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ВИХОВНИЙ ВПЛИВ ДОРОСЛИХ НА ФОРМУВАННЯ МОВЛЕННЄВО-МОВНОЇ ТА ЛІНГВІСТИЧНОЇ ГОТОВНОСТІ ДОШКІЛЬНИКІВ ДО НАВЧАННЯ В ШКОЛІ: ТЕОРЕТИЧНИЙ АСПЕКТ

У статті проаналізовано зміст підготовки дітей у закладах дошкільної освіти щодо проблеми формування у майбутніх школярів мовленнєво-мовної та лінгвістичної готовності до навчання. Визначено, що під спеціальною готовністю до навчання в школі розуміється готовність до засвоєння освітньої програми з певних дисциплін, яка передбачає сукупність специфічних знань, умінь і навичок (ЗУНів) або передумов оволодіння ними.

З'ясовано специфіку і умови формування мовленнєво-мовної та лінгвістичної готовності дошкільнят до навчання в школі. Визначено, що лінгвістичний розвиток пов'язаний як з підготовкою до навчання грамоти, так і відбувається у нерозривній єдності з розвитком мовлення впродовж усього дошкільного дитинства, а не тільки в старшому віці; сприяє вихованню інтересу до явищ мови, розвиває мовленнєво-мовні та лінгвістичні здібності дитини. Спираючись на суб'єктно-діяльнісний підхід, припущено, що ядром моделі мовленнєво-мовного та лінгвістичного розвитку є динамічна структура співпереживань взаємин дитини і найближчого соціокультурного оточення, які разом складають різні дитячо-дорослі спільноти (насамперед, дитячо-батьківську і дитячо-педагогічну), які прагнуть до досягнення рівня колективного суб'єкта. Взаємопов'язаний комплекс зазначених суб'єктів здійснює системоутворювальну, опосередковану і компенсаторну функції щодо різних біосоціокультурних впливів на дитяче мовлення. Такий підхід до проблеми дає змогу подолати принцип безпосередності у вивченні різних біосоціокультурних чинників мовленнєво-мовного та лінгвістичного розвитку дитини. Аналіз досліджень розвитку мовлення дітей дошкільного віку, зокрема, щоденникових записів, допоміг виявити умовний еталон норми засвоєння дитиною дошкільного віку рідної мови.

Сформулювало висновки щодо сучасних уявлень про онтогенез мовлення дошкільника. Доведено, що сенсорний інформаційний комплекс становлять слухові, візуальні й тактильні образи, які, доповнюючи, підсилюючи один одного, збільшують кількість корисних сигналів, розширюють мовленнєвий простір, що, зі свого боку, сприяє обмеженню варіантів при виборі адекватного мовленнєвого зразка під час сприймання, розпізнавання та усвідомлення усного мовлення. На засвоєння дітьми елементів системи мови впливають основні чинники, а саме: залежність від простоти або складності мовного явища і ступеня його комунікативної значущості. Визначено, що «мовленнєво-мовна та лінгвістична готовність до навчання в школі» – це цілісне утворення, представлене сукупністю особистісно-цільового, змістовного і процесуального компонентів, які дають можливість дошкільнику ефективно виконувати в школі функцію суб'єкта навчальної діяльності. Зроблено висновок про те, що формування мовленнєво-мовної та лінгвістичної готовності дошкільників до навчання в школі розглядається крізь призму її взаємозв'язків із

компонентами зовнішньої і внутрішньої структур освітнього процесу в закладі дошкільної освіти. Є сенс запровадження більш широкого вжитку терміна «лінгвістичний розвиток дошкільників» у комплексних освітніх програмах.

Ключові слова: діти дошкільного віку; мовленнєво-мовна та лінгвістична готовність до навчання у школі; мовленнєвий розвиток; мовленнєві здібності; лінгвістичний розвиток; комунікативність.

EDUCATIONAL INFLUENCE OF ADULTS
ON THE FORMATION OF LANGUAGE-SPEECH
AND LINGUISTIC READINESS OF PRE-SCHOOLERS
TO STUDY AT SCHOOL: THEORETICAL ASPECT

The article analyzes the content of training of children in pre-school educational institutions regarding the problem of forming speech and linguistic readiness for study. It is determined that special readiness for study at school means readiness for the acquisition of the educational program in certain disciplines, which envisages a set of specific knowledge, abilities and skills or the prerequisites for their mastery.

The specifics and conditions of formation of speech and linguistic readiness of pre-schoolers for study at school have been cleared out. It is determined that linguistic development is connected not only with the preparation for the study of reading and writing, but it takes place in inextricable unity with the development of speech throughout the pre-school period, and not only in the elderly age; it promotes the educational interest in the phenomena of language, develops speech and linguistic abilities of the child. Based on the subjective-activity approach, it is assumed that the core of the model of speech and linguistic development is the dynamic structure of empathy of the child's relationship and the closest socio-cultural environment, which together make up various children and adults communities (in the first place, children-parents and children-pedagogues) who aspire to achieve the level of the collective subject. The interconnected complex of these subjects carries out system-forming, mediated and compensatory functions in relation to various bio-social and cultural influences on children's speech. This approach to the problem can overcome the principle of immediacy in the study of various socio-cultural factors of speech and linguistic development of the child. The analysis of studies on the development of speech of pre-school children, in particular, diary entries, has helped to identify a conditional standard for the assimilation of a child of the pre-school age of the native language.

The conclusions about contemporary notions about pre-school children's ontogenesis have been formulated. It is proved that the sensory information complex consists of auditory, visual and tactile images, which, in addition, amplifying each other, increase the number of useful signals, expand the speech space, which, in turn, helps to limit the choices when choosing the adequate speech sample during the perception, recognition and awareness of spoken language. For the assimilation by children the elements of the language system influence the following factors, namely: dependence on the simplicity or complexity of the language phenomenon and the degree of its communicative significance. It is determined that «speech

and linguistic readiness for study at school» is an integral entity represented by a set of personal-purposeful, substantive and procedural components that enable the pre-school child to effectively perform the function of the subject of educational activity at school.

It is concluded that the formation of speech and linguistic readiness of pre-school children for study at school is considered through the prism of its interconnections with the components of the external and internal structures of the educational process in the institution of pre-school education. It is reasonable to introduce a wider use of the term «linguistic development of pre-schoolers» in the integrated educational programs.

Key words: children of pre-school age; speech and linguistic readiness for study at school; speech development; speech abilities; linguistic development; communicativeness.

Постановка проблеми / Introduction

Звернення до проблеми формування у майбутніх школярів мовленнєво-мовної та лінгвістичної готовності до навчання диктується необхідністю осмислення змісту підготовки дітей у закладах дошкільної освіти (далі – ЗДО). Домінанту сучасного освітнього процесу в дитячому садку складають гуманістичні тенденції, які пов'язано зі зміною парадигми дошкільної освіти, з розвитком педагогічній теорії, орієнтованої на цілісний розвиток особистості в інтересах особистості, суспільства і держави. Аналіз літератури (Крутій, 2014b) доводить, що під *спеціальною готовністю до навчання в школі* розуміється готовність до засвоєння освітньої програми з певних дисциплін, яка передбачає сукупність специфічних знань, умінь і навичок (ЗУНів) або передумов оволодіння ними. Отже, для успішного оволодіння ЗУНами необхідний певний базовий рівень, без якого неможливо їх засвоїти. До певного проміжку часу такий підхід був правомірним, але в сучасних умовах, на нашу думку, він є неповним і недостатнім. Практика засвідчує, що наявність або відсутність знань із предмету не впливає на успішність майбутнього шкільного навчання. За фактом з'явилися діти з високим рівнем пізнавального, мовленнєвого та лінгвістичного розвитку, які демонструють знання у різних галузях науки, володіють елементарними навичками читання та письма, але відчувають певні труднощі в засвоєнні низки шкільних предметів (Калмикова, 2017; Крутій, 2014a). Навчання у першому класі є багатопредметним, проте особливе місце посідає засвоєння рідного мовлення та навчання мови. Видатний педагог К. Ушинський

відзначав, що рідна мова в початковій освіті є предметом головним і центральним, саме від рівня її засвоєння залежить успіх навчання тих предметів, що вивчаються у школі (Ушинський, 1988). Дослідники підкреслюють, що за мовною свідомістю стоїть культура мислення і почуттів, а це є життєвою необхідністю для кожного (Гвоздев, 2005; Калмикова, 2017; Крутій, 2014а; Чепіль, 2017). Повноцінне оволодіння рідною мовою і мовленням у сензитивний період розвитку є необхідною умовою всебічного розвитку.

Вивчення мовленнєво-мовної та лінгвістичної готовності дошкільників вимагає деталізації засобів, які формують зазначену готовність. Отже, аналіз наявних як теоретичних, так і емпіричних досліджень дає підстави сформулювати суперечності між: недостатньою сформованістю мовленнєво-мовної та лінгвістичної готовності дошкільнят і вимогами нової української школи, які висуваються до майбутніх першокласників; значним мовним і лінгвістичним потенціалом дошкільника та недостатнім його використанням у процесі підготовки до навчання в школі. Науковці та практики (Калмикова, 2017; Крутій, 2014b; Лепская, 1994, с. 31–39) змістили свою увагу із дослідження навчання мови та розвитку мовлення дітей на дослідження того, виформовується мовленнєво-мовна та лінгвістична готовність. Це підтверджується дослідженнями на ґрунті «інтегральної теорії мовлення» І. Румянцевої (Румянцева, 2018, с. 22–28). Зазначені суперечності визначили **мету статті:** дослідити специфіку виховного впливу дорослих на формування мовленнєво-мовної та лінгвістичної готовності дошкільнят до навчання у школі.

Аналіз останніх досліджень / Analysis of recent publications and sources

Сучасний етап дослідження особливостей навчання мови та розвитку мовлення дошкільників характеризується актуалізацією досліджень мовної (Шахнарович & Юр'єва, 1990), мовленнєвої (Калмикова, 2017), лінгвістичної здібності (Крутій, 2015). Зарубіжні дослідники розглядають індивідуальне володіння мовленням або через його зв'язок із когнітивними процесами як ідентифікація мовленнєвих кодів, або у тісному взаємозв'язку зі здійсненням суб'єктом соціальної взаємодії. За І. Румянцевою, освоєння рідного мовлення дитиною, а іноземної мови дорослим, слід розглядати крізь призму розвитку мовної здібності, не обмежуючи поняття «онтогенез» межами дитинства (Румянцева, 2018, с. 23). Так, за твердженням Г. Конті-Рамсден і К. Дуркіна (Conti-Ramsden & Durkin, 2012), немає ніяких генетичних або нейробіологічних маркерів мовленнєвих порушень, а пошук ранніх поведінкових корелятів мовленнєвих порушень є надзвичайно важким. Прогрес в оцінці мовленнєвих і мовних здібностей дошкільнят вимагає подальших досліджень генетичної, нейробіологічної та поведінкової основи мовленнєвого розвитку та мовленнєвих порушень.

Аналіз сучасних наукових уявлень про онтогенез мови і мовлення (О. Гвоздєв, С. Цейлін та ін.) є для нашого дослідження необхідним, позаяк як визначає сутність і зміст педагогічної діяльності в області мовного, мовленнєвого та лінгвістичного розвитку дітей. На думку сучасного онтолінгвіста

С. Цейтлін, є можливості двоякого підходу до дослідження мовленнєвого онтогенезу, умовно позначивши їх як *вертикальний* (зіставлення мовної системи дитини на певних етапах її формування з мовною системою дорослої людини) і *горизонтальний* (не має ніякого значення спосіб, яким дитина користується, є відповідність або невідповідність використовуваних засобів нормам мови, важливим є лише відповідність висловлювання задуму дитини і її здатність орієнтуватися на можливості слухача) (Цейтлин, 2018, с. 15).

Питання про співвідношення понять «мова», «мовлення», «мовленнєва діяльність», «мовленнєве спілкування» тощо має особливе значення у зв'язку з проблемою формування мовленнєво-мовної та лінгвістичної готовності дошкільників. Не ставлячи за мету розкривати зазначені поняття, оскільки вони вже ґрунтовно досліджені науковцями, зупинимось лише на специфіці та умовах формування мовленнєво-мовної і лінгвістичної готовності дошкільнят до навчання у школі.

На думку фахівців у галузі навчання іноземної (І. Зимня, О. Леонтьєв та ін.) і рідної мови (К. Крутій, Ф. Сохін та ін.), об'єктом навчання повинна виступати мовленнєва діяльність (Зимняя, 2001; Крутій, 2014a; Леонтьєв, 1969, с. 106–144; Сохин, 2002). Так, Ф. Сохін, розмежовуючи мовленнєвий і лінгвістичний розвиток дитини в процесі навчання рідної мови і розвитку мовлення, уперше вжив термін «лінгвістичний розвиток» до дошкільного періоду дитинства. Слід зазначити, що цей термін ще не ввійшов в теорію і педагогічну практику дошкільної освіти. У лінгводидактиці дошкільної освіти найчастіше лінгвістичний розвиток розглядається у більш вузькому розумінні, як одне із завдань розвитку мовлення, що передбачає формування елементарного усвідомлення явищ мови і мовлення, який забезпечує підготовку дітей до навчання у школі (Богуш & Гавриш, 2013). Ми ж наполягаємо, що лінгвістичний розвиток пов'язаний як з підготовкою до навчання грамоти, так і відбувається у нерозривній єдності з розвитком мовлення впродовж усього дошкільного дитинства, а не тільки в старшому віці; сприяє вихованню інтересу до явищ мови, розвиває мовленнєво-мовні та лінгвістичні здібності дитини. С. Цейтлін ввела поняття «елементарна лінгвістична освіта дошкільника», розглядаючи її як «ознайомлення дітей з деякими, найбільш істотними лінгвістичними поняттями і навчання їх деяким, доступним для цього віку, прийомам лінгвістичного аналізу, тобто розвиток їхньої метамовної здібності» (Цейтлин, 2000, с. 84). На жаль, в українській лінгводидактиці дошкільної освіти поняття «елементарна лінгвістична освіта дошкільника» має обмежене застосування і потребує додаткового тлумачення та розповсюдження.

Виклад основного матеріалу / Presenting the main material

На нашу думку, методологічними засадами для досягнення заявленої мети статті є суб'єктно-діяльнісний підхід (Крутій, 2014b). Спираючись на цей підхід, ми припустили, що ядром моделі мовленнєво-мовного та лінгвістичного розвитку є динамічна структура співпереживань взаємин дитини і найближчого соціокультурного оточення, які разом складають різні дитячо-до-

рослі спільноти (насамперед, дитячо-батьківську і дитячо-педагогічну), які прагнуть до досягнення рівня колективного суб'єкта. Взаємопов'язаний комплекс зазначених суб'єктів здійснює системоутворювальну, опосередковану і компенсаторну функції по відношенню до різних біосоціокультурних впливів на дитяче мовлення. Такий підхід до проблеми дає змогу подолати принцип безпосередності у вивченні різних біосоціокультурних чинників мовленнєво-мовного та лінгвістичного розвитку дитини. Т. Ушакова влучно використала метафору щодо міфічного дволикого богу Януса, який дивиться одночасно в минуле і майбутнє. На думку дослідниці, мовленнєво-мовна здібність у своєму розвитку виявляє себе як двостороння сутність: відкрита майбутнім зовнішнім, соціальним впливам і водночас містить принесений з минулого внутрішній біологічний багаж (Ушакова, 2004, с. 6).

Розвиток мовленнєво-мовної здібності – унікальна ситуація, оскільки тут присутнє особливе специфічне середовище – мовлення тих, хто оточує дитину (батьки, педагоги, інші дорослі із оточення дитини), а саме: підлягає засвоєнню дитиною фонетичний, лексичний та граматичний фактаж рідної мови. На перший погляд, коли дитина починає говорити, логічно вважати, що цей результат засвоєння мови є впливом середовищного чинника. Проте, як зазначає Т. Ушакова, нинішнє становище виявляється не настільки простим: у мовному онтогенезі спостерігаються особливі й вельми численні факти, які виявляють саморозвиток і спонтанність мовленнєво-мовної здібності (Ушакова, 2004, с. 5–16). Зазначимо, що у мовній здібності прийнято виокремлювати фонетичний, граматичний, семантичний і прагматичний компоненти (Шахнарович & Юрьева, 1990). Кожен з них охоплює як декларативні (систему одиниць), так і процедурні (правила використання одиниць) знання. Теорія породжувальної граматики (Н. Хомський та ін.) постулює ідею вродженості мовних здібностей, тобто певної системи уявлень про загальні граматичні принципи (Хомский, 1972). Згідно з цією теорію, обмежений набір універсальних граматичних правил породжує всі можливі структурні типи речень даної мови. Дослідники виходять із гіпотези, що, продукуючи речення, дитина користується правилами трансформаційної граматики (Лепская, 1994, с. 33). Ось чому вчені цього напряму обстоювали думку щодо необхідності розглядати не готові речення, які було вилучено зі спонтанного мовлення дитини, а аналізувати саме здібність дитини відтворювати нові. Фундатор цієї теорії Н. Хомський (1972) стверджував, що для оволодіння мовою не треба ні долінгвістичних знань, ні спілкування із дорослими. Єдиним обмеженням відомий лінгвіст вважав обсяг пам'яті та рівні уваги. Ці обмеження із віком зменшуються, а потім і зовсім зникають. Отже, на думку Н. Хомського, лінгвістично здібна дитина готова виразити себе достатньо рано.

Засвоєння мови є одним із ключових завдань розвитку, з якими стикаються діти в дошкільні роки. У дошкільників немає еволюційно адаптованої нервової системи, яка давала б їм можливість навчатись і сприймати акустичні й тимчасові характеристики розмовного мовлення. Невдовзі після народ-

ження немовлята можуть розрізняти всі звукові контрасти мов світу, навіть ті, які не присутні в їхній рідній мові (Kuhl & Meltzoff, 1997; McMurray & Aslin, 2005). Вступ до розмови в перший рік життя є необхідним для розвитку чутливості у немовляти до звуків її рідної мови або, у випадку багатомовних сімей, мов (Krentz & Corina, 2008). Упродовж цього періоду поступово виникають звуки мовлення, після чого пролунає гуління, коли немовля розвиває довгі послідовні звуки, що відображають інтонаційний контур дорослого мовлення. У цей період немовлята також показують початок розуміння мовлення. За даними зарубіжних лінгвістів (Majorano & D'Odorico, 2011; Saaristo-Helin et al., 2005), зазначений «предлінгвістичний» період закінчується тим, що дитина вимовляє перше слово. Ці перші слова можуть змінюватися залежно від того, наскільки вони близькі до дорослої форми. Ці дані збігаються з даними українських дослідників (Крутій, 2014b; Зданевич, 2013), а саме: упродовж перших місяців після першого слова, діти додають в середньому 10 слів щомісяця, доки вони не нагромадять близько 50 слів. Після цього відбувається «ривок слова», тобто кількість дитячих слів збільшуються набагато швидше – не менше ніж 30 слів щомісяця.

Дошкільна дитинство, як стверджував Ф. Сохін (2002), це – «мовна епоха». І не тільки в сенсі сензитивності до засвоєння мови. Мовленнєве спілкування – не просто обмін знаками між людьми в зовнішньому просторі, це – шлях до оволодіння своїм внутрішнім світом, який є для дитини, як і об'єктивна дійсність, великою загадкою, таємницею, terra incognita. Саме видатному психологові і педагогу Ф. Сохіну слід завдячувати за тихий «копернійканський переворот» у теорії і практиці мовленнєвого розвитку дітей. На наш погляд, уже не можна вивчати цей процес, не розуміючи, що формування мовних узагальнень, елементарного усвідомлення явищ мови і мовлення та ширше – змістовного орієнтування в них, інтересу до рідної мови, – це підґрунтя мовленнєвого розвитку, завдяки чому він набуває характеру творчого процесу, форму саморозвитку.

Дослідник дитячого мовлення (Цейтлін, 2000) вважає, що дитина будує власну мовну систему на основі мовленнєвих зразків, які отримує від дорослих. У цьому сенсі процес оволодіння мовленням є творчим. Свого часу саме К. Чуковському вдалося привернути увагу педагогів, батьків, науковців до цього дивовижного феномену, яким є дитяче мовлення: «мимовіль назвеш геніальним лінгвістом того малюка, розум якого впродовж короткого терміну систематизує стільки граматичних схем» (Чуковский, 1990, с. 86). З легкої руки К. Чуковського ми й до сьогодні послуговуємося його формулою «від двох до п'яти», яка не відбиває істинних вікових меж засвоєння мови. Відомий психолінгвіст Л. Сахарний стверджує, що «цей процес розпочинається задовго до двох років і в жодному разі не завершується до п'яти років, ...важко визначити, де його початок і де кінець» (Сахарный, 1989, с. 65).

На противагу теорії Н. Хомського, дослідниця Л. Блум довела, що на ранніх етапах онтогенезу структурно однакові дитячі речення мають різне

значення залежно від ситуації (Bloom, 1970, p. 33–49). За О. Леонтьєвим (1969), концептуальна схема оволодіння мовою Н. Хомського є лише абстрактною моделлю, яка не відбиває важливих якостей автентичної мови. О. Леонтьєв (1969) уважає, що ця схема не може вважатися всеосяжною й має бути доповнена долінгвістичним ланцюгом. Не можна ігнорувати дограматичні етапи породження висловлювання, зокрема, проблему мотивації.

Аналіз відомих досліджень розвитку мовлення дітей дошкільного віку, зокрема, щоденникових записів, допоміг нам виявити умовний еталон норми засвоєння дитиною дошкільного віку рідної мови (Крутій, 2014а). Відомо, що переломним моментом у розвитку мовлення є вичленування дитиною із суцільного мовного матеріалу морфологічних елементів слів і їх синтезування у власному висловлюванні, що виражається в умінні правильно чи неправильно змінювати слова за відмінками, особами, числами, часами тощо, а також у дитячій словотворчості. З моменту появи в мові розрядів слів, які використовуються у 2–3 формах, наступає стрибок у розвитку мовлення. Це виявляється у швидкому засвоєнні різних типів речень, продуктивних форм словозміни й словотворення, а також в утворенні форм слів за аналогією.

Резюмуючи викладене, можна сформулювати деякі висновки щодо сучасних уявлень про онтогенез мовлення дошкільника. Мовленнєвий розвиток розглядається як формування мовної та мовленнєвої здібності. У процесі розвитку складається динамічна, функціональна система, що охоплює мовні елементи і правила оперування ними. Ця індивідуальна система будується на основі мовних узагальнень (І. Зимня, К. Крутій, О. Леонтьєв, Ф. Сохін, О. Шахнарович та ін.). Паралельно з цим процесом відбувається процес засвоєння звуків рідної мови, який завершується (у випадку відсутності порушень з боку артикуляційного апарату) разом із засвоєнням складних типів речень (Гвоздев, 2005). Отже, проблему мовленнєво-мовного та лінгвістичного розвитку дитини можна розв'язати ефективно, якщо активізувати різні аналізатори. Доведено, що сенсорний інформаційний комплекс становлять слухові, візуальні й тактильні образи, які, доповнюючи, підсилюючи один одного, збільшують кількість корисних сигналів, розширюють мовленнєвий простір, що зі свого боку, спричиняє, обмеження варіантів при виборі адекватного мовленнєвого зразка під час сприймання, розпізнавання та усвідомлення усного мовлення. На засвоєння дітьми елементів системи мови впливають основні чинники, а саме: залежність від простоти або складності мовного явища і ступеня його комунікативної значущості.

У межах цієї статті для терміна *«мовленнєво-мовна та лінгвістична готовність до навчання в школі»* пропонуємо таке тлумачення: це цілісне утворення, представлене сукупністю особистісно-цільового, змістового і процесуального компонентів, які дають можливість дошкільникові ефективно виконувати в школі функцію суб'єкта навчальної діяльності.

Особистісно-цільовий компонент мовленнєво-мовної та лінгвістичної готовності виявляється у ставленні дитини до школи, до себе як учня/учениці і

до мети навчальної діяльності. Змістовий компонент проявляється у наявності знань і умінь, які забезпечують вивчення мовленнєво-мовної дійсності. Процесуальний компонент проявляється в умінні включатися у роботу за вербальною інструкцією дорослого, в усвідомленому і довільному ставленні до мовленнєво-мовної дійсності.

Формування мовленнєво-мовної та лінгвістичної готовності дошкільників до навчання у школі ми розглядаємо крізь призму її взаємозв'язків із компонентами зовнішньої і внутрішньої структур освітнього процесу в закладі дошкільної освіти, у контексті формування таких якостей цього процесу, як:

– Єдність – розглядається як підпорядкування спільній меті, тобто меті розвитку мовленнєво-мовної та лінгвістичної здібностей на основі інтеграції освітніх напрямів комплексної програми, за якою працює конкретний ЗДО, та організації інтерактивної взаємодії як умови формування загальних особистісних смислів педагогів і вихованців, батьків і дітей;

– цілісність як надбана якість системи – досягається шляхом розробки концепції розвитку мовленнєво-мовної та лінгвістичної здібності в дітей дошкільного віку, методики і діагностики;

– гнучкість функціонування – відображає стійкість і рухливість зв'язків між компонентами системи, їх кореляцію з мовленнєво-мовним та лінгвістичним розвитком вихованців і станом готовності дітей до навчання у школі.

Окреслимо *специфічні принципи* формування мовленнєво-мовної та лінгвістичної готовності в старших дошкільників, а саме: комунікативності; відсутності чинників, що стримують спілкування; інтерактивності й включення у спільну освітню діяльність дитини і дорослого досвіду пізнання, переживання і перетворення діяльності в уявному плані з наступним виразом в мовленнєвій діяльності; позитивне переживання дитиною успіху спілкування.

Висновок / Conclusions

Отже, дитяче мовлення є самоцінним, самостійним утворенням, яке потребує глибокого вивчення і розуміння його законів, закономірностей, принципів та особливостей. Мовленнєво-мовний і лінгвістичний розвиток слід розглядати як невід'ємну складову єдиного процесу засвоєння рідної мови дітьми в умовах цілеспрямованого педагогічного впливу, яким є освітній процес у ЗДО. Є сенс запровадження більш широкого вжитку терміна «лінгвістичний розвиток дошкільників» у комплексних освітніх програмах.

Формування мовленнєво-мовної та лінгвістичної готовності дошкільнят до навчання у школі буде ефективним, якщо: забезпечується реалізація комплексного і системного підходу до освітнього процесу в закладі дошкільної освіти та родині; об'єктивна оцінка сформованості готовності до навчання у школі враховує особливості мовленнєвої діяльності й вік дошкільника.

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Теоретические и методические аспекты использования кейс-технологии в профессиональной подготовке будущих педагогов

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ТЕОРЕТИЧЕСКИЕ И МЕТОДИЧЕСКИЕ АСПЕКТЫ ИСПОЛЬЗОВАНИЯ КЕЙС-ТЕХНОЛОГИИ В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ БУДУЩИХ ПЕДАГОГОВ

В статье раскрываются некоторые аспекты научно-методического обеспечения применения кейс-технологии в образовательном процессе профессиональной подготовки будущих педагогов: подходы к раскрытию дефиниций «кейс-технология», «кейс-метод», «кейс-стади» на основе анализа взглядов зарубежных и отечественных ученых, общие и отличительные особенности различных методов, составляющих кейс-технологию. Отмечается, что кейс-технологию составляет совокупность таких методов, как кейс-метод, кейс-стади, метод ситуационного анализа, метод инцидента, анализа деловых ситуаций и др. (авторы считают, что в качестве ключевых общих признаков для всех методов выступает «задача-ситуация», которая подвергается глубинному анализу с позиции либо установления проблемы, либо поиска или обоснования оптимальных или возможных вариантов ее решения, использование которых в образовательном процессе отвечает основным критериям технологичности – научно-обоснованный алгоритм (законосообразность), гарантированность результата. Особое внимание уделяется установлению различия между двумя наиболее распространенными методами – кейс-метод и кейс-стади.

Особый интерес для образовательной практики может представлять анализ подходов к классификации кейсов (по целям использования, по количеству исходных данных и характеру работы с информацией, по видам анализа), определяющих особенности разработки и области их эффективного использования. В статье обосновывается образовательный потенциал технологии, заключающийся в усилении практической направленности профессиональной подготовки будущих педагогов (за счет реализации контекстного обучения), в существенном повышении продуктивности педагогического процесса, которая обусловлена сущностными признаками кейсов и их возможностями в развитии профессиональных и универсальных компетенций.

Один из важных аспектов научно-методического обеспечения кейс-технологии – особенности ее применения: характеристика содержания работы на каждом из этапов, место кейс-технологии в системе занятий.

__Ключевые слова:__ кейс-технология; кейс-метод; кейс-стади; образовательный потенциал; контекстное обучение.

ТЕОРЕТИКО-МЕТОДИЧНІ ЗАСАДИ ВИКОРИСТАННЯ КЕЙС-ТЕХНОЛОГІЙ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАЙБУТНІХ УЧИТЕЛІВ

У статті розкриваються окремі аспекти науково-методичного забезпечення застосування кейс-технології в освітньому процесі професійної підготовки майбутніх педагогів: підходи до розкриття дефініцій «кейс-технологія», «кейс-метод», «кейс-стаді» на основі аналізу поглядів зарубіжних і

вітчизняних учених, спільні та відмінні риси різних методів, складових кейс-технології. Відзначається, що кейс-технологію складає сукупність таких методів, як кейс-метод, кейс-стаді, метод ситуаційного аналізу, метод інциденту, аналізу ділових ситуацій та ін. Автори вважають, що ключовими загальними ознаками для всіх методів виступає «завдання-ситуація», яка піддається глибинному аналізу з позиції або встановлення проблеми, або пошуку чи обґрунтування оптимальних або можливих варіантів її розв'язання, використання яких в освітньому процесі відповідає основним критеріям технологічності – науково обґрунтований алгоритм (законодоцільність), гарантованість результату. Особлива увага надається встановленню відмінності між такими двома найбільш поширеними методами, як кейс-метод і кейс-стаді.

Особливий інтерес для освітньої практики може мати аналіз підходів до класифікації кейсів (за програмними цілями використання, кількістю вихідних даних і характеру роботи з інформацією, за видами аналізу), що визначають особливості розробки та області їх ефективного використання. У статті обґрунтовується освітній потенціал технології, який полягає у посиленні практичної спрямованості професійної підготовки майбутніх педагогів (за рахунок реалізації контекстного навчання), в істотному підвищенні продуктивності педагогічного процесу, зумовленому сутнісними ознаками кейсів і їх можливостями в розвитку професійних і універсальних компетенцій.

Один з важливих аспектів науково-методичного забезпечення кейс-технології – особливості її застосування: характеристика змісту роботи на кожному з етапів, місце кейс-технології у системі занять.

Ключові слова: *кейс-технологія; кейс-метод; кейс-стаді; освітній потенціал; контекстне навчання.*

THEORETICAL AND METHODICAL ASPECTS
OF CASE TECHNOLOGY USE IN PROFESSIONAL TRAINING
OF PRESERVICE TEACHERS

The article reveals some aspects of the scientific and methodological support of the application of case technology in the educational process: approaches to the disclosure of the definitions of 'case technology', 'case-method' and 'case study' based on the analysis of the views of foreign and national scientists, general and distinctive features of the various methods making up the case technology. It is marked that case technology comprises an assembly of methods: case method, case study, situational analysis method, incident method, business situations analysis, etc. (authors treat a 'task situation' as the key common feature for all the case methods, that is subjected to detailed analysis from the position of either problem determination or grounding of its optimal or possible decisions); their employment in the educational process meets the principal criteria of the technology – science based algorithm (law congruence) and results achievement assurance. Special attention is paid to stating the difference between the two most wide spread approaches – case method and case study.

The analysis of the approaches to the cases classification (by purpose of use, by the amount of source data and the nature of work with information, by type of

analysis), that specify the peculiarities of cases development and their effective application fields, may be especially interesting for educational practice. In the article the educational potential of the technology is justified, that lies in strengthening of the practical orientation of the professional training of preservice teachers (because of contextual learning realization), in significant rise in the educational process productivity preconditioned by the essential case features and their possibilities for the development of the professional and universal competences.

One of the important aspects of the scientific and methodological support of the case technology is the specifics of its use: the content of activity at each stage, the place of the case technology in the system of studies.

Key words: *case technology; case method; case study; educational potential; contextual learning.*

Вступ / Introduction

Современная социокультурная ситуация обуславливает значительные изменения в структуре требований к профессиональной подготовке специалистов. Компетентностная модель образовательного процесса в высшей школе определяет развитие профессиональных компетенций как приоритетного ценностно-целевого ориентира системы подготовки будущих учителей. Образовательные стандарты педагогических специальностей выдвигают требования к профессиональным компетенциям специалистов, содержание которых предполагает развитие способности проектировать и осуществлять педагогический процесс с учетом образовательных потребностей учащихся, решать инновационные практические задачи, обеспечивать постоянное личностно-профессиональное саморазвитие и др. Чрезвычайно остро стоит проблема разработки системного научно-методического обеспечения развития и диагностики профессиональных компетенций будущих педагогов в процессе изучения педагогических дисциплин. Одной из эффективных технологий в аспекте развития и диагностики профессиональных компетенций является кейс-технология, создающая условия для усиления практической направленности профессиональной подготовки будущих педагогов, повышения ее качества.

Анализ последних исследований и публикаций / Analysis of recent publications and sources

В педагогической науке разработаны различные аспекты проблемы. В публикациях раскрываются особенности отдельных методов, относящихся к группе кейс-методов. Так, Б. Мандель (Mandel, 2016) достаточно точно и

убедительно обозначает разницу между «Case Method» [кейс-метод] (Поиск решения) и «Case Study Method» [метод кейс-стади] (Нахождение проблемы). А. Панфилова (Panfilova, 2012) раскрывает особенности методов кейс-стади, метода анализа кейсов, а также метода ситуационных упражнений, метода «инцидента», но как отдельных методов и безотносительно к кейс-технологии. В. Платов (Platov, 1991) определяет логический ряд отличительных признаков кейс-метода, на которые ссылается в своей работе и А. Панфилова. Примерно эти же признаки кейс-стади подчеркивает и П. Дафф (Duff, 2008). В ряде работ даются классификации видов кейсов. Так, Р. Иен (Yin, 2012) выделяет виды кейсов по целям анализа, количеству исходных данных и характеру работы с информацией – В. Давиденко и Н. Федянин (Davidenko & Fedianin, 2000). М. Морган (Morgan, 2019) выделяет типы кейсов по характеру воздействия на социальную реальность. Раскрываются отдельные методические аспекты применения кейс-метода, кейс-стади, но главным образом применительно к подготовке специалистов экономического профиля (Platov, 1991). М. Поташник и Б. Вульфов (Potashnik & Vulfov, 1983), М. Савельева (Saveleva, 2013) описывают факты применения кейс-методов в профессиональной подготовке будущих педагогов. В публикациях встречается дефиниция «кейс-технология», однако не раскрывается ее сущность, точно не конкретизируются методы, ее составляющие. Ни в одной работе не представлено целостное, т.е. разработанное на системной основе научно-методическое обеспечение использования кейс-технологии в изучении педагогических дисциплин.

Цель исследования / The aim of the article: разработать научно-методическое обеспечение использования кейс-технологии как средства развития и диагностики профессиональных компетенций в процессе изучения педагогики.

Подходы к дефиниции кейс-технологии / Approaches to the definition of case technology

Анализ научно-методической литературы показывает, что нет однозначного подхода к раскрытию сущности понятия *кейс-технологии*. Изучая историю ее возникновения, а также исследуя современный опыт и разработки в данной области, можно встретить такие термины, как *метод ситуационного анализа*, *кейс-метод*, (метод) *кейс-стади*, метод *анализа кейсов* или *конкретных ситуаций*, метод *инцидента*, кейс-технология и другие. Такая вариативность в названиях и, более того, в определении содержания технологии, на наш взгляд, обусловлена ходом ее развития, постепенным внедрением в различные дисциплинарные области, разносторонним характером ее педагогических возможностей, наличием нескольких научных школ. Приведем анализ разных подходов к определению кейс-технологии (ее дефиниционной парадигмы) сквозь призму исторического развития технологии, педагогических характеристик и специфики использования.

Английское слово «case», положенное в основу названия технологии, по данным этимологического словаря Д. Харпера (Harper, 2018), имеет два источника происхождения. Согласно первому, слово «case» через старофран-

цузское «cas» восходит к латинскому «casus» (случай, событие, происшествие), образованному от протоиндоевропейского корня «kad-», обозначающего «упасть, уронить, сломать(-ся)». Вторым источником служит протоиндоевропейский корень «kap-» (брать, хватать) и образованное от него латинское слово «capsa» и, позже, старофранцузское «chasse», обозначавшее «ящик, хранилище». Происхождение и омонимический характер слова «кейс» – значения «проблемной ситуации» и некоего «арсенала, банка, комплекта данных» – отражают первооснову содержания технологии. М. Савельева (Saveleva, 2013) формулирует ее суть следующим образом: «Студенты получают от преподавателя пакет документов (кейс), при помощи которых либо *выявляют* проблему и пути ее решения, либо вырабатывают варианты выхода из сложной ситуации, когда проблема *обозначена*» (p. 7).

Первые варианты метода были разработаны и применены в Гарвардской юридической школе, США, в 1870 г. (Garvin, 2003). Они получили название «кейс-метода» (case method), что переводится с английского языка как «метод случаев». Пионер в области его внедрения, Х.К. Лэнгделл (Langdell, 1871) использовал сократовский метод, метод проб и ошибок, предлагая студентам работать с первоисточниками (судебными делами, решениями апелляционного суда и др.), а затем в ходе групповой дискуссии представлять собственные выводы, аргументировать собственные интерпретации и анализ (Garvin, 2003; Bakhtina, 2016; Adonina, 2012; Mandel, 2016). По данным этимологического словаря Д. Харпера (Harper, 2018), в 1879 г. были также зафиксированы письменные свидетельства о возникновении терминов «case history» [история случая] (в медицинской практике) и «case study» [изучение случая] (в области правоведения), которые впоследствии многие педагоги-практики стали использовать как синонимы кейс-метода (Harper, 2018).

Многими исследователями и педагогами термины «case method» (кейс-метод) и «case study method» (метод кейс-стади) используются до сих пор взаимозаменяемо. Однако «подход "кейс-стади", основанный на лэнгделлиановском методе» (методе кейсов, впервые внедренном в практику обучения студентов в Гарвардской юридической школе Х.К. Лэнгделлом (Langdell, 1871) (Harvard Law School, 2018), приобрел собственные характерные черты и ознаменовался своей спецификой применения. Б. Мандель (Mandel, 2016) следующим образом обозначает разницу в задачах сравниваемых подходов: case method направлен на поиск решений кейса на основе предоставленных данных, в то время как case study method ориентирован на нахождение проблемы и глубинное понимание ее сути.

Методисты Гарвардской юридической школы (Harvard Law School, 2018) определяют кейс-метод как подход в обучении, основанный на использовании кейсов, при котором педагоги воздерживаются от навязывания собственных мнений при поиске ответов на вопросы кейса, стимулируя студентов разрабатывать и отстаивать собственные решения. Исходные параметры кейса задаются в его условии и опираясь на метод сократовской беседы – поиск

истины в дискуссии. Исходные данные могут быть очень объемными (Гарвардская научная школа) с целью предоставления наиболее подробного описания; могут быть короткими (Манчестерская школа (Европейский подход)), особенно если предусмотрена спонтанная работа, с минимальными затратами времени на подготовку (Garvin, 2003; Harvard Law School, 2018; M. Gall, J. Gall, & Borg, 2003).

В обучении по методу кейс-стади упор делается в сторону детальной поисково-исследовательской деятельности при отсутствии или малом наборе исходных данных, самостоятельного формулирования проблем, прорабатывания множества альтернативных решений (Harvard Law School, 2018). Российский ученый А. Панфилова определяет кейс-стади как «конструирование дизайнов единичных и множественных случаев» (Panfilova, 2012, p. 43).

М.Д. Галл определяет кейс-стади как «глубинное изучение сущностей явления в его естественной среде и с точек зрения участников самого явления» (M. Gall, J. Gall, & Borg, 2003, p. 436). По мнению М. Денскомба, кейс-стади – это методология, которая может «предоставить такое объяснение, которое справится со сложностью и изощренностью реальной жизненной ситуации» (Denscombe, 2010, p. 55).

Исследователи ряда научных школ (Denzin & Lincoln, 1994; George & Bennett, 2005; Levitt et al., 2018; Iadov, 1998) причисляют кейс-стади к стратегии построения и осуществления ситуационного исследования в рамках *качественного (квалитативного)*, а Д.Дж. Эдвардс, Ф.М. Датиллио и Д.Б. Бромли (Edwards, Dattilio, & Bromley, 2004) – *качественного* и *количественного анализа* данных. Д.Б. Бромли определяет кейс-стади как «описание и анализ определенной сущности (объекта, индивида, группы, события, состояния, явления, процесса и т.п.)» (Bromley, 1986, p. 8). Дж. Кресуэлл обращает внимание на детализированный и долговременный характер анализа: «Кейс-стади – это исследование замкнутой системы или кейса (множества кейсов) через призму времени путем тщательного, глубинного сбора данных из множества информационных источников, представленных контекстом» (Creswell, 1998, p. 61). П. Дафф пишет о роли метода как практического этапа на пути создания теории: «На подход кейс-стади иногда ссылаются как на производный от данных герменевтический, интерпретационный подход, ставящий перед собой задачу разработать гипотезы, модели и теории на основе результатов исследования» (Duff, 2008, p. 44).

Кейс-технология в большинстве научно-теоретических источников раскрывается через методы, логику, последовательность педагогических методов и приемов. Так, А. Чернявская, Л. Байбородова, И. Харисова отмечают, что главные признаки любой технологии – научно-обоснованный алгоритм деятельности (законосообразность), гарантирующий результат (Cherniavskaia, Baiborodova, & Harisova, 2012, p. 10).

Основываясь на том, что технологию определяют как совокупность методов, можно утверждать, что кейс-технология представляет собой совокуп-

ность таких методов, как: кейс-метод, кейс-стади, метод ситуационного анализа, метод инцидента, анализа деловых ситуаций и др. – при условии соответствия критериям технологичности при организации педагогического процесса, главные из которых – законосообразность, эффективность, алгоритмичность и др.) (Cherniavskaia, Baiborodova, & Harisova, 2012).

В основе образовательного процесса в условиях использования кейс-технологии лежит работа с кейсом, который может быть представлен разными видами «единичных или множественных случаев» (Panfilova, 2012, p. 43), таких как конкретная ситуация, инцидент, критический прецедент, правовой казус, педагогическая, производственная или деловая ситуация. Объединяющая идея заключается в том, что «содержательным ядром» кейса выступает «задача-ситуация» (Saveleva, 2013, p. 10) – «некоторое состояние социальной реальности, в которое попадают действующие лица» (Surmin, 2002, p. 32).

В. Платов (Platov, 1991) определяет логический ряд отличительных признаков кейс-метода, среди которых, на наш взгляд, важно выделить: наличие некоторой социально-экономической системы (считаем, что можно говорить и о социально-педагогической – Т.К., Р.В.); коллективную форму работы по выработке решений; многоальтернативность решений и др. На эти же особенности ссылается и А. Панфилова (Panfilova, 2012).

Примерно эти же признаки кейс-стади подчеркивает и П. Дафф: уникальный характер явлений, рассматриваемый в кейсах; глубинный характер анализа; многочисленность точек зрения; контекстуальность и наличие разнообразных интерпретаций и др. (Duff, 2008, p. 23).

Таким образом, анализ дефиниционной парадигмы кейс-технологии показывает, что все ее разновидности обладают такими *общими* существенными характеристиками, как наличие кейса в основе технологии, наличие описания определенной социальной системы (включая социально-педагогическую) или контекста, глубинный, детальный характер анализа, коллективная форма работы по выработке решений, дискуссионный характер принятия решения, многоальтернативность решений, важная роль индивидуальных интерпретаций, наличие рефлексии и групповой оценки деятельности, управляемое эмоциональное напряжение, стимулирование творческого подхода к обучению. Приведенные характеристики в своем большинстве совпадают с вышеуказанными признаками по В. Платову (Platov, 1991) и П. Дафф (Duff, 2008). Следует отметить, что виды кейсов могут быть разные, как и ряд параметров технологии, называемые Р. Иеном (Yin, 2012) и М. Морган (Morgan, 2019) «переменными» или М. Галл (Gall, 1977) – «контекстными переменными»: степень полноты описания исходных данных, условий кейса, состава его участников, длительность работы с кейсом, доля самостоятельной, индивидуальной работы с кейсом, наличие подготовительного этапа при работе обучаемых с кейсом или ее спонтанный характер, формы взаимодействия с преподавателем, степень свободы обучаемых в выборе методов исследования и т.д.

Особого внимания заслуживает вопрос о *видах* кейсов, определяющих ценностно-целевые приоритеты их использования в конкретном образовательном процессе. Так, Р. Иен (Yin, 2012) по целям анализа выделяет три типа кейсов: исследовательский (направлен на постановку вопросов исследования, поиск проблем и формулировку гипотез; основывается на проведении экспериментальной работы); описательный (изучение ситуации начинается с теоретического описания, с попытки предвидения проблем, которые могут возникнуть в ходе изучения ситуации) и объяснительный (наиболее подходит для изучения причин возникновения той или иной ситуации). П. Дафф (Duff, 2008) дополняет данную классификацию кейсов следующими типами: реляционный (относительный) (исследует результаты взаимодействия переменных кейса), оценочный (направлен на получение комплексной оценки анализируемого объекта или явления) и конфирмативный (подтверждающий или опровергающий гипотезу).

По количеству исходных данных и характеру работы с информацией В. Давиденко и Н. Федянин выделяют: структурированные кейсы (highly structured), в которых содержится минимальное количество дополнительной информации; «маленькие наброски» (short vignettes), содержащие, как правило, от одной до десяти страниц текста и знакомящие учащегося с базовой информацией и ключевыми понятиями по теме; большие неструктурированные кейсы (long unstructured cases) – от нескольких десятков до сотни страниц – самый сложный из всех видов учебных заданий такого рода; информация в них дается очень подробная, в т.ч. и совершенно ненужная; самые необходимые сведения, наоборот, могут отсутствовать; первооткрывательские кейсы (ground breaking cases), при решении которых от учащихся требуется не только применить уже усвоенные теоретические знания и практические навыки, но и предложить нечто новое, выступая в роли исследователей (Davidenko & Fedianin, 2000).

По характеру воздействия на социально-педагогическую реальность, реакции профессионального сообщества на анализируемые педагогические факты М. Морган (Morgan, 2019) выделяет два типа кейсов: «катализаторы» и «кристаллизаторы». Задача первых – возбудить интерес научной и (в нашем случае) педагогической общественности к проблеме, «обострить», обосновать ее актуальность, активизировать деятельность по поиску решений проблемы, прорабатыванию (прогнозированию) спектра вариантов ее развития. Они служат основанием для конструирования моделей развития явлений в новых условиях. Исследование «кейсов-кристаллизаторов» направлено на «выкристаллизовывание» проблемы – ее нахождение, формулировку и детальный анализ причин, лежащих в основе событий кейса, и оказавших на них влияние факторов. Работа с данным видом кейсов имеет большой эвристический потенциал и ее результатом может стать получение новых значимых для науки данных.

