influence of various information, children often make the wrong moral choice between good and evil, love and hate, compassion and cruelty. That is why the education of the moral qualities of the child, from an early age, becomes an urgent social and pedagogical task. In the context of competence education, the effective solution of the problems of moral education today requires the search for new ways or rethinking the already known ones. The concept of the “New Ukrainian School” (2018) emphasizes that the educational process will be an integral part of the educational process and will focus on universal and national values, including moral and ethical (dignity, honesty, justice, care, respect for life, respect for themselves and other people) [13, p. 121]. Therefore, a key educational element will be the example of a teacher who is designed to interest the child through works of art, which are the most effective means of forming the national and cultural identity of the younger generation.

Formulation of the purpose of the article. The purpose of our article is a theoretical substantiation of the peculiarities of the

formation of national and cultural identity of junior schoolchildren in the lessons of literary reading.

Theoretical foundations of the study

Observing the educational process, we can see that the lessons of literary reading have a special role in shaping the national and cultural identity of schoolchildren. Working on the examples of art helps to expand the life experience of primary schoolchildren, to master the main moral laws of mankind and to expand the intellectual development of children of this age group. The modern content of education in Ukraine is a system of general cultural and national values and a corresponding set of socially significant personality traits that correspond to the values of personal life, which is important primarily for a person, determine his character traits, behavior, private life style and others. Given this, the main task of the educational process in the school is the formation of national consciousness and self-awareness of students, duty and responsibility, respect for the law and for seniors.

The Law of Ukraine "Education" defines the comprehensive development of man as a person and the highest value of society, its talents, intellectual, creative and physical abilities, the formation of values and competencies necessary for successful selfrealization, education of responsible citizens who are capable of conscious social choice and directing its activities for the benefit of other people and society, enriching on this basis the intellectual, economic, creative, cultural potential of the Ukrainian people, raising the educational level of citizens to ensure sustainable development of Ukraine and its European choice [8, p. 1].

According to V. Saveliev, morality presupposes the value attitude of a person to the natural world, society, communities, social institutions, social subjects, other people and to himself. "Moral values (norms, principles, ideals, ideas of good, justice, responsibility, feelings of friendship, love, etc.) that arise and exist in society, are perceived by the moral consciousness of man, crystallized in his values, beliefs, socio-psychological guidelines and are realized in actions, lines of behavior on the life path of the individual" [14, p. 128]. The researched problem was covered in the works of foreign and domestic psychologists (L. Kohlberg, Y.

Prykhodko, V. Yurchenko, S. Yakobson and etc.). As L. Kohlberg points out, "morality" refers to moral thoughts or decisions that are based on thoughts, and not to behavior, its consequences or effect.

Moral development of a junior schoolchild, psychologists emphasize, is closely related to the level of his cognitive (perception, memory, concept formation, problem solving, imagination and logic) development. At the age of 7-9 years, the child is able to independently learn, recognize, share the moral requirements of society (I. Bekh, G. Kostiuk, O. Skrypchenko). "Early school age is sensitive to the assimilation of moral norms and the formation of selfregulation; formation of arbitrary behavior on the basis of moral requirements, and hence the ability to restrain impulsive actions, to show independence, to control their actions" [7, p. 50]. In preparing junior schoolchildren for life, they need to communicate what is the right behavior, what actions and intentions express it. Therefore, the main foundation for this is the school, which must form a personality with certain inclinations, tendencies, seeking to change, smooth out those aspects of the character of students that contradict the idea of correct, appropriate behavior. "In the process of education it is necessary to achieve the formation of junior schoolchildren's sense of duty, responsibility and ability to think about the interests of others, so that after school, students can implement the right thoughts and decisions" [20, p. 341].

Modern scholars (I. Bekh, M. Henyk, E. Necheva, etc.) have been actively involved in the study of the problems of formation of national and cultural values of the individual. Thus, M. Henyk emphasizes in many publications that national and cultural values are "imperative formations, developed and formed during the whole life of the Ukrainian people, which are inalienable, preserve the continuity of moral requirements, perform a regulatory function in human relations and acquire personal significance. as a result of their choice and internalization of the individual in the process of education" [4, p. 122]. Studies show that in various folk sources, national and cultural values are recorded in the commandments, advice, guidelines, which "justify the need for moral

norms and principles of behavior, determine the strategy and tactics of life on the examples of folk heroes, act as a form of social influence" [4, p. 135].

According to M. Henyk, primary school age is sensitive in terms of accumulation of moral and ethical knowledge, the formation of ideas and concepts of moral content, comprehension of the world around. "The correlation of the" image of I "with the ethical standard creates a personal attitude to the standards themselves, the desire to meet one and oppose the other" [4, p. 137]. The upbringing of students requires ensuring the formation of such moral values in them: universal, absolutely eternal values. These are universal values that have universal significance and unlimited scope (goodness, honesty, truth, dignity, wisdom, love, justice, beauty, etc.); national values.

They are important to one people, but they are not always shared by other peoples. Such values include patriotism, a sense of national dignity, historical memory, etc.; civic values. The main goal of the "New Ukrainian School" is to create effective conditions for the formation of spirituality and morality of students. We must note that each of these groups is of great importance. National and cultural values of junior schoolchildren are a means of regulating the harmonization of relations, as well as a means of self-affirmation of the student and the disclosure of potential abilities for its comprehensive development in modern society. All these factors prevent students from becoming morally healthy individuals who respect national and cultural values. It is the teacher who can control the moral development of the child and help him improve his personality, the best features of which are formed in childhood. According to S. Markivna, "a child should be brought up so that he, becoming an adult, could not only find himself, his place in life, but also to be realized as much as possible, to become a full member of society" [9, p. 7].

Research results. National and cultural values of junior schoolchildren are laid down in lessons with the help of explanations, stories, discussions, roleplays, ethical conversations. Such work is often accompanied by the improvement of knowledge about morality and the correction of children's perceptions of the requirements for

their own behavior through self-esteem and self-control. National and cultural values occupy a special place in the lives of younger students in the process of their formation will play a great role in reading lessons and works of art that will have educational value for students. One of the most complete and well-argued modern theories that consider the influence of language on the formation of identity is the theory of J.

Fishman. According to her, language is closely related to identity in three ways. First, index, ie language is associated with a particular culture, it formulates statements and expresses the interests, assessments and worldview of culture. This connection does not imply that a language that is traditionally or historically associated with a particular culture is ideal for that culture and that another language will not be able to replace that traditional connection in the future. But in a certain period of time "no language, except that which is historically and intimately associated with a particular culture, is not able to so well express certain artifacts and concerns of this culture" [21, p. 13]. Secondly, symbolic, which means that the language represents certain national (ethnic) groups with their languages.

The fate of languages is inevitably connected with the fate of speakers of this language [21, p. 21]. Third, the ratio of part to whole. Much of any culture is verbal: "Models of a child's socialization are associated with a particular language, cultural styles of interpersonal relationships are associated with a particular language, ethical principles underlying everyday life are correlated with a particular language, and even material culture and aesthetic perception are usually discussed. and are evaluated with the help of language figures, which mainly exist only in this culture, and are not universal" [21, p. 24]. The initial link is one of the most important stages in the development of the child's personality. School practice shows that getting into the school environment, there is a purposeful formation and development of value orientations of primary school children, their attitude to people, nature, moral and ethical feelings and emotional experiences. N. Bibik emphasizes that the task of forming in junior schoolchildren a system of universal values – moral and ethical (dignity, honesty, justice, care, respect for life, respect for

themselves and other people) and socio-political – is of priority importance in the development of the New Ukrainian School. freedom, democracy, cultural diversity, respect for the native language and culture, patriotism, respect for the environment, respect for the law, solidarity, responsibility). “In the center of education should be the education of students responsible for themselves, for the well-being of our country” [13, p. 19].

That is why, scientists emphasize (O. Matvienko, N. Moiseiuk, O. Savchenko, etc.) the pedagogy of partnership between all participants of the educational process acquires special importance. The pedagogy of partnership (cooperation) is based on the principles of humanism and a creative approach to personal development. Its goal is to create a new humane society, free from totalitarianism and officialdom. The principles of partnership in pedagogy are as follows: respect for the individual; friendliness and positive attitude; trust in relationships; dialogue – interaction – mutual respect; distributed leadership (proactivity, the right to choose and responsibility for it, the horizontality of connections); principles of social partnership (equality of the parties, voluntary commitment, mandatory implementation of agreements) [12, p. 113].

To implement the ideas and principles of partnership pedagogy, teachers need to use in their work not only standard methods of organizing the educational process, but to show more initiative and build teaching and education so that each student is an active subject of the educational process and constantly involved in joint activities. Interesting and meaningful stories, open conversation, fair and independent evaluation, encouragement of creative success, personal example, meetings with interesting people, joint search for solutions, common socially useful affairs, charity events and others can be tested on effective tools of partnership pedagogy. Lessons of literary reading are the most effective in the formation and development of the qualities of a child-reader capable of independent reading, creative activity. They allow to successfully carry out speech, literary, intellectual development of the junior schoolchild. At the same time, the teacher should choose such forms

and methods of work that will enhance the cognitive and emotional sphere of students, involve them in dialogic interaction with the text and self-expression in creative activities based on the read work of art. According to modern Methodists (N. Bilokonna, G. Koval, I. Kravtsova, V. Martynenko, O. Pavlyk, O. Vashulenko, etc.), one of the most important means of forming the national and cultural identity of a child's personality is fiction. It extremely “expands life experience, helps to feel, learn and experience what the reader will never be able to feel and experience in life” [2, p. 14].