Считаем, что виды кейсов можно выделить в зависимости от разновидности аналитической деятельности. Выделяют следующие виды анализа и, соответственно, виды кейсов: проблемный (выделение проблем, их идентифи-

кация или квалификация); системный (изучение объекта с позиций системного подхода, определение его структуры, функций составляющих ее компонентов); праксеологичексий (изучение процессов с позиции их оптимизации); причинно-следственный; аксиологический (построение системы оценок ситуации, всех ее составляющих с позиции принятой ценностной ориентации, ее ценностных установок); ситуационный анализ (моделирование ситуации, ее составляющих, условий, последствий, участников) (Panfilova, 2012).

Образовательный потенциал кейс-технологии в профессиональной подготовке будущих педагогов / Educational potential of case technology in the training of future teachers

В литературе отмечается, что кейс-технология (метод) предназначена для обучения дисциплинам, где, как правило, нет однозначного ответа на решение проблемы, поставленный вопрос. Именно такими являются педагогические дисциплины в процессе профессиональной подготовки будущих учителей. Ответы на большинство вопросов, способы решения проблем зависят от многих причин, условий, формируемой субъектно-профессиональной позиции студента, принятых ценностных установок, что и определяет плюралистичность истины.

Исходя из анализа сущностных характеристик кейс-методов, ценностно-целевых приоритетов современной образовательной практики профессиональной подготовки будущих педагогов, образовательный потенциал кейс-технологии можно сформулировать следующим образом.

Главный ресурс кейс-технологии, по мнению авторов, заключается в возможности погружения студентов в контекст будущей профессии, т.е. в реализации контекстного обучения (Verbitckii, 1991; Creswell, 1998), что направлено на решение одной из важнейших сегодня стратегических задач высшего образования – усиление практико-ориентированности профессионального образования. Об этом говорит и М. Морган (Morgan, 2019), называя анализ конкретных примеров из практики главным достоинством метода; К. Херрид и вовсе использует метафору, определяя кейс-метод как «репетицию жизни» (Herreid, 1994, p. 224); а К. Бонни отмечает, что кейс-технология «усиливает междисциплинарность обучения и позволяет выделить связи между конкретными академическими темами, их преломлением в реальной практике и общественной повесткой» (Bonney, 2015, p. 21). Таким образом, кейс-технология создает условия для получения студентами опыта решения известных или подобных реальных ситуаций, а также неизвестных (когда необходимо найти новый, нестандартный способ решения) учебно-профессиональных задач на основе междисциплинарного подхода.

В процессе анализа и решения проблемы, лежащей в основе кейса, студенты ставятся в ситуации, когда необходимо использовать полученные теоретические знания, осознавать их практическую значимость. В условиях применения кейс-технологии отношение к педагогике, как показывает многолет-

ний опыт, существенно меняется. И даже знания в области методологии педагогики студенты отмечают как наиболее практически значимые.

Кейс-технология, безусловно, относится к продуктивным технологиям. Кроме применения теоретических знаний очень важно, что анализ кейсов стимулирует студентов к самостоятельному и активному поиску и конструированию нового профессионально-ориентированного знания. Отрабатываются умения поиска необходимой информации, разных видов информации; ее осмысления, интерпретации, оценки, презентации – т.е. происходит овладение информационными компетенциями, относящимися к универсальным. Так как работа с кейсом рассчитана на самостоятельную активную поисковую работу студентов, кейс-технология актуализирует развитие способности обучающихся к самоуправлению (самоанализу, самоцелеполаганию, самопланированию, самоорганизации, самоконтролю, самокоррекции, самооценке). Нельзя не сказать еще об одном аспекте образовательного потенциала кейс-технологии – создании условий для развития умения работать в команде (способности к продуктивной коммуникации, сотрудничеству в решении проблем, выработке общей позиции, ценностной основы деятельности, презентации собственной позиции – ее точной вербализации, умений аргументированно обосновывать, защищать свою точку зрения, критически относиться к мнению других).

Продуктивность обучения обеспечивается и тем, что применение кейс-технологии предполагает включение студентов в различные виды активной аналитической деятельности (получение опыта глубокого и разностороннего анализа, синтеза, установления причинно-следственных связей) и, как следствие, развитие педагогического мышления. Необходимость поиска различных вариантов решения, в т.ч. и альтернативных, а также оценки ситуаций, предлагаемых с позиции различных ценностных установок разных субъектов-участников, актуализирует развитие дивергентного (творческого) мышления, что не только содействует развитию творческого потенциала студентов, их способности к реализации творческого подхода к решению профессиональных задач, но и воспитанию уважительного отношения к мнению другого, терпимости к альтернативным позициям, осознанию значимости плюралистичности истины в педагогической практике (Chepil & Karpenko, 2013).

В число важных компетенций-индикаторов качества современного высшего профессионального образования входит наличие способности к критическому мышлению – способности подвергать сомнению существующие идеи, принимать решения в случае неопределенности, понимать сложные проблемы, предвидеть новые. Направленность кейс-метода на формирование готовности обучаемых действовать, управляя ходом педагогического явления или комплекса явлений, утверждает, в частности, М. Морган, видя в нем «основание для вмешательства» в педагогическое событие-ситуацию и активного влияния на ее развитие (Morgan, 2019, p. 25). По данным анкетирования выпускников университета, имеющих стаж работы 1–2 года, проведенного в ходе реализации международного образовательного проекта FOSTERC «Содей-

ствие развитию компетенций в белорусском высшем образовании» в рамках программы ЭРАЗМУС+, было установлено, что именно уровень развития этих компетенций за время обучения в ЗВО они оценивают ниже всего, в то же время высоко определяя их значимость для своей профессиональной деятельности. Успешное решение данной проблемы возможно в условиях целенаправленного и систематического использования кейс-технологии, реализации ее потенциала.

В настоящее время ученые и практики находятся в поисках повышения ценностного потенциала образовательной деятельности. Применение кейс-технологии содействует развитию ценностной сферы (ценностных установок, ценностного отношения) будущих педагогов, формирования их субъектно-профессиональной позиции, способности к осознанному выбору ценностных оснований для принятия решений, оценки предлагаемых и собственных решений. С этой целью необходимо конструирование кейсов, которые предполагают аксиологический анализ ситуации (как можно оценить предлагаемый способ решения с позиции учащегося, педагога, администрации, в чем заключается аксиологический потенциал данного решения, какими ценностями руководствовались вы в принятии решения и т.п.?), получение ценностного опыта.

Технологические аспекты применения кейс-технологии / Technological aspects of case technology application

Кейс-технологию можно отнести к частным и локальным технологиям по классификации Л. Байбородовой, В. Юдина (Baiborodova & Iudin, 2015). Как частная технология, она может решать все задачи одного или даже нескольких занятий. В качестве локальной она является составной частью других технологий, например, проектной, дебатов.

Алгоритм работы в условиях применения технологии как частной представляет собой следующий порядок деятельности. Цель первого этапа – обеспечение готовности студентов к работе над кейсом: осуществляется коллективное целеполагание, смыслообразование (осознание студентами смысла своей работы), общая ориентация в содержании кейса, распределение заданий между микрогруппами (если предусмотрено выполнение разных заданий, являющихся частями общего). Предварительное обсуждение ситуации необходимо для того, чтобы установить, насколько студенты правильно поняли сущность ситуации, осознают, какой освоенный теоретический материал им необходим, что они знают, чего не знают, какую информацию им необходимо найти. На этом этапе также решается задача и эмоциональной готовности студентов к совместной работе, а также оговариваются критерии оценки работы микрогрупп, личного вклада каждого студента в совместную работу.

Взаимодействие между педагогом и студентами, выстроенное на основе паритетности, предполагает принятие педагогом активной позиции студента, признание за ним права на самостоятельность мнений, отказ от убеждения о наличии у педагога единственно верного решения (Grigalchik, Gubarevich, & Petrusev, 2003).

Следующий этап – анализ практической ситуации в микрогруппе или этап самостоятельной работы студентов. На этом этапе каждый участник высказывает свое мнение, выслушивает точки зрения других, конструируется общее решение. Задача микрогрупп может заключаться в подготовке: возможных причин событий их последствий, таблицы задач и принимаемых решений для их оценки (в зависимости от вида кейса), необходимых статистических материалов, диагностических методик и т.п. Разные задания микрогруппы могут выполнять, если решение ситуации требует много времени, поиска различных дополнительных материалов или проведения микроисследований. Если решение ситуации требует небольших временных затрат, микрогруппы могут выполнять и одинаковые задания.

На этапе межгрупповой дискуссии проводится презентация результатов работы каждой микрогруппы и их обсуждение. После выступления представителя микрогруппы, остальные участники дискуссии выступают в роли оппонентов. Задача педагога – координировать и направлять работу, при необходимости вносить коррективы с помощью вопросов, высказанных суждений, побуждающих к дискуссии.

На заключительном этапе сначала выясняется: достигнуты ли цели и смыслы занятия; что удалось сделать особенно хорошо, что не удалось или удалось в меньшей степени. Заслушиваются высказывания студентов, отражающих их общаю оценку работы над кейсом. Затем преподаватель дает оценку решениям микрогрупп, отдельных участников, отмечая особо сильные стороны, оригинальные решения. Далее в микрогруппах осуществляется самооценка своей работы в соответствии с принятыми еще до начала работы критериями и показателями, а также каждым студентом своей работы в команде. Если использование кейс-технологии требует значительного времени, роль преподавателя заключается в том, чтобы регулировать время каждого этапа, а также формировать способности студентов к тайм-менежджменту.

Следует обратить внимание на то, что использование кейс-технологии требует определения ее места в системе занятий, а также и других используемых методов и технологий. Так, до использования технологии для приобретения тех или иных знаний необходимо чтение лекции или организация самостоятельной работы по освоению той или иной теории, проведение определенной исследовательской работы (сбора данных с помощью наблюдений, опроса). После освоения определенного профессионально-ориентированного опыта в процессе применения кейс-технологии необходимо создание условий для применения приобретенных знаний и умений. С этой целью целесообразно использовать организационно-деятельностные игры, включать студентов в разработку и реализацию социальных проектов, осуществление профессиональных или социальных проб, проектирование образовательных событий и т.п.

Заключение / Conclusions

Кейс-технология представляет собой совокупность методов (кейс-метод, кейс-стади, метод ситуационного анализа, метод инцидента, анализа деловых ситуаций и др.) при условии соответствия критериям технологичности при организации педагогического процесса (главные из которых – законосообразность, эффективность, алгоритмичность и др.). Отличительные признаки кейс-технологии: наличие описания определенной социальной системы (включая социально-педагогическую) или контекста, глубинный, детальный характер анализа, коллективная (групповая, межгрупповая) форма работы по выработке решений, дискуссионный характер принятия решения, многоальтернативность решений, важная роль индивидуальных интерпретаций, наличие рефлексии и групповой оценки деятельности, управляемое эмоциональное напряжение, стимулирование творческого подхода к обучению.

Главный ресурс кейс-технологии заключается в реализации контекстного обучения, направленного на усиление практико-ориентированности высшего педагогического образования. Ее образовательный потенциал обусловлен погружением студентов в практический педагогический контекст, получением опыта решения профессиональных задач, осуществлением продуктивной образовательной деятельности посредством активизации аналитической мыслительной деятельности, актуализации творческого и аксиологического потенциала, создания условий для развития не только предметных, но и универсальных компетенций (информационных, познавательных, оргдеятельностных, коммуникативных и др.), формирования педагогического мышления.

Использование кейс-технологии требует определения ее места в системе занятий и других используемых методов и технологий, что в т.ч. предполагает проведение предварительной теоретико-подготовительной и исследовательской работы, а также создание условий для применения нового полученного опыта или новых знаний.

Перспективы дальнейших исследований / Prospects for further research заключаются в разработке системы кейсов для развития и диагностики профессиональных компетенций в процессе изучения педагогических дисциплин, в обосновании психолого-педагогических условий их эффективного применения.

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Preparation of future masters of elementary education to the formation
of a successful personality of junior schoolchildren

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ПІДГОТОВКА МАЙБУТНІХ МАГІСТРІВ ПОЧАТКОВОЇ ОСВІТИ ДО ФОРМУВАННЯ УСПІШНОЇ ОСОБИСТОСТІ МОЛОДШОГО ШКОЛЯРА

У статті на основі студіювання наукових джерел, аналізу емпіричних досліджень обґрунтовано теоретико-методичні засади підготовки майбутніх фахівців початкової освіти до формування успішної особистості молодшого школяра у контексті вимог нового Державного стандарту початкової освіти. Показано, що сформованість в учнів молодшого шкільного віку ключових компетентностей для життя є умовою виховання успішної дитини в основній школі. Акцентовано увагу на праксеологічному, технологічному, гуманістичному, системному підходах до підготовки фахівців початкової освіти.

Доведено доцільність та ефективність вивчення у закладах вищої педагогічної освіти інтегрованого курсу «Організація успішної діяльності», у якому поєднано знання з педагогіки, психології, праксеології, філософії, біології, соціології, історії про особливості формування успішності особистості. Висвітлено досвід викладання курсу у магістратурі Тернопільського національного педагогічного університету імені Володимира Гнатюка. Обґрунтовано необхідність підготовки майбутніх учителів у двох напрямах: формування успішної особистості майбутнього фахівця початкової освіти та оволодіння методикою формування успішного учня. Висвітлено форми, методи, засоби виховання дитини, яка досягає цілей у вибраному виді діяльності (проведення циклу занять «Сходження до вершини успіху»; використання ігор, вправ, перегляд та аналіз фільмів про успішних людей з обмеженими можливостями; мультимедійних презентацій про успіх дітей з багатодітних родин, сиріт).

Схематично відображено підготовку майбутніх магістрів початкової освіти до формування успішної особистості учня у школі першого ступеня. Показано проблеми такої підготовки. Проаналізовано результати педагогічних вимірювань готовності студентів до виховання успішного учня та рівня успішності майбутнього вчителя. Висвітлено позитивний досвід вивчення навчальної дисципліни «Організація успішної діяльності» (визначення студентами життєвих цілей згідно з вимогами до цілеутворення; оволодіння методиками й технологіями подолання перешкод, досягнення успіху; розвиток прагнення до саморозвитку, підвищення коефіцієнта успіху, творчого виконання роботи).

Доведено необхідність досягнення внутрішньої гармонії у процесі реалізації цілей. Визначено перспективні напрями застосування позитивних ідей у сучасному освітньому просторі: упровадження спеціальних освітніх курсів з праксеологічної підготовки майбутніх учителів; оволодіння студентами технологією розв'язування життєвих задач та її реалізації у закладах початкової освіти; упровадження педагогіки серця у процес підготовки фахівців початкової освіти та школу першого ступеня.

PREPARATION OF FUTURE MASTERS OF ELEMENTARY EDUCATION TO THE FORMATION OF A SUCCESSFUL PERSONALITY OF JUNIOR SCHOOLCHILDREN

Based on the study of scientific sources, analysis of empirical researches, the article substantiates theoretical and methodological principles of the preparation of future specialists of elementary education to the formation of a successful personality of junior schoolchildren in the context of the requirements of the new State Standard of Elementary Education. It is shown that the formation of key competences for pupils of elementary school age is a prerequisite for the upbringing of a successful child in the primary school. The emphasis is on praxeological, technological, humanistic, systemic approaches to the training of primary education specialists.

The integrated course «Organization of successful activity» taught at the institutions of higher pedagogical education has proved its expediency and effectiveness. It combines knowledge on pedagogy, psychology, praxeology, philosophy, biology, sociology, history of the peculiarities of the formation of the personality of progress. The article studies experience of teaching this course in the Master's program of Ternopil Volodymyr Hnatiuk National Pedagogical University and substantiates the necessity of preparing future teachers in two directions: formation of a successful personality of the future specialist of elementary education and mastering the method of formation of a successful student. It also covers the forms, methods, and means of child upbringing that achieve the goals in the chosen activity (course of classes «Climb to the peak of success»; use of games, exercises, review and analysis of films about successful people with disabilities; multimedia presentations on the success of children from long families, orphans). The training of future masters of elementary education to the formation of a successful personality of a student in the first grade school is shown schematically as well as the related problems of such training. The authors analyze the results of pedagogical measurements of students' readiness for upbringing of a successful student and the level of the future teacher's success. Positive experience of studying the subject «Organization of successful activity» is elucidated (student's definition of life goals in accordance with the requirements for goal-formation, mastering of methods and technologies for overcoming obstacles, achievement of success, development of a desire for self-development, increase of the coefficient of success, creative performance of one's work). It is necessary to achieve internal harmony in the process of implementation of goals. The article also determines promising directions of application of positive ideas in the modern educational space: introduction of special educational courses on praxeological training of future teachers; mastering students' technology in solving life problems and their implementation in primary education institutions; the introduction of cardiac pedagogy in the curriculum of elementary and primary school.

Introduction
The Ukrainian elementary school is undergoing fundamental changes, the benchmarks of which are laid down in the Concept of the New Ukrainian School, the State Standard of Elementary Education, adopted in 2016–2018. Now the main task of the very institution of elementary education is not that the student receives sound knowledge in the widest possible range of knowledge but in shaping the personality of a pupil capable of successful life self-realization, which is inherent in «being initiative, ready to take responsibility for their own decisions, able to organize own activities to achieve these goals, aware of the ethical values of effective cooperation, ready for the implementation of initiated ideas, and make own decisions» («Derzhavnyi standart», p. 4). L. Benade emphasizes that since the 1990s, the national curricula and education systems have called for the use of cutting-edge technology and the transfer of pedagogy to more constructivist paradigms that aim at developing competencies rather than acquiring knowledge (Benade, 2014).

The interest in the success of the child of the junior school age is evident: from the first success in the school begins the path that will ensure the achievement of life goals in the future, and vice versa, the first failures can lead to painful frustrations, undervalued self-esteem, passivity, and subsequently cause deviant behavior. It is this idea that can be traced back to W. Glasser, who wrote: «It is here [in the elementary school classroom] that the child most often forms the lifelong conception of himself as a successful or failing person. That's why the impact of school failure is so devastating: it attacks and destroys the child's initial identity as a successful person» (Glasser, 1973, p. 39).

The success of a student and even an adult is not just their personal matter. It is well known (as proved by the American scientist J. McClelland), the success of individual citizens contributes to the development of the country, and vice versa, the economically strong country creates conditions for the effective work of every person living in it (Lukashevich, 1998, p. 88). Consequently, the state structures should help adult people and children in their life self-realization. In the radical transformations of a new Ukrainian school, a teacher plays an important role. And, consequently, their training in higher educational institutions, changes in the content, forms, methods of the educational process is under close scrutiny. A particular

attention is paid to the elementary school teacher, his readiness to form key competences in junior pupils, the formation of which is a prerequisite for the upbringning of a successful primary school student.

Analysis of recent publications and sources

The problems of formation of the success of children and young people are studied in the works of J.A. Comenius, C. Dweck, J. Korchak, J. Dewey et al. J. MacBeath focuses attention on the role of teachers and schools in achieving the child's success and happiness: «The future happiness and success of the children and young people and of the societies in which they live depends on the schools and the teachers and staff within them» (MacBeath, 2012, p. 4). Important to our research are the ideas of J. MacBeath about the need for an apprentice to learn from the experience of overcoming difficulties as a factor in achieving success in the future. In this context, J. MacBeath notes: «The experience to deal with failure is a very telling indicator of school success and success in later life, whose seeds of which are planted early. That every failure is a learning opportunity has gained the status of a cliché, but can only become a classroom reality when failure no longer carries high stakes penalties» (MacBeath, 2012, p. 61).

The issues of the formation of the success of elementary school age children are covered in the writings of Sh. Amonashvili, W. Glasser, O. Maksymova, V. Sukhomlinsky, S. Frenne and others. Introducing the term «pedagogy of the heart», V. Sukhomlinsky recommended focusing on social demands in the choice of activities: «since childhood, a person must learn the joy of creativity for people» (Sukhomlynskyi, 1977, p. 320).

In the context of the problem under consideration, O. Maksymova's idea about the formation of a successful personality of six-year first-graders deserves a special attention. The scholar considers success as an achievement of the desired goal (subjective component) by applying mental or physical efforts and justifying the expectations of others (the objective component), and draws attention to the need for the development of the moral sphere of children (Maksymova, 2013, p. 29). According to this definition, **we consider that successful is a pupil of the junior school age whose performance corresponds to the defined goals; which he and his environment consider successful based on modern social norms, customs, values, standards.**

The urgency of the problems of achieving success of younger students determines the feasibility of preparing future primary education specialists to formation of a successful child. O. Yankovych has found out the forms and methods of praxeological training of future teachers in higher education institutions in Ukraine and Poland, which consists in the development of the ability to effectively organize pedagogical activity and form the knowledge and skills in the pupils necessary for the achievement of life's success (Yankovych, 2017, p. 32). However, the problems of the preparation of future Masters of elementary education to the formation of a successful student personality are not sufficiently explored. On the other hand, scientists do not initiate introduction of this special educational subject in a higher institution in order to realize this task.

The purpose of the research: based on the study of scientific sources, the analysis of empirical studies to substantiate theoretical and methodological principles of training future specialists in primary education to the formation of a successful personality of junior schoolchildren, to identify the problems of such training and promising directions of their solution in the modern educational space.

Integrated course «Organization of successful activity» in the preparation of future Masters of elementary education

Training of future specialists in primary education (in our study, these are the students of the Master's program) to the formation of a successful personality of a junior school pupils is an interdisciplinary, complex problem. As the analysis of the sources (Maksymova, 2013; Karpenko, 2015; Yankovych, 2017) and our scientific research shows, it needs to be addressed in conjunction with the preparation for the formation of key competencies of pupils in the new Ukrainian elementary school: the ability to learn throughout life (defining own learning objectives and ways to achieve them, learning to work independently and in a team), information and digital competence (mastering the basis of digital literacy for development and communication), entrepreneurship and financial literacy (ability to generate new ideas), innovation (open to new ideas), social and civic competence (ability to work with others on the result, prevent and resolve conflicts, to reach a compromise, careful attitude towards their own health and other people's health, healthy way of life) (State Standard of Elementary Education, pp. 3–4). In fact, the formation of all key competencies of the pupils provides them with the ability to become a successful person, and the preparation of teachers for the education of a successful child can be taught as preparation for the formation of key competences of the new Ukrainian school. After all, it is literally stated in the Concept of the new Ukrainian school: «Key competencies and cross-cutting skills create the «canvas», which is the basis for successful self-realization of a student – as a person, a citizen, a specialist» (Hryshchenko, 2018, p. 12). In turn, K. Ananiadou and M. Claro state that in the OECD countries there are several teacher training programs aimed at learning or developing the skills of the 21st century, although there are several teacher training initiatives that focus on the development of pedagogical skills of pedagogical workers, most of which is optional (Ananiadou & Claro, 2009).

The upbringing of a successful personality of a junior school pupil against the background and in conjunction with the formation of key competencies determines the relevance of the introduction of an integrated course «Organization of successful activity» in the educational professional Master's program. During its study one should consider the problems of formation of a successful personality of a Master student and its preparation for the formation of a successful personality of a pupil.

Such a subject is studied at Ternopil Volodymyr Hnatiuk National Pedagogical University. We came to the idea of introducing a separate course on success by analyzing sources on the development of praxeology (the science of effective work), pedagogical praxeology, many years of experience in the implementation of the technology «Organization of successful activity» at Ternopil Volodymyr Hnatiuk Na-

tional Pedagogical University during the study of the educational discipline «Educational technology» for future bachelors (Yankovych, 2010, p. 129). At the current stage of implementation of the State Standard of Elementary Education, a separate subject is more appropriate, which facilitates preparation for the formation of a successful personality of a junior school pupil. Following the principle of continuity, we believe that it is appropriate at Master's level.

Throughout the study of the experimental discipline we use, in addition to praxeological and technological approaches, humanistic, pragmatist, systematic approaches to train future Masters. The content of the course is constantly improved on the background of innovation in higher education.

In modern institutions of higher education, the spectrum of directions, forms and methods of forming the personality of the future specialist is expanding. In particular, it is the opening of the club of successful people, the implementation of specially created programs on the issues of success, the deployment of scientific research in this area, the development of methodological aids, the involvement of students in various activities (sports, cultural and educational activities, artistic, holiday events that meet the principles of pedagogy etc.), in which they show their abilities and talents.

During the study of the discipline «Organization of successful activity» the theoretical aspects of success (the main factors, the rules and requirements for the definition of goals, the algorithm of actions, the psychology of success, the history of successful people in Ukraine and the countries with a high index of human development, diagnostics of success), and the methods of formation a successful personality of junior school pupils in elementary school (holding a cycle of lessons «Climbing to the peak of success», which involves creating motivation for students, searching for the scope of their abilities and talent s, learning about success, forming praxeological skills – effective activity organization skills, discussions, games, exercises to improve success factor, reflection on the results, the use of methodological support of cycle training for children). An interest in analysis of the typology of people, isolated on the basis of their focus on success: «winners, non-winners, losers»; «princes and frogs» (psychologist E. Burns), «climbers», «statics», «passive» (sociologists N. Ashton, D. Field), and activities to be performed to become «the winner», «the prince» or «climber».

The value of this integrated course also lies in the fact that it incorporates the knowledge of social pedagogy (factors of success of people with special needs, former unemployed persons), psychology (development of positive thinking, motivation for successful work), philosophy (philosophical aspects success), biology (the development of the instinct of success, the fixation at the genetic level of the desire to be the best), sociology (the identification of types of people in society, depending on their attitude to success) etc. Since integration of knowledge is a topical issue in junior school, then the study of the integrated university course contributes to simultaneous preparation for integrated learning.

During the study of the discipline, controversial issues are resolved, in particular the role of competition, competitiveness in achieving the goal. We regarded competition as an incentive to act on the one hand, and on the other, as a danger to the formation of a successful personality of junior schoolchildren as well as future teachers. In particular, we analyzed the ideas of the Polish teacher M. Lopatkowa (M. Łopatkowa) that children (same can be reasoned about students) do not inherit equal chances of success (Łopatkowa, 1992, p. 160). 12–13 % of junior schoolchildren possesses a low level of mental abilities and, therefore, can form a low self-esteem against the background of the more successful classmates (Glier, 2013, p. 47). There is a good reason to assume that in schools and in universities, comparisons and competition must be avoided, although we realize that it is not possible to do so at present for various reasons, and even children, at the subconscious level, compare themselves with their peers.

Another problem in forming the success of the personality of the future specialist is the constant pursuit of success (victory in the competition, contest etc.), but at times it can lead to the loss of the main thing a person needs – love and inner harmony.

One of the most difficult problems in the course of studying was to increase self-esteem, to overcome envy, to get rid of laziness, to master the technique of overcoming obstacles. We came to the conclusion that a person's own achievements is the best preventive measure of negative actions and thoughts; the catalyst of true joy for the achievement of friends. As for the obstacles, they must learn to overcome – to bypass, destroy, work out every option to turn them into luck etc.

As the university students were mastering the method of forming a successful personality of a junior school age pupil, they paid attention to collaboration with parents; in particular, during the pedagogical practice they used teaching support materials of «success lessons», contributing to its development.

Diagnostics of readiness to form a successful student personality and the level of success of the future teacher

A significant place in the process of mastering the subject was given to the diagnostics of readiness for the formation of a successful personality of the student and the level of success of the future teacher. In addition to using a variety of techniques (A. Rean «Motivation for success and fear of failure», T. Ehlers «Methods of diagnosis of personality motivation to succeed» etc.), we conducted interviews and student surveys (Fig. 1 shows preparation of future Masters of elementary education for the formation of a successful pupil in an elementary school).

Before studying the course «Organization of successful activity» university students were asked to answer a series of questions. Namely: Do you consider yourself a successful person? Do you have certain life goals and do you know the rules (requirements) to determine your life goals? Do you know conflict resolution strategies and can you depict the Thomas-Kilmann diagram? Are you ready to educate a successful student? What forms and methods do you use?

OBJECTIVE: to improve readiness of future masters of elementary education to form a successful personality of the pupil

Normative-legal base of the New Ukrainian elementary school

Methodological approaches: systemic, humanistic, activity, praxeological, technological

Formation of successful personality of the future Masters

Course «Organization of successful activity»

Pedagogy of the heart

Pedagogy of success

Method of forming a successful personality of the primary school pupil

Lessons of success

Work with pupils

Work with parents

Conversations, exercises, games, techniques of interactive technologies

Teaching and methodological support for lessons of success

Diagnostic tools

RESULT: readiness of future masters to form a successful personality of a pupil of junior school age

The survey, conducted during the 2016–2018 at Ternopil Volodymyr Hnatiuk National Pedagogical University and Khmelnytsky Humanitarian Pedagogical Academy was attended by 67 full-time and 98 part-time students.

First of all, we defined how the concept of «success» is understood by future specialists in elementary education. We were urged by research results of O. Maksymova who showed how the concept of «success» was understood by parents of the six-year-old first graders, since the vocabulary of children is mostly formed in the family: «Among respondents 35 % were unable to give a general definition of the term, 18 % evaluated it with a sense of satisfaction, 8 % of parents replaced it by the notion of luck, 9 % associated success with a good position in society, respect from others. And only 30 % identified success as a goal achievement. However, none of the respondents indicated that efforts should be made in order to succeed» (Maksymova, 2013, p. 58).

In conversation with the Master-program students we found out that they correctly understand who can be called successful: the result of the activity corresponds to the defined goals. At the same time, they indicated that the success is also accompanied by positive emotions. The students (all were female representatives) are also aware that there are several goals for a person and success in one particular kind of activity does not mean success at all. Upon reaching this important conclusion, the students noted that one should not lose optimism if something cannot be achieved. We must constantly look for new areas of application of our abilities.

During the survey, 135 (82 %) respondents indicated that they considered themselves successful, 30 (18 %) did not. Obviously, the negative decision was influenced by the fact that the goals that were leading in life were not realized.

There were obviously contradictory answers. For example, 142 (86 %) of respondents believe they can solve conflicts, but none of them could reproduce Thomas-Kilmann diagram or name strategies to solve them.

147 (89 %) of respondents have definite life goals, but among the requirements for goal-setting there are one or two, sometimes three (reality, particularity). Measurement, localization in space and time, accuracy in the formulation are not indicated in their answers.

All the students share the thought that life is dynamic; therefore, it is necessary to constantly search for new activities for success and material independence. However, the students need to acquire new competencies and skills that can subsequently become useful in professional activities and allow them to be competitive. In particular, it can be learning foreign languages to obtain relevant certificates, acquirement of manual labor skills (embroidery, weaving, appliqué), testing themselves in the role of animators and so on – but only a small percentage of students (10 % less) are willing to do it.

During the study of «Organization of successful activity» we focused on the specifics of the success of primary school age pupils, based on research results of I. Buzhyna, O. Kobernyk, E. Maksymova etc., the works of the founders of «pedagogy of heart» V. Sukhomlynsky, M. Łopatkowa, as well as own studies. At the same

time, attention was paid to the fact that younger pupils need love, kindness; without which it is problematic to succeed. In this context, we analyzed and implemented developed by O. Kobernyk innovative technology for solving everyday problems in terms of upbringing respectful attitude to other people (Kobernyk, 2018, pp. 185–186). In our opinion, the aspect of respectful attitude towards another person requires further scientific research precisely when considering the issues of success in the personality of a pupil of junior school age.

Having analyzed the scientific and empirical researches, we found that in working with junior pupils the following features of the formation of a successful personality should be taken into account: the choice of the student's activity is carried out under the influence of parents and teachers; it will be successful provided that the pedagogy of partnership and pedagogy of the heart are implemented in the educational process; when choosing an activity, you need to use toys, pictures, games that help identify the interests and needs of the child; to bring up a successful child should be combined with the formation of her humane position (on their own initiative to help others, share with peers deriving pleasure from it. It is worth taking into account the gender differences of children: girls are more sensitive than boys to the rebukes and praises of the grown-ups, take closer to the heart evaluating judgments of their peers and quicker show anxiety and fear). At the same time, boys usually overestimate their success, do not center on failures for long, seek to govern and lead (Maksymova, 2013, pp. 22–23).

Of course, the study of the subject «Organization of successful activity», and within its framework mastering the ability to form a successful personality of a junior student, contributes to increasing the level of readiness of future specialists for such work in the first grade school, since they learn how to determine the goals, what exercises to perform, how to develop motivation, personality traits to succeed. After all, each experiment, accompanied by the efforts of the researchers, brings some positive changes. But, in our opinion, the main thing in our work was not an increase in the level of readiness for the formation of a successful student. The main thing was the lessons we learned during scientific research.

Analysis of the results of experimental research

When we started the experiment, it was considered that the main difficulty would be to encourage graduate students to identify new goals, engage in activities in which they would succeed, which would become like a springboard for further goal-setting and work on goal realization.

However, it turned out that this was not the case. The most difficult thing is to try to increase own success rate by developing a number of personality traits and competencies (communicability, organization, teamwork, initiative and entrepreneurship, creativity) through the implementation of appropriate exercises («Positions of a successful person», «Time control», «Compliment», «Day without criticism», «Smile», etc.). Then this shortcoming is transferred to the educational work with the pupils. O. Kobernyk emphasizes the lack of use of the practice in working with schoolchildren (18 % of teachers apply this method) (Kobernyk, 2018, p. 184).

At first glance, a great distance lies between self-development through exercises and professional success. Sometimes a young person believes that this distance is insurmountable. The hardest thing about succeeding is to change oneself, to believe in oneself, overcoming many defeats; choose difficult work to learn how to overcome obstacles. Young people want to be successful today, materially independent and happy. The argument that one needs to work hard, probably even get a lot of defeats to succeed in the future – seems way too weak.

The form of work with graduate students «Round Table with a Successful Person» was not quite effective, first of all with primary school teachers who competed in the «Teacher of the Year» competitions. The students were convinced that the main factor of their high achievements were primarily good innate abilities. The innate talent wants to develop itself. The future teachers noted that if there was no such natural talent, then the interest in the experience of a successful person was lost.

In addition, the experiment has shown that it is necessary to pay attention to and take care of each teacher, because only in this case their pupils will be taken good care of. This attention should be primarily on the part of the government as well as close friends, school personnel who would show their support. However, this is not the case yet.

There is another problem the class filling. The teacher has to identify the goals weekly with the children and discuss how they have been reached at the end of the week. But the teacher has more than enough work: do students have ten key competencies for life (linguistic, mathematical, able to study, etc.)? Therefore, in the very busy schedule of the teacher's workload, there are only a few minutes per day spent with each child. It is extremely hard to find time to talk about what is successful and what is not. Here it is to ascertain that success is something what is achieved mostly with the help of the family. Teaching work is a push, not a systematic support for every younger student; it is organization of a class towards good deeds, in which everyone will find himself. This is direction, it is not care. Thus, everything should be well-planned, balanced and calculated to hit the mark.

Instead of this, in our experiment most effective were stories and films about well-known personalities from large families, orphans, people with special needs, who succeeded in those kinds of activities that, at first glance, require good health: dancing, performing skills in musical creativity, farming. The Master students demonstrated films about such people not only during their practice, but also in conversations with their pupils – younger schoolchildren. Stories and films about successful individuals with special needs encourage action, deny time wasting, complains about own weaknesses, lack of talent from God etc.

There are other positive aspects of our experiment. The students came to the conclusion that one who creatively performs any work is successful; regards failure as a push to action and believes in own abilities. Once succeeded, he commits himself to help climb to the top to the ones who cannot do it single-handedly.

In fact, in this way a formula for overcoming envy was derived: by succeeding, help other people be successful (at least to one person). Under such condi-

tions, a successful person is perceived as an assistant. It is clear that help should not be provided at one's cost. But giving a hand to the person who moves upwards if such an opportunity arises is worth a try.

In addition, we have substantiated that it is necessary to constantly keep self-development, acquire new skills, competencies, since the occupied prestigious place in the service hierarchy may not be stable. The requirements for specialists, working conditions, reforms in the socio-economic, educational and cultural sphere are changing; therefore, one must have the ability to respond to challenges, to choose new types of activities.

Experimental work, the study of scientific sources made it possible to identify prospects for the implementation of positive ideas in the educational space: the introduction of special educational courses contributing to the praxeological training of future teachers; formation of value-based attitude towards people as a necessary condition for success; the need to educate the child in an environment of love and introduction of the pedagogy of the heart.

Conclusions

The training of future primary school teachers (Master's students) to form successful pupils is an interdisciplinary, complex problem that can be solved in conjunction with the preparation for the formation of key competencies of students in the new Ukrainian elementary school, and is carried out in two ways: formation of a successful personality of the future specialists of the elementary school education and mastering the forms, methods, means of child upbringing, who will achieve the goals in the chosen activity; conducting a series of classes «Climb to the Pinnacle of Success»; use of games, exercises, diagnostic techniques; viewing and analyzing films about successful people with inclusions, multimedia presentations on the success of children from large families, orphans.

To this end, it is expedient to introduce an integrated course «Organization of successful activity» in the institution of higher education, realization of systemic, praxeological, technological, humanistic approaches in the process of preparing for the formation of a successful personality.

The main problems that are solved during the study course are the creation of motivation for work, self-esteem enhancement, adherence to goal-setting requirements when defining goals, regular exercises to increase the success rate, mastering the method of overcoming obstacles, taking into account the features of elementary school-pupils in formation of their success, in particular the need to educate in the environment of love, the introduction of pedagogy of the heart. **Prospects for further study** we see in the design of technology for the development of a successful personality of the junior school pupil.

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Postgraduate training of primary school teachers through
the forming of the pupils' scientific picture of the world

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ПІСЛЯДИПЛОМНА ПІДГОТОВКА
ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ ДО ФОРМУВАННЯ В УЧНІВ НАУКОВОЇ КАРТИНИ СВІТУ

У статті обґрунтовано актуальність проблеми післядипломної підготовки вчителів до формування наукової картини світу в молодших школярів. Аналіз публікацій, присвячених дослідженням з цієї та подібних тем дав змогу констатувати, що в сучасній літературі бракує вагомих напрацювань з окресленого питання. Для вирішення проблеми нами було проаналізовано її теоретичні аспекти, виявлено методи, конкретизовано педагогічні умови, реалізація яких зможе забезпечити готовність вчителів початкової школи до формування в учнів наукової картини світу.

З цією метою було уточнено сутність понять «наукова картина світу молодшого школяра», схарактеризовано особливості її формування учнів початкової школи. Для реалізації цих особливостей учитель початкових класів має створити сприятливе середовище для індивідуального розвитку школярів в початковій школі, організувати різні види інтегрованої навчально-пізнавальної діяльності, зокрема творчої, дослідницької, самостійної, трудової тощо; реалізовувати принцип природо відповідності щодо урахування вікових особливостей розвитку молодших школярів; уміти добирати ефективні форми і методи оптимізації освітнього процесу; забезпечувати розвиток пізнавальних психічних процесів (сприймання, пам'ять, уява, увага, мовлення, мислення), для розвитку яких молодший шкільний вік є сенситивним періодом.

Проаналізувавши можливості системи післядипломної педагогічної освіти у розв'язанні окреслених завдань, визначено етапи відповідної підготовки фахівців, до яких віднесено курсовий, міжкурсовий періоди та самоосвіту педагогів, системна робота впродовж яких має забезпечити готовність до виконання такої діяльності. Структурними компонентами готовності визначено мотиваційний, когнітивний, діяльнісний, рефлексивно-коригувальний, їх зміст схарактеризовано в публікації.

На основі розроблених критеріїв і рівнів сформованості готовності педагогів до розв'язання зазначеного освітнього завдання (високий, середній, низький), здійснено її педагогічну діагностику, після чого експериментально перевірено дієвість й ефективність обґрунтованих нами педагогічних умов. Тож, педагогічні умови постдипломної підготовки вчителів до формування наукової картини світу в молодших школярів, а саме: мотивування вчителів початкових класів щодо цього напряму педагогічної діяльності; опанування теоретичними знаннями про сутність ключових понять та особливості формування в молодших школярів наукової картини світу; формування у вчителів необхідних для цього фахових умінь і навичок; удосконалення рефлексивних умінь та відпрацювання навичок коригувати подальшу роботу з урахуванням отриманих результатів, було визнано дієвими й ефективними.

POSTGRADUATE TRAINING
OF PRIMARY SCHOOL TEACHERS THROUGH THE FORMING
OF THE PUPILS' SCIENTIFIC PICTURE OF THE WORLD

The article substantiates the problem of teachers' postgraduate training through the forming of junior pupils' scientific picture of the world. The analysis of publications devoted to this research and similar topics made it possible to state that in contemporary literature there are a lack of significant works on the above-mentioned question. To solve the problem, we analyzed its theoretical aspects, identified methods, specified pedagogical conditions, implementation of which can ensure the readiness of primary school teachers to form pupils' scientific picture of the world.

The article clarifies the essence of «the junior pupils' scientific view of the world» concept and characterizes the features of its formation. To realize these features, the teacher of elementary school should create a favorable environment for individual development of schoolchildren in primary school, organize various types of integrated educational and cognitive activities, in particular creative, research, labor, etc.; to implement the principle of the nature compliance in order to take into account the age peculiarities of junior pupils; be able to find effective forms and methods of optimizing the educational process; to provide the development of cognitive mental processes for the development of which the junior school age is a sensitive period (perception, memory, imagination, attention, speech, thinking).

After analyzing the possibilities of the postgraduate pedagogical education system in solving the above-mentioned tasks, we defined the stages of appropriate specialists training, which include the coursework, between the course periods and the self-education of teachers, the systematic work during which the readiness to perform such activity is determined. The structural components of readiness are motivational, cognitive, activity, reflexive and corrective; their content is described in the publication.

On the basis of developed criteria and levels of teachers' readiness formation to solve this educational task (high, medium, low), its pedagogical diagnostics was carried out, after which the efficiency and effectiveness of the pedagogical conditions substantiated by authors were experimentally tested. Thus, we determined the pedagogical conditions of postgraduate teacher training to the forming of junior pupils' scientific picture of the world, namely: the motivation of primary schools teachers in this direction of pedagogical activity; mastering theoretical knowledge about the essence of key concepts and forming of junior pupils' scientific picture of the world peculiarities; formation of the necessary skills for the teachers; improvement of reflexive skills and working skills to adjust further work taking into account the results obtained, were recognized effective.

Key words: *scientific picture of the world; world outlook; junior pupils; teacher training; postgraduate education; self-education; integrity of knowledge.*

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Introduction

In the context of reformation of the Ukrainian educational system, the problems of forming teachers as professionals, raising the level of their competence, pedagogical skills that need to be improved throughout life are being actualized. Modern educational changes, determined primarily by European integration processes, the updating of the regulatory framework, transformations in the construction of a modern lesson in elementary school, contributed to the implementation of the pedagogical principles and approaches defined in the Concept of the New Ukrainian School. The desire to optimize the educational process in the institution of general secondary education, the implementation of classical and updated pedagogical approaches, the solution of the actual educational tasks should contribute to the younger generation's development of their life-generation. To do this, each individual must have formed scientific picture of the world, information culture, high spiritual and moral and strong emotional and volitional personal qualities.

Analysis of recent research and publications

S. Goncharenko studied the scientific picture of the world as a system of integral representations about the surrounding world (Honcharenko, 1994). V. Kuzmenko pointed out that it is formed on the basis of the the person's generalized knowledge assimilation about the surrounding world, their integration into the existing experience (Kuzmenko, 2007). In the conditions of dynamic and at the same time unstable life, the idea of the world of pupils will be more coherent and more adequate if they master the methods of integrated learning-cognitive and practical-oriented activities. It argues, analyzing the conditions and methods of forming the integrity and systematic knowledge of students about living nature, N. Bibik (2015).

K. Hus studied in details the pupils' formation of the natural sciences of the world, L. Sheletstov – the humanitarian, where the first scientists defined the totality of representations about the world created as a result of mastering natural and mathematical sciences (Huz, 2004), and the second – humanitarian disciplines (Shelestova, 2007).

I. Grishanov, reflecting on science as a sign of the world picture, provided the knowledge that pupils from different reliable sources, features of objectivity and relative truth, had to receive their integrity and adequacy (Grishanov, 2003). The formation of holistic knowledge, according to A. Stepanyuk's statement, provides such signs as completeness, systemicity and generalization. The scientist delimits the completeness with subtleness and emphasizes the fundamentalization of knowledge for the expansion of the world picture (Stepaniuk, 1999).

At the same time, the analysis of the future teachers' training contents, the careful study of textbooks and manuals that are used now in high school, have shown that themes on the scientific picture of the world and its pupils' formation are covered in them is limited and fragmentary. This confirms that the problem of the preparation of primary school teachers for such a direction of professional activity as the scientific picture of the world formation in the field of education is still unresolved.

Postgraduate pedagogical education, as noted by A. Zubko, has powerful opportunities for its launch, in particular through the organization of teaching teachers in the course and between the course period. The scientist also emphasized on the importance of self-education in the formation of vital and professional competence, self-perfection of the individual (Zubko, 2006). Given the flexibility of functioning mechanisms and the ability to respond quickly to the educational needs of teachers, this system is capable of providing training for specialists to formulate a pupils' scientific picture of the world. It must create conditions for the development of the creative person qualities and encourage the specialists to search and apply the necessary theoretical knowledge and practical skills.

In this way, we can state that the problem of forming the pupils' scientific picture of the world is sufficiently covered in the scientific literature regarding the secondary and senior levels of school education, and not enough – in the work of the elementary school. In the system of teachers' postgraduate education there is a lack of research on the training of teachers for the formation of junior pupils' scientific picture of the world.

Purpose. The purpose of the paper is to analyze the pedagogical conditions for the preparation of primary school teachers in postgraduate education, in order to form students in the scientific picture of the world and experimentally verify their effectiveness.

To achieve this, we analyzed the theoretical aspects of the problem, identified methods, and clarified the approaches to organizing the appropriate training of primary school teachers in postgraduate education; on the basis of developed criteria and levels of teachers' formation readiness to solve this educational problem, its pedagogical diagnostics was carried out, the validity of the pedagogical conditions was experimentally tested.

Junior pupils' scientific picture of the world

The scientific picture of the human world is expanding continuously throughout life with varying intensity. Age peculiarities of the development of junior schoolchildren determine the differences in the development of worldview, worldview, so it is obvious that their perceptions of the world will be different from the picture of the world of another age. At the same time, purposeful activity in school education accelerates the processes of knowledge of the world and the formation of representations based on them, which integrate into the existing experience of the child (Stokhof et al., 2017).

S. Goncharenko, defining the scientific picture of the world as the highest form of systematization and generalization of scientific knowledge about the world and objective reality, specified that it is formed as a result of the human sensory synthesis, empirical and intellectual experience (Honcharenko, 1994). This statement gave us the right to interpret the junior pupil's scientific picture of the world as an open system of representations about the surrounding world, formed as a result of his knowledge on the basis of integrated knowledge available to pupils by age (Prymakova, 2012). The openness of the system is explained by the constant development of science and the widening of the range of scientific knowledge about the world, reflected in the content of educational subjects, and by the continuous individual development of the junior pupil's cognitive mental processes, which enable us to make creative use of the acquired life experience, deepening the existing picture of the world during the educational process. Objectivity of knowledge provides a scientific approach to the content of educational material and the choice of effective forms and methods for studying various subjects in the educational process of elementary school. The intensity of processes depends to a large extent on the professional competence and pedagogical skill of a teacher who knowingly performs such work (O'Brien et al., 2013). This increases the urgency of the problem of training teachers in the system of continuing education to activities related to ideological issues.

The indicated statement requires constant attention, because qualitative training is a complex, integrative, open phenomenon. The teacher has to manage the complex processes of child's knowledge about the surrounding world, creating the optimal conditions for transforming his domestic picture of the world into a scientific one, as well as teaching the child to know it by his own, to explore and understand the phenomena and processes occurring in it, to understand and explain the nature of life, quickly and flexibly adapt to the transformations in it (Leander & Osborne, 2008).

Research methods

To accomplish the tasks of scientific research, we selected and applied a set of theoretical and empirical methods, including methods of mathematical statistics.

The theoretical analysis and synthesis of scientific sources which provided a profound analysis of psychological and pedagogical, philosophical and methodological literature on the above-mentioned question were assigned to the group of theoretical ones, the analysis of domestic and foreign experience was used to substantiate the initial provisions of the study and clarify the content of key scientific concepts; classification, systematization, generalization of information and method of modeling, gave an opportunity to substantiate the structure of the corresponding preparation and pedagogical conditions of its realization, as regards the performance of specialists' specific activity.

From the group of empirical methods we have been selected: a questionnaire of primary school teachers, testing, interviews, surveys, observations, pedagogical experiment, where the confirmatory stage enabled to reveal the present state of the problem, and the formative one – to find out the degree of effectiveness of the im-

plemented work to ensure the readiness of teachers to form junior pupils of the scientific picture of the world.

Methods of mathematical statistics were used to process the results of each stage of the pedagogical experiment, which made it possible to establish the reliability of the research results and formulate the conclusions of the work.

The course and results of the research

The results of the study on determining the readiness of primary school teachers to form the junior pupils' scientific picture of the world have shown that the vast majority of teachers are not sufficiently aware of the theoretical and practical issues of the formation of a scientific picture of the world, which is linked first of all with a lack of attention to these issues during the preparation for the pedagogical activities of institutions of higher education and postgraduate students, as well as pedagogical colleges.

The vast majority of surveyed teachers who participated in the qualitative experiment do not understand enough the relevant terminology (picture of the world, ideological ideas, worldview), do not always aware of the importance of pupils' scientific picture of the world forming, which complicates the conscious choice of effective forms and methods necessary for its formation of junior pupils.

Therefore, one of the objectives of the study was theoretical substantiation, the development of pedagogical conditions for the preparation of primary school teachers for the formation of pupils' scientific picture of the world and an experimental verification of their implementation effectiveness in postgraduate education. For its successful solution, the general scientific task was specified by a number of tasks, among which the formation of an important experiment was acquired.

After examining the specifics of pedagogical activity regarding the formation of junior pupils' scientific picture of the world, the possibilities of the postgraduate education system in relation to the appropriate training of primary school teachers, we have identified the pedagogical conditions that should facilitate the formation of appropriate teacher readiness. For the same purpose, the content of the concept of «the formation of pupils' scientific picture of the world» was determined and the content is defined as an open, dynamic, continuous process of educational activity organization, which involves the implementation of didactic, psychological and moral aspects, taking into account the experience of the junior pupil.

In order to implement these aspects, it is important for the elementary school teacher to: create an enabling environment for individual development of schoolchildren during the educational process in elementary school, the organization of integrated educational and cognitive activities, in particular, creative, research, design, labor, etc.; taking into account the age peculiarities of the junior pupils development; selection of effective forms and methods for optimizing the educational process; the development of cognitive mental processes, for which junior school age is a sensitive period (perception, memory, imagination, attention, speech, thinking).

As the results of the qualifying phase it was revealed a low readiness level of the bigger part of primary school teachers to form the pupils' scientific picture of

the world. So they had to state the limited knowledge of the teachers on theoretical issues of the problem and the lack of organizational and practical readiness, that is, the availability of professional skills to optimize the educational process in elementary school. Since the mentioned negative influences on the formation of junior pupils' integral knowledge, the emergence of objective ideological ideas, which are necessary for socialization in a changing world was the basis for using the resources of postgraduate education as much as possible. Therefore, comprehensive work on the implementation of the above-mentioned pedagogical conditions was organized in the course, inter-curricular periods and during the self-education activity of the teacher.

The conditions for such training were: the motivation of primary school teachers in this area of pedagogical activity; mastering theoretical knowledge about the essence of the concept «scientific picture of the world» and the peculiarities of its junior pupils' formation; formation of the necessary skills for the teachers; improving reflexive skills and working out skills to adjust further work taking into account the results which are obtained.

Structural components of the readiness of the elementary school teacher to the formation of pupils' scientific picture of the world were recognized as: motivational, cognitive, organizational and activity, reflexive and corrective. Their formation as a result of systematic work showed the level of teachers' readiness to form the junior pupils' scientific picture of the world.

The criteria for assessing the teachers readiness were the following changes in the following indicators: awareness of the need to form he junior pupils' scientific picture of the world; knowledge of «scientific picture of the world» concept and the peculiarities of its pupils' formation; the formation of the skills necessary to carry out such work; the formation of self-examination and self-assessment of the teacher's work skills with the goal of further adjusting it.

The formative experiment was conducted with division of teachers into control group (CG) and research group (RG). Participants of the control group were listened to a lecture on the topic «The junior pupils' scientific picture of the world formation» and offered a task for independent study. For the experimental one a special course was conducted on the theme «Methodology of forming the pupils' scientific picture of the world», the materials of the manual and methodical recommendations for the program of the special course were worked out. The program also included visits to pedagogical practice in school, the writing of graduation papers, abstracts and articles on relevant topics. For this group the work continued distantly in the intercourse period, it also provided for the implementation of independent tasks and issues for discussion at meetings of school methodological associations, creative and problem groups.

The results of the forming stage showed a positive dynamics of the readiness formation in the research group participants in comparison with the control group and substantially exceeded the results of the qualifying phase. As a result of the experiment, after the planned work, the number of participants in the control group

with a high level of readiness to perform the specified type of activity increased by 9 %, the average – by 29 %, and the low – decreased by 38 %.

The best results were obtained after organizing and conducting work in the course, intercurricular periods and during self-education activities with the participants of the research group: the number of primary schools teachers with low level of readiness to perform the specified task, decreased by 57 %, those who had an average level, increased significantly by 27 %, and the number of teachers who had a high level of readiness before the experiment increased significantly by 29 %.
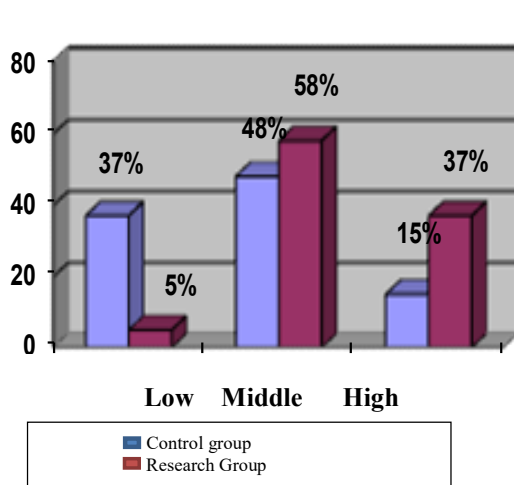
Fig. 1. The results of the teachers' readiness to the formation of pupils' scientific picture of the world in the beginning of the research
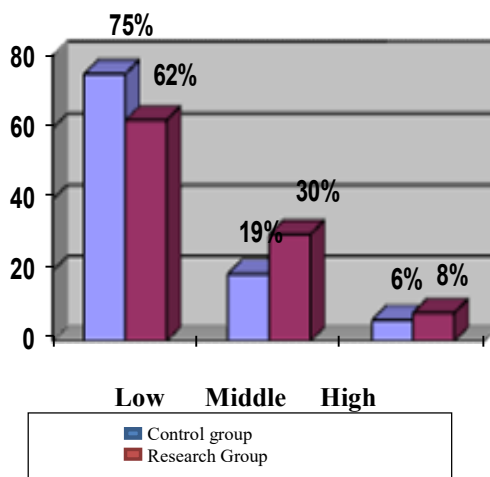
Fig. 2. The results of the teachers' readiness to the formation of pupils' scientific picture of the world after the ending of the research

Indicators showed by the level of teachers' readiness to perform the specified type of activity in the control and research groups at the beginning of the research were approximately the same. After the research, the indicators changed so that in both groups the average level of readiness for the formation of junior pupils' scientific picture of the world has significantly increased (KG – by 29 %, RG – by 27 %), and in addition to the participants in the research group, there has been a significant increasing of the teacher' number with a high level of the primary school teachers' readiness (by 29 %). Thus, an increase in the quality of teacher training for the formation of junior pupils' scientific picture of the world is 28 %, which indicates positive changes in the training of specialists during an research verification of the outlined pedagogical conditions effectiveness.

The obtained results made it possible to conclude: the realization of pedagogical conditions significantly influenced the motivational sphere of teachers, causing a steady interest in work in the direction of forming a pupils' scientific picture of the world. The level of primary school teachers awareness of on theoretical issues of the problem has increased; the level of the formation of the relevant professional

skills, self-examination skills and teacher's self-assessment for further adjustments to professional activity.

Conclusion. Preparation of primary school teachers for the formation of the pupils' scientific picture of the world was considered as an open dynamic process, the result of which is the professional, general cultural, moral and personal readiness of the teacher to perform the specified activity. We define appropriate readiness as a complex, holistic, dynamic phenomenon consisting of interrelated and interrelated components (motivational, cognitive, activity, reflexive-corrective), which satisfy the requirements for the professional activity by forming the junior pupils' scientific picture of the world.

The analysis of the research results proved the effectiveness, efficiency, performance of the introduction of pedagogical conditions. The results of the experiment indicate the expansion of the theoretical knowledge and professional skills of primary school teachers in relation to the problem and the corresponding type of activity, awareness of the need for its implementation, the emergence of a stable interest in further study of the problem, the desire for further professional and personal growth.

Prospects for further research. The problem involves the need for constant updating of knowledge, improvement of teachers' professional skills, enrichment of their intellectual, general cultural, moral, personal, creative levels. Further research requires the preparation of future primary school teachers to form the pupils' scientific picture of the world; finding ways to optimize the educational process in elementary school, as this is the main condition for the formation of integral knowledge and the creation of adequate ideological ideas based on them.

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Interaction of ethnic tolerance and certain personality traits

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ВЗАЄМОЗВ'ЯЗОК ЕТНІЧНОЇ ТОЛЕРАНТНОСТІ ТА ДЕЯКИХ ВЛАСТИВОСТЕЙ ОСОБИСТОСТІ

У статті розглянуто взаємозв'язок етнічної толерантності та певних рис особистості. Констатовано важливість формування етнічної толерантності студента у системі сучасної освіти. Вказано на проблеми, що перешкоджають формуванню етнічної толерантності та гальмують цей процес. Зазначено, що проблема толерантності та етнічної толерантності, зокрема, сьогодні – одна з центральних проблем як глобального, так і національного порядку. Відтак посилення полікультурних контактів між студентами та необхідність їх гармонізації, а також недостатня вивченість цього питання у психології загалом і фрагментарність вивчення етнічної толерантності у педагогічній та віковій психології зокрема, зумовлює актуальність дослідження означеної проблеми. Важливою умовою вивчення механізмів гармонійного полікультурного спілкування є визначення чітких меж між етнічною толерантністю як визнанням інших культур і цінностей та етнічною ідентичністю як чітким усвідомленням своєї приналежності до етнічної групи. Особливо чутливою до питання етнічної толерантності є студентська молодь. У процесі навчання студент набуває початкові навички не тільки професійного, але й соціального спілкування, засвоює як документально закріплені, так і неписані норми та правила, прийняті у тому чи тому професійному співтоваристві, тобто оволодіває основами культури толерантної поведінки, толерантної особистості. Результати дослідження взаємозв'язку етнічної толерантності і особистісних характеристик свідчать про значущі показники додатних кореляційних зв'язків між рівнями етнічної толерантності та мотивації досягнення успіху, комунікабельністю, поняттєвого мислення і позитивно сформованої комунікативної настанови; значущі показники від'ємних кореляційних зв'язків встановлено між рівнями етнічної толерантності і депресивністю, сором'язливістю, мотивацією уникнення невдач. Окреслено практичні шляхи та надано рекомендації щодо формування етнічної толерантності студентів. Важливим аспектом вивчення етнічної толерантності є її взаємозв'язок з позитивною етнічною ідентичністю, відтак унормоване усвідомлення особистістю себе як члена певної етнічної групи зумовлює поважне ставлення до інших. Попри те, що значною мірою етнічна толерантність зумовлюється особистісними характеристиками постаті студента, важливого значення набувають умови соціального макро- і мікросередовища, які регулюють толерантне ставлення до інших. Серед таких умов важливу роль, на наш погляд відіграє правове регулювання етнічної толерантності, закріплене законами нашої країни.

Ключові слова: *етнічна толерантність; толерантність; студент; етнічна ідентичність; етнічна група.*

INTERACTION OF ETHNIC TOLERANCE
AND CERTAIN PERSONALITY TRAITS

The article studies the relationship between ethnic tolerance and certain personality traits. It stresses the importance of ethnic tolerance in the system of modern education specifying the problems that prevent and hinder its formation in the students. Especially today, the problem of tolerance and ethnic tolerance has become one of the central problems of both global and national character. Therefore, the relevance of this problem is determined by the strengthening of multicultural contacts between the students and the need for their harmonization, insufficient study of this issue in psychology in general, and the fragmentation of the study of ethnic tolerance in pedagogical and developmental psychology, in particular. An important condition for studying the mechanisms of harmonious multicultural communication is defining clear boundaries between ethnic tolerance as recognition of other cultures and values and ethnic identity as a clear awareness of belonging to an ethnic group. University students are especially sensitive to the issue of ethnic tolerance. In the process of learning, the student acquires the initial skills of professional and also social communication, assimilates both documented and unwritten rules and rules that are adopted in a particular professional community, that is, mastering the fundamentals of a culture of tolerant behavior, tolerant personality. The results of the study of the relationship between ethnic tolerance and personality characteristics testify to significant indicators of positive correlation between levels of ethnic tolerance and the motivation to achieve success, communicative, conceptual thinking and positively-formed communicative guidance; significant indicators of negative correlations are established between levels of ethnic tolerance and depression, shyness, motivation to avoid failures. The author identifies practical ways and gives recommendations for the formation of the students' ethnic tolerance. A key aspect of studying ethnic tolerance is its interrelation with positive ethnic identity. Therefore, the normalized awareness of the personality as a member of a particular ethnic group leads to a respectful attitude to others. Despite the fact that, to a large extent, ethnic tolerance is conditioned by the personal characteristics of the student's image, the conditions of social macro- and microenvironment, which regulate the tolerant attitude to others, are of great significance. In our opinion, among such conditions, the legal regulation of ethnic tolerance, which is enshrined in the laws of this country, plays an essential role.

Key words: *ethnic tolerance; tolerance; student; ethnic identity; ethnic group.*

Introduction

In the XXI century the awareness of people of their ethnicity, identity with their own ethnic community (ethnic identity) has intensified globally. Further exis-

tence of a civilized multicultural space becomes increasingly impossible without establishing in the public consciousness of the mindset of tolerant interaction and interdependence between individuals and social groups. Especially today, the problem of tolerance and ethnic tolerance has become one of the central problems of both global and national character.

The process of Ukraine's integration into the European community is inevitably accompanied by difficulties in the interaction of citizens who are carriers of different national-cultural spaces. In addition, this is reinforced by the existence of the still insurmountable socio-psychological stereotypes of the totalitarian period in the mass consciousness of a significant part of the population of the post-Soviet countries, which is reflected in manifestations of intolerant attitude towards people who speak a different language, have other religious views or other socio-democratic values. As a result, interethnic contacts in the historical perspective exist in the forms such as genocide, assimilation, segregation and integration. It is the integration process that involves such compatibility of representatives of different ethnic groups, which are based on the principle of tolerance. An important condition for studying the mechanisms of harmonious multicultural communication is the definition of clear boundaries between ethnic tolerance as recognition of other cultures and values and ethnic identity as a clear awareness of their belonging to a particular ethnic group.

Analysis of recent research and publications. The results of the analysis of the basic theoretical knowledge and data of experimental research on the problem of tolerance in general and ethnic tolerance in particular are highlighted in the scientific works of many scholars. Tolerance as a stable personality trait and quality, in particular the communicative and political culture of man, is highlighted in the writings of O. Asmolov (2000). According to Schwadel & Garneau (2017), the ethnic community at a certain stage of politicization can create such unity, which is based on the desire for political self-determination and sovereignty, constitution through the institutions of the state.

In her writings, O. Kholodova (2003) characterizes tolerance as an attitude to the personality in a professional, educational, psycho-correctional activity. The author believes that the formation of this quality should be given special attention in the process of professional training of students of a higher education institution, which should form the idea of tolerance in general, ethnic tolerance as one of its components with the idea of equality of cultures and religions, traditions and customs of different ethnic groups being the core of knowledge.

A. Boiko (2002) points out that among the most effective factors and directions of structuring and streamlining a post-Soviet era person's worldview is the formation and confirmation of the ideology of non-violence as the only possible means for solving acute social problems, tolerant attitude to «others», awareness of one's own responsibility and its redistribution from social institutions to individuals, the priority expansion of educational opportunities.

It is within the framework of the educational sphere that the students' worldview can be influenced the most. In the author's concept, S. Savchenko (2003) sub-

stantiates the point that in all the diversity of the students' social environment a university, as an institution of socialization, has a stronger socialization potential, but the latter can only be realized if it is adequately perceived by the students' social environment.

Therefore, intensification of multicultural contacts between students and the need for their harmonization, as well as insufficient study of this issue in psychology in general, and the fragmentation of the study of ethnic tolerance in pedagogical and developmental psychology, in particular, substantiates the relevance of our study.

The purpose of the article is to reveal the interrelation of ethnic tolerance of the individual with some features of the personality character in order to outline the ways of its formation in university students.

University students are especially sensitive to the issue of ethnic tolerance. In particular, integration into the European educational space, expansion of international contacts and international agreements in the field of education gradually lead to an increase in the number of foreign students studying at domestic higher education institutions, which, in turn, makes topical the issue of tolerance among students in relation to representatives of other ethnic groups.

The essence, structure and specific nature of ethnic tolerance

Ethnic tolerance is the ability of a person to have patience to an unfamiliar way of life of representatives of other ethnic communities, their behavior, national traditions, customs, feelings, thoughts, ideas, beliefs, etc. External manifestation of ethnic tolerance is reflected in endurance, self-control, ability of an individual to tolerate unusual influences of another's culture without reducing its adaptive capacity. Rapp & Freitag (2015) argue that ethnic tolerance is manifested in various critical situations of interpersonal and internal personal choices, accompanied by psychological tension. It has a degree of expression, depending on the presence of a person's experience communicating with representatives of a particular ethnic community.

Ethnic tolerance manifests itself in actions, but is formed in the sphere of consciousness and is closely related to such a socio-psychological factor as ethnic identity. The latter, like identity in general, is formed in the process of socialization. There are several levels of personal identity. The first level – personal-psychological – is awareness of a person who is «I». It consists in the extent of participation in various social groups. This level of identity is associated with the perceptions of oneself as a member of a group, as well as with the emotions that arise from the assessment of this belonging. The second level is socio-psychological, when the self-image is formed as a derivative of the awareness by a person of his/her own involvement in a particular social group. It is true for a person to compare his group with others and behave in such a way as to present his group in a favorable light. A variety of socio-psychological identity is ethnic identity – a person's awareness of belonging to a particular ethnic group (Lokke, 1988, p. 306).

The analysis of the concepts of «tolerance» and «ethnic tolerance» allows us to conclude that these terms have a number of common and different characteristics. The specificity of the concept of «ethnic tolerance» lies in the fact that, first-

ly, it is understood as a form of tolerance, based on the adoption of «another» person due his/her belonging to a different ethnic group. Secondly, tolerance can be regarded as a personality trait that characterizes the spectrum of personality manifestations, whereas ethnic tolerance is understood as a set of guideposts in relation to other ethnic group/groups.

According to C. Macleod (2010) tolerance as a personality trait is a more stable characteristic whereas ethnic tolerance/intolerance, caused both by internal and external factors, is more easily subjected to change. In this paper, ethnic tolerance/intolerance refers to the socio-psychological characteristics that manifest themselves in the degree of acceptance/non-acceptance of representatives of other ethnic groups. Considering ethnic tolerance as a set of guideposts, G. Soldatova (2006, p. 7) highlights the following components in its structure:

1. Cognitive (the concept of other ethnic groups, their culture, interethnic relations, knowledge about the phenomenon of tolerance, the rights of people irrespective of ethnicity).

2. Emotional (relation to other ethnic groups).

3. Behavioral (specific acts of tolerant/intolerant response, which manifests itself in the desire to communicate/distance/show aggression towards representatives of other ethnic groups).

Analysis of the results of the study

The results of the theoretical study of the problem have led us to understand that the boundary between ethnic identity and ethnic bias of the individual is very shaky and disappears when the awareness of belonging to an ethnic group is transformed into a clear organized disposition that expresses a negative attitude to others through realization of own majority by acknowledging lesser worth of others. Ethnic bias differs from personality bias in that the negative attitude is not stipulated by personality traits of the individual, but his/her belonging to a particular ethnic group.

For the purpose of a thorough empirical study of the relationship between tolerance and identity, we have used the methodology of G. Soldatova's «Tolerance Index» as well as the methodology of G. Soldatova and S. Ryzhov «Types of Ethnic Identity» (Soldatova, 2008). The latter, according to its authors, allows diagnosing the ethnic identity of the person and its transformation in the conditions of interethnic tension. In March – May 2018 300 students of the pedagogical specialties of the Lviv Oblast Universities were interviewed.

Before conducting a correlation analysis of such variables as indicators of ethnic tolerance, ethno-nihilism, ethnic indifference, norms, ethno-egoism, ethno-isolationism, ethno-fanaticism by means of Pearson correlation coefficient, we defined the degree of normal distribution of values according to the normality test of Kolmogorov-Smirnov. The calculation was made using the computer version of the SPSS program. The distribution of the values corresponds to the normal form, provided that the asymmetry value is (Asymp.Sig.)> 0.05. In the indicated values, the distribution differs from the normal in the indicators of ethno-nihilism, so this variab-

le was removed from the further study. Indicators of the correlation between the ethnic tolerance index and the types of ethnic identity are given in Table 1.

Table 1. **Indicators of the correlation of ethnic tolerance and types of ethnic identity**

Types of identity		Pearson's r
Indifference		0,020
Norm	Rate of ethnic tolerance	0,110
Ethno-egoism		-0,259**
Ethno-isolation		-0,229**
Ethno-fanaticism		-0,215**

Note: the data in the table marked with * are significant at $r<0.05$, without mark – significant at $r<0.01$

As can be seen from the table, there are significant negative correlations between the indicators of tolerance, on the one hand, and the indicators of ethno-egoism, ethno-isolation and ethno-fanaticism on the other. In turn, the indicators of these types of ethnic identity are characterized by a positive correlation sign that, in our opinion, can testify to their combination as the basis of xenophobia and ethnic bias of the individual. In favor of this view, the indicator of a significant negative correlation between the norm and ethno-egoism ($r = -0.480$, $p<0.01$), ethno-isolation ($r = -0.529$, $p<0.01$) and ethno-fanaticism ($r = -0.311$, $p<0.01$). After all, by its semantic content, the norm approaches the psychological essence of tolerance as a bearer of a positive identity, expressing a positive attitude towards his/her people and representatives of other ethnic groups and nationalities. In its turn, ethnic egoism, ethno-isolation and ethno-fanaticism express the superiority of their people over others, at the same time this advantage is expressed in various degrees.

Such identity as ethno-isolation has an extremely negative nature, since it involves not only recognition of the advantages of its people, but also the need for its purification from other representatives, the immediate readiness for such «purification» is expressed in indicators of ethno-fanaticism.

The correlation between the norm and the indifference ($r = 0.154$, $p<0.05$) is also noticeable, which, in contrast to the positive ethnic identity, expresses the blurring of the boundaries of the latter, as well as some uncertainty regarding the ethnic belonging and the irrelevance of this problem for the individual as a whole.

An analysis of the results of an empirical study of the relationship between tolerance and various types of identity makes it possible to arbitrarily establish the boundary between tolerance and norm as a positive ethnic identity, on the one hand, and negative ethnic identities serving as a ground for xenophobia, on the other.

Herewith, we consider ethnic indifference to be the passing bridge from negative ethnic identity to positive, which expresses complete indifference either to

own ethnic values or the axiological constructs of representatives of other nations and ethnic groups.

Thus, the results of the study of ethnic tolerance in the context of ethnic identity are consistent with the results of the empirical study of an ethnically tolerant person in the sense that human tolerance towards representatives of other ethnic groups is associated with the awareness of belonging to a particular ethnic group, in other words, with a positively-formed ethnic identity. In turn, positive ethnic identity is based on knowledge and ideas about the history of its people, its traditions and national-cultural peculiarities.

In our opinion, an important point in the study of ethnic tolerance as the most complete expression of a positive ethnic identity of a person is the establishment of the factor structure of the phenomenon of ethnic identity. The expediency of factor analysis of ethnic identity is determined, firstly, by the complexity of this phenomenon, which is expressed by its both static (as a result of successful ethnic identification and socialization of the individual) and procedural (as purposeful activity) and the diversity of its types, which embrace positive with the extreme pole – tolerance and negative with the extreme pole – xenophobia. Results of factor analysis are given in Table 2.

Table 2. **Factor analysis indicators of ethnic identity types**

№	Types of ethnic identity	Factor 1 Positive identity	Factor 2 Negative identity
1	Ethnic tolerance	-0,309	0,110
2	Ethnic nihilism	0,723	-0,221
3	Indifference	-0,311	0,206
4	Norm	-0,499	0,866
5	Ethno-egoism	0,826	0,150
6	Ethno-isolation	0,851	-0,120
7	Ethno-fanaticism	0,650	-0,110

The statistical significance of the quality of the selection of factors p (Sig)> 0.05 indicates that two distinguished factors are sufficient to establish the factor structure of the ethnic identity. As can be seen from Table 2, the maximum load according to Factor 1 (informative 38 %) have positive pole of the variables of ethnic isolation (0.851) and ethno-egoism (0.862).

Since both variables express a negative ethnic identity, Factor 1 was named accordingly. The negative factor is represented by variables such as norm (-0.499) and indifference (-0.311). It seems interesting to note the filling of the factor of negative ethnic identity with precisely those kinds of it, while the most negative aspect of it – ethnic fanaticism – does not have such a strong expression. Factor 2 (informative 12 %) in the positive pole is most determined by a variable such as the norm (0.862), in the negative pole (-0.221), hence, we called this factor «positive

ethnic identity». As in the first factor, the strongest expression of positive identity in the form of tolerance is not one of the main determinants of this factor.

Thus, the results of factor analysis confirmed the effect of the two latent variables in the measurement of ethnic identity – its positive and negative types, and also allowed to identify those types of identity that determine the essence of these types in the views of university students: positive identity, first of all, is determined by the norm, negative identity – ethno-isolation and ethno-egoism.

An important trend in the study of ethnic tolerance is its study in the context of an ethnically-tolerant personality in general. Therefore, it is advisable to establish the features of the interaction of ethnic tolerance with other personal states and properties, the motivation to achieve and avoid failure, as well as the level of formation of the thinking apparatus – conceptual thinking. Such a study will make it possible to fully implement a person-centered approach to the study of ethnic tolerance, since it involves a holistic personality in a combination of its cognitive (thinking), motivational (motivation of achievement and avoidance of failure) and emotional (emotional states) spheres. Mathematical and statistical processing of the results was processed by the correlation analysis of the computer version of the SPSS program (see Table 3).

As can be seen from Table 3, ethnic tolerance has significant indicators of negative correlations with such personal states and properties as depression ($r = -0.165$, $p<0.05$); shyness ($r = -0.19l$, $p<0.05$); motivation for avoiding failure ($r = -0.171$, $p<0.05$). An adequate correlation is observed between the indicators of ethnic tolerance and communicability ($r = 0.176$, $p<0.05$), conceptual thinking ($r = 0.191$, $p<0.05$), success motivation ($r = 0.174$, $p<0.05$).

Thus, if one considers an individual as an integral system in combination of the three main components – the cognitive, emotional and motivational spheres, ethnic tolerance as a complex personality formation has such connections.

In the context of the cognitive sphere, the advanced conceptual thinking becomes important, which expresses the ability of the individual to generalize the surrounding reality and is embodied in the general moderation of the person and the categorization of objects of the physical and social world. Bearing in mind that the process and result of stereotyping plays an important role in ethnic tolerance, it can be argued that conceptual thinking makes a significant contribution to the formation of the cognitive component of a stereotype, and thus reduces its affective or estimated component, and predetermines its adequacy to a stereotyped object. At the same time, the domination of cognitive over the evaluative component in a stereotype reduces ethnic bias, thus forming ethnic tolerance. This, in our opinion, explains the connection between tolerance and conceptual thinking.

In the emotional sphere of the individual there is also a negative relationship between ethnic tolerance and depression ($r = -0.317$, $p<0.01$), indicating that there is a positive emotional support for ethnic tolerance. Therefore, high rates of depression which indicate signs of psychopathological depressive syndrome testify that these signs are present not only in the emotional state of the individual, but also in their

manifestation in human behavior, both towards themselves and others, which hampers ethnically tolerant attitudes of the person as a whole.

Table 3. **Correlation between the indicator of ethnic tolerance and the indicators of some personality characteristics that are of paramount importance in social regulation of behavior**

№		Indicators of personality traits	Pearson's r
1		Neuroticism	-0,128
2		Spontaneous aggressiveness	-0,027
3		Depression	-0,165*
4		Irritability	-0,100
5		Sociability	0,176*
6		Emotional balance	0,049
7	Ethnic tolerance	Reactive aggressiveness	-0,078
8		Shyness	-0,191*
9		Openness	0,024
10		Extroversion/introversion	0,012
11		Emotional lability	-0,065
12		Masculinity/femininity	0,010
13		Conceptual thinking	0,191*
14		Motivation for success	0,174*
15		Motivation to avoid failure	-0,171*

Note: the data in the table marked with * are significant at $r < 0.05$

In the context of the emotional sphere, the indicators of the negative correlation of ethnic tolerance with shyness are significant, which in our view impedes harmonious interaction with the environment through the establishment of barriers in the emotional contact of a person, respectively, and a tolerant attitude to the human environment. After all, shyness reflects the tendency to stress response to trivial life situations and evoke in a person reactions of passive-protective type. Manifestations of anxiety, scarcity, uncertainty accompanying shyness, have a very negative effect on the establishment of social contacts, favorable interethnic interaction in particular. In this context, ethnic tolerance comes maximally close to social tolerance, which is confirmed by a high index of their correlation ($r = 0.317$, $p<0.01$).

Given the interconnection of ethnic and social tolerance, we also studied the peculiarities of the interaction of the former with the specifics of the person's communicative tolerance using V. Boyko's method. Fully agreeing with the interpretation of social setting, communicative in particular, as the regulator of effective social behavior, we consider it an important determinant of successful interpersonal interaction. In this case, following M. Slyusarevsky (Sliusarevskyi, 2008) in defining a social setting, we consider communicative guidance as a socially determined person's predisposition to a predetermined verbally formulated attitude or position toward a

particular object (man, phenomenon, event). Thus, in the context of our research, this attitude may become tolerant, normalized or xenophobic, expressed verbally attitude to a representative of another ethnic group or to the whole group.

The analysis of the results of the relationship between communicative tolerance and ethnic tolerance suggests the presence of indicators of a positive correlation between the development of communicative and ethnic tolerance ($r = 0.188$, $p<0.05$) (the scale of expression of communicative tolerance has an inverse order: the higher the score, the lower is communicative tolerance, and the scale of ethnic tolerance has a direct order, therefore, having received a negative correlation, we regard it as a positive correlation between ethnic and communicative tolerance). Thus, general communicative tolerance as a set of situational (the attitude of a person to a particular communication partner), typological (attitude towards a certain group of people, ethnic group in particular) is determined by the characterological peculiarities of the personality, his/her life experiences, moral principles, which lay the ground for the person's ethnic tolerance.

An important aspect of the empirical study of ethnic tolerance of the individual is its socio-psychological characteristics. An important feature of these characteristics is the professional social environment, which is determined by the student's level of professional training in a higher educational institution. Thus, with the empirical study of ethnic tolerance of students, we have taken into account such a variable as the specialty of training. The degree of expression of ethnic tolerance was compared in the students of different specialties. The results of the study indicate that there are no significant differences between the indicators of ethnic tolerance among students of different specialties, which makes it possible to conclude that ethnic tolerance is rather determined by the personal characteristics of students.

Thus, the results of the empirical study of ethnic tolerance in the context of the person-centered approach confirms the feasibility of using the latter, since the indicators of ethnic tolerance are closely related to the peculiarities of the cognitive, emotional and motivational spheres of the individual. An important aspect of studying ethnic tolerance is its interrelation with positive ethnic identity; therefore, the normalized awareness of the personality as a member of a particular ethnic group leads to a respectful attitude to others. Despite the fact that, to a large extent, ethnic tolerance is conditioned by the student personality characteristics, the conditions of social macro- and micro-environment, which regulate the tolerant attitude to others, acquire great importance. Among such conditions, an important role, in our opinion, is played by the legal regulation of ethnic tolerance, enshrined in the laws of this country.

Conclusions

Our study of ethnic tolerance of the students revealed the existence of this problem, thereby confirming its relevance. On the basis of a theoretical analysis of psychological and pedagogical literature, we clarified the essence of the category «ethnic tolerance», determined its substantive components and the criteria of formation. Ethno-tolerant personality is a set of cognitive, emotional and motivational qualities that are formed and developed in a supportive social environment and provide

tolerant attitude, tolerant interpersonal and communicative interaction with representatives of other ethnic groups.

One of the indicators of the transformation of ethnic identity is the growth of ethnic intolerance. Tolerance/intolerance is the main problem of interethnic relations in the conditions of growing tension between peoples. The results of the correlation analysis of ethnic tolerance and personality characteristics show significant indicators of positive correlation between levels of ethnic tolerance and the motivation to achieve success, communicability, conceptual thinking, and positively formed communicative guidance; significant indicators of negative correlation relations are established between levels of ethnic tolerance and depression, shyness, motivation to avoid failures.

Despite the fact that ethnic tolerance is largely conditioned by the student personality characteristics, promising for further research is the creation of conditions for social macro- and micro-environment that regulate tolerant attitude towards others. In our opinion, among such conditions, legal regulation of ethnic tolerance enshrined in the laws of this country, plays an important role.

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*Organizational and pedagogical conditions for teachers' readiness formation
to use information technologies and distant learning*

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ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ГОТОВНОСТІ ВЧИТЕЛІВ ДЛЯ ВИКОРИСТАННЯ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ ТА ДИСТАНЦІЙНОГО НАВЧАННЯ

Стаття присвячена дослідженню проблеми формування у педагогів закладів загальної середньої освіти готовності до використання інформаційних технологій та дистанційних форм навчання. Основна увага дослідження зосереджена на педагогах, які працюють у школах та завершили професійну освіту не менше десяти років тому, які вже мають певний досвід педагогічної діяльності та планують розвивати свою педагогічну кар'єру. У статті здійснено аналіз досліджень вітчизняних науковців щодо сутності поняття готовності та компонентів, які її визначають. Зокрема, в результаті аналізу сформульовано узагальнене визначення готовності педагога до провадження професійної діяльності, яким послуговувались у процесі дослідження: професійна готовність педагога – це складне, багатокомпонентне поняття, яке потребує певного формувального процесу, який триває впродовж усієї професійної діяльності вчителя. Готовність або здатність педагога до сприйняття інновацій у професійній діяльності формується зовнішніми та внутрішніми факторами, які повинні, в ідеалі, гармонійно поєднуватись та доповнювати один одного.

Сформульовано та аргументовано організаційно-педагогічні умови формування у педагогів закладів загальної середньої освіти готовності до використання інформаційних технологій та дистанційних форм навчання у процесі професійного розвитку, а саме: наявність державного професійного стандарту вчителя, який визначає інформаційну компетентність вчителя відповідно до його освіти та посади; стійка мотивація до використання інформаційних технологій у професійній діяльності; створення на робочому місці викладача відповідного технічного забезпечення; наявність у закладі освіти інформаційного навчального середовища та відповідного технічного обладнання і програмного забезпечення; система професійного розвитку педагогів закладу освіти щодо використання інформаційних технологій та дистанційних форм навчання у освітньому процесі; професійна свобода вибору форм, методів, технологій та інструментів навчання; належне фінансове забезпечення використання інформаційних технологій та впровадження дистанційних форм навчання у закладі освіти.

Визначено перспективи подальших наукових розвідок за означеною проблемою, а саме аналіз сучасного стану нормативно-правової бази України, яка регламентує та унормовує процес інформатизації та впровадження інформаційних технологій та дистанційного навчання у закладах освіти України; аналіз причин гальмування процесу впровадження дистанційних форм навчання у освітній процес закладів загальної середньої освіти України; дослідження сучасного стану змістового наповнення та організації професійного розвитку інформаційної компетентності педагогів шкіл у закладах післядипломної освіти.

ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR TEACHERS' READINESS FORMATION TO USE INFORMATION TECHNOLOGIES AND DISTANT LEARNING

The article is devoted to the study of teachers' readiness formation to use the information technologies and distant learning. The research focuses on teachers working in schools who have completed vocational education for at least ten years ago as well as have already got some teaching experience and plan to develop their teaching career. The article analyzes the research works of Ukrainian scientists concerning the essence of the concept of readiness and the components that determine it. In particular, the notion of teacher's readiness to conduct a professional activity, which has been used throughout the research, was defined as following: «teacher's professional readiness» is a complex, multicomponent concept that requires a certain formation process throughout the professional activity of a teacher. The readiness or ability of a teacher to perceive various innovations in the professional activity is formed by external and internal factors, which, ideally, should be harmoniously combined and complement each other.

The organizational and pedagogical conditions for the formation of teachers' readiness to use information technologies and distant learning in their professional training have been formulated and substantiated, namely: the availability of the state professional standard of a teacher, which determines the teacher's informational competence according to his/her education and position; a steady motivation to use information technologies in the professional activities; the creation of an appropriate technical support on the teacher's workplace; the availability of an information learning environment and sufficient technical equipment and software in the educational institution; system of teachers professional training concerning the use of information technologies and distant learning in the educational process; professional freedom to choose forms, methods, technologies and teaching tools; adequate financial support for the use of information technologies and the introduction of distant learning in the educational institution.

The prospects for further scientific research on the defined problem are the following: analysis of the current state of the regulatory and legal framework of Ukraine that regulates the informatization and implementation of information technologies and distant learning in Ukrainian educational institutions; analysis of the reasons for the inhibition of the distant learning introduction in the educational process of Ukrainian institutions of secondary education; the study of the current state of content and the organization of professional development of school teachers' information competence in institutions of postgraduate education.

Key words: *professional training; professional readiness; information competence of a teacher; distant learning; organizational and pedagogical conditions.*

Introduction

Evidence suggests that an essential indicator of the educational system capability to integrate into the world educational process is the conformity of certain components of the national education system to the requirements and standards of the world. «The formation of a post-industrial society at the beginning of the 21st century with global problems which have brought mankind to the brink of survival has changed the views on the world, on the place and role of a person in it, on education» (Ashytok, 2018, p. 16). The level of information technologies usage in the work of a teacher, his/her information competence and culture, the ability to meet the requirements of the digital society is one of the indicators of this correspondence. As Maksymuk states, «the basis for ensuring the high quality of education is the use of effective educational technologies, the integration of the educational process and scientific activities and the involvement of students in it, the individualization of education and upbringing, the creation of a trustful environment of creative cooperation in higher educational institutions, the continuous self-development and self-realization of students» (Maksymuk, 2018, p. 186).

The key driving force for the active implementation of information technologies in the educational process of the country should be the regulatory and legislative framework that regulates it, determines the essence of concepts, mechanisms for its formation, development and implementation, as well as defines the terms and algorithms of interaction between state and other institutions and organizations, which implement the norms of law and regulation. The availability of a coherent and verifiable regulatory framework enables the implementation of educational institutions informatization and informational learning environment formation.

However, this is just one side of the process. It defines the content, organization, financing, conditions, technical and technological support, timing, and expected results of the informatization implementation, but cannot guarantee its successful completion while ignoring the internal factor of this process such as human one, which in fact is a key indicator of its efficiency and effectiveness.

Successful formation of an effective educational information environment of the educational institution is possible at the next stage of the implementation of information technologies in the educational process and is characterized by the provision of appropriate organizational and pedagogical conditions that, in fact, create framework for the systematic use of innovative technologies, new forms and methods of training, etc.

Theoretical framework

The steady motivation of a teacher to use information technologies, innovative forms and teaching methods, in particular, distant one, does not appear immediately, but has being formed for a long time. In order to ensure the sustainability of such a professional need for a teacher of any discipline, it is necessary to initially form a corresponding readiness for innovations perception.

It must be admitted that the essence and content of structural components of professional readiness or readiness for certain professional activities are the main topic of pedagogical discourse. With the development of new technologies, this discourse is being activated, as the dynamic development of a society contributes to the emergence of new factors influencing the content and structure of the concept.

A considerable amount of literature has been published on the problems of readiness for a certain professional activity in Ukrainian pedagogical and psychological science. However, the overwhelming majority of research focuses on the formation of professional competencies and pedagogical readiness of future professionals. Thus, the formation of the professional readiness of future teachers was studied by Havrysh (2006), Dudorova (2014), Zharovtseva (2007), Konovalchuk (2011), Ostapenko (2013) and others. And a small amount of scientific research is devoted to the study of readiness formation and specific competencies, in our case, information ones, of in-service specialists – Dehtiarova (2011), Morze & Vorotnikova (2016), Morin (2016).

The readiness of a teacher for professional activity as a general pedagogical problem, its content, structure and components have been studied by Havrysh (2006), Mukan, Noskova & Baibakova (2017), and Slastenin (2004).

So, in particular, V. Slastenin (2004), considers the teacher's professional readiness as an integrative activity structure that contains the following components: «psychological readiness (focus on activity, work set); scientific and theoretical readiness (possession of a certain amount of pedagogical, psychological and social knowledge required for competent professional activity); practical readiness (formed professional skills); psychophysiological readiness (appropriate prerequisites for mastering professional activity, as well as professionally significant personal competences); physical readiness (compliance of health state and physical development with the requirements of professional activity and ability to work)» (Shukhral, 2015).

L. Parashchenko (2004), while carrying out the analysis of studies devoted to the content and components of the «readiness of a teacher» concept, notes that it is worth distinguishing motivational, orientational, operational, volitional and evaluation components of professional readiness.

While defining the structural components of the «teacher readiness for professional activity» concept, practically all scientists define the motivational and target components, which involve professional guidelines, positive attitude to the profession, interest in it, persistent intentions to devote themselves to pedagogical activities as the most essential ones. The deliberate activity of a teacher, which is described, in a way, as a professional fanaticism, may force him/her to seek new effective forms and methods of work as well as encourage innovation.

Scientists consider the content-operational component, which includes the system of professional knowledge, skills, pedagogical thinking, professional focus, perception, memory, actions and operations, necessary for the successful implementation of vocational and pedagogical activities equally significant. This component allows a teacher to feel free within the discipline taught, to choose the most effective forms of teaching, to ensure the educational interaction of participants in the educational process and to control its results.

It should be noted however that due to author's interpretation these components are either separated (Pekhota, 1997), or called differently: content and activity component (Lytvynenko, 2005), content and procedural one (Havrysh, 2006), etc. It is worth mentioning that Trotsko (1997) outlines an orientation component which involves value-professional orientations based on principles, views, beliefs, and willingness to act. Scholars define the evaluative or evaluative-productive (Havrysh, 2006) component, which includes the self-assessment of one's professional training and the relevance of solving professional problems to appropriate pedagogical models, as an important component of the teacher's readiness for vocational and pedagogical activity. Scientists also include the emotional-volitional, psychophysiological (Trotsko, 1997), the integrational (Pekhota, 1997), as well as creative (Lytvynenko, 2005) components into the readiness structure. However, it should be emphasized that different interpretations of this concept do not exclude, but expand and deepen the idea of the phenomenon under investigation (Harkusha, 2013).

Thus, in our research, we will use «teacher's professional readiness» notion interpretation as a complex, multicomponent concept that requires a certain formation process throughout the professional activity of a teacher. The readiness or ability of a teacher to perceive various innovations in the professional activity is formed by external and internal factors, which, ideally, should be harmoniously combined and complement each other.

Aim of the study

The article aims to determine the key organizational and pedagogical conditions for the formation of teachers' readiness to use information technologies and distant learning in Ukrainian public schools.

Results

The teacher's personal awareness and desire to introduce and implement changes is significant or even crucial for the successful implementation of information technologies in the educational activity of any educational institution. In our thorough analysis we have found out that the implementation of information technologies

into educational process will be reasonable, expedient and effective only if a teacher possesses strong internal motivation both to use information technologies in his/her professional activity and to form and continuously develop information competence in combination with the above mentioned external factors.

The introduction of information technologies and distant learning into the teaching process is among the innovations associated with certain factors and circumstances that encourage teachers to leave the comfort zone and master new technologies.

Some objective and subjective factors influence the ability to master information technologies as an educational tool, as well as the ability to effectively choose certain information tools, applications and educational platforms in the teaching process. In particular, this is a teacher's age, his/her previous experience in computer handling and Internet using, the professional environment, the technical equipment of a teacher's and student's workplace, the authority's attitude towards the innovations, a teacher's personal goals in innovations introducing, the ability and conditions for a teacher's development and self-development, etc.

It is worth noting that time when a teacher received his professional qualifications and started his/her professional activity at an educational institution is an extremely important factor. The results of this study indicate that modern students, who are mostly children of the digital era, easily master innovations related to ICT or the Internet, quickly understand the procedures and techniques of their use, learn how to determine their pedagogical capabilities and the feasibility of choosing certain services and applications. However, according to the official statistics, in modern Ukrainian school, almost half of teaching staff, 48.9 %, have more than 20 years of teaching experience, over 22 % work in schools from 10 to 20 years. Thus, almost two-thirds of the teachers did not receive appropriate training on the use of information technologies in teaching at a higher educational institution and are forced to acquire such knowledge, skills and abilities in the process of their professional activity. That is why our research focuses on teachers who already work in educational institutions and completed their studying at higher educational institutions at least ten years ago.

Another important finding is that system changes and the introduction of innovations require substantial and reasoned levers that encourage a wide range of individuals to implement them. In addition, these levers must be both clear and necessary and influence the direct interests of everyone involved in these changes.

That is why we consider that developed and approved in the nearest future state professional standard of a teacher, which will include the mandatory requirements for the digital competence of a teacher, depending on his/her education and position, as well as determine the perspectives and requirements for the development of informational competence and culture of a teacher for his/her further professional career has to be the primary organizational condition for the formation of a teacher's readiness and his/her realized need for the use of information technologies in the educational process. In our opinion, the well-grounded and structured

state professional standard, formed on the basis of current legal acts and which takes into account the Strategies and Concepts of the development of Ukrainian education, will give the possibility to radically change the teachers' attitude towards the use of innovative pedagogical technologies, as well as stimulate the mastering and practical application of acquired skills into professional activity.

The introduction of a state professional standard for teachers and a new Regulation on the certification of pedagogical staff, which should be developed on the basis of a teacher's professional standard, will prevent injustice in the process of further certification and will become the driving force for the professional development of teachers who want to make their professional careers.