All this serves to read works of art, which form the moral and ethical values of junior schoolchildren at the beginning of their schooling. The theory of literature emphasizes that a work of art does not copy reality, but creates a special aesthetic reality that exists and develops according to its own laws. Thus, “a work of art is a story about a certain life event (fictional or not), which is conducted on behalf of a real or imagined author based on aesthetic impressions and contains its preconditions” [3, p. 116]. Awareness of a literary text depends on a lot of reasons: a deep understanding of each word, the ability to focus, turn on the imagination, store in memory the information received, the ability to compare, predict, analyze the plot of the work of art and subtextual information, etc. O. Fenshchyk draws attention to the fact that mastering the process of text comprehension requires from a junior high school student a fairly high level of development of analysis and synthesis operations, complex mental work that requires the selection of “basic elements and combining them into a single whole”. main idea of the text.

This process is not easy for a child at first, because in each text the reflection of reality is mediated by the author's understanding. Therefore, according to the author, it is necessary to “teach the younger student to understand someone else's opinion, which is contained in the text that the author put into it when writing, to feel what another person felt” [19, p. 12]. The ability of a junior high school student to perceive literature is determined by the development of certain mental properties.

A special increased emotionality covers all aspects of the personality of a child of primary

school age. Psychologists have proved that an elementary school student can easily master the content of the work, if the image as a whole causes her the right emotional attitude. This indicates that if a child develops emotional interest, personal attitude to the characters and situations of the book, he is able to deeply and correctly perceive what is read and express their attitude to him. On the one hand, the emotional sphere of the child is characterized by immediacy and increased activity, and on the other – the emergence of more complex feelings: the younger student may be aware of their own emotional manifestations. Modern researchers (L. Kulakova, V. Martynenko, O. Pavlyk, O. Savchenko, etc.) that a junior schoolchild can have three types of attitude to a literary hero: emotional, intellectual, evaluative, activity. We believe that the effectiveness of the process of forming national and cultural values of primary schoolchildren, taking into account the content of works of art depends on: teacher training (understanding the content of national and cultural values; the relationship between verbal and practical methods of educational influence). humanism, the use of a system of tasks in the analysis of works of art); training of students (perception of the purpose of education; mastering moral rules and norms; structural and linguistic analysis of works of art); creating a comfortable psychological climate in the reading lesson (respect for each other, adherence to moral norms and rules of conduct when working in pairs or small groups).

Thus, the task of the teacher is to teach students to perceive works of art so that they, listening to the "language of the author", feel it with the mind and heart and at the same time become spiritually richer. Typical difficulties in the perception of primary school students of the content of literary works psychologists and educators associate with age psychological and individual characteristics of children: limited reading and life experience, difficulty understanding the nature of fiction and generalization, the specifics of speech development (insufficient vocabulary norms of word use, insufficient attention to unfamiliar words, phrases and the absence in most cases of the need to establish their lexical meaning. We

agree with the opinion of S. Melnyk that it is difficult for younger students to compare the elements of the text that are distant from each other in time, to establish the connection of episodes related to different characters, to summarize the events presented in different parts of the text and so on. Understanding the author's idea at this age is characterized by subjectivity. It should be noted that "artistic techniques of image affect students not by their function of revealing a particular literary hero, but as they are clear and bright" [11, p. 18].

The implementation of the content of the course "Literary Reading" requires from the teacher a flexible approach to determining the purpose, structure of lessons, selection of methods and techniques for organizing the reading activities of primary school children. Diversification of the content and forms of educational material increases the effectiveness of learning, as well as promotes the education of creative personality. It is works of fiction that reveal to the child a system of moral concepts through the relationship of the characters with other people. Thanks to the artistic word, students learn to understand the inner world of a literary hero, his feelings, actions, attitudes toward other people and nature.

Of particular importance for the formation of national and cultural identity of the individual are works that reveal ethical norms of behavior. On their material, students learn to evaluate the actions of the heroes, and through them - the actions of peers and their own behavior. Creative tasks are used in the lessons of literary reading to form the national and cultural identity of junior schoolchildren. After all, it is in the primary grades that students have to participate in creative activities of different content and complexity. According to O. Savchenko, for the development of students' literary creativity in the classroom, teachers first of all need to take care of children's motivation for mutual understanding and dialogue. Under such conditions, each child will want to say his word: to come up with his own fairy tale, his own riddle, to tell about his observations, adventures, to express his feelings, drawing, playing in staging, etc.

All this will characterize her personality, reveal how she thinks, what she dreams about, what

worries her. Fantasizing in children is special, sincere, trusting, because they have little life experience, not pressed by stereotypes of adult life. For the development of children's literary work is useful to create more often "situations of choice of creative tasks, instill in them the imagery of words, expressions, the need to listen to the sound of poetic language, feel its rhythm, express their impressions, feelings, looking for the most accurate words. statements and judgments" [16, p. 13].

Therefore, the use of creative tasks gives impetus to the development of national and cultural values of primary school students. National and cultural values are most represented in the lessons of literary reading. After all, the initial stage of their formation in younger students begins in these lessons through the artistic text. It is here that the main moral and ethical, national and cultural values are laid, such as: justice, courage, good, evil, compassion, respect, condemnation and many other criteria, which they compare with the characters of fairy tales, fables, legends, stories and novels.

The content of such works of art is a kind of regulator of the behavior of the younger junior schoolchildren, affects his feelings, arouses the desire to imitate the positive actions of the characters and condemn the negative. Thus, the task of the teacher is to teach students to perceive works of art so that they, listening to the "language of the author", feel it with the mind and heart and at the same time become spiritually richer. We share the opinion of O. Vashulenko that during the discussion of the content of works of art, it will be appropriate to conduct an ethical conversation to analyze the behavior and actions of children. The content of these conversations is the comparison of the actions of literary heroes with the behavior of children, on the basis of which are formed generalized ideas about the norms and rules of human behavior, the system of moral evaluations. In the process of ethical conversations, a number of tasks are solved to form the national and cultural identity of children of primary school age.

Among them: "the formation of generalized national and cultural ideas about honesty, truthfulness, modesty, discipline and other moral categories; education of adequate mutual

assessment and self-assessment in accordance with general norms and rules of conduct; formation of a conscious attitude of children to the rules of conduct; encouraging children to positive moral actions" [2, p. 15]. In the system of lessons of literary reading in primary school the lessons on which works of art are processed occupy a prominent place. Modern methodological science (S. Doroshenko, G. Koval, V. Martynenko, V. Naumenko, O. Savchenko, etc.) offers the study of works of art in the following way: preparation for the perception of a work of art; primary synthesis; analysis; secondary synthesis.

At the stage of preparation for perception, work is carried out to establish the meanings of words that are incomprehensible to students, which the teacher determines in advance, work on the content of the title, keywords, illustrations. In the process of such activity, students gain important reading experience – forecasting and anticipation, the experience of dialogic interaction of the reader with the text before reading the work; they increase positive reading motives. It is important to note that the results of the initial perception of the content of the work revealed by the teacher, the emergence of new learning situations may affect the further strategy of the lesson.

On the basis of such a "slice" of student perception, correction of pre-defined by the teacher methods and techniques of working with the text is built further analysis of the work. At the stage of in-depth analysis of the work, its interpretation (textual activity) the teacher uses methods and techniques, a system of tasks that activate analytical and synthetic reading activities of students to understand not only the content but also the form of the work: simple genre features, composition, language. Schoolchildren gain important reading experience – rational ways and means of independent work with the text: to distinguish works by the simplest genre features; be aware of the semantic connections between parts of the text, events, observe how the work is constructed structurally, how events unfold in an epic work, who its characters are, how they are characterized by actions, behavior, how the author treats them, what episodes in the work were the most intense, what is the general

emotional mood of the work, by which means of artistic expression the author creates such a mood, such an artistic image. Semantic and structural analysis of the text requires the use of detailed, repeated rereading.

That is, depending on the tasks, learning situations that are solved in the lesson – rereading the whole content or its individual fragments. It is important that such work is analytical, not reproductive, that the teacher's questions encourage students to immerse themselves in the text each time, to find answers in it, to justify them with reference to the content. This approach changes the motivation of schoolchildren's reading activity: they read not only in order to practice the technical side of reading skills, but in order to better understand the work. The stage of reflexive analysis of the content of the work (post-text activity) is designed to promote the development of components of the value (semantic, emotional, volitional) spheres of the child's personality: the junior schoolchildren's awareness and evaluation of the results of his reading activities; evaluative judgments; attitude to the content of what is read.

Conclusions from the study and prospects for further exploration in this direction. It is worth emphasizing that each type of text has its own characteristics, has different effects on the emotional and intellectual spheres of the reader. They also differ in function: the communicative and aesthetic function is more inherent in the artistic text, and the communicative and informational is in the scientific and artistic one. Thus, the formation of national and cultural values in the lessons of literary reading of primary schoolchildren is an important stage in the comprehensive and harmonious development of the individual through the reading of works of art. Children read, analyze, and discuss models of character behavior in works that ask questions of justice, honesty, camaraderie, friendship, fidelity, humanity in a form that is accessible - 81 - to them. In this way, children enrich their life experience, expand and deepen their knowledge of the rules and norms of behavior and acquire the ability to live among people.