It is interesting to note that as long as the state lacks professional standard and attestation system that is based not on the formal figures of seniority, but rather on the assessment of the conformity of professional competences with the defined requirements in combination with professional achievements over a certain period, we will not be able to effectively advance any systemic reform, and innovations will be implemented chaotically and for a long period of time and, as a result, will not be completed.

The findings suggest that the introduction of innovations related to information technologies is much easier perceived by teachers of informatics and sciences, where a teacher has a certain level of formed information competence and the computer is used as a means of training and acquiring certain practical skills, for example, programming, computing, etc. This process is much more complicated with the teachers of the humanities and social sciences, since for the perception of such innovation a teacher needs to have at least a sufficient level of information literacy and a desire to develop it in the future.

The transformation of initial computer skills, caused by the personal consumer needs, into a teacher's conscious professional need to design and use the capabilities of information technologies, Internet services and distance platforms in the educational process requires long-term system training and support. We believe that a persistent motivation to use information technologies in professional activity is one of the obligatory organizational and pedagogical conditions for forming a teacher's readiness to use remote teaching technologies. Ideally, it should be constantly supported by the administration of the educational institution and other structures, positive examples of colleagues, other means and resources. However, such support should not be obsessive and aggressive and cannot become an influence or coercion.

The current study has found that the creation of an appropriate technical support at a teacher's workplace that will enable him/her to use the computer and the Internet in the teaching process is an essential organizational condition. Currently the problem of providing educational institutions with computer equipment and the Internet remains significant for institutions of general education, institutions of vocational education and certain institutions of higher education. The research proves that the vast majority of educational institutions do not have decent material resources that would give them the possibility to purchase modern computer equipment, update

the existing software and pay for high-speed Internet. Thus, more and more teachers and students use their own devises (laptops, tablets, smartphones). This is typical for most educational institutions abroad, where stationary computer workplaces, as a rule, are equipped in libraries, special classes for students independent work, some teaching rooms, and private devises are used in the classrooms. However, classrooms in educational institutions abroad (Germany, Italy, USA) are supplied with multi-media equipment and the Internet that teachers can use.

The following organizational condition for the formation of teacher's readiness to use information technologies and elements of distant learning is, in fact, the existence of an information learning environment, an appropriate technical equipment and software in an educational institution. In particular, in order to create an information learning environment, a collective decision of the pedagogical staff and a common willingness of teachers, students and parents to systematically use information technologies in different educational processes are sufficient. You just have to start doing it using your own mobile phones or tablets. However, for further development, compiling and storage of various educational content, and the provision of interaction between the participants of the educational process, the use of distant learning forms, etc., appropriate technical equipment, software and personnel which provides the viability of the information system are required. To succeed, a distance learning platform should be deployed and available software and services that support the distant learning system should be provided at the educational institution. Also, the pedagogical council ought to approve and regulate the existence of a distant learning form or its elements in accordance with the Ukrainian current normative legal acts.

The system of pedagogical professional development concerning the use of information technologies and distant learning forms in the educational process is the following organizational and pedagogical condition closely connected with the development of teacher's information competence. Such organizational and pedagogical condition includes the organization of systematic teacher's training and related thematic courses, seminars, workshops, etc. It is essential that such training takes place on the regular basis and over short periods of time, since information technology is being rapidly developed and updated, and teachers' knowledge and skills should meet the needs of modern digital society. Teachers may choose the subject and form of training, as far as they precisely know the real learning needs, personal inclinations and preferences that promote effective learning. Furthermore, a teacher always correlates his/her needs for mastering new technologies with the working environment. Therefore, only a teacher can consciously choose a certain training course or other forms of his/her professional development, taking into account many important factors. Under such conditions, a teacher simply needs to be offered a wide range of opportunities, content, and forms of training.

While introducing distant learning, and developing distant learning platforms as well as providing opportunities for people living in remote regions, and taking into account that the distant learning form enables equal access to quality educa-

tion, it is necessary to provide teachers with the opportunity to improve teaching skills by using the elements of distant learning. To succeed, teachers first should be provided with basic knowledge concerning the work at distant learning platform, as well as be given the possibility to improve already acquired skills in solving the current problems of the individual teacher.

It has been found that this complex condition is closely related to other organizational and pedagogical conditions, a teacher's professional experience and competences. Realization of this condition involves not only training courses for distant learning teaching, but, first of all, forming a teacher's persistent belief in the necessity of using the distant form of educational material presentation and organization of training. That means that the implementation of this condition involves not only the acquiring of knowledge, skills and abilities of distant learning, the planning of distant learning courses and electronic teaching materials, but also teacher's confidence in effectiveness of this form of training.

Therefore, in order to ensure this organizational and pedagogical condition, the professionalism of mentors providing teaching is extremely essential, since they will work with adults who have certain fears and prejudices, professional experience, stable professional position, individual needs and requirements that are closely related to the specific realities of their professional activity. Thus, teachers should be highly qualified practitioners possessing a high level of informational culture, who have been trained on a distant learning basis, created their own distant learning courses and teaching materials. It is also especially important, that their courses have not only been implemented in the educational process but have also confirmed their effectiveness in practice.

The findings also suggest that it is essential to provide systematic teaching on thematic courses: mastering the Internet services and their pedagogical capabilities; acquaintance with remote teaching platforms, their features and possibilities, principles of distant work; skills of combining pedagogical techniques while using information technology as a learning tool, etc.

Teachers should have the appropriate professional freedom to choose forms, methods, technologies and teaching tools, which can be considered as another pedagogical condition. The implementation of this condition is prescribed in the Law of Ukraine «On Education» (2017) and a number of documents regulating the implementation of the New Ukrainian School. This provision formed the basis of many normative documents that are currently being developed, in particular, in the draft Laws of Ukraine «On Comprehensive General Secondary Education», «On the Education of Adults», etc.

In addition, the teacher's ability to influence the process of choosing and equipping classes, software purchases, the use of information resources that are freely accessible, etc. is significant. It should be noted that in the context of the active development and implementation of information technologies and the Internet applications in the educational process, the teacher's awareness of personal information protection, copyright, avoiding and preventing hacker attacks becomes extremely

important. Thus, it's crucial to know how to safely use the Internet and convey this information to students. It has been found that such training is provided without practical exercises in reality. Consequently the teaching should be based on the necessity to recognize and avoid the threat.

The results of the study indicate that planning of lessons and teaching materials with the help of information technologies, and distant courses, or the organization of blended learning with distant learning elements requires additional teacher's efforts, his/her free time, and consequently needs further motivation. An appropriate financial support for the use of information technologies and the introduction of distant learning in the educational institution is defined as principal organizational condition. The realization of this condition is in the state competence, which should differentiate the system of teachers' labor remuneration, due to the effectiveness of their work and the use of modern pedagogical technologies and forms of education. Actually, this organizational condition is closely linked to the first condition we have already defined and described as the rapid introduction of a state professional standard of a teacher.

Conclusions

The successful development and implementation of innovations in an educational institution is predetermined by the basic need for changes at the state level (declared in the relevant legislative acts and regulated in normative-regulatory documents), the awareness of necessity and expediency of the implemented changes at the level of the educational institution and the diligent target oriented work of all participants of the educational process. Thus, the organizational and pedagogical conditions for formation of teachers' readiness for the use of information technologies and distant learning in the educational process require further research in the following aspects: 1) analysis of the current state of the regulatory and legal framework of Ukraine that regulates the informatization and implementation of information technologies and distant learning in Ukrainian educational institutions, 2) analysis of the reasons for the inhibition of the distant learning introduction in the educational process of Ukrainian institutions of secondary education. To sum up, the current state of content and the organization of professional development of school teachers' information competence in institutions of postgraduate education needs further investigation.

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Formation of language personality
in the pedagogical discourse in Belarus

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ФОРМУВАННЯ МОВНОЇ ОСОБИСТОСТІ
У ПЕДАГОГІЧНОМУ ДИСКУРСІ БІЛОРУСІ

Стаття присвячена актуальній проблемі формування професійної мовної особистості в процесі навчання іноземної мови в немовному ЗВО, яка набуває особливої значущості на сучасному етапі розвитку суспільства у зв'язку з розширенням міжнародних зв'язків і вступом Білорусі до світового економічного співтовариства і є невід'ємним компонентом професійної підготовки фахівця. Розглядається поняття професійної мовної особистості, її багаторівнева структура, а також роль, яку відіграє у її формуванні професійно-орієнтована освітня мовна середовище, яке утворюється на заняттях з іноземної мови за допомогою сучасних комп'ютерних технологій та інноваційних освітніх методик.

Особлива увага приділяється використанню професійно-орієнтованого підходу до формування мовної особистості в процесі навчання іноземної мови у немовному ЗВО. Такий підхід сприяє формуванню у студентів здібностей до комунікації в реальних професійних, ділових, наукових сферах і конкретних ситуаціях. Специфіка професійно-орієнтованого підходу у викладанні іноземних мов полягає в тому, що розвиток мовної особистості студента відбувається передовсім через занурення у сферу професійних знань, через особливості його майбутньої професії. Інакше кажучи, залучення мовної особистості до професійної сфери починається із залучення до професійного дискурсу, тобто процесу мовної діяльності, обумовленого професійною діяльністю мовця – сукупністю усних та письмових текстів, породжуваних мовною особистістю фахівця в іншомовної професійної комунікації.

Створення професійно-орієнтованої освітньої середовища під час навчання іноземної мови розглядається як основний фактор формування професійної мовної особистості учнів, який сприяє розвитку у них спеціальних навичок професійної міжкультурної комунікації. Професійно-орієнтована мовне середовище визначається як сукупність, з одного боку, засобів і технологій збору, накопичення, передачі, обробки та розподілу навчальної та професійно-орієнтованої інформації, а з іншого, умов, що сприяють виникненню і розвитку інформаційної взаємодії між викладачем, студентом та засобами інформаційно-комунікаційних технологій. Для створення спеціальної професійно-орієнтованої навчальної середовища на заняттях з іноземної мови використовується метод педагогічного моделювання, за допомогою якого можна розглянути кожну з її складових в їх єдності і взаємодії. У такому контексті модель фахівця виступає своєрідною основою для проектування і конструювання відповідних технологій навчання, а значить, і інформаційно-технологічного забезпечення освітнього процесу загалом.

Ключові слова: професійна мовна особистість; професійно-орієнтована освітня мовне середовище; сучасні комп'ютерні технології; інноваційні методи; професійний дискурс.

FORMATION OF LANGUAGE PERSONALITY
IN THE PEDAGOGICAL DISCOURSE IN BELARUS

The article deals with the actual problem of the formation of a professional language personality in the process of foreign languages teaching at a non-linguistic University. The concept of professional language personality, its multilevel structure, as well as the role played in its formation by a professionally oriented educational language environment created in foreign language classes using modern computer technologies and innovative educational techniques are considered.

Special attention is paid to the use of a professionally oriented approach to the formation of a language personality. This approach contributes to the formation of students' ability to communicate in real professional, business, scientific fields and specific situations. The specificity of a professionally oriented approach in teaching foreign languages lies in the fact that the development of the language personality of a student occurs primarily through immersion in the sphere of professional knowledge, through the features of his future profession, in other words, the familiarization of the language personality with the professional sphere begins starting from his familiarization with professional discourse. Professional discourse is a set of oral and written texts generated by the language personality of a specialist in foreign professional communication.

The creation of a vocationally oriented educational environment in teaching a foreign language is considered as the main factor in the formation of a professional language personality of students. A professionally oriented language environment is defined, on the one hand, as a combination of means and technologies for collecting, accumulating, transmitting, processing and distributing educational and professionally oriented information, on the other hand, as conditions leading to the emergence and development of information interaction between the teacher, students and information and communication technologies. In this context, the specialist model serves as a unique basis for the design of the information technology support of the educational process as a whole.

Key words: *professional language personality; professionally oriented educational language environment; modern computer technologies; innovative methods; professional discourse.*

Introduction

There is no doubt that in modern conditions of globalization and economic integration readiness for adequate communication with foreign colleagues and business partners is the most important criterion for assessing the professionalism of a specialist in any field. Therefore, the formation of a professional language persona-

lity in the process of learning a foreign language at a non-linguistic university acquires special significance and is an integral component of the professional training of a specialist. As a result of such training, students should develop the following skills: 1) ability to speak a foreign language with professionals in their field and work with specialized literature; 2) possession of the basics of business communication in compliance with its ethics; 3) ability to critically analyze the information obtained from the text; 4) ability to use the methods of generalization, analysis and assessment of the reliability of information when working with texts in the specialty.

All the above mentioned components make up the foreign language professional competence of the individual and ensure the readiness of the university graduate to use the acquired knowledge in their professional activity.

At the present stage, the goal of the university education system is to form a specialist competent in a certain field of activity, professionally qualified, capable of organizing various types of work, possessing business communication skills in both oral and written foreign language. Thus, a professionally oriented approach to teaching a foreign language at a non-linguistic university becomes especially relevant. This approach contributes to the formation of the students' ability to communicate in real situations of professional, business and scientific activities. In addition, it involves the formation and development of students' skills and abilities to work with oral and written texts and extract useful information from the foreign literature of the relevant profile.

The essence of vocationally oriented education lies in the fact that language disciplines are integrated with special subjects in order to provide students with specific knowledge from the sphere of their future profession and form professionally significant personal qualities, including the professional language of their specialty. In our opinion, a high level of formation of the language personality in this case is a criterion of improving professional competence and personal development of students and is a prerequisite for the successful professional activity of a future specialist.

Analysis of recent research and publications. In recent years, in the theory and practice of professionally oriented teaching of foreign languages at non-linguistic faculties of universities, much attention has been paid to issues related to the use of a foreign language as a tool of communication in the dialogue of cultures and civilizations.

In scientific and methodological literature, a foreign language as an academic subject in the system of higher vocational education is examined by scientists from different perspectives: problems of teaching a foreign language as a means of communication in higher educational establishments (Alekseeva, 2002); problems of formation of communicative skills by means of a foreign language (Leontev, 1997); formation of professional orientation (Karaulov, 1989); communicative approach to teaching a foreign language (Konnova, 2003).

Currently, in pedagogical science, a sufficient number of models of teaching foreign language at non-linguistic faculties of universities have been developed. For

example, L.E. Alekseeva proposed a model of the process of teaching foreign-language professionally oriented communication for the students of non-linguistic faculties, which looks as follows: *task – link – stage*. The author proceeds from the fact that the model of each lesson or several lessons, thematically grouped in a separate block, consists of a number of certain stages: familiarization, training and speech practice. Each stage is proposed to be expanded by introducing links of the educational process smaller than the stage itself. Inclusion of these links in the model contributes to the formation and training of verbal knowledge and skills. Each link, in turn, aims at performing a number of tasks, united by one specific requirement. The effectiveness of the use of the model proposed by the author in the educational process depends on how correctly the teacher chooses teaching methods, based on the students' psychological characteristics and behavior (Alekseeva, 2002).

There is another, completely different generalized model of professional pedagogical communication, contributing to the formation of communicative abilities of students of non-linguistic specialties, presented by L. Khokhlenkova (2000). The basis for her model is intensively communicative, vocationally oriented teaching of oral and written communication, which consists of two blocks: the first block – information and theory – includes a descriptive characteristic of a teacher's highly professional personality, creating a psychological portrait of a student as well as motivation for learning activities, taking into account the role of non-verbal communication tools, creating a positive emotional background; the second block is represented by the speech activity component of the linguistic and didactic model of foreign languages teaching.

In our opinion, the theoretical model of the development of professional foreign language competence of a specialist through multi-level education at a modern university developed by Z. Konnova (2003) is particularly interesting. Its basis is an integral system of continuous language training, including all degrees: bachelor – specialist – master, and aimed at developing the professional foreign language competence of the future specialist. The main components of this model are the following: motivation and value, informative, procedural and managerial, communicative. The author pays special attention to the role of the informative component in the structure of professional foreign language competence.

However, we think, that none of the proposed models of teaching foreign languages to students of non-linguistic faculties of universities is universal.

The analysis of scientific and methodological sources showed that the term «professionally oriented teaching» is used to refer to the process of teaching a foreign language at a non-linguistic university, focused on reading special literature, studying professional vocabulary and terminology, and more recently, on communication in the field of professional activity. A modern professionally oriented approach to teaching a foreign language implies the formation of students' ability to speak foreign languages in specific professional, business, scientific fields and situations, taking into account the peculiarities of professional thinking, while organizing motivational and stimulating research activities as well as.

The definition of the aim and objectives of the research. The purpose of this article is to define the concept of a student's professional language personality as well as to show the main principles of forming such a personality in the process of foreign languages teaching by means of creating a special professionally oriented learning environment in foreign language classes.

The research outcome. It should be noted that the concept of «language personality» has appeared in science relatively recently but this topic still arouses an increased interest of researchers. In this article, under a language personality we understand the totality of abilities and characteristics of a person, which determine the creation and perception of texts, which may differ in the degree of structural and linguistic complexity in depth and accuracy of the reflection of reality and have a certain target orientation (Karaulov, 1989, pp. 3–8).

In the context of professional communication, a special type of language personality is formed – a professional language personality, which «is revealed in the peculiarities of the linguistic units and integral texts produced by this personality, in the originality of the individual's professional discourse, expressing goals and objectives of the professional activity» (Golovanova, 2009, p. 14). Such a definition allows us to distinguish four aspects in the study of a professional language personality: psychological, linguistic, social, and the one connected with professional activity.

The psychological aspect is determined by the process of perception and production of professional foreign language texts (written and oral) by a person, representing him/her as a subject of professional communication, possessing unique personality characteristics. The linguistic aspect is manifested in the system-structural organization of professional texts. Professional texts represent a professional picture of the world at the language level, a result of the reflection of the objective reality by a person, which determines the psychological view on the language professional personality (Golovanova, 2009, p. 17). The social aspect allows us to consider the carrier of a professional language personality as a subject of social intercultural professional communication. And, finally, highlighting the goal in the texts makes it possible to characterize the professional language personality from the perspective of foreign language speech activity.

Since a professional language personality is formed and developed in speech activity, it is necessary to consider the concept of professional discourse in order to study this phenomenon more closely. If we define discourse as a process of linguistic activity in combination with extra-linguistic factors (psychological, social and cultural, pragmatic, etc.); then professional discourse is understood as a process of speech activity resulting from the speaker's professional activity: a set of oral and written texts generated by a professional language personality in a foreign language professional communication.

Participating in a professional discourse, a language personality, on the one hand, reflects his/her individual characteristics in it, on the other hand, the sphere

of professional activity – actions in a specific communicative situation, organization and conditions of communication – requires the choice of communicative strategies and strictly defined language tools which in this area act as conditions for successful communication, while the individuality of the language personality «gives way to professional necessity» (Myskin, 2013, p. 153).

We distinguish the following levels in the structure of a professional language personality: communicative competence, linguistic-cognitive and motivational. It should also be noted that the introduction of a person to one or another professional sphere requires mastering special language and speech patterns as the main regulators of professional activity. L. Vygotsky believes that only when learned, a language becomes a part of a personality and can manifest its essence as part of an activity (Vygotckii, 1996, p. 33). If the profession is understood as an activity that is a source of living and which requires certain knowledge and skills, then it can be said that professional activity is not about a lexicon, but only about a thesaurus of a language person characterizing the latter as a professional from the point of view of the language. And here, in our opinion, not only the degree of proficiency in linguistic knowledge and skills is considered, but also «the ability to practice and independently implement professional activities» which is based on acquired professional knowledge, intellectual experience, values and inclinations (Myskin, 2013, p. 153). This characteristic reflects the person's professional language competence, his/her speech portrait, which is the most important characteristic of the professional qualities of a language personality.

Since we are talking about a professional language personality, it seems necessary to characterize the formation of language communicative competence, which is considered as a category belonging to the sphere of relations between knowledge and practical activity of a person. L. Khokhlenkova defines language competence as «the ability to understand and produce statements not so much grammatically correct, as corresponding to the context in which they appear» (Khokhlenkova, 2000, p. 74). This definition allows us to understand professional communicative competence as a set of abilities to carry out successful professional communication in accordance with the goals and objectives of professional activity on the basis of acquired special knowledge and skills. Thus, the communicative competence level is introduced into the structure of the professional language personality.

Another level – linguistic and cognitive – is reflected in the professional picture of the world, which in turn is expressed by the thesaurus, as well as by the image of the person's professional world.

The next level of professional language personality – motivational – is represented by a system of motivating factors causing the bias of the person's linguistic professional consciousness as a reflection of objective reality (Myskin, 2013, p. 155). Thus, the structure of the professional language personality includes three levels, each of which must be developed in the process of of learning a foreign language at a non-linguistic university in order to form a professionally competent specialist.

To our mind, the specificity of a professionally oriented approach to the teaching of foreign languages lies in the fact that the development of the language personality of a student occurs primarily through immersion into the sphere of professional knowledge as well as through the specifics of his future profession.

The interconnected communicative, social and cultural, professional, and cognitive development of students as a means and result of the formation of a professional language personality is intended to help students: 1) understand and assimilate the professional lifestyle of representatives of the country whose language they study; 2) use the foreign language in all its manifestations in authentic situations of professional communication; 3) expand their «individual picture of the world» by means of «professional language picture of the world» of the native speakers of the foreign language they study; 4) form their own speech style of behavior, which will demonstrate the uniqueness of their language personality and allow them to take a worthy place among professionals in a particular field.

Cognition, skills and abilities, development and self-improvement are links of one chain related to the formation of a personality. At the same time, the cognitive aspects of the functioning of the personality and the intellect of a person are manifested primarily in language. According to A. Leontyev, a language personality is made up of a person's ability to carry out various types of speech and thinking activities and perform various kinds of communicative roles in the conditions of social interaction of people with each other and with the world around them (Leontev, 1997, p. 287).

Therefore, it can be concluded that a professional language personality is a category implying such qualities as creativity, independence, ability to build interaction and mutual understanding with partners in professional communication. In our opinion, a professional language personality is an ideal variant, the achievement of which in the conditions of a higher educational institution is hardly possible because of an insufficient number of hours in the curriculum for learning a foreign language.

Despite this, however, we believe that, despite this, both the adoption of a professional language personality as an initial model and its structural organization allow us to raise the question of the levels of proficiency in a professional foreign language, achieved by a person in the process of his/her studies at a university and further professional activity.

In our opinion, the model of a professional language personality makes it possible to define the conditions for the implementation of the personality developmental capabilities of the process of a professional foreign language teaching and get a complete picture of the mechanisms which will help students master their professional language in the academic environment. It is known that a person is a stable system of socially significant traits that characterize an individual as a member of a certain society. Consequently, if we are talking about the personality developmental possibilities of the process of teaching a professional language, we mean the

development of the person as a whole, both his/her non-cognitive (emotional characteristics, will, etc.) and intellectual (cognitive) aspects that are manifested in language and explored through it.

Thus, the more similarities in the images of the professional consciousness that two or more speakers of a professional language have, the more complete their mutual understanding will be in terms of professional communication. That is why it is very important to form students' readiness for a deeper understanding of the professional component of the foreign language that they are learning. We believe that the implementation of this task is possible on condition that a professionally oriented learning environment is created while teaching a foreign language.

A professionally oriented language environment is, on the one hand, a combination of means and technologies for collecting, accumulating, transmitting, processing and distributing educational and professionally oriented information, on the other hand, conditions contributing to the emergence and development of information interaction between the teacher, students and information and communication technologies (Iurev, 2008, p. 153).

We think that for successful formation of a professional language personality at a non-linguistic university, it is necessary to strive to create a special vocationally oriented learning environment while teaching a foreign language. Speaking about the special environment, one should keep in mind the importance of filling it with special professionally oriented content that meets the requirements for the training of specific specialists.

We singled out the following fundamental principles for creating a professionally oriented environment in the process of a foreign language teaching: 1) a student is defined as an active subject of knowledge; 2) students are oriented to self-education and self-development; 3) students' individual psychological and psychophysiological as well as their communicative characteristics, and reliance on their subjective experience (student centered approach to learning) are taken into account; 4) a foreign language is taught in the context of future professional activities of students.

To create a special professionally oriented learning environment it is advisable to use the method of pedagogical modeling, with the help of which you can consider each of its components in their unity and interaction.

Conclusions

After having examined the nature and tasks of the professionally oriented approach to teaching a foreign language to future specialists, and having defined the concept of a professional language personality and the role that a professionally-oriented educational language environment plays in its formation, we draw the following conclusions:

1. The creation of a professionally oriented educational environment while teaching a foreign language is an important factor influencing the formation of the student's professional language personality.

2. The formation of the professional foreign language communicative compe-tence of a language personality begins with his/her acquaintance with the special literature in the studied foreign language by means of introducing students to the professional discourse and continues during his/her further work activity.

3. The level of development of the specialist's professional language conscious-ness reflects his communicative competence. Using the latest computer technologies in foreign language classes makes it possible for students to become familiar with the professional world view through the process of communication with practitioners, teachers and professionals of the country of the studied language (video lectures, TV bridges, joint projects and video conferences). This way the formation and assi-milation of a professional thesaurus takes place.

4. A professionally-oriented educational environment in foreign language classes, created with the help of innovative educational technologies, contributes to the development of students' special language skills as well as specific professional thinking. All this is a reliable basis for achieving professional goals, and also contri-butes to the development of professional skills and abilities, the cultivation of pro-fessionally important personal qualities and the improvement of communication skills.

We believe that further study of the phenomenon of professional language per-sonality, the search for ways to form such a personality by creating a professionally oriented language environment while learning foreign languages are the most im-portant tasks in the field of training future successful professionals.

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Familiarizing preschool children with the «Child in society»
educational profile in modern realities

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ОЗНАЙОМЛЕННЯ ДОШКІЛЬНИКІВ ЗІ ЗМІСТОВОЮ ЛІНІЄЮ «ДИТИНА В СОЦІУМІ» В СУЧАСНИХ РЕАЛІЯХ

У сучасних реаліях актуалізується проблема ознайомлення дошкільників із соціальним довкіллям, яке є надзвичайно складним та різноманітним. Ана-

ліз Базового компонента дошкільної освіти уможливив констатацію, що завданням закладів дошкільної освіти є навчити дітей диференціювати людей за ступенем спорідненості, за віком, статтю, національністю, соціальним статусом. Однак при цьому випущений важливий аспект ознайомлення дітей дошкільного віку із соціумом: ознайомлення їх з тими людьми, які мають певні особливості розвитку, що є надзвичайно важливо в умовах інклюзивного освітнього простору.

У статті вказано, що необхідною і важливою умовою розвитку кожного суспільства є забезпечення права і можливості усім громадянам, у тому числі й тим, які мають особливі потреби, на освіту. У демократичних країнах це право реалізується шляхом пропозиції таким особам різних форм здобуття освіти. Надзвичайно актуальна і продуктивна серед них є інклюзія. У статті проаналізовано основні ознаки та нормативну базу інклюзивної освіти.

Акцентовано на принципах, які мають лежати в основі роботи з дошкільниками та слугувати орієнтиром для вихователя у відборі змісту ознайомлення їх з особливостями та проблемами осіб з обмеженими можливостями здоров'я. До них, зокрема, належать: повага до притаманних людині чеснот, її особистої самостійності, зокрема свободи робити власний вибір, і незалежності; недискримінація; повага до особливостей осіб з інвалідністю і прийняття їх як компонента людської різноманітності й частини людства; рівність можливостей тощо.

Визначено завдання роботи закладу дошкільної освіти в напрямі ознайомлення із соціальним довкіллям в умовах творення інклюзивного освітнього простору. Ця робота має бути системною та здійснюватися в кількох напрямах. Наприклад, доцільно ознайомити дошкільників з особливостями сприймання навколишнього світу особами, які мають певні функціональні обмеження, розвинути в дітей морально-етичні якості (співчуття, співпереживання, милосердя, взаємодопомогу тощо), сформувати уявлення про здоров'я як цінність людського життя, а також виховати почуття відповідальності за здоров'я – своє та інших людей. Така робота має проводитися цілеспрямовано, спиратися на емоційний досвід дитини, інтегруватися у заняття з різних розділів програми навчання, виховання і розвитку дітей дошкільного віку, реалізовуватися у межах різних форм роботи із застосуванням наочності.

Ключові слова: дошкільник; Базовий компонент дошкільної освіти; змістова лінія «Дитина в соціумі»; виховання; інклюзія; здоров'я.

FAMILIARIZING PRESCHOOL CHILDREN
WITH THE «CHILD IN SOCIETY» EDUCATIONAL PROFILE
IN MODERN REALITIES

In today's reality, the problem of familiarizing preschoolers with social environment, which is extremely complex and diverse, is actualized. Analysis of the basic component of preschool education allows us to make a conclusion that the tasks of preschool establishments are to teach children to differentiate people by degree of affinity, by age, gender, nationality and social status. However, an important aspect of familiarizing preschoolers with society is overlooked: familiari-

zing children with those who have certain peculiarities of development, which is extremely important in the context of an inclusive educational space.

Therefore, the purpose of the paper is to uncover the ways of familiarizing preschoolers with the «Child in Society» content line in modern conditions.

The article states that the necessary and important condition for the development of each society is the provision of the right to education for all citizens, including those with special needs. In democratic countries, this right is realized through the provision of different forms of education to such people. Extremely relevant and productive among these forms is inclination. The research analyzes the main features and normative basis of inclusive education.

The emphasis is on the principles that should be the basis for working with preschoolers, and which should serve as a guide for the educator in selecting the content of preschoolers' acquaintance with the specifics and problems of people with disabilities. These, in particular, include: respect for the inherent dignity of a person, their personal autonomy, in particular the freedom to make their own choice; non-discrimination; respect for the particularities of people with disabilities and their acceptance as a component of human diversity and of humanity; equality of opportunity, etc.

The tasks of a preschool educational institution in the direction of familiarization with social environment in the conditions of creation of inclusive educational space are determined. Such work must be systemic and implemented in several directions. For example, it is advisable to introduce preschoolers to the peculiarities of perceiving the environment by people with certain functional limitations in order to develop moral and ethical qualities (compassion, empathy, charity, mutual assistance, etc.), to form a notion of health as a value of human life, as well as to educate a sense of responsibility for health, both their own and of other people. Such work should be done purposefully, relying on emotional experience of the child. It should be integrated into classes from different sections of the program of training, upbringing and development of preschoolers, and implemented in various forms of work with the use of visibility.

Key words: preschool children; basic component of preschool education; «Child in society» content line; education; inclusion; health.

Introduction

The modern world is extremely rich and varied. It contains a huge number of objects a preschool child must get acquainted with. Obviously, the diversity of this world, complex links between its objects put forward serious requirements for the teacher. Thus, he should not only be well aware of the techniques of familiarizing preschoolers with the social environment, but also possess the necessary methodology.

The basic component of preschool education, which determines national requirements for the level of education, development and upbringing of a child at the age of 6–7 years, provides a number of educational profiles which a preschooler must master. Our purpose is to analyze the content of the «Child in Society» educational profile. The authors of the document argue that this educational profile is to be aimed at «the formation of socially recognized behavioral skills in children, an ability to navigate the world of human relationships, willingness to empathize and sympathize. While communicating with adults as bearers of the social and historical experience of mankind, the child develops an ability to understand others, engage in peer-to-peer and adult activities, cooperate with others in order to achieve a common result, evaluate its own abilities, respect desires and interests of other people. Interaction with other people is a child's entry into the human society and requires an ability to coordinate interests, desires, actions with other members of society» (Bohush et al., 2012). Further a detailed description of the content of the educational profile is proposed. That is to say, a preschool child should be able to differentiate people by degree of affinity, age, gender, nationality and social status. However, in our opinion, it overlooks an important aspect of familiarizing preschool children with society – getting children to know those who have certain developmental peculiarities is extremely important in the context of the inclusive educational space.

Analysis of recent research and publications

Familiarizing preschool children with the social environment, in general, and people around them, in particular, has been the subject of research by many scholars. Thus, A. Bohush and N. Havrysh draw attention to the fact that «the specificity of modern social and economic existence, extremely fast pace, acuteness and depth of social contradictions call on us and even more so on teachers to exercise a long-lost ability to hear and understand others» (Bohush & Havrysh, 2008, p. 300). The authors reveal the principles of interaction between children and adults in the modern educational space and describe the relationship with peers as a factor of forming ideas about the social and objective world.

T. Pirozhenko et al. (2016) state that a preschool child's cornerstone competence is «an ability to interact, cooperate, understand, realize its aspirations in society among peers, younger and older people». The authors believe that developing this competence implies «... meaningful and profound enrichment of the concepts associated with the category of HUMAN which constitute the I-image and the image of another person» (Pirozhenko et al., p. 5). It is worth highlighting that in their methodological guidelines the authors address the issues of coexistence with other people, tolerance as a social habit, ways of overcoming anxiety in children of preschool age. However, the focus is laid on internally displaced children as a result of hostilities in Donbas.

Pryshchepa (2009, p. 6) relates the formation of social competence to such skills as navigation in the world of people, understanding other people's needs and behavior, respect and support of others. Therefore, «a child's openness to the human world is a personal need». An individual must acquire the skills of social behavior,

form a conscious attitude to himself as a free and independent unit as well as to his duties, as determined by ties with other people, nurture willingness to perceive social information, acquire an ability to sympathize, rejoice, empathize with others.

The question of getting preschool children acquainted with the complex, diverse and largely obscure human world is researched by a psychologist O. Kononko. The scholar argues that an important part of teaching activities is to guide the child in the world of people, systematize and deepen its perception of familiar ideas, to equip the child with new information, to «utilize» this information in real life and help the child «experience» it, to adjust presentation of such information to the child's perceptual level (Kononko, 1998, p. 205). The author emphasizes that children need to be taught to differentiate people by external and internal attractiveness, age, gender, degree of affinity. «The child of senior preschool age is able to discriminate between many specific features of a person, in particular, appearance-related (height, weight, facial expressions, color of hair and eyes, facial expressions, gestures), age and sexual characteristics, the nature of kinship, individual manifestations of the inner condition and mental qualities, the nature of activity, main social roles» (Kononko, 1998, p. 211). The scholar addresses the problems of socializing children with special needs, however, she does not dwell on its interaction with healthy children.

Therefore, the topicality of the problem of familiarizing preschool children with physically challenged children and their needs, its insufficient elaboration in the theory and methodology of education determined the choice of the research topic.

The **aim** of the article is to reveal the ways of familiarizing preschool children with the «Child in Society» educational profile with respect to the inclusive educational space.

Main contents

An important precondition for the development of every society is providing all citizens, including those with special needs, with the rights and opportunities to obtain education. In democratic countries this right is realized through the provision of different forms of education. One of the most effective of them is inclusion (see, for example: Farelli, 2000; Florian, 2008; Florian & Black-Hawkins, 2011), which implies involvement of physically challenged persons in the educational process of mass education institutions where they may study along with healthy peers. Such inclusion is beneficial for all participants of the educational process (Khanzeruk, 2016) as it sets a «standard» for children with special needs to reach up to while healthy children are encouraged to develop and demonstrate such qualities as compassion, empathy, desire to help the weaker etc.

Inclusion: the main features and regulatory framework

Scholars (Semago, 2010) distinguish the following principles of inclusion:

– every child has the right to grow, develop, and study in the environment of healthy peers;

– individual peculiarities of a child's development are viewed not as its disadvantages or negatives but as barriers to the mastery of a certain competence or knowledge;

– a child with special needs and its environment must adjust to each other to «meet halfway»;

– there are no children incapable of studying but there are methods, techniques and content of education inadequate to a certain child's needs;

– any child, healthy or physically challenged, develops more fully in the integrative environment;

– the right to choose an educational trajectory (inclusive or special education) belongs to parents.

In practice, however, inclusion can only be effective if a number of conditions are met. For instance, A. Kolupaieva distinguishes the following:

– effective public policy aimed at the integration of all members of society;

– implementation of early intervention and corrective-developmental measures;

– social support for families with children with special needs and comprehensive assistance to them;

– provision of institutional education to persons with peculiarities of psychological and physical development;

– development of the regulatory framework of inclusive education of people with special educational needs;

– creation and expansion of the system of general and vocational training of people with developmental disabilities (Kolupaieva, 2009, pp. 226–227).

It should be noted that one more crucial condition for effective implementation of inclusion is the readiness of all participants of the educational process to follow it: healthy children must accept and understand those who are different and, in return, physically challenged children must do their best to integrate into a team of children who may not always be happy to accept them.

This circumstance explains the necessity to look more closely into the issues of familiarizing preschool children (which should be done as early as possible) with the problems of persons with disabilities and, if needed, find ways of solving any arising conflicts.

The Supreme Council of Ukraine ratified the Convention on the Rights of Persons with Disabilities and its Optional Protocol in December 2009. In accordance with this document Member States shall take all possible measures to promote the education of the whole society in matters regarding persons with disabilities, reinforce respect for the rights and dignity of persons with disabilities and combat stereotypes, prejudices and harmful practices regarding these persons, particularly those based on the ground of gender or age, promote the potential and contribution of persons with disabilities in all spheres of life («Konventsiia pro prava», 2016). With no doubt, preschool education must also be involved in the implementation of these principles. Children must be prepared to function within inclusive education and fully adopt the values of equality of all citizens and personal dignity which underlie a new philosophy of social cohabitation.

Nowadays the world community has adopted a number of documents regulating the ethical aspects of communication with people with special needs. In 1982 the

United Nations General Assembly adopted the World Programme of Action concerning Disabled Persons. Important theses of this document are as follows:

– disability is not a physical defect but an inability to perform certain activities due to a defect as well as the social conditions in which a person lives;

– persons with disabilities are a very heterogeneous group that consists of people with various diseases and pathologies which create different social barriers for them;

– creation of an accessible environment for the persons with disabilities is a responsibility not only of the state but of the society as well;

– an important task of the state is to familiarize its citizens with the benefits which individuals and the society can obtain as a result of the involvement of persons with special needs into various spheres of public life;

– one of the priorities is social assistance to persons with disabilities which implies their admission in general rather than specialized institutions;

– the principle of equal rights for persons with special needs and healthy persons means that the needs of all individuals are equally important; these needs should serve as the basis for social planning and all measures should be to ensure equal participation opportunities for everyone;

– persons with disabilities exercise equal rights and equal responsibilities; accordingly, people with disabilities should be fully integrated into public life;

– the focus should be laid on the ability rather than inability of persons with special needs («Vsemirnaia programma deistvii», 1982).

The ethical principles of the Convention on the Rights of Persons with Disabilities are as follows:

– respect for human dignity, personal autonomy, in particular, the freedom to make own choice and independence;

– non-discrimination;

– full and effective involvement and inclusion in society;

– respect for the peculiarities of persons with disabilities and their acceptance as a component of human diversity and part of humanity;

– equality of opportunities;

– availability;

– equality of men and women;

– respect for the capabilities of children with disabilities in developing countries and respect for their right to individuality («Konventsiia pro prava», 2016).

These principles should be the basis for work with children with special needs and serve as a guide for teachers in selecting techniques of familiarizing preschoolers with peculiarities and problems of people with disabilities.

Thus, the function of preschool institutions in the outlined context is to familiarize preschool children with the problems of people with special needs, develop moral qualities of pupils (compassion, empathy), treat health as a value of human life, raise a sense of pupils' own responsibility for their own and other people's wellbeing.

Ways of familiarizing preschoolers with the problems of persons with special needs:

Ways of achieving the stated aim in preschool institutions can be varied.

First of all, teachers must introduce children to peculiarities of people with certain physical limitations without directly addressing this problem. Thus, it is advised to acquaint children with the structure of the human body, ask the child to perform a number of tasks: close the eyes and draw a house, put on headphones and listen to what friends are saying, stand on one leg and collect toys scattered on the floor. Obviously, to perform such tasks is not easy. In this way children can realize that every person is rich because of the ability to see, hear, move.

In fact, one can draw children's attention to the fact that some people are deprived of this wealth and that by working their way through difficulties, overcoming external resistance they move forward sometimes achieving outstanding results. It is worth telling children about well-known composers, artists, performers, athletes and ordinary people who work hard in their daily lives to bring fame to their Motherland.

Children can take interest in life stories of Ludwig van Beethoven, a famous composer, Andrea Bocelli, an opera singer, Franklin Roosevelt, the 32-nd President of the United States, Nicholas James Vujicic, an Australian motivational speaker, Dasha Bezkostna, an artist, Olena Akopian and Maksym Veraksa, well-known athletes. They succeeded in life and gained popularity. Each of them yet has or had serious health problems, which, however, did not become a hindrance to development and self-realization.

This information is necessary for children in order to form the right image of people with special needs. The latter often depends on the public's perception based on various factors posing a barrier for involvement and equality («Vsemirnaia programma deistvii», 1982). Our society is only learning to tolerate people with special needs. Commonly used special education of persons with disabilities made it impossible for them to communicate with healthy children and thus nurtured the perception of them as severely disabled and unable to function properly. Our task is to overcome this stereotype and move from the prevalent medical model of disability to the social model. It is not worth focusing on physical or mental defects of such persons that distinguish them from healthy people because this way individuals with certain limitations are given labels of physical or mental inferiority. It is advisable to focus on the causes of a person's disability, imperfect social conditions and inadequate legal framework in order to find ways of facilitating these persons' functioning, encouraging personal development and allowing them to live life to the fullest based on preserved functions.

It is also important to explain to preschoolers the elementary rules of behavior when dealing with physically challenged children. The general rules include the following:

– kind-hearted attitude to all people including those with certain functional limitations;

– addressing a conversation directly to a person with disabilities even if the person is accompanied;

– taking up a comfortable position with relation to a person with special needs (sitting on the same level with the companion);

– the need to monitor the environment to predict the difficulties faced by a physically challenged person;

– assistance to a person with special needs only after he has agreed to it, etc.

Children can learn these rules while playing didactic games or modeling situations. The teacher could offer pupils posters with pictures of physically disadvantaged people in different life situations and invite them to analyze these situations and indicate what kind of assistance could be provided to the depicted people.

Getting to know the problems of people with special needs should not result in mere awareness in this sphere but in the formation of such character traits as kindness, mercy, compassion, empathy, willingness to come to the rescue etc. However, this is impossible if one focuses on the rational component of education only. One should not underestimate the role of emotions and feelings in education. The impact of education is only productive when it causes a child to feel. Children develop a sense of empathy or the ability to understand another person through empathy at preschool age. Thus, teaching activities pertaining to familiarizing preschoolers with the problems of people with certain disabilities should be aimed at developing empathy. It is important to teach the child to recognize feelings and emotions of others and provide an example of true compassion. One could offer children to switch roles with imaginary people, particularly those with certain physical peculiarities. It would allow them to better understand the problems and needs of such people as well as to become ready to provide these people with the necessary and appropriate assistance. You may simply ask the child: «How would you feel when ...?» or use real stories from physically challenged people's lives, «What do the characters of the story feel?», «Why do they have such feelings?» and so on.

There is an example of a didactic game. It might help children better understand emotions and feelings of others and design different behavior patterns when dealing with peers with disabilities. Children are asked to look at a picture depicting a playground where children are having fun. Some of them are playing with a ball, some are playing tag and other games. There is a sad boy sitting alone in a wheelchair depicted in a corner of the picture. The picture is used to start a conversation as children are asked to interpret what is depicted in it. It is important to pay attention to children's emotions, to help them realize why the sick boy is sad and, most importantly, come up with possible ways of how to cheer him up.

Teaching children to share is equally important. It is not just about sharing material things; emotions and good wishes can also be shared. It is crucial that children feel joy and pride in their sharing. The following didactic game could help children succeed in this – every preschool child in the group is encouraged to formulate good wishes for children with disabilities. These may be the wishes of health, happiness, joy, good luck etc. Helped by the teacher, children can make a poster with

children's palms filled with the wishes and hang it in a visible location in the group room. So, every child will remember and realize that «other» people live beside it and they deserve good wishes and help.

Promoting health as a value is a rather difficult task taken on by preschool institutions. It is obvious that due to insufficient life experience and good health children don't reflect on the importance of physical wellbeing. It is necessary, however, that the family and preschool institution join their efforts in this direction. Preschoolers become strongly aware of the value of health in the process of physical and valeological education which implies active involvement in different types of motor activities, hardening the body, instilling hygienic skills, etc. So, the parents' example and common recreational activities of all family members are of great importance.

Another major task of preschool institutions is the formation in preschoolers of an ability to predict the consequences of their actions including potential risks and to make independent decisions in difficult situations (Karpenko, 2015). It will help them form responsibility for their own and other people's health.

To this end one could use didactic pictures and model dangerous situations which would invite children to predict possible consequences as well as ways of avoiding risks. These can be pictures portraying children playing close to a busy road; children running on thin ice or jumping from ice floe to ice floe; boys having a pretend sword fight with sharpened sticks; a child standing on a ninth-floor window sill; children playing with matches, etc.

The discussion algorithm could be like this (let's take the example of playing by the roadside): What do you see in the picture? What can this cause? Where can you play? What is the right way to cross the street?

Conclusions

In the context of the development of the inclusive educational space it is extremely important to introduce preschool-aged children to the problems of people with special needs. These activities must be consistent and implemented in several directions. Specifically, it is advisable to familiarize preschool children with how persons with certain functional disabilities perceive the outer world, develop moral and ethical qualities of children (compassion, empathy, mercy, mutual assistance, etc.), form the understanding of health as a value of human life as well as instill a sense of responsibility for their own and other people's wellbeing. Such activities should be performed purposefully and take into account children's emotional experience, be incorporated into various classes and implemented in a comprehensible manner through different activity forms.

Prospects of further research

The problem of adapting the child with special educational needs to the environment of a general preschool institution as well as promoting teachers' readiness to work in the inclusive educational space remains relevant and requires further research.

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Development strategies of pedagogy of partnership in educational process
of small schools in Ukraine and abroad: a comparative aspect

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СТРАТЕГІЇ РОЗВИТКУ ПЕДАГОГІКИ ПАРТНЕРСТВА В ОСВІТНЬОМУ ПРОЦЕСІ МАЛОКОМПЛЕКТНИХ ШКІЛ УКРАЇНИ І ЗАРУБІЖЖЯ: ПОРІВНЯЛЬНИЙ АСПЕКТ

У статті розглядаються стратегії поширення педагогіка партнерства, яка передбачає співпрацю між усіма учасниками освітнього процесу, наявність компетентнісного підходу, інтеграцію освітньої та громадської роботи учнів з метою їх підготовки до майбутнього життя, виховання свідомих громадян, що володіють системою ціннісних орієнтацій, залучення учнівської молоді до співпраці з громадою, батьками, учителями тощо.

Акцентується увага на тому, що європейський досвід запровадження педагогіки партнерства у малих школах передбачає: запровадження нових підходів в управлінні школою, партнерство між учителями та учнями, вирішення проблем школи й громади, необхідність участі у волонтерстві, пошук грантів для залучення молодих учителів, які здатні працювати у віддалених регіонах, можливість дистанційної освіти.

Аргументовано, що на сучасному етапі розуміння педагогіки партнерства у європейських країнах дещо видозмінюється у зв'язку з викликами сучасного світу, зокрема із зростаючою кількістю іммігрантів до країн Північної Європи. У європейських країнах розробляють програми підтримки педагогіки партнерства у сфері освіти. Це програми навчання та професійної командної роботи, де фахівці з різних навчальних дисциплін співпрацюють для досягнення спільної мети – рівноправної співпраці між сім'єю та школою.

Досліджено, що у малих школах Німеччини, які є достатньо автономними, досвід педагогіки партнерства є унікальним.

Надано оцінку досвіду Ізраїльської школи. Тут чимало громадських організацій для спільної роботи з учителями та учнями (Pop). Тут, дотримуючись принципів педагогіки партнерства пропонують школам та організаціям: професійний розвиток; лідерську підготовку; сильніші професіонали; цінні ресурси; культура лікує; зміна підходів до педагогічної практики.

Авторами на основі вивченого досвіду, було проведене дослідження передбачало впровадження в практику роботи малих шкіл основних принципів педагогіки партнерства. Результати аналізу показали необхідність у педагогіці співпраці.

Аргументовано, що, педагогіка партнерства в освітньому середовищі малих шкіл України має шанс на існування за умов співпраці органів влади, громадськості, науковців, меценатів, керівників навчальних закладів, педагогічної громадськості, батьків, які через посередництво та залучення фінансів зможуть відкрити грантові програми, допомогти зберегти малу школу і село. Акцентується увага, що мала школа в умовах педагогіки партнерства має право на розвиток за умови ініціювання партнерських стосунків. Це дослідження підкреслює той факт, що малі школи мають здійснювати освітній процес у соціальній співпраці через залучення місцевих органів влади. Безумовно, у міських школах такі пріоритети співпраці є значнішими.

DEVELOPMENT STRATEGIES OF PEDAGOGY OF PARTNERSHIP IN EDUCATIONAL PROCESS OF SMALL SCHOOLS IN UKRAINE AND ABROAD: A COMPARATIVE ASPECT

The article discusses the strategies of spreading pedagogy of partnership, which provides for cooperation between all participants in the educational process, the presence of a com pact approach, the integration of students' educational and social work in order to prepare them for the future life, to educate conscious citizens with a system of value orientations, to attract young people to cooperate with society, parents, teachers and the like.

The attention is focused on the fact that the European experience of introducing pedagogy of partnership in small schools includes: introducing new approaches to school management, partnership between teachers and students, solving problems of schools and society, the need to participate in volunteering, searching for grants to attract young teachers who are able to work in remote regions, the possibility of distance education.

It is argued that at the present stage, the understanding of the pedagogy of partnership in European countries is somewhat modified in connection with the challenges of the modern world, in particular, with the growing number of immigrants to the Nordic countries. European countries are developing educational support programs for educational partnerships. These are programs of study and professional teamwork, where specialists in various academic disciplines cooperate to achieve a common goal – equal cooperation between family and school.

It is proved that in small schools in Germany, which are fairly autonomous, the experience of partnership pedagogy is unique.

An assessment of the experience of the Israel school is given. There are many public organizations for collaboration between teachers and students (Pop). Here, following the principles of pedagogy of partnerships schools and organizations are provided with: professional development; leadership training; strong professionals; valuable resources; culture heals; changing approaches to teaching practice.

The authors, on the basis of the studied experience, conducted a study that included the introduction of the basic principles of partnership pedagogy into the practice of small schools. The analysis showed the need for cooperation pedagogy.

It is argued that the pedagogy of partnership in the educational environment of small schools of Ukraine has a chance to exist in terms of cooperation between authorities, the public, scientists, philanthropists, school leaders, the teaching community, parents, who through mediation and fundraising will be able to open grant programs, which will help to preserve the small school and village.

Attention is drawn to the fact that a small school in the conditions of partnership pedagogy has the right to development subject to the initiation of partnerships. This study underlines the fact that small schools should carry out the educational process in social cooperation by involving local authorities. Of course, in urban schools such cooperation priorities are significant.

Key words: *pedagogy of partnership; community influence; new Ukrainian School; small school; school for minorities; family; community.*

Introduction

The pedagogy of partnership has become widespread in the modern Ukrainian educational system. It provides for cooperation between all the participants of the educational process, the presence of a competent approach, the integration of educational and social work for students in order to prepare them for the future life, educate conscious citizens with a system of value orientations, attract young people to cooperate with society, parents, teachers and the like. This is stated in the Law of Ukraine «On Education»; the philosophy of education is changing. Partner collaboration comes first, not the content aspect of learning.

The pedagogy of partnership, as indicated in the Concept of the New Ukrainian School, changes its attitude to the object-object education, places the individual on the first place in society. In particular, the Concept states that the basic principles of the pedagogy of partnership are: respect for the individual; goodwill and positive attitude; trust in relationships; dialogue – interaction – mutual respect; distributed leadership; principles of social partnership (equality of the parties, voluntary acceptance of obligations, compulsory implementation of agreements) («Nova ukrainska shkola», 2018).

In connection with the European integration of Ukraine, there is an urgent need to introduce the pedagogy of partnership in the educational system of Ukraine, in which a small school has a special place. The issues of cooperation with communities, parents, the question of strategies of cooperation between students and parents etc. are not sufficiently untied here.

In regard to this the experience of countries of near and far abroad is necessary. In the European educational system we find evidence of significant achievements in the partnership pedagogy. That is why there is a need to study the existing experience.

Analysis of recent research and publications

The integration of the educational space in the context of partnership pedagogy has been widely studied in modern education. In particular, the important aspects of the pedagogy of partnership are explored by S. Amonashvili. The scientist focuses on the main idea of partnership pedagogy – the rejection of authoritarianism in education and training (Amonashvili, 1996). Psychological readiness for partnership

as a precondition for the formation of partnerships in resolving conflicts is analyzed by N. Poviakel (1998). He analyzes the peculiarities of pedagogical interaction, in particular in pedagogy, studies the positions and ways of cooperation between partners, control issues in partnerships; considers the factors that help in the development of partnership.

The author studies in detail the capacity for partnership interaction of future teachers, which is understood as the ability of an individual to interrelate on the principles of partnership, coherence, and overall success (Kokhanova, 2011). The main ideas of partnership pedagogy are analyzed by T. Kravchynska. The scientist identifies the main ideas and principles of partnership pedagogy at the present stage of development of the Ukrainian school (Kravchynska, 2017).

L. Prokopiv analyzes some peculiarities of work of Polish small schools in the context of partnership pedagogy. The author disclosed in detail the cooperation of pupils and teachers with public organizations and parental committees of Poland (Prokopiv, 2017). Relevant issues of partnership pedagogy in the Carpathian educational space are studied by S. Dovbenko, Yu. Moskalenko. In particular, the authors point to the lack of focus of the partnership pedagogy on the formation of the ability to use gained knowledge in life and practical activities (Dovbenko & Moskalenko, 2017).

Among foreign scholars, E. de Brüne, T. Willemsea and others deal with the problems of partnership pedagogy. Scientists argue that not always future teachers are able to establish partnership relations between family and school. Scientists emphasize the benefits of partnership pedagogy for primary school teachers (de Brüne, Willemsea, Haem, Griswold, Vloeberghs, & van Eynde, 2014).

In their works, T. Willemsea and others explore the peculiarities of cooperation between educational institutions, teachers, and families that can influence pupils, in particular their social development and sense of well-being at all levels of education. Scientists argue that, despite evidence of positive results from family participation in education, its potential in schools is still ignored (Willemse, Thompson, Vanderlinde, & Mutton, 2018).

The pedagogy of partnership in small schools was not the subject of a separate study in pedagogical science, which led to the choice of the topic of publication. Note that this research is the authors' continuation of a series of articles on this issue (Prokopiv, 2017; Stynska, 2017).

Main purpose of the article – finding out the features and testing the theoretical and practical approaches to the implementation of the pedagogy of partnership in the conditions of the modern educational space of small schools.

Task: 1) to characterize peculiarities of the pedagogy of partnership in Ukraine and abroad; 2) clarify the main provisions of partnership activities as an effective tool for maintaining and improving the activities of small schools; 3) to identify the productive aspects of the implementation of partnership pedagogy in the educational space of small schools in Ukraine.

Methods of the research

Analyzing the scientific base of the research we used the following methods: analysis of scientific and educational-methodical literature with the purpose of theoretical justification of the issues of partnership pedagogy in the modern educational space; method of pedagogical reconstruction; focused interviews, sociological studies with the participation of sociologists, teachers, parents, the public; representative survey; presentation of the results of the research, analysis of the assessment of done. Statistical data analysis was performed using descriptive statistics methods. In the publication, we will use the term «small school» (in Ukraine, «school of minorities»), which is more common in foreign countries.

The experiment was attended by workers of 5 small schools in Ivano-Frankivsk region, representatives of student and parental school assets (Verkhovyna district, Velykyi Khodak village, Dolyna district, Myslivka village, Kosiv district, Richka village, Rohatyn district, Nyzhnia Lypytsia village, city of Yaremche, Voronenko village). The survey sample – 200 respondents in proportion to the quotas: the statistical volume of the settlement, the percentage of school employees, the percentage of parents, the percentage of students. Statistical data analysis was performed using descriptive statistics methods.

Results of theoretical analysis

The concept of a new Ukrainian school provides for basic approaches to understanding partnership pedagogy as «communication, interaction, and cooperation between teacher, student, and parents» («Nova ukrainska shkola», 2018). In this context, the issue of development of partnership pedagogy is especially relevant in small schools that do not survive at the expense of the state, and only communities and parents are able to keep them (Prokopiv, 2017). These problems concern not only Ukraine, but also Poland, Germany (Karpenko, 2016), Sweden, Finland, the USA, etc. We should study this experience in detail (Jimerson, 2006), but its rapid implementation depends on the material status of our state, community's awareness of the role of the small school.

In the modern educational situation of different countries there are different approaches to the strategy of development of partnership pedagogy, but its understanding and various educational practices are different. The European experience in introducing partnership pedagogy in small schools includes: introducing new approaches to school management, partnership between teachers and students, solving school and society problems, the need to participate in volunteering, searching for grants to attract young teachers who are able to work in remote regions, the possibility of remote education (Samel, 2018).

In the context of reforming modern school education in Ukraine in small schools, the pedagogy of partnership is the rational source of its survival. In Ukrainian science, partnership pedagogy is interpreted as a partnership in education (Kokhanova, 2011); pedagogy of tolerance (Dovbenko, 2017); professional interaction. We should analyze its understanding by foreign scientists. In the USA, Belgium, scientists emphasize on the interpretation of «partnership pedagogy» as the profes-

sional development of teachers for cooperation with families (Willemse et al., 2018), as the ability to be competent to cooperate, gain experience in the field, the opportunity to cooperate in short-term and long-term projects. At the same time, teachers of schools in these countries, according to scientists, feel unprepared for the pedagogy of partnership (de Bruïne et al., 2014).

An important aspect of partnership pedagogy is reactions «to global and social events, such as the growth of technology and social media, globalization and growing diversity, growth of global citizenship, migration or changing issues related to equality, also education» (Hansen, 2011). There are interesting questions of partnership pedagogy in Switzerland, the Netherlands, Spain and Finland. There are special training programs for teachers on pedagogy of partnership, which is understood as establishing dialogue and cooperation with teachers-educators, and schools and teachers, on the other hand, the education administration develops and supports a common vision of education problems for parents, teachers, and the public (European Commision, 2013).

At the present stage, the understanding of the pedagogy of partnership in these countries is somewhat modified in connection with the challenges of the modern world, in particular with the growing number of immigrants in the Nordic countries, «which are a challenge to the traditional views of teachers on family life, cultural sensitivity, which is necessary when interacting with students from different families» (Evans, 2013). Compare: in Ukraine, on the contrary, there is a situation when parents, migrating abroad, leave children to relatives. The pedagogy of partnership in its classical understanding is totally absent here. As in Europe, the United States, and in Ukraine there is a problem of cultural sensitivity, interaction and understanding of students and their relatives.

That is why it is so important to develop a scientific base for this problem. European countries are developing educational support programs for educational partnerships. These are programs of study and professional teamwork, where specialists in various academic disciplines cooperate to achieve a common goal – equal cooperation between family and school (Willemse et al., 2018). In particular, such programs concern: the training of professional teachers competent to work with parents; introduction of a partnership education training program as an important component of the school educational organization; cooperation of future teachers with parents outside of normal communications; parent and teacher continuing education programs (Willemse et al., 2018).

For a more detailed understanding, let us analyze the strategies of partnership pedagogy in the countries of Europe and the USA. Polish experience deserves special attention. As the inspector of the Poznan Education Council P. Vantukh notes, the pedagogy of partnership is when «students, parents and teachers are united by a common goal and aspirations. Such cooperation is voluntary between all interested like-minded people who are equally responsible for the result». Among the basic rights and duties of parents in a partnership in Poland, he defines:

- the right of parents to give their opinions and advice to the authorities;

• an adoption by the parental council of preventive programs for the school. Among the measures that should be taken are preventing alcohol, smoking, drugs, various threats from social networks;

• the acceptance by parents of the principles of psychological assistance to students and the conditions for cooperation with various institutions.

However, as P. Vantukh notes it works differently in practice. In small schools where parents are not active enough, there is a practice when, firstly, teachers themselves compile this program without the participation of parents; secondly, there are still not enough schools where parents understand what kind of cooperation program with students they want. But there is progress, because there are already discussions on this topic (Topol, 2018). This situation is typical for the majority of small schools in Ukraine.

Together with the rights parents have their responsibilities: the responsibility of attending school by students, their proper appearance, and presence of school supplies. And the Parent Board is Compulsory in small schools in Poland. Conducting an audit is an important mission of partner pedagogy. For doing this there are different anonymous surveys, a survey of parents, teachers and students, focus interviews with participants of the educational process and observation of the lessons. We study how the school implements what is recorded at the level (Topol, 2018). The director should present a vision: what he wants to do in education, cooperation with parents, local governments, teachers, and about the financial situation. This vision is public. More strategies for the pedagogy of partnership in small schools in foreign countries are presented in Table 1.

Table 1. **Strategies of pedagogy of partnership in small schools abroad**

	Strategies of pedagogy of partnership in small school
Canada	the government controls and organizes a special training system for parents and society
Netherlands	are managed by public associations of parents, and the quality of education in there, according to experts, is significantly higher than in state schools
Israel	Training is based on professional training programs for parents, teachers, and society
Norway	Cooperation of school consolidation by transferring an educational grant to the level of municipalities, their responsibility for schools.
Germany	Close cooperation with parents, equal responsibility for students, organization of conferences for parents, students and teachers
Spain	Government partnership education programs that train teachers who know and understand family relationships well. The idea of partnership between family and school, based on mentoring, family leadership of school, which reproduces the relationship of power with teachers
The USA	is introduced in terms of financing small schools with municipal authorities, employers, etc.

There is the pedagogy of partnership in the USA. Firms and enterprises forge partnerships with small schools, provide their own future with a promising work force, which is the result of a practical contribution to the quality of education. The subjects of partnership in rural America are teachers, workers of village council, libraries, a first-aid post, representatives of public organizations, private entrepreneurs, and the like. Effective in the United States was the «Partnership for Rural Improvement program», which operated in Washington State. Subsequently, in the United States began to work network of programs «Partnership», where universities were as partners. Employees and students of the school, for example, had round-the-clock access to university lectures and, using interactive methods, were able to carry out educational communication live. The program covered about 160 small US schools (Kellogg, Hagood, & Lassey, 1980).

School enterprises were located in 18 states, and their work was covered in such well-known periodicals as the New York Times, Atlanta Journal, and others.

After analyzing the experience of organizing the pedagogy of the US partnership, let us highlight its progressive tendencies:

• applying the strategy of cooperation between the school and the community in the choice of study programs;

• organization of free training for community members and parents;

• community involvement in real affairs and practical cooperation based on professional competence;

• organization of reflective activities in accordance with the specific goals of education in small schools;

• organizing partnerships based on professional competence for the prosperity of the nation.

In small schools in Germany, which are fairly autonomous, the experience of partnership pedagogy is unique. Conferences are held at each educational institution from parents, students and teachers. Each «force» has its own equal delegates. Such a conference forms the vector of school development and resolves all issues that arise during the year. This is money, and approbation of various forms of education. As for the latter, they organize professional conferences, where they choose, for example, textbooks. We have a wide choice, because the market is saturated. Each decision is made by majority vote («Pedahohika partnerstva», 2018).

There is an interesting experience of the Israel school. There are quite a few public organizations for collaboration with teachers and students (PoP). Here, following the principles of pedagogy of partnerships schools and organizations are provided with:

• professional development: the introduction of intensive programs and coaching for teachers;

• leadership training: supporting the professional development of managers, staff, and teachers;

• strong professionals: improving their own professional practice on the basis of continuous professional examination;

• valuable resources: a set of materials for educational leaders;

• culture heals: helping educational organizations to build a culture that reflects their core values, strengthening the relational components of this organization using a unified language and basic pop practices;

• changing approaches to teaching practice (Cook & Orit, 2018).

The strategy of partnership pedagogy in Canada is somewhat different. Its development took place as early as in the 1980s of the 20th century, when inclusive education was becoming a component of the general school curriculum. Before that, children with special needs could not assert their rights. Therefore, the Government of Canada decided to include its representatives in the training system. The parents created a separate committee, whose members had certain initiatives. Usually, directors, teachers and students were invited to such meetings. In a small Canadian school there clearly works the principle of the triangle: student-school-parents. Their views do not intersect, they do not conflict. The director is ready to listen to everyone, but a separate part of the meeting is responsible only for its competence. Parents cannot, for example, indicate to teachers which textbooks their children should use for study. This is pointed out at the legislative level; there is a specific division of duties. It has to be said that Ukraine also has the experience of partnership pedagogy. For example, there is the Park School «BeHappy» – an alternative democratic school in Poltava, created in accordance with the analogy with other alternative schools in Europe and other countries of the world. The park-school forms children' ability to learn, use the knowledge gained in practice and develops the ability to self-organize.

We have the experience of the small private school «The First Swallow», which is in Ivano-Frankivsk, where not only parents-teacher-society groups, but also organized cooperation with local authorities works there.

Results of empirical research

On the basis of the studied experience, we conducted a study that included the introduction of the basic principles of partnership pedagogy into the practice of small schools, namely:

• respect for the individual: democratic and humane attitude towards the child (child-centeredness), ensuring his rights to dignity, self-identification, respect for himself;

• goodwill and positive attitude. Teachers in a small school as well as parents are examples of morality, decency, and respect for others;

• trust in relations between all participants in the educational process – the community, teachers, students; between school administration and teachers; between community organizations, local authorities and the school. «Innovative technologies of trust», «social networks», monitoring public control bodies are considered as important tools for the settlement and development of partnership pedagogy in these conditions (Dovbenko & Moskalenko, 2017);

- interaction and understanding between parents and students. Technology of cooperation involves the creation of a new high-grade triangle: parents-students-teachers;

- pedagogical optimism, openness, sincerity and naturalness in communication, perception of students as partners, and parents as colleagues, desire for mutual understanding and cooperation;

- distributed leadership, which is responsibility for oneself and for another. distributed leadership provides for an equal relationship between: a school and society; student and teacher;

- social partnership development of skills for strict compliance;

- conducting diagnostic and marketing research to identify and meet the educational needs of parents and students.

Communication, interaction and cooperation are the basis of partnership pedagogy, as noted by S. Dovbenko and Yu. Moskalenko. The school should initiate a new, deeper family involvement in building the child's educational trajectory. Partnerships are the precondition for the partnership pedagogy. There are relevant projects that carry out the study of the influence of pedagogy of partnership in the educational space (Steam-education, Moped etc).

Having worked through the international experience of partnership pedagogy, we developed a regional experimental research project «Small Schools of the Carpathian Region. Innovative Approaches to Functioning and Development Prospects», which included, among other things, the development of materials in support of the partnership pedagogy, for primary and high school students.

In each of the small schools (5 small schools of Ivano-Frankivsk participated), on the basis of partnership pedagogy, projects were developed to create: joint public school societies; social partnership as a component of community schools; analytical centers and volunteer councils; methodological recommendations were developed for conducting educational trainings, etc;

This project began during the round table «Small Schools of the Carpathian Region. Innovative Approaches to Functioning and Development Prospects», with recommendations provided for district education departments. On the basis of the work done, we have developed the components of the implementation of the pedagogy of partnership in the conditions of small schools that are presented in Fig. 1.

As can be seen from fig. 1, the principles of the pedagogy of partnership are effective in conditions of openness, when all its components are taken into account. We have developed a survey for students, focus interviews for parents and society to find out the level of partnerships, their role in the local community, as well as opportunities for partnership at the local level. The student questionnaire included questions that were intended to identify characteristics related to school and family (students had to form associations for their understanding of the school and family); students' understanding of the level of parent-school cooperation; identification of the necessary effective technologies of cooperation.
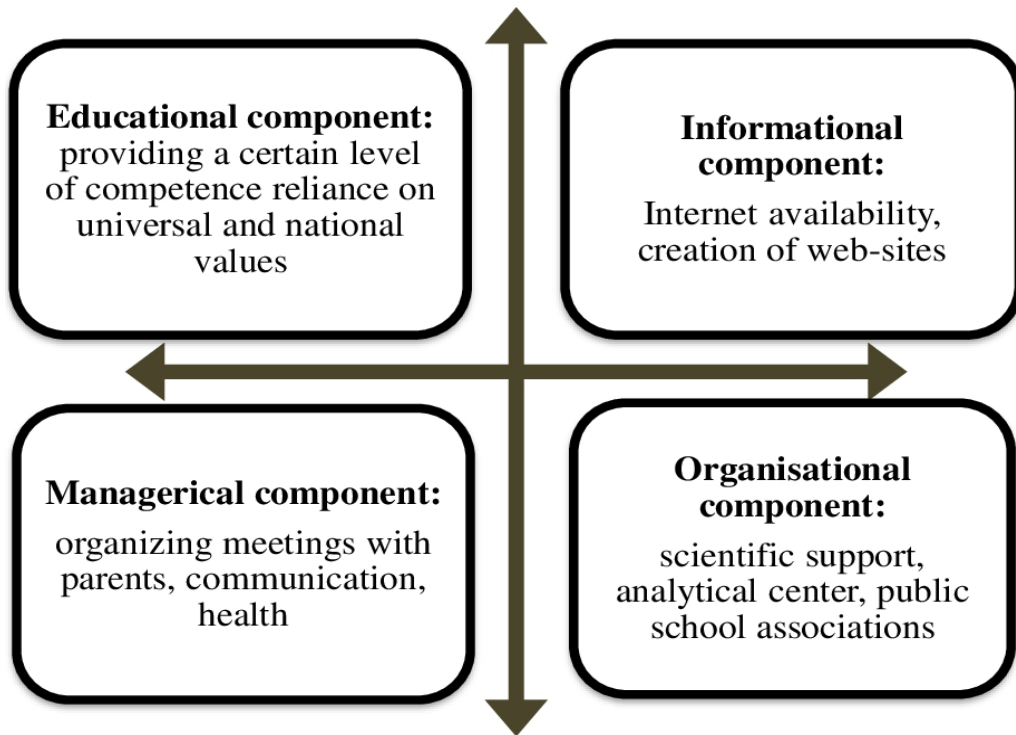
Fig. 1. The components of the implementation of the pedagogy of partnership in the conditions of small schools of Ukraine

The questionnaire for parents provided for their understanding of school and family relationships – they had to form associations to the words «school», «family»; frequency of school attendance; parent-school cooperation in joint decision making; cooperation of parents and society. A teacher questionnaire outlined a question to clarify organizational collaboration; clarifying the climate of cooperation with school management; features of the partnership between the school and society. The questionnaire addressed to the local community – the mayor's office and local councilors, included a question on the perception of the role of the school; their own influence on the school, joint cooperation. The results of the study are presented in Figure 2.

The results achieved in our study confirmed the hypothesis of the study. As can be seen from the figure, small schools need support and are ready to develop with the help of partnership. From 20 % to 34 % of respondents still hope for state support. Despite the large expenditure of funds, small schools should not be closed. This is evidenced by respondents. This sample is not systematic, but it encourages us to further study of the problem.
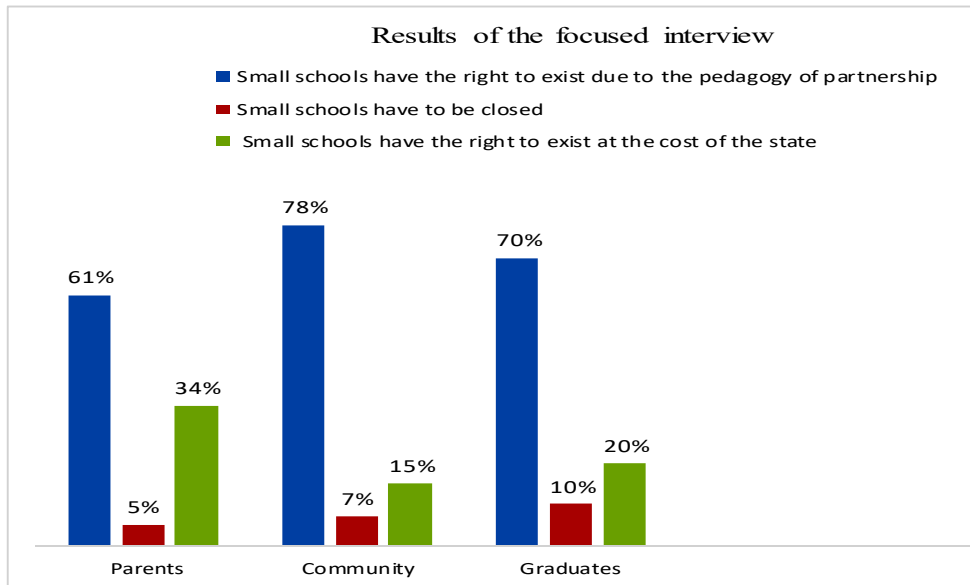
Fig. 2. Results of the focused interview

Conclusions and further researches directions

So, the pedagogy of partnership in the educational environment of small schools in Ukraine has a chance to exist under the conditions of cooperation of authorities, the public, scientists, philanthropists, school leaders, the teaching community, parents who, through mediation and fundraising, can open grant programs in order to preserve the small school and village.

The pedagogy of partnership is a new and promising educational unit both in Ukraine and abroad. It depends on the peculiarities of cooperation between the subjects of the educational process, is realized through the activity, and provides for education, leisure and personal security.

Conducting research, we came to the conclusion that a small school in the conditions of partnership pedagogy has the right to development subject to the initiation of partnerships. This study underlines the fact that small schools should carry out the educational process in social cooperation by involving local authorities. Of course, in urban schools such cooperation priorities are significant.

Among the strategic directions for the development of small schools in Ukraine we see the development of the concept of the educational process in small schools in the context of innovative educational policy of the state; introduction of coaching, distance training courses for parents, teachers and society, etc. into the educational space; studies of the state of social and pedagogical support of the family and the study of the ways of interaction between the «school-family-community» complex; the study of the peculiarities of professional training of teachers, educators, practical psychologists at the university for work in small schools; rendering social, psychological, pedagogical and scientific and methodological assistance to teachers; a

comparative analysis of scientific concepts, approaches, developments and practical experience on the existence and functioning of a small school of Ukraine with the EU countries; the organization of social partnership as a component of the activities of community schools; the formation of a common infrastructure (sharing of sports fields and libraries, computers and other equipment); creation of an analytical center (Board of Trustees), which coordinated the activities of small schools in the region; the work of volunteer groups; carrying out methodical seminars, competitions, trainings.

The promising areas of our research are the formation of a culture of personality, a vital moral position, the formation of mutual relations of cooperation in the educational process.

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Optimization of cooperation between social work specialists
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ОПТИМІЗАЦІЯ СПІВПРАЦІ ФАХІВЦІВ
ІЗ СОЦІАЛЬНОЇ РОБОТИ ТА ВИХОВАТЕЛІВ
ЗАКЛАДІВ ДОШКІЛЬНОЇ ОСВІТИ

З огляду на необхідність змістово-технологічного оновлення системи соціальної роботи, яка має відповідати викликам часу, запитам соціуму, виникає потреба в пошуку шляхів її оптимізації, зокрема, на етапі первинної соціалізації молодого покоління – у закладах дошкільної освіти.

Пропонована стаття присвячена актуальній нині проблемі налагодження партнерської взаємодії, конструктивної професійної комунікації педагогів закладів дошкільної освіти та фахівців із соціальної роботи у формуванні всебічно розвиненого, соціально захищеного дошкільника, покращення співпраці з батьками вихованців, попередження професійного вигоряння працівників тощо.

Наведено результати вивчення практики реальної співпраці педагогів закладів дошкільної освіти в процесі соціального виховання дітей, соціально-педагогічної роботи з батьками вихованців, встановлено типові недоліки та труднощі в діяльності фахівців названої сфери: відсутність соціальних педагогів у штаті дошкільних закладів, недостатність наявних у них ресурсів, обмеженість використовуваних стереотипних форм і методів, слабкий зв'язок із працівниками соціальних служб тощо.

Висвітлені причини й наслідки зниження виховного потенціалу сім'ї, якості спілкування в ній, пов'язані з недостатнім рівнем соціального досвіду батьків, їхньої комунікативної культури, неготовністю до конструктивного діалогу з педагогами та фахівцями соціальної сфери.

Автори визначили умови оптимізації співпраці фахівців із соціальної роботи та педагогів закладів дошкільної освіти, що передбачають обов'язкове введення до штатного розпису дошкільних закладів посади соціального педагога; формування в педагогічних і соціальних фахівців позитивної мотивації до співпраці й ефективного професійного спілкування; підготовка майбутніх фахівців (вихователів та соціальних працівників) до соціального партнерства; урізноманітнення технологій такої співпраці.

Логіка якісного перетворення професійної співпраці педагогів закладів дошкільної освіти та фахівців із соціальної роботи передбачає цілісне переосмислення змісту та способів їхньої діяльності: від мотивації, усвідомленої потреби у такій взаємодії – до оволодіння відповідними інструментами, алгоритмом дій та творчого їх використання, що передусім повинно забезпечуватися в процесі професійної підготовки майбутніх фахівців, а безперервно вдосконалюватися – шляхом саморозвитку працівників.

У публікації окреслені перспективи вирішення проблеми вдосконалення взаємодії фахівців у напрямі соціалізації дітей дошкільного віку, взаємодії, координації зусиль суб'єктів соціального впливу, власного професійного розвитку. Розкриті особливості найбільш продуктивного освітнього дискурсу, що об'єднує й підсилює можливості інноваційного, інтегрованого, контекстного, активного навчання.

OPTIMIZATION OF COOPERATION BETWEEN
SOCIAL WORK SPECIALISTS AND PEDAGOGES
OF PRE-SCHOOL EDUCATIONAL ESTABLISHMENTS

Considering the need for a substantive and technological upgrade of the social work system, which should meet the challenges of the time, to the demands of society, there is a need to find ways for its optimization, in particular, at the stage of primary socialization of the younger generation – in pre-school establishments.

The proposed article elucidates the current problem of establishing a partnership, constructive professional communication between teachers of pre-school establishments and specialists in social work in the formation of a fully-developed, socially-protected pre-school child, improving cooperation with parents, preventing professional burnout of workers, etc.

It presents the results of study of the existing cooperation between teachers of pre-school establishments in the process of social upbringing of children, social-pedagogical work with their parents; identifies typical drawbacks and difficulties in the activity of specialists of the mentioned sphere: lack of social pedagogues on the staff of pre-school institutions as well as resources available to them, limited nature of the stereotyped forms and methods used, weak link with social workers, etc.

The reasons and consequences of reducing the educational potential of the family, the quality of communication in it, are related to the inadequate level of social experience of parents, their communicative culture; lack of readiness for a constructive dialogue with teachers and specialists in the social sphere. The authors determined the conditions for optimizing cooperation between social work specialists and teachers of pre-school establishments, which requires introduction of a social teacher's position in the pre-school establishments; formation of positive motivation for cooperation and effective professional communication in the pedagogical and social specialists; preparation of future specialists (educators and social workers) for social partnership; diversification of technologies for such cooperation.

The logic of qualitative transformation of professional cooperation between teachers of pre-school establishments and specialists in social work involves a holistic rethinking of the content and methods of their work: from the motivation, the conscious need for such interaction – to mastering the relevant tools, algorithm of activities and their creative use, which must be first and foremost provided in the process the professional training of future specialists; and continuous improvement – through the self-development of employees.

The publication outlines the perspectives of solving the problem of improving the interaction of specialists in the direction of socialization of children of pre-school age, interaction, coordinating efforts of subjects of social influence, personal professional development. It reveals features of the most productive educational discourse that unites and strengthens the possibilities of innovative, integrated, contextual, active learning.

Key words: educator; specialist in social work; pre-school establishment; social partnership; professional communication; conditions for optimization of cooperation of specialists.

Introduction

Among the topical issues of a number of socionomic sciences, the problem of proper upbringing of the younger generation, the formation of a conscious, socially-active, fully-developed personality occupies a prominent place. In practice, these tasks are implemented by a number of social institutions – the family, institutions of education and culture, social services, public organizations, etc. However, as convinced by experience, their goals and methods often differ significantly. Moreover, due to the inconsistency of positions they sometimes even contradict, for example, in seeing ways of juvenile development, shifting each other's responsibility for problems in raising children, etc.

The outlined tendencies are intensified by complex social processes associated with economic, cultural and spiritual crises, thus increasing the number of material-domestic problems caused by impoverishment and war, decline of the intellectual potential of the nation, its outflow abroad, low social activity of citizens, etc. In this context, a special attention needs to be given to raising children of pre-school age as the most vulnerable stratum, to timely and comprehensive solution of their problems at the stage of pre-school establishments.

A detailed study of these issues involves changing the methodological approaches, going beyond the traditional boundaries of a particular branch, own theories, models and methods of which do not meet today's practical purposes any more (Halian, 2018, p. 106). That is, there is a need to highlight the issue of establishing a partner cooperation, coordinating the efforts of the entities involved in ensuring the optimal conditions for harmonious development, education, social protection of preschoolers – families, educators of health centers and specialists in social work.

Analysis of recent research. Today, changing the vector of scientific research in the field of pre-school education is linked with: update conceptual approaches, content of pre-school education; education on the basis of personality-oriented pedagogy; the formation of life skills of pre-schoolers, responsibility, independence, partnership.

Research on theoretical substantiation and practical solution of the problem of socialization of a child in a pre-school institution, updating the needs of integration of the efforts of specialists of various spheres – pedagogy, psychology, philo-

sophy, sociology, physiology – is a special place in the scientific work. Modern studies open up the prospect for creating synthetic, complex approaches, theories and concepts (Frodeman, Klein, & Mitcham, 2010), in a single focus dwelling on education and personal development, transforming pedagogy into poly-paradigm science (Snopkova, 2015, p. 112).

In the context of social discourse, the phenomenon of child upbringing is comprehended by the authors of the works on the peculiarities of social and pedagogical activity in pre-school institutions (T. Alekseenko, O. Bezpalko, and others); theoretical and practical principles of socialization of pre-school children (T. Ponimanska, I. Rogalska-Yablonska, etc.); the preparation of future educators for the sociallization of children (N. Havrysh, N. Sayko, etc.), social-pedagogical work with orphans (S. Kurin), etc. However, the wide range of problems studied still leaves out the issue of partnership between Pre-school Education Institution (PEI) educators and social work specialists. An interdisciplinary approach to analyzing the pedagogical reality of pre-school education extends the boundaries of knowing the essence of cooperation between different professionals – educators and social workers (Halian, 2018).

The purpose of the article is to determine the conditions for optimizing the cooperation of specialists in social work and teachers of pre-school establishments.

Presentation of the main research material. Modernization of pre-school education as the first stage of the formation of a child's personality, a powerful institute of its socialization, becomes of great significance today. This is evidenced by a number of normative and legal documents, among them: the National Strategy for the Development of Education in Ukraine for the period up to 2021, the State Target Social Program for the Development of Pre-school Education for the Period until 2017, the National Program for the Education of Children and Students in Ukraine, the Laws «On education» and «On pre-school education» (Art. 7), updated basic component of pre-school education, etc. According to them, the institution of pre-school education is responsible for increasing the children's status in society, protecting their interests, realizing needs and requests, preparing for functioning in society, adapting to its conditions, developing resistance to negative factors – formation of the principles of social competence of the juveniles. The task of pre-school children's socialization integrates into a holistic complex the various activities of the PEI, among them: preservation and strengthening of the physical, mental and spiritual health of the child; the respect for the national traditions and customs, the language (state, regional, minority languages), national values, self-conscious attitude, environment and environment; formation of the child's personality, development of their creative abilities, acquisition of their social experience; ensuring social adaptation and readiness to continue education; implementation of social-pedagogical patronage of a family, etc. («Zakon Ukrainy», 2018).

A prerequisite for the successful self-realization of the personality in life is readiness for productive communication. V. Pomyluiko defines this quality as a social and communicative competence, that is, the ability to relate one's own aspirations with the interests of other people and social groups through the establishment of

partnerships and effective communication within the framework of socially-acceptable behavior (Pomyluiko, 2017, p. 179). A. Koch notes that children in pre-school establishments are faced with adult rules and norms to create a status of peer group and at the same time they seek to form a social identity and maintain a positive relationship with their mentors. A child, who manages to balance the expectations of adults and their peers, feels happiness and comfort surrounded by others (Koch, 2018).

According to I. Lutsenko, in a pre-school institution it is necessary to form children's skills of productive communicative interaction, which is realized through spatial, emotional, speech and interactive contacts. For this purpose, educators should be able to organize communication with the child in the format «Equal to Equal»; satisfy its needs in the process of verbal and non-verbal (touching, stroking, caressing) interaction; to support emotional, empathic communication due to attention to the emotional state of the pupils, the influence on them, the awakening of confidence, openness, the exchange of positive emotions; to form skills to analyze and predict conditions, course, results of communication; it is advisable to change the motivational sphere of pre-school children, to involve them in joint speech and practical actions, collective activities, etc. (Lutsenko, 2012).

In such a way, the educator realizes socially necessary positions for children through a personality-oriented communication, such as understanding, recognition and acceptance. Upon mastering them each one of us learns how to interact with the environment, to function in society. In addition, scholars point out, that the formed knowledge and skills of preschoolers are subsequently transformed into such socially important characteristics as: the desire to communicate or avoid it, readiness for cooperation, mutual help, being open to people (Magnuson et al, 2016). In the absence of these qualities, the person is inclined to conflict, isolation, aggression, etc. In other words, with the help of a communicative component, not only the purpose, content and technological provision of pre-school education, but also its social role, to which every teacher should be ready, is expressed. As the effectiveness of the process of socialization of minors to a large extent depends on the child's social environment, it is necessary to establish productive interaction with the parents of the pupils, bringing together the efforts of various specialists and the family.

The family is the first and most important medium in which the child acquires vitality, primary social experience. Full-scale family upbringing is possible on the condition of the spouses' readiness for conscious paternity, the desire and opportunity to provide financial support for the child, a high educational potential of the family, the culture of communication, etc. This creates the necessary eco-social conditions for the development of a physically, mentally and spiritually healthy child, the atmosphere of emotional safety, love, mutual understanding, sensitivity, benevolence, attention and respect for the feelings of the children, creating personal and social responsibility.

However, the experience shows that not all families have a set of mentioned preconditions for successful upbringing, and, even if they had, most of them are still not able to fully realize their tasks. As a rule the reasons are: 1) lack of parents

readiness for this social role (lack of experience, in particular, family upbringing, life competence, low general, communicative, conflict resolution culture, etc.); 2) deviations in the health or behavior of parents, the presence of bad habits, immoral way of life, etc.; 3) unhealthy psychological atmosphere, conflicts, violence, indifference, etc.; 4) use of excessive severity towards a child (physical punishment, psychological pressure, grudging) or indulgence, impunity, «extra-care»; absence of unified requirements for raising a child, inconsistency in their implementation; 5) parents' unwillingness to overcome difficult life circumstances (loss of work, illness, material difficulty, etc.). It should be noted that paternal mistakes in the upbringing of children do not only have short-term consequences (insults, conflicts, alienation), but also long-term negative life prospects, changes in the emotional sphere, and social experiences of children.

The above mentioned confirms that pre-school education implies close cooperation with parents, and often – upbringing of the parents themselves, providing them with the necessary assistance in order to restore the social and educational potential of the family. One of the major tasks of the institution of pre-school education is to correct the negative effects of the environment of the child if any, especially the family, which may restrain the process of its socialization. We emphasize that it is not only about carrying out educational activities with parents, it is important to provide comprehensive assistance of various specialists for in-depth study of the situation in the family, comprehensive support of parents and children. It underlines the need for cooperation and coordination of the institution of pre-school education with the efforts of specialists from various fields: psychologist, social teacher, social work specialists.

To study the real state of the problem, a survey of practitioners of pre-school and social service institutions was conducted to identify difficulties and disadvantages in their joint activities. The survey was conducted among 56 educators of PEI and 47 social work specialists in the cities of Pereyaslav-Khmelnytsky and Ternopil, Pereyaslav-Khmelnytsky and Ternopil districts (Kyiv and Ternopil oblasts respectively).

Among the problems (other than educational) the educators face in their work, teachers of pre-school establishments named:

1) the aggravation of behavioral problems of children due to problems in the family, where the first place, according to educators, is psychological stress in the family (79 %), lack of proper parental care (63 %) material disadvantages (51 %), actual difficulties in the development of pre-school children (37 %);

2) lack of contact with parents (unwillingness to cooperate, concealment of problems, transfer of responsibility for the child to the institution of education, low communicative culture, etc.) – 84 %;

3) 86 % of respondents named improper support of social services specialists in solving social problems of the families of pupils (the exchange of information is the only form of interaction between services and PEI);

4) the indifference of the public to the problems of organized upbringing of children, their stay in the PEI till the moment of the maximum aggravation of the situation, occurrence of unpleasant precedents (46 %).

At the same time, as the poll showed, a significant part of the teachers of pre-school establishments did not know the functional duties of social pedagogues, identifying them with the tasks of the psychological service (38 %), as well as the directions of activity, the specialization of social services, their location in their city/ district (49 %). In addition, we were unpleasantly surprised by the lack of awareness among many educators (76 %) of the social categories of children raised in their institutions. Therefore, the position of 82 % of teachers seemed logical, according to which the social work in the PEI should be organized and implemented personally by the head.

The questionnaire for social work specialists (employees of the services for children and family, centers for social services for the family, children and youth, social protection departments of the population, social educators working with/ collaborating with the PEI, etc.) showed that: 1) the most complex social category in the work of social workers is the children of pre-school age, since they are not able to provide self-assistance, ask for help, truthfully, objectively tell about their problems (89 % of respondents); 2) the reason for many problems of preschoolers (emotional, cognitive, behavioral, communicative, etc.) is the problems in their families that are extrapolated to the child, inhibiting their upbringing, training, socialization in general (86 % of respondents); 3) the reason for belated occupational intervention by social workers in difficult living conditions of many families is often an untimely statement, inattention, inability of educators to detect in PEI disturbing symptoms of deviations, neglect, problems in the family, etc. (88 %); 4) 86 % of those polled believe that mandatory introduction of social pedagogues to the PEI staff and the systematic cooperation of teachers with social workers are especially urgent; 5) 67 % admit complications of social work in PEI, the reluctance of teachers and parents to talk sincerely about urgent problems to the relevant authorities and services; 6) 81 % of respondents think that the quality of work and motivation of social workers is significantly affected by the low prestige of the profession, the shifting of responsibility from parents or teachers to social workers.

Thus, the survey conducted allows to identify a number of difficult problems in the activities of pre-school institutions, which require active participation of social workers, namely: difficulties in communication between parents and children; non-readiness of parents and teachers for the upbringing of children with special (especially educational) needs; the growth of the number of single-parent families, the inability of parents (mainly mothers) to provide children with proper gender education (especially boys); an increase in the number of juveniles with deviations in behavior, children from families in difficult living conditions, where they are not well taken care of, suffer from conflicts between parents, material and domestic problems, are subjected to violence (physical, psychological, economic, etc.) that require

a special approach, live in families affected by war, temporarily relocated from occupied territories, with specific needs and problems, etc.

The above is proved by the lack of cooperation between PEI teachers and specialists in social work, which needs to be optimized by introducing a number of conditions, among which: 1) mandatory introduction of the position of social teacher on the PEI staff as a link between pupils, their parents and teachers, specialists from social work, society; 2) formation of a positive motivation for cooperation and effective professional communication in the pedagogical and social professionals; 3) preparation of future specialists (educators and social workers) for social partnership; 4) diversification of the forms and methods of such cooperation.

According to the Order of the Ministry of Education and Science of Ukraine dated November 4, 2010, No. 1055 «On Approval of Typical Staff Standards for Preschool Educational Institutions», the position of a social teacher was introduced into the PEI staff from 01.09.2011. However, practice convinces that, for the sake of economy of money, heads of educational institutions are inclined to maintain only psychological service, the work of a psychologist, illegitimately trying to partially implement, but in fact, replace the functions of a social teacher. The position on the psychological service in the system of education of Ukraine (2018) clearly specifies the specific functional responsibilities of a social teacher, which is called in PEI: to identify interests, needs, abilities of gifted juveniles, difficulties and problems, deviations in the behavior of children; to form responsible behavior in preschoolers, to promote healthy way of life; to carry out social and pedagogical support of educational process, social and pedagogical patronage of socially unprotected categories of pupils; to coordinate the activity and interaction of all subjects of social education, democratic interactions in the pre-school and family environment; to protect the rights of children from all kinds and forms of violence; prevent conflicts during the educational process; the interaction of institutions of education, family and society in the upbringing of children, their adaptation to the conditions of the social environment, to provide advisory assistance to parents (legal representatives), etc. («Polozhennia», 2018).

In other words, the socio-pedagogical work in the PEI should include three components: educational (upbringing, education, development); psychological (support, correction, rehabilitation) and intermediary (coordination, informing and organization). Thus, a social teacher at a pre-school institution performs a number of professional roles: «An intermediary that promotes mutual understanding between separate children, adults and their environment; lawyer, defender of interests and legal rights of the child; assistant in solving problems, which helps to expand the competence and ability of their own to solve certain problems; a social therapist and mentor for children, families, surrounding people who care about family health, its moral universal values, timely resolution of emerging issues; a counsellor, who helps to predict, avoid, and, if necessary, resolve conflicts that arise in children; expert in the formulation of social diagnosis and determination of methods of competent intervention; the organizer of individual and group social education of the individual» (Alieko, 2011, p. 20).

The necessary component of cooperation within the PEI is the educational work of a social teacher with parents including conversations at meetings, individual consultations, social and pedagogical rehabilitation of parents and their children who need social protection, etc.

It should be mentioned separately that the active involvement of social work specialists in addressing the acute problems of social upbringing and protection of children, which will accelerate the provision of timely targeted professional assistance to pupils and their families, will promote familiarization of teachers and parents with the infrastructure of social work in the region, the network of social institutions, institutions and organizations, providing the participants with the educational process of specialized consultations, etc. Particularly relevant in this connection is the counseling of parents concerning communication with their children; diagnostic help to the family; implementation of psychological and pedagogical correctional work; assistance to parents in solving problem-communicative situations with children (teaching elements of self-analysis and the basics of communication in different situations); organization of conversations, communicative trainings; organization of cultural and leisure activities; the formation of a positive attitude of parents and the public towards the professional role of a social pedagogue/employee in solving social problems.

In our opinion, the key to the systematic and productive interaction of pedagogical and social professionals is to develop a positive motivation for them to cooperate. Awareness by all subjects of social partnership of its purpose, tasks, advantages, forms and methods of realization will ensure maximum efficiency of each link and the synergy of their efforts. The factor of motivation is an effective motive for the professional advancement of specialists, significant qualitative changes in the individuals and their activities, faster formation of skills, etc. Even at the stage of professional training in higher education institutions it is important to develop the students' readiness for teamwork, openness to the thoughts of others, effective professional communication, productive listening intensified by positive motivation. It is possible to work it out only in a contextual learning, which «ensures transformation of the students' educational activities into professional activities of a specialist, which is explained by this fundamental principles: understanding the influence of the subject and social contexts of future professional activity on the process and the result of the student's educational activity; theoretical generalization of various experiences, which is formed by active teaching methods; activity approach in organizing the process of learning and personal development» (Maikovska, 2017, p. 158), it is with the help of contextual education an integrated, interdisciplinary approach is implemented.