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THE CONCEPT OF EDUCATION OF EARLY AND PRESCHOOL CHILDREN: CHALLENGES AND WAYS OF SOLUTION

Abstract. *The main statements of the draft Concept of Early Childhood and Preschool Education are presented; it was considered at the Meeting of the Presidium of the National Academy of Educational Sciences of Ukraine on February 27, 2020 and published for discussion on the NAES of Ukraine official website. The Concept's aim is to ensure the systemic changes in early childhood and preschool education, preschool education administration at its various levels in order to develop the country's strategic resource – the qualitative human capital. The Concept's relevance is grounded; its structure is presented; its five chapters are characterized: "The State of Early Childhood and Preschool Education in Ukraine", "Strategic Directions of the Early Childhood and Preschool Education Development", "Legislative and Administrative Prerequisites of the Concept Realization", "Financing", "Expected Outcomes", "Risks" and a Glossary. Conceptual bases of the system of preschool education modernization are developed on the initiative of the NAES of Ukraine researchers with the lawmakers assistance, as well as with participation of academic staff and educators.*

Keywords: *childcentrism; early childhood; preschool education institutions; parent partnership; preschool education quality; pedagogical and psychological support.*

Relevance of research. Early child development is seen as one of the most cost-effective investments in human capital, leading to sustainable development. Economic analyzes of developed and developing countries show that investments in the first years of a child's life lead to an increase in family income, contribute to the well-being of society and countries [19].

In this context, the report of the Organization for Economic Cooperation and Development (OECD, OECD) on the state of education and care for young children (The early childhood education and care, ECEC), which was conducted in early childhood development centers in 9 countries (Chile, Denmark, Germany, Iceland, Israel, Japan, Korea, Norway and Turkey). This is the first international survey to confirm that "quality early education and care are important for children, families and societies", while identifying a number of issues regarding the resource provision of early childhood education practices [18].

According to the International Standard Classification of Education (ISCED), the zero level of education (level 0 - Early childhood education) - "education of young children" covers two strategically important periods for all subsequent human life: early age (from birth to the age of three) and preschool age (from three to six to seven years), in which a special place is occupied by the preschool period, which coincides with the senior preschool age [16 p. 26- 29].

Article 179 of the Labor Code of Ukraine has been in force in Ukraine since 1992, which determines the right of a woman to be on childcare leave for up to three years [5]. Since the adoption of this legislative initiative in our country, the network of groups for young children has begun to shrink rapidly. Social (partially paid) leave is perceived in society as a state guarantee of additional social assistance to the mother (family) to care for a child under three years of age. However, care is not always appropriate for

the health of the child, and home care, due to the low general and insufficient pedagogical culture of some parents, does not ensure the full development of children of early and preschool age.

Analysis of recent research and publications.

In the XXI century, not only the general structure of the world is changing, but also views on the importance of preschool education as an educational service that should be accessible, high quality, highly professional and effective for every citizen, community, state and society. Scientists and educators pay attention to the existing crisis phenomena in the process of early childhood development, which is brought up at home without proper pedagogical support.

Even a prosperous family does not take into account the peculiarities of the pace of life of children. Excessive use by parents of various electronic devices as a means of children's entertainment makes children addicted to gadgets and complicates their orientation in the real world. According to the Law of Ukraine "On Preschool Education" (2001), preschool education is a mandatory primary component of the system of continuing education in Ukraine. The basic stages of physical, mental and social development of the child's personality are determined by the age of the baby (up to one year, early age (from one to three years) and preschool age [14]. Tasks of preschool education, the implementation of which by law is entrusted to the family, parents, preschool educational institutions, puts on the agenda the issue of quality assurance and professional support of children's development in the system of preschool education. At the beginning of the third decade of the XXI century, domestic preschool education, as a synergetic system, needs systemic transformations and changes associated with new requirements for the education of children of early and preschool age and the activities of preschool education.

Therefore, the state of Ukraine needs a new strategy for the development of young and preschool children, which should be the subject of consensus of society, scientists, preschool teachers, children and their parents. Important for the construction of the concept were new

philosophical approaches in education, which emphasize the principles of child-centeredness, humanization of pedagogical interaction, the need to introduce personal, activity and competence approaches in the educational process [9; 11; 15]. Working on the concept, the author's team took into account: psychological and pedagogical principles of personality formation in preschool age [2; 3; 6; 12]; theoretical platform for building an educational environment in the preschool as a space of the child's life, the most important for the period of early ontogenesis of the conditions in which his life takes place in ZDO [1; 6; 8; 13; 17].

Formulation the goals of the article. To reveal the content of the main provisions of the draft Concept for the Development of Early and Preschool Children (2020) to understand the national strategy of preschool education, taking into account the preconditions and risks to ensure the quality of preschool education.

Results of the research. According to the State Statistics Service of Ukraine, as of January 1, 2019, there are 14.0 thousand preschool education institutions (legal entities) in Ukraine, which educate 1.3 million children. Of these, 5.8 thousand institutions (39 %) operate in cities, with 970 thousand children (75.9 %). In rural areas - 9.1 thousand institutions (61 %), which educate 309 thousand children (24.1 %) [7]. Recognizing the positive dynamics of preschool education (expanding the network of different types of preschool education; modernization of content and implementation of pedagogical technologies on the basis of child-centeredness, environmental compliance; updating software and methodological support, etc.), we can not ignore socio-economic, cultural and other challenges. processes of change. Among the main authors of the Concept we note the following: inconsistency of legal, economic, socio-psychological aspects of the functioning of the education system of children of early and preschool age; underdevelopment of the private sector; overload of groups of children of early and preschool age in most preschool institutions.

"A significant gap in modern preschool education in Ukraine is the lack of a system of

social influences on the early development of the child from birth to three years" [7]. Early childhood education is almost not covered by preschool education, in particular, only 20 children under one year of age attend preschool education institutions. Indicators of coverage of young children (from 0 to 2 years) are 14.6 % of the total population of this age. Coverage of preschool children (3-5 years) - at the level of 74.4 percent (in cities - 83.7 %, in rural areas - 56.2 %).

Despite the increase in the ZDO network during 2016-2017, the problem for many communities is the long queues for places in preschool education. According to the State Statistics Service of Ukraine, as of the end of 2018, there is a shortage of preschool specialists. In the 2017-2018 academic year. 137.7 thousand people worked in preschool education institutions; 64.5 percent of teachers received higher education at the first (bachelor's), second (master's) levels or at the educational and qualification level of a specialist. Therefore, statistics show that almost a third of the total number of pedagogical staff in the field of education need to improve their education [4]. The concept has a clear structure and consists of five sections ("The state of education of early and preschool children in Ukraine"; "Strategic directions of development of education of early and preschool children"; "Legislative and administrative prerequisites for the implementation of the concept"; "Funding"; "Expected results "; "Risks associated with the implementation of the concept ") and a list of terms used. New guidelines and values of preschool education.

The theoretical and methodological core of the Concept consists of: philosophical understanding of education as a socio-cultural phenomenon in which the values of humanism, humanity, tolerance, social responsibility are a priority; personal, activity and competence approaches; child-centered model of educational space. The slogan of the Concept of education of children of early and preschool age (further - the Concept) - availability and quality of education for children of early and preschool age - a way to sustainable development and high-quality human capital of Ukraine. The high purpose, responsibility of the

state, emphasized in the Concept, is to provide conditions for comprehensive and harmonious development of children of early and preschool age, their socialization on the basis of consolidation of efforts of all social institutions. In the vision, the authors-developers laid a comprehensive idea of preschool education as a starting platform for further education throughout life, the first mandatory step in the system of continuing education, the foundation of the formation of human capital in society.

The mission, values and vision of preschool education are a guide for all actors on the way to the development of quality education for young and preschool children, provided that the child is active in the educational process and taking into account other priorities.

The authors of the Concept define the axiological dominants of preschool education as prerequisites for the full further development of a person at all stages of his life: recognition of the self-worth of early and preschool childhood; happy living by a child of preschool childhood; physical, mental and social health of the child; respect for the child and the peculiarities of his development. The axiological modality of preschool education in the Concept unfolds when it comes to the values of age periods of child development:

- the development of a child from birth to three years is a unique, most intense and defining period of human development; occupies a special place in the general course of psychophysical and social development of the child; is most favorable to social and pedagogical influences, intensive development of speech, memory, figurative imagination and thinking;
- preschool education (from three to six to seven years) is aimed at personal growth of the child, the acquisition of preschool maturity in various types of children's activities, the formation of basic competencies: communication, creativity, critical thinking and more. The concept of education of young and preschool children: a strategy for change. The concept covers the main directions of development of education of children of early and preschool age: ensuring equal access and development of the network of

preschool education institutions; public-public and public-private partnership in the management of preschool education, social support of parental partnership; ensuring the quality of preschool education in accordance with certain standards, one of the conditions of which is called the professional competence of teachers; ensuring the physical, mental and social health of children; scientific support for the development of preschool education.

One of the priorities of the Concept is to ensure equal access to quality education for all children of early and preschool age, including children with special educational needs (gifted children and those with mental or physical disabilities). To achieve this goal, it is proposed to introduce mechanisms for the development of the private sector of preschool education in parallel with the state system of preschool education. The development of non-formal preschool education, expansion of forms of organization of preschool education: opening of additional groups in functioning preschool education institutions, in particular groups with short-term stay, etc.

The concept also provides for the legal provision of inclusive education for young and preschool children in accordance with Ukraine's international human rights obligations, as well as the introduction of a system of financing additional services for children with special educational needs, including through special subventions. The organization of the educational process and educational environment focused on the integration of children with special educational needs into the children's community, psychological and pedagogical support and comprehensive medical and pedagogical assessment of children's development are proposed as measures to ensure the constitutional right to education and equal access to quality preschool education. The updated integrated content of preschool education in the context of the tasks of the New Ukrainian School requires such models of the educational process (play, project, environment, etc.), based on the principles of priority of experience over information, partnership, activation of the child's own efforts, dialogue format.

The authors of the Concept point out the importance of using a wide range of forms and methods of organizing children's activities (cognitive, speech, motor, productive, artistic and aesthetic, play, etc.). Involving the child in various activities provides opportunities for self-knowledge and selfdetermination in different socio-cultural communities, such as peer groups, age groups, friends, adults. Active participation in polylogues, experiments and experiments, excursions, creative teamwork, interactive teaching methods direct to the formation of the child's basic personal qualities (activity, independence, initiative, creativity, responsibility, etc.). Preschool education: partnership of expanded opportunities of the state, society and parents. The intensity of nanotechnology, digital and IT technologies, modern trends in continuing education (including preschool as part of it) require well-established cooperation and effective communication between different groups through partnership, constructive dialogue and understanding in the implementation of educational policy.

Public-public, public-private and parental partnership is defined by the authors of the Concept as one of the strategic directions of development of education of children of early and preschool age. The key in the partnership is the point of intersection of common interests - a healthy, happy and harmoniously developed child. Cooperation of government and local self-government bodies with civil society organizations is a sign of a democratic society in which its needs for the diverse development of young and preschool children are the basis of state educational policy.

Public-private partnership in the system of preschool education, especially in the organization of early childhood education - is a new experience of forming a market of preschool education services, new opportunities to expand the rights of citizens to choose a service that meets their needs and takes into account their capabilities. The impetus for the new quality is healthy competition between the public and private sectors of preschool education. Given the establishment of constructive interaction

between government, public and private sectors, we can talk about social partnership in the management of preschool education. The formation of a culture of responsible parenthood is also a new task that requires the support of the state and civil society, scientific and pedagogical support and proper information support. Establishing partnerships with parents of children is becoming one of the most important approaches in the activities of institutions to achieve common goals, the key to qualitative changes in the system of preschool education and society as a whole.

The Concept identifies incentives for the development of partnership between the state and parents, which provides for: restoration of psychological and pedagogical patronage of children who for various reasons do not attend preschool education, in order to identify family needs to support early childhood development and education; expanding the participation of parents in public associations, boards of trustees, public associations; psychological and pedagogical education of parents, in particular with the use of information and communication technologies, etc. A high-quality, progressive partnership in the field of education of children of early and preschool age is based on the interest of each of the parties as a result of joint activities within the scope of their responsibility.

Ensuring the quality of preschool education: conditions and assessment tools. The multifunctionality of the concept of quality is that it has three dimensions (as given in the List of terms used): the quality of preschool education, the quality of the educational process and the quality of the result of preschool education. The quality of the educational process is determined by the level of compliance of the educational process with state requirements, norms and standards. The quality of the result is evidenced by the personal achievements of the child and indicators of his personal growth. The quality of preschool education is a multifaceted and multilevel concept, which is determined by a set of criteria: goal setting (assessment of goals and objectives at all levels of educational activities); conditions for effective solution of educational

tasks (material and technical, staffing, methodological support of the educational process, created subject-game environment, etc.); management of the educational process, during which the child develops vital skills and basic personal qualities (evaluation of mechanisms and tools for optimal organization of educational services to meet the needs of parents, society and the state); result as a level of personal achievements of the child, etc. The benchmark for the quality of preschool education results in Ukraine, as stated in the Concept, is the Basic component of preschool education as a state quality assurance standard. Institutional audit is the main tool for external quality assessment, which ensures the implementation of state educational policy and compliance with the standard, as well as directs preschool education institutions to continuous improvement.

The condition and well-being of children in the educational process, the dynamics of personal achievements of older preschoolers and the formation of basic competencies important for further development at the next levels of education should be monitored for quality of early and preschool age groups (primary and secondary school age). Ensuring the physical, mental and social health of children is another area of development of preschool education, a condition for the organization of the educational environment for children of early and preschool age, as well as the result of an effective and efficient domestic system.

The function of preserving the health of the child should permeate the educational process, which maintains a balance between physical, emotional, social and intellectual development, the authors of the Concept emphasize. Creating an atmosphere of security, psychological comfort, comprehensive use of traditional means of physical education, non-traditional hardening procedures and special treatment and prevention measures lead to the implementation of the health-preserving function of education.

The Concept proposes to conduct a psychological, pedagogical and hygienic examination of educational programs for compliance with the scope, content, organization

of the educational process to the age and individual capabilities of children. Media products, game equipment and didactic support also require additional psychological examination. The concept envisages the organization of healthy nutrition and constant monitoring and control over its quality, compliance with the requirements of sanitary and hygienic and anti-epidemic regimes in ZDO; modernization of technological equipment of food units; renewal of diets that meet the needs of children in quality nutrition. The formation of professional competence of teachers is also identified by the authors of the Concept as an important condition for quality preschool education. Construction of educational space in preschool education, consistent with the values of humanistic philosophy and pedagogy, active and purposeful involvement of children in design, play, research activities, the use of a wide range of forms and methods of their organization are possible with the professionalism of teachers. The professionalism of a teacher is identified with his theoretical and professional training, professional competence, moral and personal qualities. The authors of the Concept emphasize that the humanistic values of education, the ideas of personality-oriented pedagogy, pedagogy of understanding and partnership, technology of psychological and pedagogical support are the basis for professional training of future teachers of preschool education. The introduction of changes in education will largely depend on the motivation of educators.

The concept proposes the reform of the system of postgraduate pedagogical education in terms of content and formal-procedural characteristics, demonopolization and diversification of its forms of acquisition. The authors of the Concept also emphasize the need for special psychological and pedagogical training of employees to work with children with special educational needs. The practice of mentoring as a mechanism of support for young teachers at the stage of adaptation to activities in the conditions of preschool education needs to be restored. Synergy of pedagogical science and practice of preschool education.

The importance of pedagogical science for the theory and practice of preschool education is

indisputable. However, the results of modern scientific achievements in the field of medicine, pedagogy and psychology are not fully implemented in the real life situation of a child of early and preschool age.

The Concept proposes to create an interdisciplinary center for the education of children of early and preschool age in the system of the National Academy of Pedagogical Sciences of Ukraine, the activities of which will contribute to the implementation of scientific achievements in the field of practical activities of ZDO. These activities of the center are aimed at consolidating the joint efforts of the family, the state and research institutions: preparation of the necessary regulatory framework; scientific and methodological support of psychological, pedagogical and medical patronage of the family where children of early and preschool age are brought up; development of the quality standard of preschool education and the state standard of preschool education of Ukraine - the Basic component of preschool education.

Expected results of the Concept implementation and risk management. The expected results are concrete positive changes that will take place in the field of preschool education as a result of the implementation of the Concept, subject to the adoption of relevant regulations, adequate resources and maximum identification of possible risks to further minimize or eliminate them. The fourth section of the Concept indicates qualitative changes that are projected to indicate the success of reforming the education of children of early and preschool age: affordable, quality preschool education; a balanced system of family and social upbringing of a child of early (from birth to three years) and preschool age; effective psychological and pedagogical support of children of early and preschool age with special educational needs; continuity between preschool and primary education in the New Ukrainian school.

The effectiveness of the implementation of the Concept is also measured by the level of legal, medical and psychological and pedagogical awareness of parents about the care and educational development of children of early and

preschool age; an effective system of control and prevention of children's health; expanded access to the latest tools and educational technologies in preschool education; quality system of training and retraining of pedagogical staff of preschool education institutions. Risk management involves a comprehensive analysis of the totality of existing risks, their identification, assessment and development of control mechanisms. Preschool education as a complex synergetic system can be in a state of imbalance, sustainable or dynamic development, determined by a number of external and internal factors.

When reforming pre-school education in Ukraine, which is what the Concept is aimed at, we must take into account the risks associated with its adoption, as well as assess their impact on the preschool education system as a basis for human capital formation. The first group of risks lies in the responsibility of the state and executive authorities for sufficient funding of the industry, ensuring the quality of preschool education. Indicators of another risk group are the state of readiness of the family and public, in particular pedagogical communities, to strengthen the requirements for the quality of education of children of early and preschool age. This group also includes the low social status of teachers and the lack of their readiness to organize work with different age groups of children. According to the authors, it is necessary to develop a plan for the implementation of the Concept of education of children of early and preschool age, which will take into account the stages of its implementation, ways of financial support and the need to pilot certain provisions. At the stage of preparation of the "Road Map", and especially at the stage of its implementation by the subjects of preschool education management it is necessary to specify a set of measures aimed at improving the effectiveness of their activities and minimizing (eliminating) possible losses (losses) in the implementation of certain activities. **Conclusions.** In the period of globalized high-tech information society, the main provisions of the Concept of education of children of early and preschool age (project) determine the strategic directions of educational development on the basis of child-

centered children from birth to school age. Preschool education is a valuable, primary link in the system of continuing education, which lays the foundation for the cognitive, social, emotional and physical development of the child's personality for his lifelong learning. Coverage of young children with preschool education on the basis of the values and principles defined in the Concept will correct the current situation regarding the insufficient use of cognitive, physiological, psychological capabilities of a child from one to three years for its full development in later life.

Ukrainian society and citizens of Ukraine expect the state to support preschool education as a cost-effective sphere of providing and consuming educational services. The vector of preschool education, aiming at the plane of values of child development, accessibility, social responsibility of all subjects necessitates effective investment in early child development.

Decent investment in early childhood education and financing of teachers' salaries is an investment in human capital, which should ensure the economic development of our country, improve the level and quality of life of the population. The social significance of the Concept of education of children of early and preschool age is its focus on creating a common socio-space of joint responsibility of parents, teachers and civil servants for the quality of preschool education as a strategic resource for sustainable development.