The proper preparation of the subjects of cooperation, that is, the formation of the necessary knowledge and skills in the process of studying in institutions of higher education should be facilitated by the optimization of the content of educational and social work in the healthcare system, and the improvement of the quality of professional activity of educators and social workers. For example, while

preparing for future professional activities, students have to master the essence of partner interaction, which requires knowledge of its structure: the target component (the search for common goals and the final mutually beneficial result, the similarity of the motivation of the participants in the cooperation, their professional enrichment, positive changes in the object of influence); meaningful – joint planning and summing up, high level of awareness among subjects of each other, efficiency and intensity of information exchanges, wide range of interaction, joint organization of joint activities and mutual relations; qualitative – positive relations between actors of interaction, trust in each other, engagement of as many participants as possible; procedural – management of interaction, functioning in a single space and time, systematic contacts of subjects of interaction, flexibility, division of the process of activity into separate actions, distribution of responsibility for their implementation among all actors of interaction.

The researchers describe in different ways the results of professional training (competence, readiness, social intelligence, etc.), the main components of which are: 1) the ability to perceive a person carefully and adequately ... to be prepared for rapid orientation in the situation of social interaction; 2) the ability to understand deeply the internal properties and characteristics of man (we mean penetration into the spiritual world, intuition); 3) ability to empathy (compassion, kindness, respect, willingness to help); 4) the ability to analyze the behavior of another person (reflection); 5) the ability to control oneself and the process of subject-subjective communication (self-control) (Mykhalchuk & Ivashkevych, 2018).

The study conducted by Weiss-Gal and P. Welboume made it possible to determine the professional features of social work in the ten countries (USA, UK, Chile, etc.). Social work in these countries is discussed from the point of view of the eight features selected as signs of a profession based on «attributes» and «power» approaches to professionalization: public recognition, monopoly on types of labor, professional autonomy, knowledge base of vocational education, professional organizations, the existence of codified ethical standards and, finally, the prestige and payment of social work (Weiss-Gal & Welbourne, 2008).

That is, realize in practice the technology of partnership interaction only on the condition of awareness of the possibilities of cooperation of all participants in the educational process, for the benefit of everyone and everyone, in particular, to coordinate, converge the content on the spot, functions and principles of profile activities of social actors in various spheres of public life; be prepared to accumulate, strengthen resources of other subjects of education and social sphere for establishing interagency cooperation, partnership in the activity of pre-school establishments, provide a legal basis and outline prospects for cooperation in changing social conditions; to promote the technology of partnership in various spheres of life of our society. At the same time, future teachers and specialists in social work need to develop a range of professional competences, among which: «the ability to communicate with representatives of other professional groups at different levels, to establish interaction between state, public and commercial organizations on the basis of social part-

nership; ability to professional reflection; evaluation of the process and the result of the work performed, development and implementation of a program for ensuring the quality of social services; the ability to organize joint activities, to initiate team formation, to promote cohesion and group motivation, to facilitate the processes of making group decisions; the ability to facilitate the acquisition and improvement of specialists and specialists of special knowledge and skills in the field of social work, the establishment of partnership interaction; ... to form a positive image of the profession in the process of social partnership ...» (Perhailo, 2018, pp. 6–7) and others. Such an approach in the training of a modern specialist O. Snopkova rightly calls the transition from mono- to poly-scientific substantiation (Snopkova, 2015, p. 112).

A significant condition for optimizing cooperation, professional communication between educators and social workers is the diversification of its forms and methods. The results of pedagogical activity and social work depend to a large extent not only on the professional competence and skill of the employees, but also on their ability to interact in the process of cooperation, in the situation of team work. S. Grechanyuk, S. Kopylova and other scholars propose a number of effective forms of partnership cooperation, among which for the participants of the educational process and social work in the PEI we choose the following: coordination of activities, approval of plans, forms and methods of social work; conclusion of cooperation agreements; holding joint meetings of managers; exchange of information, provision of information upon request; joint visits to the pupils' families; creation of interdisciplinary groups for integrated work; carrying out joint target events, public events, conversations, lectures, polls, sports competitions, competitions, etc.; conducting training seminars, scientific-practical conferences, round tables; development of methodological recommendations, studying and dissemination of positive experience, etc.; creation of the institution partners' council (public, non-profit organization, which unites volunteers of individuals and legal entities interested in implementing social activities); a resource center for social partnership that integrates socialization opportunities of the society; territorial interagency coordination council, which manages the development and implementation of joint social programs, etc. The following forms are useful in this regard: coordination (consultation), discussion board, «brainstorming», reflexive seminar, collective bargaining, groups for case discussions, groups for resolving acute problems, etc.

Particularly, one should say about the possibility of a wider use of cross-functional interaction in the process of cooperation between teachers of pre-school establishments and specialists in the social work (R. Beyron, D. Greenberg, etc.) – joint activities of specialists of different units, providing their coordination, rapid and complex interaction for the implementation of complex tasks, providing common results. The purpose of such teams is to address issues related to various aspects of social and pedagogical work, the creation of new programs, projects and their improvement, the exchange of ideas in the process of solving the complex social problems of children and their parents. Such teams are extremely effective in situations requiring prompt response to the problem by integrating and coordinating

the efforts of specialists of various profiles, comprehensive social and pedagogical work, and achieving common goals. Cross-functional teams are called to increase professional motivation, flexibility and creativity of teachers and social workers, their professional synergy. The mentioned teams intensify cooperation by combining specialists with different levels of professional competence, experience, strengthening of professional competition, deepening in the problem, rapid, operative, non-standard solution, counteracting the formalization of educational process and social work, and increasing the efficiency of the individual specialist and the team as a whole. Attention should be drawn to the ability of the cross-functional teams to combine different views on the same problem, to reconsider the familiar problems in a new way, to stimulate innovation and openness to change, to establish interaction between specialists of different units, to increase the competence of team members, to find modern technologies, etc. (Perhailo, 2018).

The modern strategy of professional training is based on active learning, mastering the content, forms and methods of cooperation and interaction through the introduction of personally-oriented interactive technologies (cooperative, creative, situational, group, game training, etc.) that promote self-actualization and self-realization of future specialists, production initiative, skills of cooperation, ability to solve problems in a non-standard, integrated way, etc.

Another positive aspect of the cooperation of teachers of pre-school establishments and social work specialists is the counteraction to their professional burnout. Due to the synergy of efforts, the search for non-standard ways of solving problems, flexible thinking, readiness and openness to changes, mutual support and mutual enrichment of cooperation participants, the specialists achieve a higher level of professionalism that meet the needs and demands of modern society, retain professional activity for longer.

Conclusions

Thus, the most perfect form of joint activity of various participants in the educational process is the partnership of educators of PEI and specialists in social work aimed at achieving a single goal, mutual benefit, mutual assistance, mutual responsibility, first of all, before a child. One of the ways to improve such cooperation is to introduce conditions for optimizing cooperation of representatives of various spheres of activity.

The high level of professional and communicative competence of teachers and social workers ensures: 1) the formation in preschoolers of «... various forms of language expressions, adequate to the situation and partner environment, provides the child with the realization of the needs of communication, further development and complication of business and cognitive forms of interaction, development of methods and processes of thinking, creativity in language communication» (Pirozhenko & Soroka, 2018); 2) activation of the socialization of the juveniles; 3) increasing the effectiveness of joint activities on social upbringing and child protection; 4) improvement of the partnership interaction of subjects of social work with parents, the public, etc. Productive educational space in the professional training of

future specialists in the pedagogical and social sphere is provided by innovative, integrated, contextual, active training.

At the same time, it seems promising to specify the content, forms and methods of practical implementation of the partnership of the mentioned subjects; creation of integrated programs of activity (local and regional levels); study of the positive experience of cooperation between the PEI staff and social services.

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School theater in educational institutions of Ukraine
in the XVII – XVIII centuries

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ШКІЛЬНИЙ ТЕАТР У НАВЧАЛЬНИХ ЗАКЛАДАХ УКРАЇНИ
XVII – XVIII ст.

У статті розкрито питання становлення шкільного театру у навчальних закладах України. Визначено, що дослідженню питання становлення та розвитку шкільного театру в Україні в XVII–XVIII ст. як окремої педагогічної проблеми передував тривалий процес накопичення наукової та публіцистичної літератури з окресленої проблематики. Звертаючись до попереднього досвіду вивчення шкільного театру, відмічено прискіпливу увагу дослідників до вивчення окремих її аспектів: філософсько-естетичних основ, елементів народної творчості, жанрово-стильової приналежності, змістової характеристики, художньої цінності, головних персонажів та їх характерів тощо. З'ясовано, що педагогічна складова дослідження шкільного театру в Україні окресленого періоду представлена доволі слабо. Передусім вона вивчається в контексті дослідження розвитку вітчизняного шкільництва XVI–XVIII ст. та висвітлення педагогічної спадщини відомих українських просвітників тієї доби.

На основі історіографічного аналізу праць провідних науковців різних галузей гуманітарної науки установлено, що дослідження шкільного театру потребує комплексного аналізу з урахуванням системного та міждисциплінарного підходів. За допомогою цих методологічних підходів вивчення шкільного театру в Україні зазначеного періоду буде усебічним та об'єктивним.

У статті з'ясовано, що становлення шкільного театру в Україні проходило у загальноєвропейському контексті розвитку освіти і шкільництва. Передову роль у становленні шкільного театру в Україні відіграли братські школи, Острозький освітньо-культурний осередок, а згодом Києво-Могилянська академія, які запозичили у своїх опонентів, єзуїтів та протестантів, деякі форми організації шкільного життя та методи викладання. Серед них визначна роль відводилася шкільній драмі та шкільному театру, що носили потужній виховний та пропагандистський характер.

У ході дослідження було встановлено, що шкільні театри братських, протестантських та єзуїтських навчальних закладів мали багато аналогій, що пояснюється спільною природою цих театрів, подібністю дидактичних і суспільних функцій. Так, за допомогою постановки шкільних драм, представники кожної із названих вище шкіл намагалися сприяти не тільки релігійному вихованню молоді, але й спряли моральному, патріотичному й політичному вихованню молоді.

Ключові слова: *театр; шкільний театр; шкільна драма; освіта; братська школа; протестантська школа; єзуїтський навчальний заклад.*

SCHOOL THEATER IN EDUCATIONAL INSTITUTIONS OF UKRAINE
IN THE XVII – XVIII CENTURIES

The article reveals the question of the formation of the school theater in educational institutions of Ukraine. It has been determined that the study of the for-

mation and development of the school theater in Ukraine in the XVII–XVIII as a separate pedagogical problem was preceded by a long process of accumulating scientific and journalistic literature on the identified issues. Turning to the previous experience of studying the school theater, the close attention of researchers to the study of its individual aspects has been noted: philosophical and aesthetic foundations, elements of folk art, genre and style, content, artistic value, main characters and their characters, and the like. It is established that the pedagogical component of the study of the school theater in Ukraine of the outlined period is presented rather poorly. First of all, it is studied in the context of the study of the development of Ukrainian schooling of the XVI–XVIII centuries and coverage of the pedagogical heritage of famous Ukrainian enlighteners of that time.

On the basis of a historiographical analysis of the works of leading scientists in various branches of the humanities, it has been established that the study of the school theater requires a comprehensive analysis taking into account the systemic and interdisciplinary approaches. The study of the school theater in Ukraine of the specified period will be comprehensive and objective with the help of these methodological approaches.

The article determines that the establishment of a school theater in Ukraine took place in a pan-European context of the development of education and schools. The leading role in the development of the school theater in Ukraine was played by the fraternal schools, the Ostroh Educational and Cultural Center, and later the Kiev-Mohyla Academy, which borrowed from their opponents, Jesuits and Protestants, some forms of school organization and teaching methods. Among them, a prominent role was given to school drama and a school theater, which were of a powerful educational and propaganda nature.

The study found that the school theaters of fraternal, Protestant and Jesuit educational institutions had many analogies, which is explained by the general nature of these theaters, the similarity of didactic and social functions. Thus, by staging school dramas, representatives of each of the above-mentioned schools tried to contribute not only to the religious education of young people, but also contributed to the moral, patriotic and political education of young people.

Key words: *theater; school theater; school drama; education; fraternity; Protestant school; Jesuit educational institution.*

Introduction

The realities of the present set before the national pedagogical science new requirements for finding effective ways of reforming and improving the educational paradigm. Globalization and integration processes that occur in the modern national educational space also require viewing the content and organization of education,

the formation of new educational guidelines for the younger generation. However, the European integration educational policy involves not only the creation of a single educational space, standardization of education, but also contributes to cross-cultural permeability, in which the priority is to preserve the national-cultural identity of each nation, its history, language and traditions.

Considering this the study and critical rethinking of the historical and pedagogical heritage, in particular those forms, methods, means of training and education, which entailed qualitatively new conditions for the revival of national culture, the development of a national school, and which were integrated by the components of the common European educational system, are still relevant and require deeper analysis (Chepil & Karpenko, 2013).

A significant source of enrichment of the content of education and upbringing at school is the study of historical experience in the organization of schools in Ukraine in the XVII–XVIII centuries – the era of the spiritual revival of Ukraine. During this period, domestic education received distinctive organizational, substantive and systemic features, while simultaneously developing in a single Eastern European dimension (fraternal schools, collegium, Ostroh Academy, Kiev-Mohyla Academy).

School theaters of fraternal, Protestant and Jesuit educational institutions had many analogies, what is explained by the general nature of these theaters, the similarity of didactic and social functions. Thus, by staging school dramas, representatives of each of the above-mentioned educational institutions tried to contribute not only to the religious education of young people, but also to moral, patriotic, and political one.

Analysis of recent researches and publications. In the historical and pedagogical works of the interwar period, school theater and school drama were covered in the context of studying the activities of fraternal schools and the Kiev-Mohyla Academy. Some authors paid attention to the publishing activities of the fraternities and the printing houses organized by them, to the interrelation of their publishing and pedagogical activities (Rodnikov, 1916; Tytov, 1924). In addition, in a thorough study of the development of the Kiev-Mohyla Academy, M. Demkov stresses that it copied the school system of Jesuit educational institutions with all their external and internal orders (Demkov, 1918, p. 142). At the same time, he paid much attention to the study of the teaching activities of F. Prokopovych and D. Tuptalo and their influence on the development of Ukrainian education. In this context, it should be noted that M. Demkova considers school theater as a purely school phenomenon, which was intended to teach oratory.

A. Selikhanovych, a famous philosopher and teacher of the late XIX – first half of the XX centuries, also studied the development of the Ukrainian educational system of the XVI–XVIII centuries in close relationship with Western schools, their organization and content of education. That was important in his research that he analyzed these educational systems in a pan-European social and cultural context. That is why he viewed school dramas and school theaters in Ukraine as an inte-

grated part of the Western European Jesuit school system, which had a powerful educational potential (Selikhanovich, 1917, p. 184).

The study of school drama and a school theater, which were inextricably linked in the Soviet period, was held in several stages (40–90s of the XX century). The first stage (40–50s of the XX century) should include the works of P. Berkov, V. Kuzmina, S. Shcheglova, in which the study of school theater took place in the context of the formation of amateur folk, which was considered the most «democratic» type of theatrical art and impressed the communist ideology the most. According to S. Shchehlova, on the stage of the amateur folk democratic theater, compared with school dramas, the performances were «more realistic, partially agitated, instilled in the audience advanced views of that time against the nobility» (Shcheglova, 1956, p. 264).

The famous Slavicist of that time P. Berkov in his works covered the issues of formation and development of the folk Russian drama of the XVII–XX centuries, which differed from the school one by variety of the repertoire and advanced democratic character. According to the views of P. Berkov, it was the interludes of school dramas that gave impetus to the development of Russian folk drama (Berkov, 1953, p. 49). In the same vein, studies of another well-known scientist of the outlined period, V. Kuzmina, who was engaged in the study of interludes and early comedies, which most clearly reflected the «nationality» of early drama, were built.

Main purpose of the article – is to reveal the theoretical foundations of the school theater formation in educational institutions of Ukraine of the XVII–XVIII centuries.

Presenting main material. School theater as a mass phenomenon in European teaching practice emerged in the second half of the 16th century, during a period of brutal struggle of religious ideas and the aggravation of interfaith and social and cultural problems of European society. School theater was used in the educational process of various religious denominations, communities, fraternities. Even Protestants, who adhered to strict religious practices, favoured theatrical performances in school practice. In particular, Martin Luther, the founder of Protestantism, emphasized the important educational value of theatrical performances, through which students could learn the Latin language, train their memory and get better acquainted with social life. Despite the prohibition on singing and theatrical rites during church liturgies, he noted that «Christians do not need to completely avoid comedies because they have crude jokes and vulgarities, because through such trifles they apparently would have to refuse from reading the Bible» (Liuter, 1992, p. 74).

In contrast to the Protestants, the Jesuit monastic order introduced its system of training and education, in which an important role was assigned to theatrical action. The first Jesuit theater dates back to 1551, when the first production was performed in Messina. Jesuits were aware of the importance of school plays for the intellectual development of young people, not only by their participation in the play as an actor, but also by being a spectator. Another Catholic monastic order, Piarsky, did not lag

behind its main competitors in the struggle for young students and in 1637 created the first school performances at the college of the city Nazareno.

It is important to note that by the second half of the 16th century, the development of the school theater took place along the lines of the development of the religious theater of the Middle Ages. In the early Middle Ages, clergymen condemned the theater as a fictional form and forbade playing plays. Only in the 10th century they realized the role of the theater as an important instrument of influence on believing Christians and again introduced it to the liturgy in the church. The development of the Christian theater, the main goal of which was to help ignorant people to comprehend the truth of faith, was greatly influenced by the philosophical thought of Thomas Aquinas, who was the first Latin clergy to introduce the philosophy of Aristotle to the Catholic faith, recognizing theater as a form of recreation, play and entertainment. At the same time, he recognized only a theater that «does not allow any unacceptable words or actions» (Nicoll, 1977, p. 57). For the religious theater, the performances of the mysteries, miracle and morality plays were characteristic.

In particular, the multi-day mysteries that reproduced the most important facts from the life of Christ, the miracles, which were based on the life and miracles of the Mother of God and saints and morality (allegorical representations of the struggle between good and evil human qualities) were special performances that emotionally biased not only actors but also spectators. Therefore, the audience took an active part in the performances, saying prayers with the actors, repeating the refrains of the songs, going from place to place in accordance with the action of the play. Thus, it can be stated that the Christian theater performed religious and educational functions, because it gave information, taught, aroused benevolent feelings, motivated to act, entertained (Tatarkiewicz, 1988, pp. 144–145).

In the Renaissance a rethinking of the role of man in the world, his attitude to himself and others, to God, Christian dogmas took place (Berthold, 1980, p. 267). This became possible thanks to the discovery and popularization of ancient masterpieces. Early Greek dramas were used mainly in medieval schools to teach rhetoric. The Renaissance in Western Europe began a new form of theater: in the humanistic schools of Italy, and then Germany, France, and Spain, they began to perform the original comedies of the Roman playwrights Plavt and Terence, the tragedies of Seneca. School teachers, already from the 30s of the 16th century, repeating after the Romans, began to write their own Latin-language plays for schoolchildren, who performed them with a didactic goal according to school programs. Over time, theatrical repertoire was enriched with modern tragedies and comedies. Like the authors of the medieval mysteries, these playwrights relied on religious subjects, but treated them differently, freely interpreting the themes and even resorting to fictions. However, if the mysteries were completely free in form, the school drama was oriented on the form of the Roman drama.

The flourishing of school drama and school theater in the West is, as we have already noted, in the second half of the 16th century. Since the beginning of the Reformation, the education system in European countries has undergone a qualitative

change. Significant reforms occurred in secondary and higher schools. For example, with the efforts of the famous teacher and educational figure Jan Sturm there was created a new type of gymnasium, where they studied not only humanitarian disciplines, but also natural ones. The transfer from a lower class to a higher class took place through exams, which acquired quite often the forms of public speaking. In Strasbourg's gymnasium, where Jan Sturm was the director, student performances became part of the teaching system. The teacher himself recognized the theater as an important element of humanistic education (Dziechcińska, 1985, p. 95).

The development of the school theater was especially active in the schools founded by the Jesuit Order. Jesuit schooling was directed to the study of the Latin language through the development of the technique of analysis and imitation of the stylistic canons of ancient authors, which was most widely manifested in the courses of poetics and rhetoric (Kravets, 1996, p. 12). Thus, the Jesuit colleges introduced philological methods of teaching and educating early humanists, whose main goal was to master the best examples of antiquity, to cultivate good practices that improve human nature, inculcation of Christian morality including the Catholic worldview.

In Jesuit schools, religious education mainly took place through the emotional sphere, rather than through the study of theological literature. This was manifested in attracting students to theatrical performances, religious processions, church fraternities, which were aimed at the formation of devotion to the interests of the Roman Catholic Church. It is known that the first school theaters emerged at the educational institutions of the Enlightenment and Baroque, and school drama was the basis of their repertoire, which had primarily educational character (Hrytsai, 1969; Isaievych, 1966). The Jesuits considered the theater to be a powerful means of propagating their ideas, since it influenced not only the mental, but also the emotional sphere of a person, his imagination and memory; at the same time the main ideas of the play became available to both the educated elite and the common people.

The Jesuits managed to transform school drama into an effective means of propagating their own ideas, adding brilliance and attractiveness to their performances. Even a peculiar type of Jesuit drama was created, the theorists of which were: in the XVI century Jesuit Yu.Z. Skaliger (1561), and soon – Ya. Pontan (1594), O. Donati (1631), Ya. Masen (1654).

In the Jesuit school theater there are traced allegorical images and the personification of distant concepts. For example, Truth, Nature, Love, Loyalty appear alongside living actors, while Christian perceptions and virtues along with ancient Greek and Roman gods and heroes, and the like. It should be noted that the Jesuit school theater quickly gained popularity both among ordinary people and among nobility. No important religious or socio-political event could do without it. For example, during the coronation of the Polish king Sigismund III, the Jesuits staged a play about the life and glorious deeds of his predecessor King Sigismund I (Krzyżanowski, 1979, p. 92). Jesuit school performances were also a powerful means of influencing the public opinion of the country. As noted by the Polish researcher I. Axer, the Jesuit drama «Laudatio dramatica clarissimae Firleiorum familiae» is a

peculiar satirical pamphlet for the Republican congress, which took place in Krakow in 1620 (Axer, 1993, p. 18). The given examples show that the Jesuit school theater developed not only in a purely religious-spiritual aspect, but also reflected historical, political and social events that took place in the then European countries and had an influence on the formation of the socio-political thought of the then Commonwealth.

Like the church and school theater of Western European countries, a theater developed in the Commonwealth, which at that time included most of the Ukrainian territories, though in a relatively limited and simplified form. Jesuits began to introduce in Poland, as well as in Ukraine and Belarus, incorporated as part of the Grand Duchy of Lithuania into Poland (1569), their own schools, in the curricula of which the theater occupied a significant place (Lutsiv, 2014, p. 85).

It should be noted that the formation of the school theater coincided with the development of a new trend in European literature and culture – Baroque, which replaced the Renaissance. The artistic system of baroque art was extremely complex, as it simultaneously manifested variability and polyphony of cultural processes, which were characterized by a contradictory combination of religious and secular motifs and images, a variety of contrasts, complex metaphorical, allegorical and emblematic, striving to impress the reader with a magnificent style, rhetorical decoration works, etc. (Hrytsai, 1969, p. 47). Similar features were inherent in the school theater, which is based on the laws of rhetorical art.

Almost in all the programs of the Jesuit colleges there were stage exercises in the field of eloquence and the ability to hold a discussion. Participation in the performances, in accordance with the principles of the Jesuits, was to develop students' appropriate taste, to generate interest, love for the land and chaste life, to bring up well-educated young people. The Jesuit theater performances covered essays, biblical and historical dramas that were included in the curriculum, and which featured the choice of a path in life, a pious way of life, faithful service to royal power and the Catholic Church. On the formation and development of the Ukrainian school theater, it should be noted that it repeated the organization of the Jesuit theater and relied on the theoretical and practical experience of Polish teachers and playwrights (Likhachev, 1979, p. 34). Such a similarity is primarily due to the territorial proximity and the historical and cultural borderlands of both peoples. In addition, it is important to note that theatrical culture was not inherent in the Orthodox-Byzantine tradition. At the beginning of its formation, the school theater was perceived by both ordinary Ukrainian and many religious and cultural figures to be rather hostile, since it did not see the need for it and was perceived as one of the varieties of Catholic influence.

That is why in the then polemical literature one can find many negative statements of Orthodox arbiters of faith to this type of education (Vyshenskyi, 1986; Mytsko, 1990).

However, no matter how paradoxical it would seem, it was through the means of the Polish school that the formation and development of the Ukrainian school thea-

ter proceeded. First of all, it concerned the emergence of a new type of schools in which humanistic education provided for mastering ancient literature, Latin and Greek, poetics, rhetoric, philosophy and theology. Therefore, in the Ukrainian Orthodox schools and colleges, the school theater, as a non-traditional way of teaching, which owned a powerful educational function, found its rightful place. Note that the school theater was closely connected with the church, as part of the curriculum of theological schools. Therefore, it had to express a religious meaning, despite its secular form.

At the same time, the school theater in Ukraine was not only part of the curriculum. It took an important position between the secular and sacral beginnings, forming at the same time a new system of expression of spiritual values, despite the fact that such types of theater as court, magnate and folk theater existed nearby. However, all of them could not influence the development of the Ukrainian theater, since for the court theater in Ukraine there were no conditions for development, the magnate theater had a too vivid secular character, which was difficult to imagine alongside Christian-Orthodox traditions, while the folk theater could not be understood according to the definition (Steshenko, 1908, p. 82). In this aspect, it is important to emphasize that it was the pedagogical system that became the main conductor in the further development of theatrical art.

The Ukrainian school theater of the studied period constantly balanced between the experience of the Orthodox and the Catholic worldview, while demonstrating echoes of religious controversy. First of all, this concerned the appearance in the plays of the Easter and Christmas cycles of allegorical images of the Church, which was pursued by the enemies: Tatar, Mordvin, Arapik, but it remained faithful to the unified Orthodox faith. So, the controversial topic in the school theater was relevant on a par with the Easter one, which further emphasized the combination of secular and spiritual in it. At the same time, it should be noted that it was the phenomenon of the school theater in Ukraine that managed to combine the secular and the spiritual, without removing them completely, but finding a certain balance between them. Ukrainian school theater was largely dependent on the church calendar, returning to the ritual and mythological essence. The modern researcher of the national theater science P. Mykytiuk notes that the school theater of the period under study «acquired all the features characteristic of the rite, since he himself did not choose either the place or the time of action. The tradition, although borrowed, defined its own circle: the Easter drama – the Christmas one – the Morality on the Pancake Week. Sometimes a didactic play rushed in on the occasion of the end of the school year» (Mykytiuk, 2003, p. 30). This gave the school theater a shade of secularism. However, it was an organic fusion of the sacred and profane, which was manifested in the content of the theatrical play, in the creation of bizarre characters, but their distinction took place in the genre system itself. That is, for the center, the core of the play, that there was an inherent highest concentration of spiritual content, while secular elements dominated on the periphery. Therefore, the mystery became the semantic center for the school theater, and the medieval morality was chosen

for the peripheral part. All this gives reason to say that the genre of medieval morality, for which the characteristic character was Man, which served as a prism for displaying sacred events, did not allow the school theater to become court or folk theater, because it was not completely removed from the sacred core. From this we can conclude that the Ukrainian school theater of the outlined period was included in the sacred culture and much slower secularized than the Western European and Polish in particular.

At the same time, the instructive nature of the plays, the content of certain monologues and dialogues, stage episodes are evidence that the school theater remained part of the school curriculum and reflected its secular character. Here, first of all, it is necessary to note a group of dialogues and declarations, in which they talked about the benefits of training and the harm that laziness and carelessness in training have borne; the proclamation of greeting panegyrics, stamp poems, constituted the practical part of the courses of poetics and rhetoric. Among the practical classes that were public in nature and were presented on the school stage, there were debates, prologues and epilogues of dramas that approached oratorical genres. In addition, they were similar to sermons, which were filled with rhetorical questions, appeals to the audience, a certain modulation of the voice and gestures and body movements prescribed in poetics and rhetoric.

In general, the genre system of the school theater was quite extensive: mysteries, morality, dialogues, tragedies of didactic nature, comedies, tragicomedy and the like. However, it was fairly stable, since the penetration of new genres into the stage of the school theater drew on the development of already existing, above all mysteries and morality, but their functions were clearly demarcated. The appeal of the authors of dramas to the same sources (the Bible, the lives of the saints) also influenced the constancy of the genre system. These processes led to the emergence of dramas at the end of the 18th century, which completely duplicated the content of plays written at the initial stage of the development of the school theater. Accordingly, these facts stimulated the appearance of a significant amount of criticism among researchers of early Slavic literature on primitiveness, the naivety of the content of the plays during this period, the imperfections of the form and plagiarism.

In the aforementioned period, the didactic function of the theater was combined with the general tasks of moral, religious and patriotic education. The theater provided an opportunity for ordinary spectators to join the spiritual and cultural world heritage and at the same time to get clear lessons from public life: the assimilation of religious tenets, examples of piety, devotional service to the Motherland, to his people, and the like. Thus, the school theater with its pronounced moral and didactic orientation tried to show a person the right path in life according to Christian teaching.

It should be added that the appearance of the theater in the school increased its reputation and prestige. Thanks to school performances, the school closely cooperated with society and parents. For example, during school speeches in prologues and epilogues it was reported about the success of students in learning, their behaviour,

the benefits of school business for personal development were noted (Sofronova, 1996, p. 39). This technique was often used in school theaters of different denominations in order to increase the number of students and receive patronage.

Conclusions and further researches directions. So, the school theater which actively used the game element facilitated the learning process, made it more interesting and accessible. Sometimes it replaced school exams, turning them into school disputes. It should be noted that all genres of the school theater (comedy, mystery, morality) performed a didactic function. In addition, the school theater created its own genres – declarations and dialogues, the main task of which was to train and educate the younger generation.

The Ukrainian school theater became the center of the development of Eastern Slavic theatrical art, since it included the best achievements of the Polish school theater, which served as a prism for the penetration of advanced ideas of the Western European school theatrical tradition.

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ГЕРМАН ГМАЙНЕР – ЗАСНОВНИК СОС-ДИТЯЧОГО МІСТЕЧКА

У статті розкрито гуманістично спрямовану сутність педагогічної концепції Германа Гмайнера (1919–1986) – засновника першого СОС-дитячого містечка у м. Імст (Австрія). Акцентовано увагу на втіленні ідеї сімейного виховання дітей у практику, труднощах і пошуках шляхів її реалізації. Констатовано, що поштовхом до створення першого СОС-дитячого містечка могло бути багато причин: і рання втрата матері, і доля молодшого брата

Антона, котрий виростав без неї, опіка сестри Ельзи, і той факт, що під час війни його врятував український хлопець, назвавши Германа братом, й особливо зустріч із 12-річним сиротою взимку 1947 р. в Іннсбруку, яка назавжди залишила слід у душі австрійського гуманіста і стала поворотним пунктом у його житті.

Концепцію СОС-дитячого містечка будував з власного досвіду. Цінностями виховання проголошуються любов і захищеність, відповідальність і налагодження соціальних контактів; дотримання порядку; відкритість СОС-дитячого містечка; підтримка дітей різного віку. Висвітлено широке значення опіки й виховання дітей-сиріт та дітей, позбавлених батьківського піклування, задоволення їх найважливіших фізичних і психічних потреб, зміцнення здоров'я та доброго самопочуття, забезпеченню можливості їх самореалізації та самовдосконалення. Охарактеризовано етапи прийому дітей до СОС-дитячого містечка.

Г. Гмайнер був переконаний, що єдино справедливим і правильним для знедолених дітей є створення «моделі сімейного виховання», яка зможе повернути їм не лише втрачений дім та сім'ю, а й можливість нормально розвиватися в умовах захищеності та любові. Незважаючи на нищівну критику та відвертий опір противників, Г. Гмайнер сміливо відстоює ідею СОС-дитячого містечка, у практичну реалізацію якої мало хто вірив. Його педагогічні ідеї оперті на практику, пронизану загальнолюдськими цінностями (людяність, гуманність, любов, мораль, довіра, взаєморозуміння та ін.). Сьогодні у СОС-дитячому містечку Імст розміщено 12 будинків сімейного типу, в яких проживають 42 дітей, функціонують дитячий садочок, центр опіки, який надає недовготривалу допомогу дітям та батькам у кризових ситуаціях.

Для вітчизняного освітнього простору педагогічні ідеї Г. Гмайнера є актуальними, заслуговують на всебічне вивчення і подальше застосування у розв'язанні соціально-виховних проблем в Україні відповідно до європейських вимог. Ідея СОС-дитячого містечка як соціально-педагогічної інституції може лягти в основу для подолання проблем опіки і виховання соціальних сиріт, дітей, позбавлених батьківської опіки.

Ключові слова: СОС-дитяче містечко; Герман Гмайнер; модель сімейного виховання; діти; опіка; виховання; загальнолюдські цінності.

HERMANN GMEINER – THE FOUNDER OF SOS-CHILDREN'S VILLAGE

This article describes the humanistically directed essence of the pedagogical concept of Hermann Gmeiner (1919–1986) – the founder of the first SOS Children's Village in Imst (Austria). Attention is focused on the embodiment of the idea of family education of children in practice, difficulties and the search for ways to implement it. It was stated that there could be many reasons for the impetus for the creation of the first SOS Children's Village: the early loss of the mother, and the fate of his younger brother Anton, who grew up without her, his sister Elsa's care, and the fact that during the war he was saved by a Ukrainian guy, who called him a brother, and especially a meeting with a 12-year-old orphan in Innsbruck in the winter of

1947, forever left a mark on the soul of an Austrian humanist and became a turning point in his life.

He built the concept of the SOS Children's Village from his own experience. Love and security, responsibility and establishing social contacts, keeping order, openness of the SOS Children's Village, support for children of different ages – all these are proclaimed like the values of upbringing. The wide significance of custody and upbringing of orphans and children deprived of parental care, meeting their most important physical and mental needs, promoting health and well-being, ensuring their self-realization and self-improvement are highlighted. The stages of admission of children to the SOS Children's Village are described.

H. Gmeiner was convinced that the only fair and proper thing for disadvantaged children is the creation of a «family educational model» that will be able to return not only their lost home and family, but also the ability to develop normally in conditions of security and love. Despite the crushing criticism and frank resistance of opponents, H. Gmeiner boldly defended the idea of a SOS Children's Village, in the practical implementation of which very few people believed.

The pedagogical ideas of H. Gmeiner are based on the practice pervaded by common human values (manhood, humanity, love, morality, trust, mutual understanding, etc.). Today in the SOS Children's Village Imst there are 12 family-type homes with 42 children, function a kindergarten and a care center, which provides short-term assistance to parents in crisis situations. H. Gmeiner's pedagogical ideas are relevant for the Ukrainian educational space, deserve a comprehensive study and further application in solving social and educational problems in Ukraine in accordance with European requirements. The idea of SOS Children's Village as a socio-pedagogical institution can form the basis for solving the problems of guardianship and upbringing of social orphans, children deprived of parental care.

Key words: *SOS-Children's Village; Hermann Gmeiner; family educational model; children; custody; upbringing; universal human values.*

Introduction

Preserving childhood, achieving emotional well-being, creating all conditions for the further successful and personal development of a child are ones of the main tasks of any society and state. The child's right to be raised in the family is set forth in international documents (the Convention on the Rights of the Child, the Declaration on the Rights of the Child, the World Declaration on the Survival, Protection and Development of Children, etc.), and in the legislative acts of each state. The creation of optimal conditions for the support of socially unprotected categories of children, their integration into society is possible only if they are provided with family forms of upbringing.

In this context, the humanist-oriented pedagogical concept of Hermann Gmeiner (1919–1986) highlights the widespread importance of the care and education of orphans and children deprived of parental care, satisfaction of their most important physical and mental needs, strengthening of health and well-being, ensuring the possibility of self-realization and self-improvement.

The interest of Ukrainian researchers in the pedagogical ideas of H. Gmeiner is due to the modern problems of social orphanage, as well as argumentation and their solution in the post-war period. The study of the pedagogical heritage of Hermann Gmeiner required the examining of a significant amount of German, English, Ukrainian scientific literature, which diversifies the ideas of the Austrian teacher, the genesis and activities of SOS Children's Towns and its distribution in the world, the theory and practice of raising orphans and children deprived of parental custody, and differs in time and place of publication. We also studied and summarized the printed and handwritten materials of the Hermann Gmeiner Academy archive in Innsbruck, which made it possible to more fully reflect the various aspects of the life and career of the Austrian teacher.

The analysis of the latest investigations and publications

The works of Hansgeinz Reinprecht, Director of Europe's largest SOS Children's Village in Hinterbrühl, Secretary-General of the International Charitable Organization SOS Children's Village, deserve a positive assessment. For thirty-five years he closely worked with H. Gmeiner, travelled around Asia, Latin America, Africa, helped to create SOS Children's Villages. The life path of the founder of the SOS Children's Village H. Gmeiner is described in detail in the book «Herman Gmeiner: Adventures of Mercy» (1989) (Reinprecht, 1989). The author was present at many meetings with H. Gmeiner, which made it possible to objectively assess the status of the SOS Children's Village of that time. In his book «My Daughters, My Sons», H. Gmeiner sets forth the concept of raising children in SOS Children's Towns, shares experiences in raising sons and daughters, and describes his «father» status in relation to children from different countries and denominations. The author believes that he is strict and loving; His main duty is to provide the child with the home and replace lost parents (Gmeiner, 1987b).

One of the most significant works of our time is the book by journalist Claudio Gonzal «For children of this world. Hermann Gmeiner: father of SOS Children's Villages. Biography», published in 2009. It talks about the creation of the first SOS Children's Village, the current state, problems and prospects of activity, the attitude of contemporaries to the idea of H. Gmeiner, his followers. Short stories from the life of H. Gmeiner, his statements about the education and upbringing of children, love, faith, nature, problems of social orphanage, the integration of children in the social environment, interpersonal relations between children and adults, the content of the concepts of «freedom», «motherhood», «ideal and real», «how to achieve success», memories of countries in Europe, Latin America and others, in which he was in different years, letters to SOS mothers, friends, and employees were reflected on the pages of this book (Honsal, 2009).

An important aspect of our research is the dissertation of A. Vlasova, «Problems of professional training for teachers of children's villages in Hermann Gmeiner' inheritance», the subject of which are the principles and regularities of the process of professional psychological and pedagogical training of mothers-tutors of family orphanages in the SOS-Kinderdorf system (Vlasova, 1993, p. 2). L. Kharchenko, S. Tuntuieva have investigated the main activities of the SOS Children's Village in Ukraine (Kharchenko & Tuntuieva, 2012), L. Skrypnyk focuses on the SOS Children's Village as a form of social and educational support for children deprived of parental care (Skrypnyk, 2010). In the monograph «Pedagogical ideas of Hermann Gmeiner (1919–1986)», the author defined the preconditions and main factors of the formation of H. Gmeiner's personality as a pedagogical person, scientifically grounded stages in the development of his pedagogical ideas, revealed the theoretical and methodological foundations of children's upbringing in SOS Children's Villages, their relevance for the modern Ukrainian educational space (Karpenko, 2012).

Studying and generalizing the source base made it possible to recreate the preconditions for the formation of the worldview, find out the sources of influence on the personal development of H. Gmeiner as a pedagogical person, reveal his pedagogical ideas (principles, goals, content, forms, methods and means of education) and contribute to the theory and methodology of raising orphans, to the founding of the first SOS Children's Village in the city of Imst.

The idea of creating SOS-Children's Village

The situation in post-war Austria was rather disappointing, especially for orphans, children with physical disabilities, unemployed, disoriented and anti-social young people who did not have any shelter and protection. H. Gmeiner understood that these children lacked warmth, friendship, joy, and normal human relations; on his own initiative, he began to analyze pedagogical problems, immersed himself even more in reading pedagogical and philosophical literature, and visited orphanages, children's and youth's homes.

H. Gmeiner wanted to replace the existing social education with care close to family, where the child can receive enough maternal love and the optimum provision of his life needs. He understood that his concept was not quite original – it was based on the experience of its predecessors. Of course, the idea of SOS Children's Villages called into question the generally acceptable method of guarding orphans at that time, but the institutions of H. Gmeiner should not be a challenge to orphanages of the old type, but a proposal for custody over orphans in order to raise them healthy and happy.

Taking care of one boy (orphan) for two years, H. Gmeiner realized that the child suffered most from a lack of maternal love. Subsequently, in memories of his mother, he would write about his reflections: «... and again the image of my mother, who constantly lived in my heart, helped me. After the war, when I was studying at the university and worked with young people in my free time, I met a lot of abandoned, homeless and forgotten guys. They could not just be left on the street.

Often these were children who lost their mother or she refused them. They didn't need anything but a mother I once had» (Gmeiner, 1987a, p. 8).

H. Gmeiner assigned a significant role in the idea of creating a SOS Children's Village to his younger brother Anton: «When the mother died immediately after his birth, this baby did not stay in our family. My mother's brother accepted Anton and did not want to return him later. My uncle had no children of his own, and many years passed when the father and my older siblings allowed this adoption. At first we refused this for a long time, although there were many of us in the family and we were poor. However, the brother lived there very well. My uncle loved him; he allowed everything and did not forbid communicating with us. At school, everyone knew that he was an adopted child and abused him. Once, 12-year-old Anton wept and said to me: «You know, Herman, you gave me then. Simply gave me away. And now I have neither brothers nor sisters. I feel lonely with my uncle. These words I remember all my life» (Honsal, 2009, p. 58).

So, there were many reasons for the creation of the first SOS Children's Village: the early loss of the mother, and the fate of his younger brother Anton, who grew up without her, his sister Elsa's care, and the fact that during the war he was saved by a Ukrainian guy, who called him a brother, and especially a meeting with a 12-year-old orphan in Innsbruck in the winter of 1947, forever left a mark on the soul of an Austrian humanist and became a turning point in his life.

H. Gmeiner built the concept of the SOS Children's Village with his own experience. He recalled that in childhood, besides the parents, the child has brothers and sisters, as well as a house, sees how people behave and communicate. In the program of open social care, he identifies the following basic principles:

1) instead of lost parents, the child should have a caring teacher («mother») who will be loving and ready to take care of him during his life;

2) the child must have siblings, therefore the mother bring up at once all children (from 7 to 9 people) of different ages and sexes. Siblings deprived of their parents remain together in the same family;

3) a new mother and her children, like a new family, must live together in their own separate home;

4) houses with families and their residents form a SOS Children's Village, headed by a director who regulates its activities and deals with the common problems of these families (Gmeiner, 1960, pp. 7–8).

Love and security, responsibility and establishing social contacts, keeping order, openness of the SOS Children's Village, support for children of different ages – all these are proclaimed like the values of upbringing in the SOS Children's Villages (Gmeiner, 1960, p. 63).

H. Gmeiner believed that abandoned and left alone children are in danger of being lost due to the despair that has taken them, or may even die. «Not to be disappointed and not to lose your life is a chance that I want to give you, and which gives you the SOS Children's Village as good as possible. Therefore, adults who have taken on responsibility for you and for your future, mothers and friends of the SOS

Children's Village, want to help in time to fully protect you from even greater loneliness, grief and sadness, and perhaps from a step into the abyss. Each of you should take care of the rest yourself – the teacher wrote. – After all, SOS Children's Villages and above all mothers of SOS Children's Villages take care of you before your independence. The frivolity, callousness, indifference of many adults struck your trust in you and others, but did not destroy it. None of you is a born loser. And the SOS Children's Village ensures that the doors in life are opened for you. You choose either to go through this door or, if necessary, use the help that you are offered» (Gmeiner, 1987b, p. 6).

H. Gmeiner was convinced that the only fair and proper thing for disadvantaged children is the creation of a «family educational model» that will be able to return not only their lost home and family, but also the ability to develop normally in conditions of security and love. Despite the crushing criticism and frank resistance of opponents, H. Gmeiner boldly defended the idea of a SOS Children's Village, in the practical implementation of which very few people believed.

In 1948, he turned to many state, religious and private institutions, which, in his opinion, could help in the realization of innovative vision. However, no one supported his utopian (as most thought) ideas. Subsequently, H. Gmeiner with pain recalled: «Something happened that I never thought about. Upon hearing my idea, everyone closed the door in front of me. I was where I thought people would be grateful for my plan, which made it possible to solve problems with young people. However, they considered me a fool. They constantly made fun of me. No matter where I went, they always refused me. No one took me seriously» (Gmeiner, 1987a, p. 10).

H. Gmeiner was also disappointed with the position of the Catholic Church, which did not want to help, because, they said, SOS Children's Villages did not have the status of a Catholic or even a religious organization. Such a response angered him, who was convinced that humanistic universal principles would contribute to the unification of all the religions of the world. H. Gmeiner repeatedly stressed that social work should not be influenced by religious, racial or political views. The teacher eventually realized that the fate of his project depended only on his own perseverance: «... when you love yourself and believe in yourself, you can do good. Help yourself and God will help you. I will try to implement my plan without the help of others, because I am convinced that I am right. Now I must act, otherwise I will be a bad person, a bad Christian». With his like-minded people, he nevertheless found a way to collect the money necessary for the construction of a SOS Children's Village after conducting the action «Give me only one shilling!» (Gmeiner, 1987a, p. 12).

Save Our Souls

H. Gmeiner together with his comrades (Josef Estle, Ludwig Kuhl, Herbert Pfanner, Franz Muller, Maria Gofer, Gertr Troer, Hedwig Weinartner, Helen Didlow), having no support from the authorities, in April 25, 1949 establish the Societas Socialis (Public Union) – a separate community with a charter and organizational structure for the project, the protocol of which we managed to find in the archive

(«Protokol», 1949, pp. 1–2). This first official general meeting of the Public Union (Societas Socialis) was held under the leadership of Deputy Mayor I. Meier. As chairman of the meeting, H. Gmeiner gave a report on the preliminary successful activity of the community he headed. So that a newly-established institution could be distinguished from similar social institutions, H. Gmeiner called it SOS Kinderdorf (hereinafter referred to as SOS Children's Village). The abbreviation SOS means «Save our souls!», which immediately became the slogan of this orphanage, where children were supposed to receive protection (Schreiber & Vyslozil, 2001, p. 59).

A consortium of doctors, teachers, and social workers should jointly find an innovative solution to the problem of the custody of minors. Herbert Pfanner, a law student from Vorarlberg and a member of this association, legally documented the ideas of H. Gmeiner and presented them to the Innsbruck Public Security Administration. The charter of the Societas Socialis referred to the creation of a private organization to help orphans; building a house for them with a streamlined telephone connection for adoptive parents; the creation of the social organization «Mother and Child» to protect single mothers; establishment of a working association of educators, doctors and medical staff («Die SOS-Kinderdörfer», 1967, p. 3).

Subsequently, they had to approve the «House of Mothers» for the women's team, and also indicate in the charter the composition of the guardianship staff. H. Gmeiner intended to attract to the female team of the SOS Children's Village unmarried women or widows, from 18 to 40 years old, who had relevant professional and moral qualities. In the case of the marriage of the mother, she was forced to leave the SOS Children's Village («Mütterstatut», 1965, p. 11).