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READYNESS OF THE SUBJECTS OF THE EDUCATIONAL PROCESS IN THE PRESCHOOL INSTITUTION TO INTERPERSONAL COMMUNICATION IN CONDITIONS OF INCLUSIVE EDUCATION

Abstract. *The article is devoted to the problem of designing the educational environment of a preschool institution for the individual development of a senior preschooler. Based on the analysis of philosophical and psychological-pedagogical literature, modern approaches to creating, modeling the educational environment, generalization and systematization of empirical data on the research topic, pedagogical experience, the main key concepts of the study were identified, namely: "personality development of older preschool children" - process formation of personality as a social quality as a result of its socialization and education which is carried out in the process of activity guided by the system of motives present in a particular individual; "Designing the educational environment" as a specially organized pedagogical activity, which consists in building and implementing a system of scientific guidelines that set the technological vector of interaction of all participants (subjects) of the educational process, aimed at successfully achieving the goal of holistic development of older preschool children. The general hypothesis of the research is presented, which is that the design of the educational environment will be more effective provided the application of scientifically sound theoretical and methodological and methodological principles, namely: principles, scientific approaches, concepts, objective laws and patterns of learning, education and development children of senior preschool age in the educational environment, expedient forms and methods of pedagogical activity in the educational process of preschool educational institutions. The analysis of the data received during a statement stage of pedagogical experiment is presented.*

Key words: *educational environment, educational environment of preschool education institution, design of educational environment, individual development of senior preschooler.*

Relevance of research. The importance of solving the problem of designing the educational environment today is due to the need for its holistic renewal and bringing it into line with the general transformational changes taking place in society. Laws of Ukraine "On Education" [12], "On Preschool Education" [11], other regulations define the main goals and objectives of the national education system, which must meet the social order and needs of the individual, able to realize themselves in the dynamically changing conditions of modern society. Implementation is possible only on a scientifically sound basis of pedagogical activity of modern preschool institutions, because they are able to create an educational environment capable of ensuring sustainable balanced development of the personality of a preschool child.

Analysis of recent research and publications.

Theoretical and methodological foundations for solving the problem of human-environment interaction, its significance for the development of personality in ontogenesis are studied by L. Vygotsky [10], K. Levin [2], J. Rotter [3], S. Rubinstein [21], M. Chernoushek [23], G. Shchedrovitsky [24], V. Yasvin [26] and others.

Methodological productivity among other scientific researches is the idea of determinism of S. Rubinstein [21] as a phenomenon of complex dependences of external and internal at different levels of personality development, and the position of L. Vygotsky [10] on the determining influence on human development of his social development situation. Various aspects of the influence of the educational environment on the development of the child are reflected in modern scientific research: scientific and organizational-practical principles of the educational

environment, adequate to the development and self-realization of the individual (I. Bekh [7], P. Verbytska [9], V. Kyrychuk [14], L. Sohan [22]); creation and functioning of innovative educational environment (L. Karamushka [13]); the child as an active subject of life in the educational environment (K. Abulkhanova-Slavskaya [5], B. Ananiev [6], L. Bozhovich [8], D. Elkonin [25], O. Leontiev [19]).

However, modern theory and methods of education lack basic research on the design of educational environment, the main focus of which is the development of the personality of the older preschool child. In the history of scientific thought, the definition of the essence of personality is associated with the principle of development (L. Vygotsky [10], D. Elkonin [25], G. Kostyuk [16]), namely: personality can be understood only as one that develops. Development is a form of existence of the individual. Development is understood as self-movement, which is determined by the interaction of internal and external conditions, and the source of personal development of a child of older preschool age are internal contradictions that arise in his life (G. Kostyuk [16]). The essence of personality development is that external causes (activities and communication) always act only indirectly through internal conditions (S. Rubinstein [21]).

Therefore, the basis for creating an educational environment is a theoretical understanding of the personality of a child of older preschool age as a whole that develops in the process of their own activities and communication with other people. Personality development is characterized by the concept of "age periods", which are considered as the formation of personal neoplasms in ontogenesis (L. Bozhovych [8], L. Vygotsky [10], S. Ladyvir [18], O. Leontiev [19], O. Kononko [15], G. Kostyuk [16], T. Pirozhenko [20]). Researchers define the development of a child's personality as a process, each stage of which has certain features of physical development, its own characteristics of cognitive activity, its own features of its socio-cultural relationships with the environment. Common in scientific sources is the definition of personality development as a complex and long process of personality formation, as the acquisition of an individual's social quality in communication and joint activities with other people.

Given what the child has already achieved and

learned, adults organize their activities aimed at acquiring new knowledge and behaviors. Thus, the processes of learning and education are leading in the development of personality. In pedagogy, the concept of "personality development" is explained in conjunction with the concept of "education". Theoretical research allowed to interpret the "development of the personality of a child of older preschool age" the process of personality formation as a social quality as a result of its socialization and education which is carried out in the process of activities guided by a system of motives.

The meaning of the phenomenon "educational environment" lies in the essential field of the concept of "environment". The definition of "environment" in the general sense is understood as the environment, system, conditions and so on. The environment is often seen as a set of objective phenomena that surround a person and interact with him. Characteristics of the relationship between man and the environment are reflected in the concepts of J. Gibson [1], K. Levin [2]. In science, a terminological series is used, which is used in the context of the concept of "environment": "human environment", "human environment", "human environment", "environment", "living environment", "human environment" (V. Yasvin [26]).

Based on the results of the analysis of the scientific literature, it was found that the educational environment is a set of material, spiritual and emotional-psychological conditions in which the educational process takes place on the basis of factors that promote or provide comfortable conditions for development, learning and upbringing. The process of creating an educational environment is derived from the philosophical and psychological-pedagogical interpretation of the interdependence between the development of the individual and the environment of his life. Appealing to the philosophical ideas of V. Kremen [17], determined that human development of the environment is inherently active, and in absolute terms, activity is the primary source of all things, and therefore the primary source of personality development of older preschool children. Rethinking the dialectical principle of activity draws attention to its material and subject type as a factor in the development of physical, physical, cognitive and socio-moral spheres of personality. Based on the transcendence and reflection of the professional

path, the professional characteristics of preschool specialists are determined: it is a holistic, harmonious personality with a positive self-concept, a professional teacher and psychologist with an active professional position, with developed perceptual-reflexive, organizational skills, facilitator - able to optimize regarding the development, education and upbringing of a preschooler, a child with dominant positive emotions and mood, a sense of happiness and satisfaction with life; an innovator with a pronounced innovative spirit, who is always the first to perceive, actively implement and disseminate new things in the field of preschool education (G. Tsvetkova [4]). Theoretical analysis of philosophical, psychological, pedagogical literature allowed to define the essence of the conceptual phrase "designing the educational environment" as a specially organized pedagogical activity, which consists in building and implementing a system of scientific guidelines that set the technological vector of interaction of all participants (subjects). aimed at successfully achieving the goal of holistic development of the personality of a child of older preschool age. The studied process is revealed by the main categories of the conceptual apparatus of the theory and methods of education (goals, content, forms of organization of the educational process, methods, techniques, tools, technologies, etc.), which are consistent with the strategic goal and current objectives of senior preschool personality in preschool education.

With the help of pedagogical analysis of designing the educational environment for the development of the personality of a child of senior preschool age, the necessity of activity filling of the educational environment is proved. The main activities identified were gaming, cognitive, social communication and health.

Formulating the goals of the article. The purpose of the article is to present the results of the organizational and exploratory stage of the pedagogical experiment: to substantiate the theoretical and methodological principles of creating an educational environment as a factor in the development of the personality of a child of older preschool age. According to the purpose, on the basis of the analysis of research of a problem of development of the personality of the child of senior preschool age to characterize the basic approaches to designing of the educational environment in the pedagogical theory and

practice. The following tasks were related to: clarification of the concepts "educational environment of a preschool institution" and "individual development of a senior preschooler"; identifying the levels of individual development of the personality of the senior preschooler in the educational environment of the preschool institution.

Research methodology. To solve the problems of the organizational and research stage used theoretical methods - analysis of philosophical, psychological, pedagogical, socio-pedagogical literature - allowed to determine the purpose of the study, formulate its tasks, object, subject, develop theoretical and methodological principles of designing an educational environment for development of personality of the child of senior preschool age, to define the basic categories of research, logic of interrelation of development of the personality and environment, to investigate features of development of physical and physical, cognitive and social and moral spheres of the personality of the child; generalization of pedagogical experience on the problem of creating an educational environment allowed to clarify the current state of practice in the field of research. An important role in the experimental process was played by the choice of research methodology as a set of methods selected for application in its course, united by a common logic and subordinated to a single research goal. In the process of the research diagnostic methods were used: questionnaires of teachers, parents, analysis of pedagogical documentation, compilation of independent characteristics of the educational environment.

Research results. The main conceptual approaches of the study are based on the position that the concept of "educational environment" reflects the dependence of the development of the personality of the older preschool child on the organization of educational activities by teachers in the preschool institution. The theoretical foundations of the educational environment as a factor in the development of the personality of the older preschool child is the understanding of the educational environment as a complex holistic system, which on the basis of typology covers different types of educational environments - natural educational environment, subject-game educational environment and social-communicative educational environment. Under these conditions, the creation of an educational

environment is understood as a way of purposeful organization of the educational process in each of the types of educational environments in order to positively influence the individual development of the personality of a child of older preschool age. The effectiveness of individual development of the personality of a child of older preschool age in the educational environment increases on the basis of ensuring the readiness of teachers to create an educational environment as a factor in the development of the child's personality; strengthening the subjectivity of the child in the process of various activities by establishing subject-subject interaction between teacher and child; taking into account the typological uniqueness of the educational environment; activity-communicative filling of educational environments of different types; purposeful organization of the spatial-subject field of the educational environment; establishment of social and pedagogical partnership with parents by preschool educational institutions. The effectiveness of the educational environment is due to its purposefulness, the main qualitative characteristics of which are pedagogical goal setting, feasibility of content, forms and methods of implementation of specific tasks of physical, cognitive and socio-moral spheres of personality of older preschool children. The effectiveness of the experimentally designed educational environment is based on the use of appropriate diagnostic tools. It is determined indirectly through the criteria, indicators and levels of development of certain areas of personality of the child of older preschool age (physical and physical sphere; cognitive sphere; socio-moral sphere).

The general hypothesis of the study is that the design of the educational environment will be more effective provided the application of scientifically sound theoretical and methodological and methodological principles, namely: principles, scientific approaches, concepts, objective laws and patterns of education, upbringing and development of older preschool children. age in the educational environment, appropriate forms and methods of pedagogical activity in the educational process of preschool institutions. The general hypothesis is concretized in partial hypotheses, which assume that purposeful design of the educational environment as a factor in the development of the personality of a child of older preschool age is

possible under the following conditions:

- ensuring the readiness of teachers to create an educational environment for the development of the personality of the older preschool child;
- strengthening the subjectivity of the child in the process of his personal formation through pedagogical support of the development of his personality in the educational environment on a subject-subject basis;
- taking into account the types of educational environments determined by the criterion of age;
- activity-communicative content of specific educational environments taking into account the leading tasks and specifics of each type of environment;
- purposeful creation of the spatial-subject field of the educational environment for the purpose of its constructive influence on the personality of the child of senior preschool age;
- taking into account the potential opportunities of socio-pedagogical partnership of participants in the design of the educational environment, the decisive role in which belongs to teachers;
- implementation of the structural and functional model of creating an educational environment as a factor in the development of the personality of a child of older preschool age;
- diagnosing the effectiveness of the created educational environment, which is mediated by studying the levels of development of certain areas of personality of a child of older preschool age through the use of appropriate criteria and indicators. The creation of an educational environment is represented by interrelated concepts: methodological, theoretical and applied. The methodological concept relates primarily to the development of the personality of the older preschool child in the educational environment and is revealed through the idea of activity-communicative formation of man, focusing on the personality of the older preschool child as a system of synergetic nature.

In the process of creating an educational environment it is necessary to adhere to the principle of pedagogical expediency, which involves coordinating the actions of teachers with research goals. The theoretical concept reflects the relationship and interaction of different theories, approaches and principles of general and specific scientific nature in relation to the problem of creating an educational environment as a factor in the development of the personality

of the older preschool child. One of the determinants in the theoretical concept is the theory of activity as a form of human activity that characterizes the ability of teachers to cause changes in the educational environment that indirectly affect the development of the personality of the older preschool child. The activity is considered in its two main types - the activities of teachers and children's activities. Both types are characterized by the choice of opportunities and, accordingly, decision-making. The activity, which covers goal-setting and a wide range of meaning-making and freedom, is the basis for the development of the older preschool child as a creative person.

The theoretical concept contains the following main provisions:

- activity-communicative content of the educational environment should have a positive impact on the development of physical, physical, cognitive and socio-moral spheres of the personality of a child of older preschool age;
- professional readiness of teachers to create an educational environment should increase the level of efficiency of the educational process of preschool educational institutions in relation to the development of the personality of a child of older preschool age;
- the creation of an educational environment should ensure the readiness of the older preschool child for self-determination and self-realization at the stage of completion of general secondary education. The applied concept represents the development and testing in the experimental mode of the methodology of designing the educational environment for the development of the personality of a child of older preschool age. The main ideas of the applied concept are:
 - purposefulness of creating an educational environment for the development of the personality of a child of older preschool age;
 - professional readiness of teachers for the development of older preschool children in the educational environment;
 - ensuring the integrity of personal development of older preschool children in the educational environment;
 - improving the content of education (training and education);
 - ensuring the child's own activity of older preschool age (personal development through various activities);
- individualization of pedagogical support of the development of the personality of a child of senior preschool age in the educational environment;
- creating conditions for interpersonal communication;
- ensuring continuity between the individual stages of development of the personality of a child of older preschool age;
- methodological support for pedagogical support of the development of the personality of a child of senior preschool age in the educational environment;
- openness of the educational environment (interaction with parents). During the ascertainment stage of the pedagogical experiment, with the help of a questionnaire of preschool teachers, it was found that at the beginning of the study most teachers (87 %) consider the educational environment as a closed social construct dominated by subject-object interaction of teachers with the child, preference is given to authoritarian ways of forming the child's personality, its development is seen as a one-sided process of teacher transfer of knowledge available to the child, the formation of skills, abilities, personal qualities. Among the activities in which the child's personality develops, priority is given to cognitive. The subject-spatial field of the educational environment is created on the basis of its compliance with the needs of the teacher (100 %).

The analysis of the obtained data convincingly shows that the educational environment was created mostly spontaneously, teachers did not treat the educational environment as a factor in the development of the child's personality, and did not single out this process as the purpose of their own professional activities.

Conclusions from the study in the prospects of further exploration in this direction. The article solves the problem of designing the educational environment as a factor in the development of the personality of a child of older preschool age. Theoretical and methodological principles of designing the educational environment as a factor in the development of the personality of a child of senior preschool age are substantiated, namely: principles (pedagogical expediency, integrity, principle of individualization, synergetic, principle of cognitive activity and independence of personality), basic scientific approaches (systemic, environmental, personality-oriented). ,

activity-communicative), objective laws and patterns (general pedagogical: the law of determinism in education, the law of naturalness of pedagogical influences, the law of adequacy of pedagogical methods for didactic and educational purposes, etc., psychological laws: the law of interrelation of learning, education and development, law growth of personal needs and others). The state of research on the problem of personality development of an older preschool child has been clarified. It is established that the basis of the theoretical interpretation of the concept of personality of a child of older preschool age is a scientific position on its integrity and ability to make qualitative changes in the process of their own activities and communication with other people.

The source of her personal development are the contradictions caused by the interaction of internal and external conditions. The regularity of the relationship between the educational environment and the personality of a child of older preschool age is determined - the development of the child's personality directly depends on the environment in which he is brought up. The research continues, further publications will cover criteria and indicators, types of individual personal development of older preschool children, reveal the conditions of designing an educational environment for individual personal development of older preschool children, characterize the model of designing an educational environment.

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THEORETICAL AND METHODICAL ASPECTS OF COMPUTER TECHNOLOGIES USAGE DURING MATHEMATICAL PREPARATION OF SENIOR PRESCHOOLERS

Abstract. *The problems in the use of computer technologies in work with pre-school children are analyzed in the article. The harmful consequences of unwary interest in computer and internet surfing based on actual and scientific facts are grounded in this paper. The author proposes her own views on the place and role of information computer technologies in work with pre-school children. Described in this article, the author sets out the logic of their introduction in the process of teaching children the solving of arithmetic tasks plus additionally, the role of mathematic computer games and presentations for the development of visual and creative thinking (both visual and active).*

Key words: *information and communication technologies; computer games; logical mathematical development; arithmetic task; mathematical operations; modeling.*

Relevance of research. One of important problems of teaching children mathematics – to develop interest to the mathematics. To encourage a child to “mathematics – logic” subject field in a playful, interesting way really helps to acquire logical and mathematical a concepts of elementary school. At preschool age children acquire rather wide range of knowledge about a set, number, form, size, space and time. This fact is confirmed by the basic component of preschool education [1]: logical and mathematical component defined in “The Child in Sensorical and Informative Space” educational line.

The maintenance of this line provides formation of representations, standards available to the child of preschool age, the properties and relation of objects and subjects of the world around, ways of mastering knowledge of reality, development of visual and creative thinking, verbally logical thinking. So, sensical and cognitive educational line is directed to integration of educational activity content, formation children’s search and research, logical and mathematical competences, creation of an initial world outlook [1, c.22-23].

In our opinion, the solving of these important tasks it is possible under conditions of creation an active sensorical and informative environment thanks to optimum pedagogical technologies, in particular ICT which will provide independent intelligent and cognitive activity of a child. Nowadays computer technologies develop so fast that rapid transition from impalpable Internet

virtualities to the Internet subject space when the person without a “mouse”, just through the touch plunges into virtual reality. Thus there are some questions connected with determination of content and level of knowledge that could be mastered by preschoolers during process of study using computer communication, development and study of techniques corresponded to features of psychophysiological development of 3-6 years old children. Despite our attitude to information and communication technologies, it is necessary to recognize that the computer becomes a seine a component of modern environment, ICT get into all fields of the person’s activity, and preschool education is not an exception. Obviously, timely solving of the ICT using problem in the course of formation of steady interest to mathematical knowledge become necessary, the ability and desire to use this knowledge, also to master and to improve them.

Formulating the goals of the article. In view of the above the purpose of article is: specification of the place and a role a computer technologies in logical and mathematical development of preschool age children; the reasons analysis of negative and positiv impact of ICT on children’s mentality; the results analysis of local research on definition and justification of ways to applicate computer technologies in the course of teaching children in computational actions using the examples arithmetic tasks solving.