As soon as the «House of Peace» was completed in early December 1949, they began the construction of another four premises with the names: «Christmas», «Industry», «East Tirol», and «Easter». In order to rest after hard work H. Gmeiner organized a ski trip to the mountains for Christmas holidays – a real holiday for 120 children and parents, and also he held a Christmas Eve with like-minded people, including secretary Maria Gofer from the youth center, and a graduate of the gymnasium Fritz Haider, who later headed Austria's largest SOS Children's Village in Hinterbrühl near Vienna (Fuchs, Strasser, & Posch, 1995, p. 56).

Now, the idea of H. Gmeiner found a wide response from compatriots: people understood the essence of the project, believed in him; the number of friends of the SOS-Children's Village grew every day. His activity soon reached unexpected successes, surpassing all initial plans and plans. A few years later, the idea of H. Gmeiner spread throughout the world and was firmly established both in Europe and on other continents («Ein Kinderdorf», 1951, p. 1).

When in the early years of the SOS Children's Village, it could give a shelter to a few children, then later, after the completion of other premises, the situation changed for the better.

In 1950, H. Gmeiner planned to complete the construction of the four buildings already mentioned, despite modest means. The construction site involved mainly young people who worked on weekends or in summer. The construction of the

road and electricity was financed from the local budget thanks to the efforts of the mayor I. Koch. Allowed raising funds for homes and the road took a lot of volunteers' time. Regarding food and textiles, it was necessary to carry out the appropriate calculations and purchase the necessary things for the price of two to four shillings. At the end of the event, a flower parade was organized, for which all participants of the action prepared day and night. H. Gmeiner, together with the ski rescue service, decorated the cars with flowers, which G. Didl prepared with the children. At this time, the girls sewed clothes and made up the program of the event. The event ended successfully («Ein Kinderdorf», 1951, p. 1).

During June, July and August, psychologist Mrs. Clef conducted courses for applicants for the position of SOS-mothers in Heselger. After successful training, the first candidates for the posts of mothers were selected. Already in the fall, preparations were underway for the second action of Christmas cards, which already in November covered not only the lands of Tirol, but also Salzburg and Vorarlberg (Reinprecht, 1989, p. 64).

In August, the first issue of «SOS-Kinderdorf. Bote» («Bulletin of the Children's Town») was published as a newsletter for all members and patrons of the Public Association. The editor of the first issue was F. Haider, who had been working on the construction of the institution for a year. Early in the gymnasium, and later as a member of the youth group of H. Gmeiner, F. Haider often showed leadership skills. Subsequently (five years later), he led the publishing house of the SOS Children's Village, while H. Gmeiner invited him to lead the SOS Children's Village in Hinterbrühl – the largest one in Austria. Since 1956, «Kinderdorfbote» was edited by Albert Küller, who, under his leadership, brought together a whole headquarters of talented workers, photographers, translators, and others (Stadelmann, 1970, p. 81).

December 1, 1950 in the SOS Children's Village in the city of Imst was held a celebration in honor of the completion of the construction of all 4 houses. H. Gmeiner received from the architect Steinmeier the keys to the new houses («SOS-Kinderdorf», 2018). It should be noted that H. Gmeiner himself, together with specialists, chose an architectural composition for the SOS Children's Village: the SOS-family's premises were two-storied – on the first floor there were a living room, a kitchen, a mother's house, on the second – rooms for children, a bathroom. The house is arranged by the family to their taste, but funds for the purchase of inventory are allocated from the budget of the SOS Children's Village. On the territory of each premise there is an administrative building, which contains a library, a music room, a conference room, a director's office, and sometimes a gym. Unfortunately, for effective and broad care for children, there was often a lack of opportunities and resources, as H. Gmeiner later wrote in his book «SOS Children's Village. Modern organization of education for homeless children» (Gmeiner, 1960, pp. 19–20).

Today in the SOS Children's Village Imst there are 12 family-type homes with 42 children, a kindergarten, and 4 groups of children live with SOS mothers, but have close contacts with their parents and should return to them in the future. Since

April 2004, a care center has been operating here, which provides short-term assistance to parents in crisis situations («SOS-Kinderdorf», 2018).

Stages of admission of children to the SOS Children's Village

Based on research, J. Aldgate (1989) assures that the family form of care can offer a lot to children and is undoubtedly the best for younger children, but the institutional form of care is an important alternative for some older children. S. Redfern, S. Wood, D. Lassri et al. (2018) assert that children represent a vulnerable group in society, many of whom are mistreated before being placed in a foster home. Problem behaviour can be the cause of a long search for an appropriate foster family and a difficult adaptation of the child himself. This gives us reason to assert that the decision on the placement of children, regardless of whether it is an institutional or adoptive form of guardianship, should be based on a comprehensive assessment of specialists taking into account the needs of children, so that in case of the need to allow professionals to more effectively respond to problems or destructive behaviour.

The child learns about the admission to the centre of the «world of the SOS Children's Village» from a certain distance, meets the children and is freed from the fear of the unknown. On the other hand, these contacts prepare for the future family, are taken into account during the building it. Rarely there may be protests that the new adoption of the child is a big twist to his or her fate, and it is very difficult for them to be the object of this situation.

The issue of identification is particularly relevant to other people's children, and in particular to those who have not grown up in their biological family since childhood, who may have never even had contact with her, and who have much greater problems than others. For this, it is necessary to consider aspects in a fundamental and psychologically deep way (for example, the continuity and limitation of his personality, the experience of certain skills), especially the question «Who am I? Why do not I live in my biological family as other children?» (Andersson, 2009). This question has systematic active components that cannot be removed. This is how the experience is enhanced that the child's thoughts are about something special, connected with the fear that something can happen, which the person himself expects (in particular that he will return to his biological mother).

Further contacts with the biological family are of particular importance in the development of the child and are provided from other institutions, even if the SOS Children's Village gets a big burden due to relatives. It is not often that such meetings, from the point of view of specialists, have a bad influence on the child, but then they can be limited. It rarely happened that, due to problems in parenting, the child had to be returned again. When this happened, then a monthly observation of this child took place in the center of retardation pedagogy at the SOS Children's Village. Here we are talking about psychopathic children who needed care in a special home or hospital (Reinprecht, 1989, p. 112).

When relocating to the SOS Children's Village, the child needs the following documents: birth certificate; vaccination document; medical card; personal bank account to help the child; passport; report card from school. As for youth, teenagers

from 13 to 15 years old are offered accommodation in a youth hostel, where there are about 15 people in one house. Young people learn to live together, solve everyday problems on their own, communicate with peers and parents, and help each other in difficult situations. They are visited by a psychologist or teacher who is assigned to this hostel (Hilweg, 1986, p. 65).

The admission of young people to the SOS youth hostel begins with a search for free space (part of the application from the SOS Children's Village or the Committee on Juvenile Affairs). Children – future residents of SOS-youth hostel – must meet the following criteria: be configured to live in a hostel, be responsible to the SOS mother, director, social workers, etc., be socially oriented to live in a group; strive to get school and vocational education; be sure to finish school; be able to build contacts. The youth can be admitted to the hostel directly from the Committee on Juvenile Affairs if they have an application for admission (description of the situation), agreement or conclusion of a court, and financial assistance. Boys and girls with alcohol or drug addiction are not accepted to this premise, they refuse to study and work, they are not mature enough for a relatively independent life (Posch & Thyringer, 1999, p. 32).

Before accepting children to the SOS Children's Village, two interviews are conducted: the first is to identify the feasibility of accepting a child, with the participation of leading psychologists, leaders or their deputies, social workers, parents or custodians; the second is a conversation between psychologists and a child, as well as clarification of the methods of working with him and the conditions of his stay. The second interview is conducted under the guidance of a consultant psychiatrist, where all participants in the educational process (youth, SOS-mother, SOS-director, social workers, teaching staff of the necessary youth direction, caregivers, etc.) participate. It also serves to sign an agreement between the youth and the SOS custodian (Posch & Thyringer, 1999, p. 34).

Working with young people, employees of the SOS Children's Village adhere to the principle of consistency and continuity. This is well illustrated by the experience of settling in a youth house. During the week, they clarify the issue of choosing a youth home and the possibility of a settlement, subsequently conduct an interview and accompanying them to the youth, after which he is discharged from the family and taken to the SOS Children's Village, where he is assigned a new custodian. It is important to keep in touch with the previous custodian, to obtain information and use it in work. As H. Goparaj & R. Sharma (2008) point out, it is quite difficult for former SOS mothers to share past experience with others, in particular, problems and shortcomings. They are guided by the principle that the shortcomings of the child should not complicate his life in the youth hostel.

An important point in the activities of educators is to prepare young people to leave the hostel. This process of preparation is individually oriented to the needs of each young person and in meaningful and in temporal plans. After completion of custody, most of the pupils maintain contact with the institution or SOS-mother. Meetings are held annually in the so-called «Café of class reunions». The wards are also

contacted on the occasion of their birthday. In addition, youth institutions of this profile are engaged not only in the care of young people, but also at the same time serve as an advisory center in solving their various problems. For example, the support center after leaving the ward of the SOS orphanage in Klagenfurt takes on further support in cases of crisis or other life situations.

Y. Unrau (2007) notes that an important aspect in preparing young people for independent living is relationships with their biological parents. They occur in different ways. It is believed that the natural family is a large rarity. There are organized trips to children's homes, they are provided with the necessary support. When a child for a short time was raised by his biological parents, then their influence can be seen in adolescence. Good contacts with parents play an important role in its development in an estranged environment and in the further «successful» life. These ideas were discussed at the seminar «Contacts with biological families: burden or chance?» in which I participated (26–29 April 2010) in Innsbruck. The subject of «communication» with biological parents is one of the tense, controversial and acute problems for «estranged» placed children and young people. M. Chepil (2016) states, communication between parents and children is not only the right and duty of parents, but also the elementary right of a young person. Contacts with relatives concern not only biological parents. Communicating with siblings, less often with grandparents or other trusted people of a previous life strengthens the child's self-confidence, but can also lead to numerous conflicts. Most children and young people are very satisfied before, during and after communication with their loved ones. However, there are children and young people who are under stress and return to old problems. To help children solve their problems, biological parents need clarity on the situation in which they need to be with their children. It sounded at the seminar during discussions of the following questions: What are contacts for? What should a biological family, custodians of children do and how should specialists act in order for children to communicate with their loved ones successfully? What prerequisites (environment, frequency, child's age, prospects, etc.) are needed for this? What is the thorough preparation (before and after) for communication? When should I stop visiting? What to do with children and young people who have no connection with their loved ones at all? Forms of education (professional assistance; role-playing and sculptural work, work in small groups; discussions on the experience of the participants) («Programm», 2009, p. 36).

Parents are involved in the custody process, and it is always about eliminating problems in the relationship between young people and adults. This also applies to the mothers of the SOS Children's Village, who are an important support for the young person. The active work of parents in the daily care of the youth direction means the constant telephone or personal exchange of custodians with families of now their children. To facilitate this work, different conferences, seminars, exhibitions, and just a weekend visit are often organized. In practice, it looks like this: the contact between parents and custodians of young people can be very close or remote; relations can be very difficult, due to distrust. Also, very often parents do

not agree with such upbringing of their child, or they do not care what happens to him at all. However, the specialists of SOS Children's Village, first of all, take into account the needs of children and young people. If the atmosphere of the conversation brings them pleasant feelings, does not cause negative emotions, but rather the desire to communicate more with their native parents, this is always supported.

Conclusion

The analysis of historical aspects and modern practice gives grounds to assert that today H. Gmeiner's pedagogical ideas are relevant for the Ukrainian educational space, deserve a comprehensive study and further application in solving social and educational problems in Ukraine in accordance with European requirements. The idea of SOS Children's Village as a socio-pedagogical institution can form the basis for solving the problems of guardianship and upbringing of social orphans, children deprived of parental care.

The pedagogical ideas of H. Gmeiner are based on the practice pervaded by common human values (manhood, humanity, love, morality, trust, mutual understanding, etc.). Today, it can be asserted that in SOS Children's Villages of Austria it is common to establish contacts with relatives, friends, acquaintances and communicate with them in qualitatively new technological conditions. This happens with different categories of people in different ways: communication with friends, acquaintances, graduates of the SOS Children's Villages via a mobile phone, e-mail, the Internet, etc.; participation in various events (competitions, projects, volunteer work, travel, tours, etc.); communication with parents (biological, adoptive) – on the territory of the SOS Children's Village and beyond. It is not for nothing that H. Gmeiner often liked to quote one guy who wrote in a letter to him that they live in a SOS Children's Village like all normal people (Gmeiner, 1987a, p. 10).

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*Training of specialists of modern vocational Ukrainian education
in the context of its formation in Western Ukraine of the interwar period*

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ПІДГОТОВКА ФАХІВЦІВ СУЧАСНОЇ ПРОФЕСІЙНОЇ ОСВІТИ УКРАЇНИ В КОНТЕКСТІ ЇЇ СТАНОВЛЕННЯ НА ЗАХІДНОУКРАЇНСЬКИХ ЗЕМЛЯХ МІЖВОЄННОГО ПЕРІОДУ

*У статті охарактеризована модель розвитку сучасної професійної ос-
віти, особливості проектування навчального процесу щодо підготовки фахів-*

ців робітничих професій сучасної України в контексті підготовки спеціалістів на західноукраїнських землях міжвоєнного періоду до професійної діяльності. Виокремлено три причини реформування системи освіти з метою підвищення її ефективності: гуманістична, геополітична, стратегічна. А результатом роботи закладу освіти в сучасних умовах має стати переорієнтація освітнього процесу на отримання студентами ключових компетентностей.

Необхідність набуття людиною певної професійної кваліфікації, яка буде визначати її місце у суспільстві, основним компонентом професійної освіти є професійна підготовка як сукупність спеціальних знань, навичок та умінь, якостей, трудового досвіду та норм поведінки, які забезпечують можливість успішної роботи у певній професії. Позитивного результату можна досягти завдяки впровадженню дуальної системи навчання, але цю форму можуть застосовувати тільки ті заклади, які мають відповідні спеціальності, і є підприємства відповідного спрямування.

Показано перші кроки закладів вищої освіти Західного регіону України щодо розвитку системи сучасної професійної освіти на базі ЗВО завдяки проекту Erasmus+ «Improving teacher education for applied learning in the field of vocational education (ITE-VET)», враховуючи підготовку фахівців різних галузей промисловості, особливо для сільської місцевості, відповідно до потреб ринку праці та здібностей майбутнього працівника на західноукраїнських землях міжвоєнного періоду. Проаналізовано діяльність освітніх та громадських організацій із влаштування різноманітних фахових курсів, які давали учасникам теоретичні та практичні знання із всіх ділянок господарства та кооперації. Також у досліджуваний період майже у всіх західноукраїнських землях відкривалися фахові школи залежно від потреб місцевості у фахівцях, де обов'язково вивчалися кооперація, державне право, українська мова і література, історія, географія.

Виокремлено комплекс якостей майбутнього фахівця, який би дав йому змогу враховуючи ринок праці, власні можливості і потреби ефективно конкурувати і реалізовувати свій потенціал, а для ЗВО такий підхід до організації власної діяльності означає необхідність пошуку і реалізації технології чи технологій, що забезпечували б майбутньому фахівцю комфортне існування з погляду особистісних і суспільних цілей розвитку.

Ключові слова: фахова підготовка; професійна освіта; реформування; західноукраїнські землі; виховання; знання; уміння.

TRAINING OF SPECIALISTS OF MODERN VOCATIONAL UKRAINIAN EDUCATION IN THE CONTEXT OF ITS FORMATION IN WESTERN UKRAINE OF THE INTERWAR PERIOD

The article describes the model of development of modern vocational education, peculiarities of the design of the educational process for the preparation of specialists of the workers' professions of modern Ukraine in the context of training specialists in Western Ukraine of the interwar period for professional activity. Three reasons for reforming the education system with the aim of increasing its efficiency

have been identified: humanistic, geopolitical and strategic. And the result of the work of an educational institution in modern conditions should be a reorientation of the educational process towards students obtaining key competencies.

The need for a person to acquire a certain professional qualification, which will determine his or her place in society, the main component of vocational education is vocational training as a set of special knowledge, skills and abilities, qualities, work experience and behavioural norms that ensure the possibility of successful work in a particular profession. A positive result can be achieved through the introduction of a dual system of education, but this form can be used only by those institutions that have relevant specialties and are enterprises of the relevant direction.

The first steps of higher educational institutions of the Western region of Ukraine for the development of a modern vocational education system based on higher education institutions thanks to the Erasmus+ project «Improving teacher education for applied learning in the field of vocational education (ITE-VET)» are shown, taking into account the training of specialists in various industries, especially for rural areas, in accordance with the needs of the labour market and the abilities of the future employee in Western Ukraine of the interwar period. The activity of educational and public organizations on the arrangement of various professional courses, which gave participants theoretical and practical knowledge from all areas of the household and cooperation, was analyzed. Also in the period under review, almost all Western Ukrainian lands opened vocational schools, depending on the needs of the locality in specialists, where cooperation, state law, Ukrainian language and literature, history, and geography were necessarily studied.

A complex of qualities of a future specialist was selected, which would allow him, taking into account the labour market, his own capabilities and needs, to effectively compete and realize his potential, and for a university, this approach to organizing its own activities means the need to find and implement technology or technologies that would ensure a future specialist existence in terms of personal and social development goals.

Key words: vocational training; vocational education; reformation; Western Ukraine; education; knowledge; skills.

Introduction

Fleeting changes in all spheres of modern society, the active development of new technologies, the intensification of the complexity of cognitive processes, cause an increase in attention to the professional training of specialists in the modern higher education system. Reforming education, in particular at the level of functioning of vocational education, makes demands on educating a new generation of highly

qualified personnel, actualizes the problems of improving the quality of vocational training through mastering the knowledge, skills and abilities of the chosen profession.

The modern model of development of vocational education is aimed at the formation of a mobile personality capable of independent and effective activity in the realities of modern life, due to sharp different political, social and economic or other changes. That is why, in our opinion, the education system is most actively responding to new socio-cultural trends, through constant updating of the content of education itself, introducing into the pedagogical circulation of new methods, means, forms of training and education, and through improving already known and effective ones, creating the most effective synthesis of tradition and innovation. P. Munsch and L. Cortez (2014) note that along with the knowledge, skills and abilities that students receive during their studies in the HEI, it is readiness for professional activity that is an important component of the characteristics of the future teacher.

Since only the synthesis of all these qualities is the indicator that allows you to determine the ability to implement a graduate student in a future profession and in society. Therefore, the result of the work of an educational institution in modern conditions should be a reorientation of the educational process towards students obtaining key competencies that are necessary to solve life and professional tasks and productively implement life as an individual project (Vashchenko, 1999, p. 53). However, V. Brancato (2003) argues that in any practical scientific activity it is not enough to express an idea, it is necessary to find a form, embodied in which, this idea could come into life, become usable. If this statement is true in relation to any practical disciplines, then it is all the more important for the pedagogy of higher education.

The main purpose of the article is to analyze the features of the design of the educational process for the preparation of specialists of working professions of modern Ukraine in the context of training specialists in the Western Ukrainian lands of the interwar period for professional activities.

Presentation of the main material. The current state of the household of Ukraine, as well as the directions for its reformation, leave no doubt that in the market conditions only a highly skilled worker who perfectly masters his profession and has the necessary special knowledge to quickly change the specialization within this profession or a profession within the same group of professions can keep the workplace. We state that today society has come close to the assessment in the socio-political and economic reform, in which there is a competition of skilled labour. That is why we identify several reasons that encourage the reform of the education system in order to increase its effectiveness. The first reason is *humanistic*; its essence lies in the fact that it is necessary to appreciate each person and, consequently, we need to strive to give everyone the best possible education and profession in accordance with their individual abilities and wishes. The second is *geopolitical* – it is necessary to strengthen the social structure of society, as well as social contracts with citizens, in order to create and develop various societies, organizations, firms, companies that could successfully cooperate and lead healthy competition in the la-

bour market. The third reason is *strategic*, it is important to improve the system of vocational education in order to ensure productivity and economic prosperity in the future, and that is why it is necessary to teach children how to become productive adults in the near future.

Vocational education is an integral part of the system of continuous education, which ensures the implementation of human needs in the mastering of working professions, specialties, qualifications in accordance with his interests, abilities, health and social order of society and the state. Vocational and technical education is a complex of pedagogical and organizational-management measures aimed at ensuring that citizens acquire knowledge and skills in their chosen field of professional activity, develop competence and professionalism, and learn a common and professional culture. In the general structure of education, vocational education is found in the intermediate link between school and higher education.

The first step towards reforming the vocational education system was the development of the National Qualifications Framework (NQF) – a competency-structured description of qualification levels aimed at identifying with the European qualification system, bringing vocational education to the global space. There is a need to develop updated professional standards, describe the content of qualifications, and then change the law on vocational education («Natsionalna ramka», n.d.).

In this regard, currently the Ministry of Education and Science of Ukraine is considering the «Standard of Higher Education of Ukraine. The first (bachelor's) level of education. Area of knowledge – 01 Education / pedagogy, specialty – 015 Vocational education (by specialty)», which specifies the general requirements for the volume of the educational program, the list of competencies of the graduate (integral and general competence), the normative content of the preparation of students, formulated in terms of learning outcomes, forms of certification of applicants for higher education, requirements for the presence of a system of internal quality assurance of higher education formations, etc. At the same time, the Standard is based on the competence approach and shares the philosophy of defining the requirements for a specialist, which is the basis of the European Commission's project «Tuning Educational Structures in Europe» (Tuning Educational Structures in Europe, TUNING) («Standart vyshchoi osvity», 2017).

The state national program «Education» provides for identifying promising national and regional needs for training workers due to professions and skill levels for all sectors of the household, developing a scientifically based nomenclature of working professions and specialties in accordance with new socio-economic and cultural-educational needs, optimizing the network of vocational training institutions and other events that are already being implemented (State national program «Education» (Ukraine of the XXI century). It is necessary to take into account the fact that most of the enterprises (factories) in the regions are closed due to «unprofitability» or bought out for the construction of cottage townships.

Therefore, in order to work out the technology of training workers of high qualification of the relevant professions, it is necessary to pay attention to the fact

that the college is an institution of II level of accreditation or a structural unit of an educational institution of III or IV level of accreditation, which provides higher education in related areas of training or in several related specialties; technical school (college) – a higher educational institution of I level of accreditation or a structural unit of HEI of the III or IV level of accreditation, providing higher education in several related specialties («Zakon Ukrainy», 2014). Teachers mainly work there (masters of industrial training, in particular) without a higher pedagogical education.

According to the dual form of education, in 2015 a pilot project was launched on the basis of three educational institutions that provide the profession «painter», «cook» and «turner». The graduation in 2017 proved the effectiveness of the pilot project: employment of former students was 97 %, improvement of the quality of vocational training – 12–17 %, and educational institutions reduced their costs for utilities and educational materials. Therefore, in the 2017–2018 school years, the project became widespread: elements of the dual form of education on September 1, 2017 were introduced in 49 vocational education institutions with 54 working professions in 25 regions. More than 300 employers were involved in the organization of vocational training (https://mon.gov.ua/ua/tag/profesiyno-tekhnichna-osvita).

But practice shows that this form of education can be applied only by those institutions that have relevant specialties and are enterprises of the relevant direction. However, even when studying at the HEI, the hours of students' internship at various educational institutions are reduced (85 % of the surveyed students of State Higher Educational Institution «Vasyl Stefanyk Carpathian National University» are against it). At the same time an important role is assigned to employers who become full participants in training. They must monitor the labour market, predict the need for specialists, and provide funding for the activities of institutions, their material and technical base. They organize certification and internships, employ, while taking into account the practical training of a specialist.

The level of satisfaction of the needs of separate HEI depends on the quality of the material, technical, scientific, information and methodological base and teaching potential. One of the important criteria for the activity of the HEI is the quality of the product being produced – a graduate, a future specialist. In this case, it is this product of HEI activity that is considered, although it is not the only one.

Vocational education of the interwar period in Western Ukraine. Even in the interwar period, in newspapers and magazines, including the Western region of Ukraine, the issues of training specialists in various industries, especially for rural areas are raised, in accordance with the needs of the household and the abilities of the future employee. After all, the effect of labour «of each unit will be the greatest when a person works in such a specialty that best suits his or her innate abilities ... With an appropriate organization of social labour each person can have the most suitable occupation for themselves, which will be fulfilled with pleasure and success» («Poradnia dlia vyboru», 1933).

Therefore, educational and public organizations organized various courses that gave participants theoretical and practical knowledge from all sectors of the

household and cooperation. Thus, at the Ukrainian Academy of Economics in Po-diebrady, in 1933, beekeeping courses were launched, which were aimed at «dee-pening the knowledge of beekeepers and preparing them for the rational manage-ment of the beekeeping», in addition, practical classes were organized for those who wanted in Galicia and Czechoslovakia («Novynky», 1933). The community «Prosvita» organized economic courses at the economic and horticultural school in Milovannie «for improving the well-being of the village» and training cooperation. At the same time, in addition to special education, students took a course in Ukrainian literature, history, geography and other general education disciplines. A total of 732 hours were devoted to the theoretical course (professional subjects – 318, additional – 92, ge-neral education – 230, cooperation – 92); the classes mainly took place in the win-ter period, and in the summer the students worked in all areas of the school's house-hold and at district milk plant («Hospodarsko-sadivnycha shkola», 1933).

Ukrainians faced the problem of unemployment on the regional lands in 1919–1939, although there was a shortage of specialists: «dressmakers, tricotons, haird-ressers, fashioners...». Therefore, when choosing a profession, it was recommended to choose a school in which «1) the process of education is not very long; 2) pay-ments are not high; 3) admission to the school and the final exam does not present great difficulties; 4) there is an opportunity after the graduation to help materially yourself and your family». One of such vocational schools for girls existed in Lviv, organized by the community «Native School», where they were though by profes-sional qualified teachers. Pupils had been studying general education and practical disciplines for 3 years: cooperation, book keeping, dressmaking, singing, and phy-sical education, household. The practice was held in the «sewing workshops, fashion, knitting workshops, depending on the students' choice» («Fakhova osvita», 1931). Since 1931, the State Lacework School has been working in Zakopane, which had two areas of professional training: «the hotel business, which prepares managers for hotels and retirees, for cooks and for service; industrial, where they studied about lacework and silk embroidery» («Derzhavna Zhinocha Shkola», 1931). In Stanislav (now Ivano-Frankivsk) the trading school was opened at the beginning of March 1931. That school was «the type of practical knowledge that could help youth more easily earn money and which in general had as much opportunity as possible in current life» («Nova ukrainska shkola», 1931).

During the study period, vocational schools were opened in almost all Wes-tern Ukrainian lands, depending on the needs of the locality for specialists. One of the methods of educational activities was the arrangement of various professional courses at schools, unions, public organizations and communities (table 1).

The greatest importance had professional courses, which were short, contained a large number of practical exercises and helped to start raising independent earnings. In particular, at the «Native School» for 1938 there were 64 courses (1.480 students), which by type of training were presented as follows: library, bibliography, knitting, cooking, sewing and cutting, vocational women course («Orhanizatsiini spravy», 1938). In addition, at almost all schools / courses, hostels worked in order to fa-

cilitate vocational training for Ukrainian children from poor families. Upbringing and guardianship is the basis of any team life. Therefore, the superintendants of the hostels and tutors needed to work in three directions: «1) on developing the character of the pupils; 2) on the addition of their education; 3) over the cultural way of their life and developing». And in order to have a pedagogical impact on the development of the character of the pupils, the management of the hostel must study them, teach and discover the positive and negative sides; so that each educator must be a practical teacher. Weekly, the superintendent needed to talk with the residents of the hostel on topics of different areas of education, discipline and forms of cultural education. And to improve professional knowledge, scientific conferences took place, professional circles worked, cooperatives, economic (educational) sections, thrift funds were established, dramatic circles, choir, orchestras, and so on were created in the hostel (Horytsvit, 1935).

Table 1. **Vocational schools /courses in Western Ukraine of the interwar period**

City	School/courses
Stanislaviv	Private Jewish factory women's school
Stanislaviv, Kolomyia	The average women's factory school of the «Vuzet» community
Stanislaviv, Horodenka	Plumbing-mechanical school of the «Vuzet» union
Kolomyia, Dolyna	Trade school
Stanislaviv	Private tailoring school
Stanislaviv	Industrial college
Lviv	Women's Craft School of Cooperative «Labour»
Lviv	Trade School of the community «Prosvita»
Stanislaviv	Trade courses by O. Skrentovych
Lviv, Peremyshl	Vocational complementary schools (2 for men, 2 for women)
Ternopil, Stanislaviv	Vocational complementary schools (2 for men)
Ternopil	Vocational complementary industrial school
Lviv	Women Vocational Secondary School of SU Vasyliianka
Yanchyn, Lviv, Lutsk	The course «Farmer»
Lviv, Lutsk, Rivne	Merchant Gymnasium (in Lviv – trade and cooperative course, administrative and trade course)
Yavoriv	Trade School of the II grade school; cooperative school
Sambir	Course for Guiders of School Native work
Mylovannie	Crop and Gardening school; Husbandry school
Shybalyn	Maiden school
Dora	Wood craft school
Ostroh	Carpentry school

All schools were well supplied with material and technical means, all teachers had higher education and practical training; students necessarily studied cooperation, state law, the Ukrainian language and literature, history, geography (Korenets, 1938).

As we see, in the period under study, vocational education developed its own household, organized new educational institutions taking into account the demand on the labour market, while at the same time envisioning the path of further social and household development guided by the choice of the necessary specialists in the future. After all, the demand for working professions depends on the household and social structure of the region, the nation and its political position.

Therefore, the approach to training a specialist from the point of view of a market economy gives reason to explore the complex of qualities of a future specialist which would allow him, taking into account the labour market situation, his own capabilities and needs, to effectively compete and realize his potential. For a university, this approach to organizing its own activities means the need to find and implement technology or technologies that would ensure a future specialist existence in terms of personal and social development goals. This is possible when the educational process will consciously develop a complex personal need for combining narrow professionalism and universalism, which can provide the individual and future specialist with competitiveness in the labour market, and universities – competitiveness in the market of educational service providers.

The preparation of managers of modern vocational education. At the heart of the approach to training, both specialists and professional managers of education is a single pedagogical concept, the essence of which is the formation of three skills groups among students: technological, communicative and conceptual. Technological skills are associated with the development of a particular profession. Communicative ones are directly related to communication with different people and yourself. Conceptual skills are the art of predicting events, planning the activities of large groups of people, making responsible decisions based on system analysis. M. Izadinia (2013) argues that in determining the level of a specialist's abilities is assessed his ability to: make decisions, plan, lead a conversation, organize people, monitor the activities of subordinates.

In this regard, it is necessary to involve the stakeholders' councils in vocational education. These are regional representatives of all who are interested in skilled workers: employers, local authorities, educational institutions. Stakeholders can involve Ukrainian and foreign experts. The task of these councils will be to coordinate the processes in vocational education: representatives of the regions know better which workers are now in demand, which will be in demand, which areas should be developed and which ones are ineffective. Stakeholder councils will come up with proposals for the reorganization of educational institutions, the development or closure of certain training programs, and the development of economic optimization programs in education.

In a market economy, a modern vocational education system on the basis of its educational institutions could provide training for a temporarily working population, raising the skills of workers by agreement with regional state employment services (which also do not work very actively in this area).

Within the project Erasmus+ «lmproving teacher education for applied learning in the field of vocational education (ITE-VET)» CNU signed cooperation agreements with city colleges (internships by students, provision of educational services to teaching staff for higher pedagogical education, etc.), and at the National Lviv University named after Ivan Franko – a new qualification was introduced for graduates of «Special Education», who must serve as an assistant or tutor for employment. In February 2018, Lviv University approved a new specialization «Assistant of Master of Industrial Training» in the specialty «Special Education».

The curriculum of the new specialization provides for the formation of didactic, psychological and pedagogical competences, vocational education and education in the field of modern information technologies. In particular, the vocational education component of the specialization «Apprenticeship» means that future master's assistants should gain knowledge of the needs of the labour market, specific activities in industry, enterprises and related workplaces, as well as the ethics of work and civil relations, and the skills they need to develop in the performance of basic labour operations, the analysis of various situations in the labour market and production, etc. Education in the field of information technology involves the development of skills in the application of modern information and communication technologies for the preparation of educational materials and the organization of interactive communication of participants in the educational process.

Such cooperation allows students to observe, take into account and simulate effective patterns of activity and behaviour of the teacher. The main conditions for the organization of effective learning are the environment of pedagogical courses to influence the development of future teachers; pedagogical consciousness stimulates the active participation of students; constant appeal to the pedagogical experience of future teachers at each stage of the educational process; organization of teaching and training of future teachers in the context of professional and educational activities; coordination of theoretical courses and practical activities of students in the selection and application of teaching methods; identification of lecturers and students' expectations from the learning process; providing them support, assistance and the gradual elimination of support according to their success; application of the content of pedagogical courses and didactic methods to meet the needs and interests of students; involvement of future teachers in thinking about their teaching activities, as well as self-assessment of their success in school.

Conclusions. The practical orientation of the training of teachers and masters of industrial education in vocational education is realized through the introduction of a professional component into the content of pedagogical courses of HEI, the use of active and interactive teaching methods and methods that attract students to various types of practical activities and improve the quality of practical training by

promoting targeted pedagogical guidance and contacts between universities, schools / colleges companies / organizations / enterprises.

So, the fundamental changes occurring in the education system of Ukraine require the formation of a new approach to training specialists, which will provide not only the necessary level of education, but also the development of professional abilities, the formation of independence, innovative thinking, dynamism in decision making and the ability to implement them in future professional activities.

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МІЖКУЛЬТУРНА КОМПЕТЕНТНІСТЬ
У НАВЧАННІ ІНОЗЕМНОЇ МОВИ

У статті розкрито розуміння міжкультурної компетентності у викладанні іноземної мови. Навчання культури у процесі викладання іноземної мови залишається невирішеною проблемою протягом багатьох років. Актуальність дослідження полягає у визначенні готовності викладачів англійської мови до формування міжкультурної компетентності на уроках англійської мови в школі. Викладачі іноземної мови є першими людьми, які знайомлять учнів з мовним та культурним розмаїттям світу, відкривають свідомість дитини для знань про інші культурні реалії, традиції, моделі поведінки, цінності тощо. Важливість формування полікультурної свідомості учнів пов'язано не тільки з країнами, мова яких вивчається, а й з іншими культурами, представники яких можуть спілкуватися іноземною мовою.

Однак, готовність вчителів іноземних мов до вирішення сучасних проблем суспільства, пов'язаних з розвитком міжкультурної компетентності учнів, недостатньо висвітлена у професійній педагогічній освіті.

Автори дослідили рівень готовності вчителів іноземної мови до формування міжкультурної компетентності учнів. У процесі дослідження було проаналізовано відповіді 78 вчителів іноземної мови з чотирьох областей (Львівська, Тернопільська, Івано-Франківська та Чернівецька області) за допомогою анкети. Дослідження показує розуміння вчителями поняття міжкультурної компетентності та культури, ставлення до формування міжкультурної компетентності, впровадження, та застосування на практичних заняттях з іноземної мови. У статті розкрито ставлення викладачів англійської мови до формування міжкультурної компетентності у процесі викладання іноземної мови. У результаті проведеного дослідження виявлено два профілі вчителів, іноземної мови – перші інтегрують культурну складову у навчання іноземної мови, другі не підтримують цю практику.

Ключові слова: *міжкультурна компетентність; міжкультурна комунікація; навчання іноземної мови; шкала Лікерта; позитивно налаштовані вчителі; негативно налаштовані вчителі; анкета.*

INTERCULTURAL COMPETENCE
IN FOREIGN LANGUAGE TEACHING

The article reveals the understanding of intercultural competence in foreign language teaching. Teaching culture in foreign language teaching has remained an unsolved problem for many years. The relevance of the study is to identify the readiness of the English language teachers to implement intercultural competence at English language lessons. Teachers of a foreign language are the first people who introduce pupils to the linguistic and cultural diversity of the world, open the child's consciousness to the knowledge of other cultural realities, traditions, behavioral models, values, etc. The realities of the modern world prove the importance of forming

pupils' multicultural consciousness, associated not only with countries of the target language, but also with other cultures whose representatives can communicate in the target language.

However, the readiness of foreign language teachers to meet the modern challenges of society, which is related to the development of intercultural competence in pupils, has not been sufficiently highlighted in professional pedagogical education.

The authors investigated the level of readiness of foreign language teachers for the development of intercultural competence in pupils. Data were collected from 78 foreign language teachers from four regions (Lviv, Ternopil, Ivano-Frankivsk and Chernivtsi region) by means of a questionnaire. Study presented teachers' understanding of intercultural competence and culture, attitudes to intercultural competence teaching, applications and actual teaching practices in foreign language classroom. The article reveals the attitude of the English language teachers to implementation of intercultural competence in foreign language teaching classroom. Findings revealed two distinct teacher profiles, i.e., the favourably disposed foreign language teacher, who integrate culture into their classroom practices and the unfavourably disposed foreign language teacher, who did not support this practice.

Key words: *intercultural competence; intercultural communication; foreign language teaching; Likert scale; favourably disposed teachers; unfavourably disposed teachers; questionnaires.*

Introduction

In the world context, the importance of language as a communicative tool of culture lead to learning a foreign language from the term «communicative competence» to the term «intercultural competence», which transmits communication to the cultural dimension. The last term has been fixed in the current school languages curriculum compiled in Ukraine in 2001, taking into account the recommendations of the Council of Europe on language education. The need for the implementation of intercultural component in the educational process is reflected in the main state documents: «National Doctrine of the Development of Ukraine's Education in the 21st Century», «The Concept of Civic Education», «The Concept of 12-year General Secondary Education», «State Standards for Elementary, Basic and Comprehensive Secondary Education». All documents emphasize the need to educate a person of a democratic worldview that adheres to civil rights and freedoms, with respect to traditions, culture, religion and world languages. So the teacher's functions change, and his\her activity should be aimed at creating conditions for developing interculturally competent individuals.

According to the latest sociological poll, almost 70 % of Ukrainian citizens never traveled abroad and did not have direct contact with representatives of other cultures in a foreign environment. As Ukraine is facing the possibility of joining to the European Union, it is important to strengthen the readiness of its citizens to contact with different cultures. On such a social background, the responsibility of the teacher of a foreign language as «the intercultural mediator» substantially increased.

The relevance of the study is to identify the readiness of the English language teachers to implement intercultural competence at English language lessons at school. Teaching culture in foreign language teaching classroom has remained an unresolved problem for many years. Teachers of a foreign language are the first people who introduce pupils to the linguistic and cultural diversity of the world, open the child's consciousness to the knowledge of other cultural realities, traditions, behavioral models, values, etc. The realities of the modern world prove the importance of forming pupils' multicultural consciousness, associated not only with countries of the target language, but also with other cultures whose representatives can communicate in the target language.

However, the readiness of foreign language teachers to meet the modern challenges of society, which is related to the development of intercultural competence in pupils, has not been sufficiently highlighted in professional pedagogical education.

Multiple studies on learners' development of intercultural competence and cultural awareness in foreign language teaching have been conducted abroad (Belz, 2005; Furstenberg, Levet, English, & Maillet 2001; Omaggio-Hadley (2001); Dogancay-Aktuna (2005). General problems of formation of intercultural competence as the ultimate goal of foreign language education have been conducted by N. Barishnikova, O. Goncharova.

Defining intercultural competence and identifying which cultural aspects need to be included in foreign language teaching classroom has been a challenge. Many researchers stress the close relationship between language and culture. The crucial concept of culture is that language and culture are inseparable (Byram & Morgan 1994; Brown, 2000; Kramsch, 2000). According to Brown, «A language is a part of culture and a culture is a part of a language». Therefore, they cannot be separated without losing the significance of either language or culture. Cultural component was considered to be supplementary to language teaching for a long time; nowadays it develops learners' ability to communicate with each other across linguistic and cultural boundaries. As language and culture are closely related to each other, the teaching of culture is seen as an integral and organized component of language teaching. Teaching communication without teaching culture might be enough for survival and routine transactions but communicative competence is incomplete without cultural awareness and understanding, without intercultural competence (Brown, 2000). Kramsch pointed out, that «culture is often seen as mere information conveyed by the language, not as a feature of language itself». Thus, she emphasized that culture is «the very core of language teaching» and «cultural awareness must then be viewed both as enabling language proficiency and as being the outcome of reflection on

language proficiency» (Kramsch, 2000, p. 8). Agar's term «languaculture» suggests that language and culture are merged and that language users draw on more than just vocabulary and grammar. Language is culturally loaded (Atay, 2005, p. 224). Agar used the term «rich points» to describe moments, in which people do not understand each other in certain situations and thus can cause intercultural misunderstandings. These rich points can be seen as cultural differences, which make culture become visible to an outsider. Using rich points in the classroom can aid in developing cultural knowledge, attitudes and an understanding of the native culture. Byram highlights the forward move from just communicating to exchange information to «understand and relate to people from other countries» (Byram, 1997, p. 5). Studies have been showing the importance of moving away from communicative language learning to intercultural competence (Aguilar, 2007; Byram, 1997; Deardorff, 2009; others). Not only is the research arguing for a change in foreign language teaching and learning approaches, but the learners' development of intercultural competence has been highlighted in numerous studies (e.g., Belz, 2002; Byram, 1997).

More recently, intercultural competence has become the emphasis when discussing culture in the in foreign language teaching. Scholars have offered many competing definitions on intercultural competence. Reitenauer et al. defined intercultural competence as «the ability to communicate effectively and appropriately in a variety of cultural contexts» (2005, p. 68). Byram described intercultural competence as the willingness to consider and respect other beliefs and behaviors «and to analyze them from the viewpoint of the others with whom one is engaging» (1997, p. 34). Similarly, according to Kramsch, is «an awareness and a respect of difference, as well as the socio-affective capacity to see oneself through the eyes of others» (2005, p. 553). A person who displays these competences is known as an intercultural speaker (Belz, 2002).

Dogancay-Aktuna (2005) discussed how the field of intercultural competence can aid in preparing teachers of English to be more aware of their pupils' socio-cultural backgrounds and thus make more informed decisions. Cushner and Mahon (2009) also discussed intercultural competence in teacher education. The authors consider teachers in general and, just as Dogancay-Aktuna (2005), are concerned with the teachers' own intercultural competence and how they will manage a classroom with students of different cultural backgrounds.

The discussion on including intercultural competence in the classroom and making sure that intercultural competence is taught, rather than just communication, does not consider the actual intercultural competence of the teachers. Before intercultural competence can be included in foreign language teaching classrooms, the question of whether or not the teachers are interculturally competent needs to be answered. Cushner and Mahon (2009) began this point of discussion in their research. How and whether foreign language instructors actually teach intercultural competence in the classroom and how they feel about having to do so, still needs examination.

A study by Sercu and her colleagues has been conducted in 2005 on intercultural competence, investigating foreign language teachers from Belgium, Bulgaria, Mexico, Greece, Poland, Spain and Sweden in order to observe the willingness of these teachers to teach intercultural competence (Sercu et al., 2005). Continuing this research, Sercu (2006) examined whether the same teachers fulfilled «the requirement of foreign language and intercultural competence» (p. 56). In both studies the authors discovered the willingness of teachers to incorporate intercultural competence in the foreign language lessons; however, they felt that they were not trained to teach intercultural competence. Findings of the study revealed two distinct teacher profiles, i.e., the favourably disposed foreign language teacher, who believed in the importance of integrating culture into their classroom practices, and the unfavourably disposed foreign language teacher, who did not support this practice. Data further revealed that no clear relationship appeared to exist between teachers' beliefs regarding integration of culture and the way in which they actually shaped their teaching practices.

D. Atay (2005) from Marmara University, Turkey carried out a study on 65 Turkish teachers of English and found that participants were aware of the importance of the cultural dimension in language learning, yet they were also aware of their own lack of knowledge related to the target language culture and that the teaching culture actually involved more than what they could do. Research into innovation in education has shown that teachers' perceptions of the innovation, beliefs, and preferences, in short, their conceptions, determine the success of that innovation to a large extent. Thus, insights on teachers' conceptions are crucial to understand the way in which teachers currently perceive the advocacy to integrate intercultural competence teaching in foreign language education and the reasons underlying their actual practices. She continued the study in 2009, data were collected from 503 foreign language teachers by means of Sercu' questionnaire. The findings have revealed that language teachers seem to be aware of the role of the culture in foreign language education though they do not often integrate culture into their teaching in order to develop intercultural competence in their learners (Atay, Kurt, Camlibel, Ersin, & Kaslioglu, 2009).

A similar study was conducted in Islamic Azad University, Jahrom, Iran by A. Nemati and his colleagues in 2014 to investigate the opinions and attitudes of Iranian teachers of English on intercultural competence teaching to see how and to what extent these opinions and attitudes are reflected in their classroom. Application data were selected from 50 foreign language teachers by mean of questionnaire. The results revealed that language teachers were aware of the role of the culture in foreign language education though they do not often integrate culture into their teaching in order to develop intercultural competence in their learners. In overall, Iranian teachers had positive attitude toward teaching culture in the classroom. Teachers, similar to those in other studies, seemed to try, with varying degrees of success, to integrate the teaching of culture into the curriculum. Furthermore, the participants

felt that the curriculum did not allow for the inclusion of intercultural competence (Nemati, Marzban, & Maleki, 2014).

This research is relevant to Ukraine, thus integration into European space is inevitable, it is the teachers of a foreign language that are tangible as nobody else to the formation of the intercultural component of the younger generation. Most scholars have emphasized the need of formation the intercultural competence by teachers of a foreign language at school, which should become part of pupil's personality in modern world.

The study aimed to investigate the opinions and attitudes of Ukrainian teachers of English on intercultural competence teaching and to see how and to what extent these opinions and attitudes are reflected in their classroom applications, as reported by the teachers. The aim of the study was to enrich the understanding of what foreign language teachers in Ukrainian schools think about intercultural competence in teaching. The research questions were: 1) How do the foreign language teachers in Ukrainian schools interpret the concept of «culture» in their teaching practice? 2) How do they see and specify the cultural objectives of their teaching? 3) What do they do to attain these objectives? Our goal was to explore how foreign language teachers make use of this potential in order to promote intercultural competence and understanding.

Methods

For the purpose of the study 78 (seventy-eight) foreign language teachers from four regions (Lviv region (20), Ternopil region (25), Ivano-Frankivsk region (19) and Chernivtsi region (14) were asked to fill in questionnaires. Some of them were also met in person. Background information on the participants comes from the first questionnaire, which included a demographic section. According to the results of the demographic part 94 % of teachers have complete higher education (BA degree, Specialist, 5 of them MA degree), 6 % of teachers worked in rural areas with incomplete higher education (junior specialists). According to the results 2 % of the teachers were between 25 and 30, 28 % were between 31 and 40, 55 % between 41 and 50, and 15 % between 51 and 65 years of age. Foreign language teachers were from public schools, all women. The foreign language taught in secondary schools was English.

Data for the present study were collected in 2018 years by means of a questionnaire developed by Sercu (2005). The questionnaire, consisting of nine sections, aimed to investigate teachers' views on the role of culture in foreign language teaching and the extent to which their teaching practice can be characterized as directed towards the attainment of intercultural competence and a cultural approach. In the study the respondents were given statements and asked to assess the level of importance of each on Likert scale. The format of a level Likert scale was: 5-point, 4-point and 3-point scales, depending upon the purpose of the question.