Analysis of recent research and publications. The problem of creation children’s media space is

multidimensional, ambiguous, is also characterized by existence of the different points of view, sometimes diametrically opposed. On the one hand, modern problem of using computer technologies in teaching and education of preschool age children gets the increasing level. Therefore certain scientists and teachers support active introduction of computer technologies in work of preschool educational institutions. On the other hand, there are researches which prove negative consequences, connected with overexposure to information technologies. Domestic and foreign scientists (T. Vynograd, M. Castells, D. Harris, D. Feldshtein, F. Flores and others) prove that the Internet involves children, teenagers, youth more and more. Every day from 46% to 93% of teenagers spend time in the Internet. In fact they communicate, exchange information in virtual space. Significant changes in development of the child, his mentality, world outlook are consequences of such trend [17]. Confirmation of these facts is pilot researches are conducted by psychologists and teachers of latest decades in the different countries. So, D. Feldshtein specifies that all information space influence a lot on a child's mentality, that leads to emergence of stressful situations, and the increasing need for receiving finished product leads to failures in creative development of a child [17].

English psychologists proved that children who play computer more than 4 hours a day would have more likely problems with focusing on occupations or at a lesson. The infantilism of such children is also noted. Some information things teenagers place in their blog only to concentrate the attention on themselves. It reminds behavior of the child of early age which says: "Mother, look how I am jumping on one leg", or "look, I have put on my boots". It is natural to the small child, he constantly requires attention and receives confirmation of the existence in a such way. In comparison, for the adult which undergoes process of normal social adaptation similar the behavior is not normal. Scientists also note significant changes in structure of children's thinking.

Their thinking is full of complexes of images, texts and signs and is characterized as "clip thinking". The world around them turns into a

mosaic panel shattered, disconnected facts. The child cannot concentrate on any information for a long time, his the ability to the analysis is reduced (E. Vechtomov, K. Koyama, O. Toffler, J. Naisbitt, D. Feldshtein, O. Friedmann and others). Therefore, overexposure to the computer leads to negative consequences. At the same time it is impossible to avoid influence of information technologies on a modern child. We live in wide information space now. The computer entered the life of a modern person strongly and forever, from 70th years of the XX century. The computer was used in work with preschool children for the first time in the USA at the Massachusetts technological university (1971). In the PostSoviet states territory informatization of preschool education began in the middle of the 80th years of the XX century. The first stage of researches was connected with development of scientific approaches to use a computer as one of means preschool didactics (S. Novosolova, L. Paramonova, Y. Pashelyte, G. Petku).

It was recognized that informatization of preschool education has to happen gradually: from the leading types of children's activity to informatics. That is the Informatics has to enter activity of the child through a game, designing, informative, artly esthetic activity and others [12, c.73-76; 14; 15]. Considerable experience of teaching children it is remained in the USA, Great Britain, France. In these countries there is a number of models of teaching children both at home, and school using a computer. Researches demonstrate that children who visit groups with computer training make greater progress in comparison with those who did not use the computer. Scientists note that the greatest interest is observed among children when they achieve the best results in a computer game activity. According to Yu. Horvyts in the course of children's activity with a computer three types of motivation were revealed: interest to the new subject – a computer; research motive (desire to find answers to unfamiliar questions); motive to successful solving of informative task [13].

All of this provide increasing level of child's informative activity and as a result - increasing level of personality development in general. The researches we analysed are conducted generally on teenagers and children of younger school

age. The results of these researches make us, scientists and practitioners in preschool education field, review one of the important problems of the modernity from the new point of view: understand it for the proved, weighed, dosed usage of computer technologies in the work with children of preschool age.

Research results. We would like to consider this problem according to the logical and mathematical development of children. Modern content of mathematical education is directed, mainly, to intellectual development of children of preschool age, to the formation of culture and thinking independence. This problem aspect is the main one in development of the child. An adequate development of intellectual, cognitive activity relieves psychological tension of the child during the study, prevents uncertainty, keeps the health.

The integrated influence of various analyzers simultaneously on the child's identity is an important factor in development of cognitive operations, including computing operations. That is how preschool children perceive multimedia movies, computer games, etc. In this context the question of teaching children computing actions through solving simple arithmetic tasks becomes an important problem. The questions concerning a technique of teaching children, understanding the sense of arithmetic actions by children, the choice of ways to solve tasks were investigated by teachers, psychologists (H. Beloshysta, R. Berezina, N. Vapnyar, H. Kostiuk, H. Leushyna, M. Moro, N. Nepomnyashcha, A. Pyshkalo, K. Tarkhanova and others). Scientists allocated the main structural components of arithmetic task (H. Beloshysta, R. Berezina, K. Tarkhanova and others), classified tasks by ways to solve and types of the used presentation (A. Stolyar, R. Berezina, R. Nepomniashcha and others). The essence of arithmetic tasks was specified. So, A. Stolyar notes that «to solve a task - means to perform the arithmetic operations determined by a condition and to meet the demands of a task» [18, p. 190].

According to this definition in favour of full work on a task the senior preschool child should have certain abilities: 1) to understand structure of a task and linkages between its data; 2) to compare and distinguish a task from the narration, riddles, proverb and so forth; 3) to be

able to choose and perform arithmetic operations in a right way [2; 3; 6]. So, the mathematical task – is a laconic, logical story where there are given some values and it is offered to find other unknown values, dependent on data and connected with them by certain ratios, specified in a condition. There are all bases to believe that it somehow explains rather high interest of children to solving arithmetic tasks. However, in spite of the fact that computing activity arouse the interest, and the problem has its own role in the program of teaching in a kindergarten, the senior preschool children face with some difficulties in solving of arithmetic tasks. According to survey and testing of the senior preschool age children, about 20% of children experience difficulties in the choice of arithmetic action, its argumentation. Solving arithmetic tasks, such children generally follow external, insignificant relations between numerical data in a tasks conditions, also between a conditions and a question of a task. It is shown, first of all, in misunderstanding of the generalized maintenance of the concepts “condition”, “questions”, “action”, in inability to choose correctly the necessary sign ($-$, $=$).

During formulation of arithmetic action children do not use mathematical terms (“plus”, “minus”, “equal”), and common words (“add”, “remained”, “became”, “will be”). Moreover, sometimes tutors focus children on these pseudo mathematical “links”. In such situations computing activity is formed insufficiently consciously. It is possible to consider correct when children use common lexicon for designation of arithmetic actions at the initial stage of training (A. Stolyar, R. Berezina and others).

At the same time the tutor has to use mathematical terminology in own speech [18, c.193-194]. Obviously, the main reason for the low level of knowledge is in differences between computing and calculating activity. During a counting the child deals with concrete sets (objects, sounds, movements). He not only sees, but also feels these plural, has an opportunity to practice with them (to impose, put, compare, rearrange, combine, disconnect, etc.). In its turn, computing activity connected with numbers. And numbers are abstract concepts. Besides,

computing activity relies on various arithmetic actions which are also generalized, distracted operations with sets. Considering the features above, it is necessary to provide to the child an understanding of the essence of a simple arithmetic task. This process demands the analysis of its contents, allocation of its numerical data, understanding of the relations between them and, of course, specific actions which the child has to execute. Understanding of a task's question, which takes mathematical essence of actions away, is difficult especially for the senior preschoolers. In the course of our experimental work it was established that process of formation of computing activity has to take place accurately, systemically and step by step. Developing own approach to realization of problems of computing activity we analysed experience of practising teachers. The traditional system of teaching is based on acquaintance of children with arithmetic actions and methods of calculation on the basis of simple tasks where children's actions are reflected.

Such tasks help children to understand, for example, sense of finding of the sum of two composed. It is necessary to understand that solving a task, the child has to rise from simple distinction of quantity of surrounding objects and phenomena to understanding of the difficult quantitative relations between them (K. Tarkhanova). According to the conducted research, children do not realize the structure of a task at once, too. After understanding of task structure that differs from stories and riddles they have to comprehend the relations between numerical data. Formulation of a question to the task pose a challenge to the children.

The question contains two sides: 1) social and living; 2) arithmetic. Usually senior preschool children do not differentiate them and perceive a question to a task as the personal address to themselves. It happens because the child got used that when he is asked, it is necessary to answer questions, but not to repeat it. Therefore, repeating a task, children, as a rule, do not reproduce a question, and at once hurry to give the answer to a question. They do not know the other function of a question yet. In such situation we need such formulation of a question for the child that creates a task, becomes obvious and

inseparable. Gradually children reach to understanding that the question directs the attention to the relations between numerical data and understanding of things needed to be learned in a task. Researches of L. Kliuieva, R. Nepomniashcha, K. Tarkhanova and others prove the importance of understanding by children of concrete sense of arithmetic action of addition (subtraction), relations between components and result of these actions. Ability to allocate in a tasks known and unknown, and in this regard to choose right arithmetic action; to understand relations between addition and subtraction actions.

Meanwhile we established that the senior preschool children who study according to the standard technique of solving simple arithmetic tasks have not necessary level of knowledge about arithmetic actions, like addition and subtraction (58% of examined children). It happens because they understand relation between practical actions on the basis of association of arithmetic action with life action. They still do not realize mathematical relations between components and result of an actions because they did not learn to analyze a task, allocating known and unknown there. Even when children formulate arithmetic action, it becomes clear that they mechanically acquired the scheme of a formulation of action, without getting its essence, in other words did not realize the relations between components of arithmetic action as unities of the whole and its parts relations. Therefore they solve a task in the usual way - just counting, without carefully considering the relations between components. Those children who practised previously with various operations over sets (unification, allocation of the correct part of plural, addition, crossing) treat the tasks in a different way.

They understand the relation between a part and a whole, and therefore consciously make a choice of arithmetic action at the tasks solving. Experimental work on teaching children to solve arithmetic tasks prove the efficiency and expediency of traditional use of dramatisation tasks at the initial stage. It is necessary to acquaint children from parts of a task, its contents, using toys to help children to perform practical operations because the solution of such tasks based on the eye-mindedness thinking. After

several similar lessons it is logical to pass to the tasks of actions of children using media presentations where the geometrical figures and arithmetic signs are represented on the screen.

Children perceive visual information and at the same time learn to allocate components and to explain the actions. Such combination activates eyemindedness thinking mechanisms of senior preschool children, that affects positively on understanding quality and get into an essence of arithmetic tasks. Kids pass to illustrated tasks syep by step. If in dramatisation tasks everything is predetermined, in illustrated tasks the space for a changeable plot and imagination game is created.

The maintenance of a task and its condition can vary, reflecting knowledge of the world around. These tasks stimulate memory and ability to independently create a plot and consequently, bring to the solution of oral tasks. For the illustrated tasks are widely used interesting by a form and content various computer didactic games in combination with the multimedia presentations. Thanks to computer presentations the main requirements to illustrations are fulfilled easily – it is simplicity of a plot, dynamism of contents, well expressed quantitative relations between subjects. For example: there is an image of three planes on the screen. With these data it is possible to make onetwo options of the tasks. But illustrated tasks could be more dynamic. For example: green flower meadow, there are various objects projected on the background of the meadow. Thus, the subject is caused, but numerical data and the maintenance of a task can be varied to a certain extent (flowers, berries, insects, butterflies, etc.). When such interesting task is appropriate for the child, it has a positive, emotional flashback, that stimulates informative activity. The child interested in ultimate goal: to make, find the necessary amount of colors, birdies, geometrical figures, to turn them. Mental activity starts with eyemindedness information which captures the child.

At the same time children use two types of searching methods: practical (actions in rearrangement, selection) and intellectual (thinking about next step, predictions of result, an assumption of result). And after children have learned illustrated tasks, it is possible to pass to conditionally schematical modeling. In our

opinion it, if not the main one, then seine method of teaching to solve the arithmetic tasks. For the senior preschool children modeling with real objects, things (designing) and graphic modeling (scheme, drawing) is optimum. The older a child, the more significant the second type of modeling became for he. The model helps to reveal sense of mathematical concepts which are given through the figurative explanetion (L. Kliuieva, R. Nepomniashcha, A. Funtikova and others). The model helps to acquire the generalized concept of arithmetic action (addition and subtraction) as the relation of a part and whole. There could be such sequence in work with models: I stage: the teacher and children create models together; II stage: senior preschool children develop it by temselves. Creating model, scheme children abstract from concrete signs of a subject and focus only on quantitative characteristics of a concrete informative situation. The model is visualized through media projector.

Children perceive conditionally schematic model on the screen, then solve the task. When the kids finished, they verified the results on their cards with the image on a slide. Teaching modeling takes enough time to form the ability to solve tasks, and multimedia technologies promote faster and full mastering of program material. The usage of the presentations duringorganized activity gives the chance not only to help children to master the material, but also to develop their interest in computing activity. Logical operations develop in the course of making tasks, children improve the ability to carry out the analysis and synthesis, to generalize and concretize, open the basic, to allocate the main thing in the text of a task and to reject insignificant. In this case the combination mechanism of figurative thinking and assimilation of abstract mathematical dependences works together.

All this thinggs significantly facilitates assimilation, understanding and memorization of mathematical material. In this way, our experimental investigations confirm, that the usage of systematicity and sequence of children inclusion in different action ways with evident and text material, and further application of modeling as a way and model, as teaching to solve arithmetic tasks in process directly organized

activity, promote not only to formation among preschoolers of concepts about quantity and number, but also development of such informative processes like memory, attention, perception, thinking. Besides, creates favorable conditions for the formation of such intellectual actions as abstraction, classification, analysis, synthesis. Modeling gives to children space for development of creativity, imagination. Its main objective - to provide children's mastering of a task structure, relations and proportion between numerical data.

Conclusions from the study and perspectives of further exploration in this direction. Computer games take a significant place in preschool pedagogics. Positive effect of computer games application is already confirmed with science and practice, they really develop cognitive interest, ability to concentrate children's attention, cultivate commitment of behavior, etc. Almost at every lesson the teacher has an opportunity to use media of the presentation, fragments of animated films ("Advices of Owl -the Aunt", "The Wolf and the Seven Young Goats", "The Three Little Pigs", "Mashenka and three bears"), a computer games and exercises ("Guess a toy", "Find an extra", "Yes-No", "What could not happen in the world", "Guess The Number"). At the same time the teacher should follow the principles of the sequence, systemacity, dosage with a usage of computer games and presentations. Nowadays the issue of teaching children to solve the arithmetic tasks is relevant both in respect of preparing children to school, and of their mathematical development. Specially organized work on teaching children of senior preschool age the ability to solve such tasks is necessary for the general and mathematical development of children, it trains them to successful mastering of mathematics at school at the level of understanding of mathematical operations and actions. Computer games and programs are arranged so that in the course of playing the child learns to argue, make attempts, to check, make conclusions, to correct own actions, to experiment and work in the empirical way.

The important direction of researches in the area of computer technologies connected with involvement of the child to research activity.

Therefore the further scientific investigations should be dedicated to to development of technological approaches to realization of children's experimenting with mathematical material.epts about quantity and number, but also development of such informative processes like memory, attention, perception, thinking. Besides, creates favorable conditions for the formation of such intellectual actions as abstraction, classification, analysis, synthesis. Modeling gives to children space for development of creativity, imagination. Its main objective - to provide children's mastering of a task structure, relations and proportion between numerical data.

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METHOD AND STUDY OF FORMATION LEVELS OF FUTURE PRIMARY SCHOOL TEACHER'S RESEARCH SKILLS

Abstract. *Article review study methods of the research levels skills of students with specialty "Elementary education". The essence of the research method is covered. It is well known, that scientists used methods for studying research skills of students in different combinations.*

Methods and study of formation levels of future primary school teacher's research skills are determined.

Key words: *research method, research skills, and future primary school teachers.*

Introduction. Modernization of primary education and modern requirements for the competitiveness of specialists emphasize the need for future primary school teachers to have research skills. They are an important component of professional competence, as they provide the study of various pedagogical phenomena and include the ability to determine the purpose of research and its stages, apply the necessary tools, perform research operations and actions, analyze and interpret results and more. The study levels of their formation requires the use of appropriate methods.

Levels of formation of research skills in students were studied by T.P. Babenko [1], A.I. Zemka [2], V.P. Opanasenko [5]. The essence of the research method was revealed by M.M. Fitsula [6], V.V. Yagupov [7].

The purpose of the article is to determine methods and study of formation levels of future primary school teacher's research skills.

Results and discussion. V. Yagupov observes method of research as "certain techniques and solutions to scientific problems" [7 p.129]. M.M. Fitsula reviews method of scientific and pedagogical research in the context of psychopedagogical and educational processes as "study path" [6, p. 19]. Thus, the method in the plane of research is its obligatory component, which allows to characterize the researched process or subject, to determine the state of its development.

Aiming the study levels of formation of exploratory 's skills of students, scientists used a method of and research in different ways their combination . Zemka O.I. established high, medium and low levels of formation of research

skills of future teachers of vocabulary through questionnaires, rankings, creative tasks, pedagogical observation [2, p. 11]. Babenko T.P. used to study the reproductive, reproductive-productive and creative levels of research skills and abilities of medical college students questionnaires, conversation, testing, observation, educational experiment [1, p. 5]. Opanasenko V.P. defined creative-modernizing, integrative-constructive, imitative-reproductive , adaptive levels of formation of research skills of future engineering-teachers by means of questionnaires, interrogations, testing, analysis of reporting documentation of researches, pedagogical experiment [5, p. 3].

In the context of higher school Fitsula M.M. describes the three groups of methods of pedagogical research: empirical (teacher observation, interviews, discussions, interviews, questionnaires), analyzing the content of educational documentation and performance (rating, testing, expert evaluation, pedagogical experiment); methods of theoretical pedagogical research (induction and deduction, analysis and synthesis, comparison, classification, abstraction and concretization, imaginary experiment); methods of quantitative processing of the results of pedagogical research (registration, ranking , modeling, measurement method) [6 , p. 19-29]. In study of the levels of research skills of primary school teachers necessitates use, primarily following methods: Rankings – to determine student space research skills as a part of professional competence; testing – assessment of theoretical knowledge about the study, its types, stages, methods, tools, etc.; questionnaires – self-

assessments of the level of mastery of research skills; pedagogical experiment – studying the effectiveness of the influence of the developed pedagogical conditions on the level of formation of research skills; comparison – comparative characteristics of the levels of formation of research skills in the control and experimental groups; observation – detection of difficulties that arise in students during research; conversation – outlining the range of research of interest to students.

In addition, it is important to use psychodiagnostic techniques that create opportunities for more complete description of the subject, for example, the method of "Studying the motives of students' learning activities" by A. Reana and V. Yakunin [3, p. 434-437] – to diagnose students' motivation to master research skills, "Scale of self-esteem personality and (Dembo-Rubinstein test)" [4, p. 109-110] – self-assessment of achieved results, etc.

In the process of applying methods of studying the levels of research skills of future primary school teachers, it is necessary to take into consideration the relevance to the target audience, the possibility of combination and the potential assessment completion of the phenomenon under study.

Conclusions and prospects for further research. Thus, in the study of the levels of research skills of primary school teacher's important role play methods, including: ranking, survey, testing, pedagogical experiment, comparison, observation, conversation, which in its unity provide more accurate and meaningful analysis. Forecasts for further research are to study the criteria and indicators for determining the levels of research skills of future primary school teachers.

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