Cronbach's alpha is the most common measure of internal reliability when you have multiple Likert scale questions in a questionnaire. So the questionnaire was piloted with 18 randomly selected teachers for reliability purposes and the Cronbach

coefficient was found to be 0.8. Data were analyzed based on the frequencies for each section. Calculations were done using a standard deviation (SD) to make it possible to compare averages.

The t-test (Student's t-test) was used to compare means of A and B groups to find if they are different from each other and how significant the differences are. The t-test also showed if those differences could have happened by chance.

Results

Our results are presented on the basis of Lies Sercu et al. (2005) concept of the «unfavorably disposed» as opposed to the «favourably disposed» foreign language teachers. Sercu revealed that some of the teachers are in fact «favourably disposed» while others are «unfavourably disposed» towards including intercultural competence in their classroom practice and that their dispositions depend on their beliefs, training, research interests and so on.

Each profile can be identified by means of a number of characteristics. The profile of the «favourably disposed teacher» can be characterized as genuinely intercultural, and is based on the conceptual definition of intercultural competence that includes knowledge, skills and attitudes that a foreign language teacher should possess to be able to teach intercultural competence. Foreign language teachers should be sufficiently familiar with the foreign cultures associated with the foreign language they teach as well as have the diverse and frequent contacts with those cultures. In addition, a «favourably disposed teacher» should know his/her own culture well to explain both similarities and differences between cultures to students. Moreover, he/she should be aware of stereotypes that students may have towards another culture(s) and of methods to address them in the classroom. A «favourably disposed teacher» should be well trained in selecting appropriate content and materials that can foster students' intercultural competence acquisition. With respect to attitudes, the «favorably disposed teachers» should look forward to the integration of intercultural competence teaching in foreign language education. They should clearly see the objectives of foreign language education in terms of both language learning and intercultural competence acquisition and be willing to work towards achieving these objectives. Moreover, they should take into account their students' perceptions and attitudes regarding foreign cultures as the departure point while designing the learning process. «Unfavourably disposed foreign language teachers» believe that it is impossible to integrate language and culture teaching.

The authors express the hypothesis that in the present study two groups of teachers will also be presented – «Favourably disposed teacher» (group A) and «Unfavourably disposed teacher» (group B), moreover, group A will be more numerous than group B.

The first section of the questionnaire asks foreign language teachers to provide some personal data, presented earlier.

From second to ninth sections contain branched questions with many sub-questions in 17 pages, which makes it impossible to submit replies in the tables within

the same section of the questionnaire. Therefore, the authors are inclined to cover the most important issues and results within each section of the questionnaire.

The questions in the second section concern their perceptions of what they try to achieve with students. Teachers were given eight possible objectives of foreign language teaching and asked to rank them in order of importance through assigning each objective a number between 1 and 8. Teachers assign the number «1» to the objective which they consider most important, «2» to the objective which they consider second in importance, and so on. As their first priority, 51 teachers out of 78 selected «Enthuse my students for learning foreign languages», second most important priority was «Promoting the acquisition of a level of proficiency in the foreign language that will allow the students to use the foreign language for practical purposes», as their third priority, teachers indicated «Assisting my students to acquire a level of proficiency in the foreign language that will allow them to read literary works in the foreign language». Finally, the last priority was «Assisting my students in developing a better understanding of their own identity and culture». One of the questions in second section asked to indicate their opinions about the average distribution of teaching time over «language teaching» and «culture teaching». As can be seen from the results presented in Table 1, the number of teachers who do not include the cultural component almost coincides with the number of teachers, which accounts for 20 % of studies in the study of cultural dimensions. As can be seen from the results presented in Table 1, the number of teachers who do not teach the cultural component almost coincides with the number of teachers who focus on the cultural component 40 % of the teaching time. Most foreign language teachers (46) distributed teaching time 80 % over «language teaching» and 20 % over «culture teaching» in secondary schools. The results are presented in Table 1.

Table 1. **Distribution of teaching time over «language teaching»
and «culture teaching» in language teaching classroom**

Distribution of teaching time over «language teaching» and «culture teaching» in secondary schools	Number of teachers	% of teachers
100 % language teaching – 0 % culture teaching	13	17 %
80 % language teaching – 20 % culture teaching	46	59 %
60 % language teaching – 40 % culture teaching	14	18 %
40 % language teaching – 60 % culture teaching	1	1 %
100 % integration of language-and-culture teaching	4	5 %

The questions in the third section concern students' various aspects of their learning of foreign languages. Most foreign language teachers (67) selected as the first priority «My students are very motivated to learn the foreign language I teach», second most important priority was «My students think learning the foreign language I teach is very difficult», a priority that gained the least number of support was

«My students have a very positive attitude towards the people associated with the foreign language I teach».

The essential questions in the third section was «How frequently do you think your students are in contact with the foreign country primarily associated with the language you teach most hours?». Most foreign language teachers (54) selected as the first priority «Use the Internet to learn more about the foreign country», as the second «Travel to the foreign country (holiday with family)», than «Watch one of the country's television channels», a priority that gained the least number of positive answers was «Read literature written by authors living in the foreign country or originating from the foreign country».

The questions in the fourth section concern foreign language teachers' familiarity with the foreign culture(s) associated with the foreign language they teach. As teachers are expected to help their students to gain intercultural competence, they need a thorough understanding of the target language culture(s). Thus, to gain insights about teachers' knowledge on target language culture(s), the respondents were asked how much they know about the history, geography, political system, daily lives and routines, living conditions, food and drink, youth culture, education, traditions, literature, music, politics of the target language culture(s) as well as international relations (political, economic and cultural life). Teachers indicated how familiar they were with each aspect on a 4 point Likert scale ranging from «Very familiar» to «Sufficiently», than «Not sufficiently» and finally «Not familiar at all». The analysis of the results revealed that teachers had some knowledge about the above mentioned characteristics of foreign cultures.

The analysis of the mean scores revealed that the teachers asserted they had certain knowledge of foreign cultures, the standard deviation (SD) = 0.39.

Also teachers were asked to indicate how frequently they get connect with the foreign culture on a 3 point Likert scale; «Often» (3 points), «Once in a while» (2 points), «Never» (1 point). All teachers had contacts with the target language culture in Ukraine, seldom abroad.

The fifth section of the questionnaire *concerned* teachers' classroom applications. Teachers were given examples of practices related to culture teaching and asked to indicate to what extent they were applying in their classrooms. The respondents were given kind(s) of culture teaching activities they practice during classroom and asked to assess the level of frequency on a 3 point Likert scale: (3=often, 2=sometimes, 1=never). Teachers indicated positive attitude to CD-ROMs, videos, the Internet as illustration of some aspects of the foreign culture, they are also pleased to share the information they have heard about the country, culture, and the traditions of a foreign culture. The following activities were the least approved: inviting a person originating from the foreign country to the classroom; participating in role-play situations in which cultures meet; discussing with students about stereotypes regarding particular cultures and countries or regarding the inhabitants of particular countries.

The second part of the fifth section of the questionnaire deals with *intensive use* of some cultural aspects applying in classrooms on a 5 point Likert scale: (5=I deal with it, 4=I touch upon it, 3=I never touch upon it, 2=Extensively, 1=Once in a while). The results have shown that it is not about intensive use, but rather more a partial mention in English lessons about daily life and routines, living conditions. Most teachers, on the question of intensity of use, first realized the lack of cultural dimension in teaching activities applying in classrooms. Only 26 % submitted information about the values and beliefs of foreign culture, history, geography and political conditions. The analysis of the mean scores revealed that the teachers sometimes carried out the above mentioned practices, the standard deviation (SD) = 0.21.

The questions in the sixth section concern foreign language teaching material. Our results show that the majority of the participants do not have to follow the textbook strictly, moreover they can choose their own textbook according to some criteria (fact that additional materials come with the book (workbook, listening materials, tests, video, etc.): the layout; the price; the degree to which the textbook meets the curricular requirements; the degree to which the book is attuned to the level and the age of students; the degree of matching between the amount of materials offered and the number of hours to teach). Only 4 % of teachers do not have any selected textbooks to follow or they prepare the materials themselves. Moreover, most English teachers tend to use additional materials like videos, the internet. There is no doubt that these materials help them to motivate the students, respond to their need for authenticity and break the monotony of the classroom, providing the students with up-to-date material. Thus, many teachers reported that they were not satisfied with the cultural component of their textbooks.

The questions in the seventh section concern exchange programs and participation in international exchange projects. All respondents believed that exchange projects have a positive effect on the attitudes and perceptions of students regarding foreign countries, foreign cultures and foreign people. But unfortunately English teachers and their students are not involved in the exchange programs at the moment. The questions from this section have led teachers to find the exchange programs for both, them and their students, which we consider to be a positive result.

The questions in this eighth section concern intercultural activities and projects, other than exchange projects. The respondents believed these activities have a positive effect on the attitudes of students regarding foreign cultures and foreign people and they have expressed a tremendous desire to organize cross-curricular, intercultural or multicultural activities within their schools.

The final ninth section deals with intercultural foreign language teaching and is a series of statements, ranging from «I agree completely – Agree to a certain extent – Undecided – Disagree to a certain extent – Disagree completely» on a 5 point Likert scale. Statements were as follows: «In a foreign language classroom, teaching culture is as important as teaching the foreign language», «Intercultural education is best undertaken cross-curricular», «Foreign language teaching should enhance students' understanding of their own cultural identity», «I would like to provide ad-

ditional cultural information on other cultures and peoples» etc. The analysis of the results shows a positive attitude of teachers to the intercultural foreign language teaching in the education of a foreign language. The analysis of the mean scores revealed that the teachers have a positive attitude to the intercultural foreign language teaching, the standard deviation (SD) = 0.41.

Having worked out all nine sections of the questionnaire and analyzed the answers of the teachers of English, we came to the conclusion that 61.5 % of participants (48 teachers) represent the profile of «a favourably disposed teacher» (group A), 38.5 % of participants (30 teachers) represent the profile of «the unfavourably disposed teacher» (group B).

We used Student's t-test to know whether variables were normal. Group A – 61.5 % ± 5.5 %; group B – 38.5 % ± 5.5 %, the probability factor t equals 3.07 (p<0,01). Thus the difference between group A and B was significant, the obtained indicator is reliable.

Discussion

After analyzing the results in the current study we feel that participants lack the appropriate knowledge and skills to successfully teach culture. Some of them also express criticism towards language teacher education and teaching materials, which, in their opinion, does not pay enough attention to this dimension of teaching culture. This mismatch of the results obtained with the envisaged profile of the foreign language competent teacher, is not surprising in modern Ukrainian educational system regarding teachers' working conditions. However, in view of the fact that the objective of language learning is no longer defined in terms of the acquisition of communicative competence in a foreign language, rather, it is defined in terms of the intercultural competence (Council of Europe, 2001), the recommendation to teach intercultural competence has been around the world since at least the 1980s, it is somewhat surprising why teachers primarily display a «foreign language teacher' profile» or a «foreign language-and-culture teacher» profile instead of the expected «foreign language and intercultural competence teacher» profile. Can it be explained by its inappropriate curriculum and the lack of professional literature? Can it be explained by the very fact that previous educational programs have failed to prepare today's teachers' intercultural competence teaching? Or maybe textbooks are not appropriately equipped, taking into account intercultural approaches? While the research illustrates the importance of including intercultural competence and culture in foreign language classrooms, concrete approaches are lacking today.

Conclusions

The research confirmed the hypothesis of availability of two clearly distinct teachers' profiles regarding the integration of intercultural competence in foreign language education – group A «favourably disposed foreign language teachers» predominates by one fourth the group B «the favourably disposed foreign language teachers». Each group can be identified by means of a number of characteristics. Group B believed that it is impossible to integrate language and culture teaching. Teachers also believe that intercultural skills cannot be acquired at school. Even they

see a negative effect – intercultural competence teaching reinforces pupils' already existing stereotypes. In addition, these teachers believe that it is only when there are ethnic minority community children in one's classes that one should teach intercultural competence. Group A, by contrast, believed that teaching culture is as important as teaching the foreign language, and that it is possible to integrate both. In their opinion, intercultural competence teaching makes pupils more tolerant. These teachers prefer an approach that is cross-curricular and are convinced that teachers of every subject should teach intercultural competence, not only foreign language teachers. Also 5 % of group A can even be called as «foreign language-and-culture teachers», since along with focusing primarily on the acquisition of communicative competence in a foreign language; they also teach culture to enhance their pupils' familiarity with the foreign culture.

The findings also indicate that the majority of participants (62 %) are moving towards becoming interculturally competent teachers, although at present their profile does not meet all expectations regarding knowledge, skills and attitudes that had been put towards the desirable profile of «a foreign language-and-culture teacher» or a profile of the expected «foreign language and intercultural competence teacher». Moreover, according to Table 1 at present 74 % of all participants distributed less than 20 % of teaching time on culture teaching in language teaching classroom. And here is the question of the ratio of self-perception of a teacher as a representative of group A and the time he\she spends in a language teaching classroom on a cultural component?

The findings of the present study were consistent with those of Sercu et al. (2005), Atay et al. (2009) and Nemati et al. (2014). Similar to Turkish, Iranian teachers, as well as Polish, Spanish, Swedish and Belgian teachers defined the objectives of foreign language above all in terms of the acquisition of the ability to use the foreign language for practical purposes. Similarly, school teachers prioritized language teaching objectives over culture teaching objectives. Regarding the objectives of culture teaching, Ukrainian teachers supported the skills like helping students gain knowledge and skills necessary for life in general, favored the development of openness and tolerance and defined culture teaching more in terms of passing on knowledge than providing intercultural skills.

This study leads us to a number of recommendations regarding what can be done at different levels. Education programs should include a cultural aspect in their curricula, such as a course on intercultural communication, in order to equip prospective teachers with intercultural awareness and intercultural competence. Both pre- and in-service teachers can be provided with examples of how language and culture teaching can be integrated, and encouraged to explore alternative ways of culture teaching. The national guidelines could be an effective mediator in considering other factors that influence the content of intercultural competence material for foreign language classrooms.

At the level of textbooks and teaching materials, our results show that the majority of the participants do not have to follow the textbook strictly; moreover,

they also tend to use additional materials like audio and video tapes, the internet, song lyrics, maps and photographs. There is no doubt that these materials help them to motivate the students, respond to their need for authenticity and break the monotony of the classroom, providing the students with up-to-date material. Thus, many teachers reported that they were not satisfied with the cultural content of their textbooks. This highlights the need for textbook authors to carefully consider the content that promotes intercultural competence skills needed in foreign language learning.

At the teacher development level, our results show that teachers' beliefs affect their conceptions of specific teaching situations and ultimately, their teaching practice. Without teachers' awareness and understanding of the main issues in intercultural communication, the students' progress is under threat. Thus, language teachers' intercultural skills cannot develop without appropriate teacher development and teacher education comes into the role to provide and equip them with the practical and theoretical support to fulfill those responsibilities. Ukrainian foreign language teachers need professional training that can provide them with opportunities to develop their beliefs to make them more compatible with teaching intercultural competence as well as provide tools for its teaching. In order to do so, teachers should be given increased opportunities for further education in order to be able to develop professionally and keep up the standard of their teaching. Moreover, in order to change their beliefs regarding culture teaching, teachers need to be exposed to alternatives for current teaching approaches. Professional development encourages self-reflection and also reflection with ones colleagues. Therefore, collegial co-operation is necessary for teachers to develop teaching strategies that will foster intercultural competence acquisition by their pupils.

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Program Projektor – wolontariat studencki
jako przejaw aktywności studentów i forma rozwoju

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PROGRAM PROJEKTOR – WOLONTARIAT STUDENCKI JAKO PRZEJAW AKTYWNOŚCI STUDENTÓW I FORMA ROZWOJU

Czas studiów to okres zdobywania wiedzy, umiejętności, zbierania doświadczenia i praktyki, a więc tego wszystkiego co określa się mianem kompetencji. Z uwagi na dynamikę współczesnego rynku pracy od studentów wymaga się podejmowania różnorodnych działań, które pozytywnie wpłyną na kształtowanie drogi

zawodowej. Istotne jest, aby absolwent studiów wyższych nie zasilał szeregów osób bezrobotnych. Stosunkowo duża konkurencja, wysoka liczba osób posiadających dyplomy różnych uczelni powinna skłaniać studentów do poszukiwania alternatywnych ścieżek możliwości rozwoju, kształtowania pasji i nabywania zróżnicowanych kompetencji. To wszystko umożliwia Program Projektor – wolontariat studencki. Jak sama nazwa wskazuje jest to program, którego wiodącą ideą jest wolontariat.

Celem prezentowanego artykułu jest przybliżenie założeń Programu Projektor – wolontariat studencki jako formy niecodziennej aktywności dającej szereg możliwości dla osób uczestniczących. Jest to przedsięwzięcie podejmowane przy kooperacji z Polsko-Amerykańską Fundacją Wolności, która jest fundatorem działań. Program swoim zasięgiem objął całą Polskę, angażując studentów, dzieci, młodzież oraz nauczycieli oraz całe szkoły. Wpisuje się on w założenia kształtowania społeczeństwa obywatelskiego, jako przejaw potencjału społecznikowskiego Polaków, w tym przypadku osób w wieku adolescencji. Stanowi przykład aktywizacji przy jednoczesnym propagowaniu działań wobec przeciwdziałania wykluczeniu dzieci i młodzieży z terenów wiejskich oraz małomiasteczkowych. Zadanie to realizowane jest poprzez rozwój pasji, zainteresowań oraz odkrywanie talentów wszystkich zaangażowanych stron. Wolontariusze, którymi są zazwyczaj studenci pobudzają młodsze dzieci do wzmacniania swoich potencjałów, a sami intensyfikują swoje działania także w kwestiach organizacyjnych i menadżerskich.

Taki rodzaj aktywności w środowisku szkół wiejskich oraz małomiasteczkowych niesie szereg korzyści. Poza możliwościami zdobycia wiedzy z nowych dziedzin, bądź poszerzenia dotychczasowej istotne wydaje się być promowanie aktywnych postaw społecznych wśród ludzi młodych, rozwijanie pasji i realizacja własnych pomysłów, zwiększenie atrakcyjności zajęć szkolnych dla uczniów (zarówno obecnych, jak i przyszłych), czyli wzbogacanie oferty zajęć pozalekcyjnych w placówce, odkrywanie młodych talentów oraz jakże bardzo ważne rozbudzanie pasji do ogólno ujmowanej nauki. Ogromnym atutem programu jest możliwość zobaczenia ciekawych doświadczeń, skorzystania z bogatego zaplecza materiałów edukacyjnych Programu, których wiele miejskich placówek nie posiada w swoim wyposażeniu.

Słowa kluczowa: *wolontariat; wolontariusz; Projektor – wolontariat studencki; studenci; rozwój; potencjał społeczeństwa.*

ПРОГРАМА «PROJEKTOR – ВОЛОНТЕРСТВО СТУДЕНТІВ» ЯК ПРОЯВ ЇХНЬОЇ АКТИВНОСТІ Й РОЗВИТКУ

Динамічний розвиток сучасного ринку праці ставить перед студентами нові виклики, змушує здійснювати різні заходи, які позитивно впливатимуть на кар'єру. Важливо, щоб випускник вищої освіти не поповнював ряди безробітних. Відносно висока конкуренція, велика кількість людей, які мають дипломи різних університетів, повинні заохочувати студентів шукати альтернативні шляхи розвитку, формувати свої пристрасті і набувати різноманітних компетенцій. Все це можливо завдяки програмі «Проектор – волонтерство студентів». Мета даної статті полягає в тому, щоб наблизити припущення Програми «Проектор – волонтерство студентів» як форму незвичайної діяльності, яка надає широкий спектр можливостей для учасників. Це за-

початковано у співпраці з Польсько-Американським Фондом Свободи, який є засновником діяльності. Програма охопила всю Польщу, включаючи студентів, дітей, молодь, вчителів і школи. Вона вписується в припущення про формування громадянського суспільства як вираження соціального потенціалу поляків, в даному випадку для молоді. Це приклад активізації, що сприяє діяльності, спрямованій на протидію виключенню дітей та молоді з сільських та провінційних районів. Це завдання здійснюється через розвиток пристрасті, інтересів і виявлення талантів усіх залучених сторін. Волонтери, які зазвичай є студентами, стимулюють молодших дітей до зміцнення своїх потенціалів, а також активізують свою діяльність з організаційних та управлінських питань.

Такий вид діяльності в середовищі сільських і губернських шкіл приносить ряд переваг. На додаток до можливостей набуття знань з нових галузей або розширення існуючих, важливо сприяти активізації соціальних відносин серед молоді, розвивати пристрасті та реалізовувати власні ідеї, підвищувати привабливість шкільних заходів для студентів (як сьогодні, так і у майбутньому), тобто збагачуючи пропозицію позакласної діяльності в установі, відкриваючи молоді таланти. Великою перевагою програми є можливість здобути цікавий досвід, скористатися багатою базою навчальних матеріалів Програми.

Ключові слова: волонтаріат; волонтер; Проектор – волонтерство студентів; студенти; розвиток; потенціал суспільства.

PROGRAM PROJECTOR – STUDENT VOLUNTEERING AS A MANIFESTATION OF STUDENT ACTIVITY AND FORM OF DEVELOPMENT

Time of study is a period of acquiring knowledge, skills, collecting experience and practice, and so everything that is defined as competence. Due to the dynamics of the modern labor market, students are required to undertake various activities that will positively influence the career path. It is essential that the graduate of higher education does not feed the ranks of the unemployed. Relatively high competition, a high number of people holding diplomas at various universities should encourage students to look for alternative paths of development opportunities, shaping their passions and acquiring diverse competences. All this is possible with the Projector Program – student volunteering. As the name suggests, it is a program whose leading idea is volunteering.

The aim of the presented article is to approximate the assumptions of the Projektor Program – student volunteering as a form of unusual activity that provides a range of opportunities for participants. This is an undertaking undertaken in cooperation with the Polish-American Freedom Foundation, which is the founder of activities. The program covered all of Poland with its reach, involving students, children, youth, teachers and entire schools. It fits in with the assumptions of shaping a civil society as an expression of the social potential of Poles, in this case people at the age of adolescence. It is an example of activation while promoting activities to counteract the exclusion of children and young people from rural and provincial areas. This task is carried out through the development of passion, interests and

discovering the talents of all involved parties. Volunteers, which are usually students, stimulate younger children to strengthen their potentials, and they also intensify their activities on organizational and managerial issues.

This kind of activity in the environment of rural and provincial schools brings a number of benefits. In addition to the possibilities of acquiring knowledge from new fields, or expanding the existing one, it seems to be important to promote active social attitudes among young people, develop passions and realize own ideas, increase the attractiveness of school activities for students (both current and future), that is, enriching the offer of extra-curricular activities in the institution, discovering young talents, and how important it is to awaken the passion for general science. The great advantage of the program is the opportunity to see interesting experiences, take advantage of the rich base of educational materials of the Program.

Key words: *volunteer; volunteer; Projektor – student volunteering; students; development; the potential of society.*

Wolontariat winien być szkołą życia, zwłaszcza dla ludzi młodych,
przyczyniając się do ich wychowania w kulturze solidarności
i otwartości, w gotowości do dania daru z siebie
Jan Paweł II

Introduction

Zagadnienie wolontariatu budzi aktualnie duże zainteresowanie. Zaczęto dostrzegać jego wkład w budowaniu społeczeństwa obywatelskiego, opartego na wartościach jakim przyświeca, tj. umiejscowienie człowieka w centrum zainteresowań; dostrzeżenie najsłabszych i najbardziej cierpiących; odpowiedzialność za życie społeczne; szacunek wobec innych; bezinteresowność w działaniach solidarnościowych a także dzielenie własnego istnienia z istnieniem innych (Braun, 2012, p. 9). Współczesny wolontariat postrzegany jest jako jedna z najpopularniejszych i bezpłatnych form wspierania środowiska oraz społeczności lokalnej. Skupia się przede wszystkim w organizacjach pozarządowych, gdzie wolontariusz – człowiek dobrego serca – potrafi zdziałać wiele dobrego, pożytecznego i pozytywnego (Cichoń, 2009, p. 59).

Wolontariat – istota działania

Współczesna definicja wolontariatu pojawiła się w literaturze w latach dziewięćdziesiątych XX wieku. Wcześniejsze wyjaśnienia tego terminu nie pokrywały się z bieżącą ideą wolontariatu. Pierwsze doprecyzowane określenia ukazały się w Polsce w 1997 roku. Od tego momentu w ujęciach definicyjnych zaczęto uwzględniać szerszy kontekst społeczny, odnosząc się do pracy ochotniczej, bezpłatnej, świadomie i dobrowolnie podejmowanej na rzecz innych osób, która wykracza poza

związki rodzinno-koleżeńsko-przyjacielskie. W praktyce oraz potocznym rozumieniu do wolontariatu zalicza się m.in.:

1. wolontariat w rozumieniu ustawowym;
2. wolontariat w sektorze prywatnym;
3. tzw. wolontariat pracowniczy, w jego różnych rozumieniach;
4. aktywność członków organizacji;
5. pracę społecznych asystentów;
6. pracę społeczną bez pośrednictwa instytucjonalnego (Moroń, 2009, s. 38).

Ukazujące się w literaturze przedmiotu wyjaśnienia idei wolontariatu podkreślają takie elementy jak świadomość, dobrowolność i bezpłatność (Braun, 2012, p. 15). Termin, zakres oraz założenia wolontariatu zostały precyzyjnie określone w polskim prawodawstwie na mocy ustawy z dnia 24 kwietnia 2003 r. o działalności pożytku publicznego i o wolontariacie. Na jej podstawie D. Moroń (2009, p. 38) sformułowała następującą definicję normatywną: «Wolontariat to ochotnicze i nieodpłatne wykonywanie świadczeń na rzecz określonych podmiotów: organizacji pozarządowych, osób prywatnych i jednostek organizacyjnych działających na podstawie przepisów o stosunkach Państwa do Kościoła katolickiego w Rzeczypospolitej Polskiej, o stosunku Państwa do innych kościołów i związków wyznaniowych oraz o gwarancjach wolności sumienia i wyznania, jeżeli ich cele statutowe obejmują prowadzenie działalności pożytku publicznego, stowarzyszeń jednostek samorządu terytorialnego, organów administracji publicznej, jednostek organizacyjnych podległych organom administracji publicznej lub nadzorowanych przez te organy, z wyłączeniem prowadzonej przez te jednostki działalności gospodarczej». Nie byłoby wolontariatu, gdyby niebyło chętnych do jego podejmowania. Pojęcie wolontariusza wywodzi się od łacińskiego słowa *voluntarius*, które oznacza dobrowolny, chętny. Określenie to odnosi się zatem do wolnej woli, samodzielnej decyzji czy też indywidualnego wyboru. Zgłaszanie swojej osoby na ochotnika (z ang. volunteering) zakłada gotowość lub chęć do poświęcenia swojego czasu, energii, umiejętności bądź dobrej woli w celu wykonania pracy społecznie użytecznej (Ruszewska & Ruszewski, 2008). Za prekursorką analiz w omawianym temacie, M. Załuską (Załuska & Boczoń, 1996, p. 95) «wolontariuszami są osoby podejmujące się pracy bez wynagrodzenia, kierujące się chęcią poznania zawodu, pomagania innym oraz działania w imię akceptowanych celów. Wolontariusze poświęcają innym swój czas, energię i wiedzę, rezygnując z pieniędzy i odpoczynku». W ujęciu Międzynarodowej Federacji Stowarzyszeń Czerwonego Krzyża i Czerwonego Półksiężyca podkreśla się, że wolontariusz «czyni więcej, niż to wynika z jego płatnego zajęcia i normalnych obowiązków i nie oczekuje na zarobek lub nagrodę, przyczynia się w różny sposób do przynoszenia korzyści dla środowiska, osiągając równocześnie zadowolenie ze swojej działalności» (Szluz, 2012, p. 165). Można zatem stwierdzić, że wolontariusze stanowią potężną siłę, która odgrywa istotną rolę w procesie aktywizacji społeczności lokalnych. Oprócz tego, iż wolontariusze sami się aktywizują, podejmując własne działanie, wykonują swoją pracę, stając się jednocześnie wzorem i modelem do naśladownictwa. Przytaczając A. Sowińskiego można stwier-

dzić, że «ideał osobowy wolontariusza wyrasta z jednej strony z instytucji społecznej wolontariatu ukształtowanej na kanwie ważnych potrzeb społecznych, którym państwo i społeczeństwo poprzez swoje wyspecjalizowane służby nie było w stanie zaradzić. Z drugiej zaś strony, ma on podłoże psychospołeczne i wyraża się w postaci indywidualnych motywów i aspiracji, jakimi kierują się ludzie, zwłaszcza szczególnie uwrażliwieni na los drugiego człowieka oraz na wartości uniwersalne i transcendentne» (Sowiński, 2005, p. 98). Należy podkreślić, iż wolontariuszem może być każdy, zarówno osoba pełnoletnia, jak i niepełnoletnia. W imieniu osoby niepełnoletniej wymagana jest pisemna zgoda opiekuna prawnego. Na terenie Polski wolontariuszem może być także cudzoziemiec, który legalnie przebywa w kraju. Wolontariuszami mogą być osoby bezrobotne, a w takiej sytuacji nie tracą one swojego statusu ani prawa do zasiłku.

Opierając się na założeniach teorii pedagogiki społecznej wyróżnić można trzy kategorie możliwych działań wolontariackich: 1. działalność bezpośrednia, realizowana w czasie wolnym; 2. działalność towarzysząca pracy zawodowej (np. lekarza, pielęgniarki, prawnika, aktora itp.); 3. działalność pośrednia, realizowana poprzez wybrany i celowo wykorzystany czynnik istniejący obiektywnie (np. poprzez media, poprzez sztukę, poprzez tworzenie grup wsparcia społecznego itp.) (Sowiński, 2005, p. 95). Zgodnie z ustawą wolontariusze mogą podejmować określone zadania, dotyczące m.in. takiego zakresu jak:

• pomoc społeczna, w tym pomoc rodzinom i osobom znajdującym się w trudnej sytuacji życiowej oraz wyrównywania ich szans;

• działalność na rzecz rodziny, macierzyństwa, rodzicielstwa, upowszechniania i ochrony praw dziecka, przeciwdziałania uzależnieniom i patologiom społecznym;

• działalność na rzecz integracji oraz reintegracji zawodowej i społecznej osób zagrożonych wykluczeniem społecznym;

• działalność podtrzymywania i upowszechniania tradycji narodowej, ale także na rzecz mniejszości narodowych, etnicznych i integracji cudzoziemców;

• działalność na rzecz osób w wieku emerytalnym, osób niepełnosprawnych, kombatantów i osób represjonowanych, weteranów, równych praw kobiet i mężczyzn;

• działalność na rzecz dzieci i młodzieży, w tym wypoczynku dzieci i młodzieży;

• kultury, sztuki, ochrony dóbr kultury i dziedzictwa narodowego, turystyki i krajoznawstwa, ekologii i ochrony zwierząt oraz ochrony dziedzictwa przyrodniczego, wspierania i upowszechniania kultury fizycznej;

• ratownictwa i ochrony ludności, pomocy ofiarom katastrof, klęsk żywiołowych, konfliktów zbrojnych i wojen w kraju i za granicą («Ustawa», 2010).

Różnorodność możliwych inicjatyw skłania do wysunięcia wniosku, iż wolontariusze mogą być obecni we wszystkich dziedzinach życia społecznego, stanowiąc swoisty rodzaj odpowiedzialnej służby społecznej. Między innymi z powyższych zadań, wynikają założenia ideowe wolontariatu, które koncentrują się głównie na:

1. wzmacnianiu w drugim człowieku zdolności do rozwiązywania problemów, umiejętności radzenia sobie w sytuacjach trudnych;

2. wypracowywaniu prawidłowych stosunków i interakcji międzyludzkich;

3. interweniowaniu na rzecz najsłabszych, dyskryminowanych lub marginalizowanych jednostek i grup, a także niedostosowanych, niepełnosprawnych, chorych i ubogich;

4. efektywnym, sprawiedliwym i humanitarnym działaniu służb zapewniających jednostkom, grupom lub zbiorowościom dotkniętym nieszczęściem środki, świadczenia i możliwości pomocy;

5. tworzeniu nowych lub ulepszaniu starych systemów wsparcia, wzajemną pomoc (Moron, 2009, p. 45).

W literaturze przedmiotu występuje kilka typów form pracy społecznej charakterystycznej dla działalności prowadzonej na zasadach wolontariatu. W zależności od przyjętych kryteriów można dokonać następującej klasyfikacji wolontariatu (tabela 1).

Tabela 1. **Klasyfikacja wolontariatu**

Kryteria	Wolontariat
Liczba osób	Insywidualny Zbiorowy
Miejsce	Krajowy Zagraniczny
Okres trwania	Krótkookresowy Długookresowy
Podmiot wykonujący	Studencki Seniorów – kompetencji Pracowniczy
Specyfika wolontariatu	Szkolny Szpitalny Pomoc w domach pomocy społecznej Pomoc w placówkach opiekuńczo-wychowawczych W administracji publicznej W schroniskach dla zwierząt
Czynnik losowy, klęski żywiołowe, trudna sytuacja bytowa	Kryzysowy
Cykliczne akcje okolicznościowe	«Szlachetna Paczka» «Prezent pod Choinkę»
Informatyzacja	E-wolontariat

Źródło: Dolińska, A., Grabowska, M., & Nahajowska, N. (2016). *Za darmo nie robię – wolontariat drogą do sukcesu. Raport z badań własnych* (s. 10–11). Wrocław: Wyd. Triada.

Analizując zagadnienie wolontariatu, w szczególności dotyczącego studentów, czyli osób w wieku adolescencji, istotne jest przywołanie klasyfikacji odnoszącej się do czasu zaangażowania w tego rodzaju działalność:

• wolontariat stały, długoterminowy – występuje wtedy, gdy wolontariusz podejmuje działania na czas określony, powyżej kilku miesięcy, w pełnym wymiarze godzin pracy pracownika etatowego w instytucji bądź organizacji pozarządowej. Taki rodzaj wolontariatu wymaga zapewnienia wolontariuszowi mieszkania (na czas wykonywanej pracy), pokrycie kosztów wyżywienia i ubezpieczenia;

• wolontariat systematyczny, długoterminowy – ma miejsce wtedy, gdy wolontariusz podejmuje pracę na czas określony w wymiarze, który nieutrudnia mu nauki bądź pracy (średnio ok. 4 godzin tygodniowo), systematycznie w określonym czasie i miejscu;

• wolontariat krótkoterminowy, jednorazowy – występuje w przypadku jednorazowych wydarzeń, tj. akcje, zbiórki, organizacja koncertów czy pomocy podczas nieoczekiwanych katastrof, czyli powodzi, trzęsienia ziemi, huraganów (Braun, 2012, p. 36).

Zrozumienie istoty wolontariatu studenckiego jest właściwe jeśli uwzględniony zostanie młody wiek wolontariuszy, czyli charakterystyczny etap życia cechujący się specyficzną motywacją do pracy, zadań, posiadaniem potrzeb rozwojowych i przypisywaniem określonej roli działaniom pomocowym. Uwzględniając różnorodność zajęć dedykowanych dla studentów oraz możliwości oferowane przez wolontariat, wolontariusze przejawiają zróżnicowaną motywację do wyboru tej właśnie aktywności. Ogólnie, motywację wolontariuszy można podzielić na motywację altruistyczną oraz egoistyczną (Esmond & Dunlop, 2004). Pierwsza z nich odnosi się do chęci pomagania osobom w specyficznej sytuacji, zaś druga wynika z dążenia do uzyskania wyraźnych korzyści o charakterze osobistym. Niewątpliwie czynnikiem różnicującym motywację jest długość stażu pracy w roli wolontariusza. Krótki okres stażu związany jest głównie z odczuwaniem osobistej satysfakcji z podejmowanych działań, zaś wolontariat trwający dłużej niż pół roku sprzyja poczuciu chęci przynależności. Jeszcze dłuższy czas zaangażowania może spowodować, że rola wolontariusza stanie się częścią koncepcji siebie (Marta, Pozii, & Marzana, 2010). Przesłanki zachowań prospołecznych mogą być wynikiem motywów altruistycznych, zadaniowych, ideologicznych, egoistycznych lub też afiliacyjnych (tabela 2).

Specyficzną propozycję wolontariatu głównie dla osób studiujących oferuje Program Projektor – wolontariat studencki.

Realizator Programu

Program Projektor – wolontariat studencki realizowany jest przez Fundację Edukacyjną Przedsiębiorczości (FEP), ale nie mógłby także istnieć bez wsparcia fundatora jakim jest Polish-American Freedom Foundation, czyli Polsko-Amerykańska Fundacji Wolności. Funkcja realizatora została powierzona FEP stosunkowo niedawno bo 1 stycznia 2017. W latach 2005–2010 realizatorem programu było Polskie Stowarzyszenie Pedagogów i Animatorów «Klanza», zaś od 2010 do 2016 roku funkcję tę przejęła powołana przez Stowarzyszenie – Fundacja Rozwoju Wolontariatu. W założeniu Fundacja Edukacyjna Przedsiębiorczości, istniejąca od 1991 roku finansuje i wspiera rozwój kapitału intelektualnego dla gospodarki rynkowej. Dzia-

Tabela 2. **Motywy działania wolontariuszy**

Motywy	
Altruistyczne	potrzeba bezinteresownej pracy na rzecz drugiej osoby; chęć niesienia pomocy potrzebującym; pasja życiowa.
Zadaniowe	wynikające z potrzeby wsparcia opieki profesjonalnej i instytucjonalnej.
Ideologiczne	wynikające z wiary; wynikające ze wzorców służby społecznej nabytych w domu.
Egoistyczne	chęć zaspokojenia własnych potrzeb (zdobycie doświadczenia, sprawdzenie siebie, podniesienie swego prestiżu w oczach otoczenia, zdobycie nowych umiejętności, dzięki czemu można znaleźć pracę, wzbogacenie swojego CV, potrzeba wypełnienia czasu).
Afiliacyjne	poszukiwanie nowych znajomych; poszukiwanie kontaktów z osobami o podobnym nastawieniu do życia.

Źródło: Dolińska, A., Grabowska, M., & Nahajowska, N. (2016). *Za darmo nie robię – wolontariat drogą do sukcesu. Raport z badań własnych* (s. 15). Wrocław: Wyd. Triada.

łania skierowane są głównie na rzecz wyrównywania szans młodzieży pochodzącej z rejonów wiejskich w dostępie do edukacji. Działania FEP koncentrują się głównie na zwiększaniu dostępności studiów wyższych dla młodzieży, która pochodzi z terenów wsi bądź małych miast, ponadto propagowane są aktywne metody nauczania a także inne inicjatywy mające wpływ na poprawę dostępności bądź jakości kształcenia polskiej młodzieży. Fundacja pobudza młodzież do rozwoju poprzez organizację różnego rodzaju konkursów, konferencji, organizuje staże oraz dofinansowuje naukę młodzieży w kraju, jak i za granicą. Należy także podkreślić, iż FEP jest realizatorem zainicjowanego przez Polsko-Amerykańską Fundację Wolności w 2002 roku Programu Stypendiów Pomostowych, w ramach którego przyznano dotychczas ponad 20 tysięcy stypendiów na studia. Podkreślając doniosłość działań Fundacji należy wskazać, że na realizację przedsięwzięć o charakterze edukacyjnym przekazane zostało 124 miliony zł, w tym 97 milionów na sfinansowanie 44 700 różnego rodzaju stypendiów, dzięki tym środkom z programów FEP mogło skorzystać ponad 61 000 osób.

Idea Programu

Za inicjatora czy też pomysłodawcę Programu można uznać prof. Tadeusza Rzeżuchowskiego, bowiem w rzeczywistości idea została zrodzona właściwie od żartu. Profesor założył się z kolegami, iż współcześnie nie ma studentów posiadających cechy altruistyczne. Mając na względzie egocentryczne podejście młodzieży do życia, kariery, kolejnych punktów indywidualnego CV poddano wątpliwość, czy młodzi ludzie są w stanie zrobić coś bezinteresownie. Brak wiary i przeświadczenie o niemodnej pracy społecznej zapoczątkowały badania nad postawami studentów. Początkowo eksperymentalnie rozwieszono ogłoszenie o poszukiwaniach osób chętnych do uczenia informatyki w szkołach z terenów wiejskich w okresie wakacyjnym. Na pierwsze spotkanie przyszło 30 osób, które zapoczątkowały «Zieloną Akcję» stanowiącą pierwowzór programu «Projektor – wolontariat studencki».

Nadrzędnym celem Programu Projektor – wolontariat studencki jest aktywizacja oraz przeciwdziałanie wykluczeniu dzieci i młodzieży zamieszkujących wsie, jak i małe miasteczka w całej Polsce. Zadanie to jest realizowane poprzez rozwój pasji i zainteresowań, odkrywanie talentów oraz potencjału, który posiadają zarówno studenci, jak i uczestnicy projektu, czyli uczniowie.

Metoda Programu

Realizacja założonych celów opiera się o swoistą metodę projektów edukacyjnych umożliwiając dzieciom i młodzieży naukę przez doświadczenie. U podstaw założeń leży teza, iż każdy człowiek potrzebuje dobrego przykładu na drodze własnego rozwoju. Owym przykładem służy wolontariusz, który odczuwa potrzebę bezinteresownego dzielenia się swoją wiedzą, doświadczeniem oraz pasją z innymi. W myśl założenia każdy może zostać wolontariuszem, każdy posiada w sobie potencjał. Wolontariuszami w Programie mogą być studenci, absolwenci (do roku od ukończenia studiów), doktoranci oraz pracownicy naukowi. Metoda Programu polega na tym, iż wolontariusze mają możliwość przygotowania i zrealizowania własnego pomysłu na zajęcia z uczniami szkół różnego szczebla. Wszystko odbywa się w grupie 2–3 osobowej. Wolontariusze mając pomysł opracowują własny projekt, który opisują krótko w internetowym systemie Programu. Podejmowane tematy mogą dotyczyć konkretnej dziedziny nauki, przedmiotu bądź wybranego zakresu aktywności. Dzięki tej sposobności powstają projekty lingwistyczne, sportowe, artystyczne, psychologiczno-pedagogiczne, chemiczne, informatyczne, humanistyczne i inne. Jeśli wolontariusze mają chęci, ale nie mają własnego pomysłu na realizację zajęć mogą skorzystać z gotowych inspiracji zamieszczonych w bazie Programu. Po dokonaniu rejestracji zespołu oraz projektu wolontariusze dokonują wyboru placówki, w której chcą realizować przedsięwzięcie. Program dysponuje dużą, bogatą bazą chętnych szkół zainteresowanych przyjęciem wolontariuszy, a ponadto cały czas istnieje możliwość zgłoszenia kolejnych placówek. Wolontariusze mają możliwość realizowania projektów o następującym charakterze:

1. projekty startowe – stanowią je 2 wizyty w placówce edukacyjnej trwające po 2 godziny lekcyjne. Ten rodzaj projektów ma na celu zaznajomienie nowych wolontariuszy z podejmowanymi działaniami, stąd wraz z nowym wolontariuszem istnieje konieczność włączenia się doświadczonych uczestników Programu. Tego rodzaju działania można podejmować w ciągu całego roku szkolnego. Czas realizacji całego projektu powinien się zakończyć między 2 a 6 tygodniami.

2. projekty systematyczne – polegają one na 3 wizytach w placówce po 2 godziny lekcyjne. Wolontariusze mają wówczas możliwość realizowania własnego scenariusza zajęć na dowolnie wybrany temat z tą samą grupą uczniów. Pozostałe wytyczne są takie same jak w przypadku projektów startowych.

3. projekty specjalistyczne – są to zajęcia o charakterze bardziej profesjonalnym, często związane są z przeprowadzaniem doświadczeń i eksperymentów, stąd na ten rodzaj projektu składa się 1 wizyta w placówce trwająca 4 godziny lekcyjne, zatem czas realizacji projektu to tylko 1 dzień.

4. projekty wakacyjne/feryjne – trwają one 5 kolejnych dni roboczych po 5 godzin lekcyjnych z tą samą grupą. Projekty feryjne realizowane są na terenie szkoły, która zapewnia wolontariuszom miejsce do spania a także wyżywienie. Ten rodzaj projektów można realizować od lipca do końca września oraz w czasie ferii zimowych.

5. projekty miejskie stanowią projekty systematyczne oraz startowe, które można realizować w miastach powyżej 20 tys. mieszkańców.

6. szkolenia innych wolontariuszy – są to specjalistyczne szkolenia, w których wolontariusze wykorzystują własne kompetencje miękkie w obszarze edukacji w środowisku NGO.

Podkreślenia zasługuje fakt, że wolontariusze nie ponoszą żadnych kosztów w związku z realizacją projektów. Program zapewnia ubezpieczenie oraz zwrot kosztów zakupu materiałów niezbędnych do realizacji projektów. Umożliwia także zakup niezbędnych środków poprzez sklep internetowy, który wpływa na szybkość i wygodę przygotowania przed samym projektem. Ponadto zwracane są także koszty przejazdów wolontariuszy. Na każdym etapie przedsięwzięcia mogą oni liczyć na wsparcie zespołu, bądź doświadczonych wolontariuszy. Jest to także możliwe poprzez kontakt telefoniczny, mailowy, czat oraz wykorzystanie Facebook'a, w tym grupy wolontariuszy z całego kraju. Podczas realizacji projektu wolontariusze mogą liczyć na pomoc Szkolnych Opiekunów Projektu, czyli osoby wskazanej przez grono pedagogiczne do opieki nad wolontariuszami.

Wieloletnie doświadczenie w realizacji projektów świadczy o tym, iż metoda zaproponowana przez Program Projektor – wolontariat studencki jest:

• Sprawdzona – wypracowana przez lata doświadczeń. Jest ona dziełem ekspertów w dziedzinie nauczania.

• Kreatywna – wpływa na rozwój osoby oraz całej grupy dzieci w atmosferze życzliwej współpracy, stanowi dawkę energii do podjęcia pozytywnych zmian.

• Skuteczna – zrealizowanych jest już ponad 32 000 projektów, a ich efektywność została potwierdzona przez dedykowany system ewaluacji.

• Nowatorska – opiera się na inspiracjach doświadczeń Polsko-Amerykańskiej Fundacji Wolności.

Począwszy od 2003 roku na terenie całej Polski przeprowadzono ponad 35 tysięcy projektów edukacyjnych w 2 390 szkołach, przy udziale ponad 13 tysięcy studentów-wolontariuszy oraz 340 tysięcy uczniów. Niewątpliwe korzyści płynące z realizacji Programu zostały dostrzeżone także przez byłych Premierów, tj. Prof. Jerzego Buzka oraz Prof. Marka Belkę, którzy w 2007 w rolach wolontariuszy uczestniczyli w zajęciach dla młodzieży szkolnej w kilku gminach wiejskich. W roku 2012 ówczesna Fundacja Rozwoju Wolontariatu, w kooperacji z Kancelarią Prezydenta RP, zrealizowała projekt pt. «Nowoczesny Patriotyzm». Projekt został objęty honorowym patronatem przez Prezydenta Bronisława Komorowskiego. Jego celem było upowszechnianie wiedzy o patriotyzmie, kształtowanie obywatelskich postaw wśród ludzi młodych, zapoznanie z lokalnymi tradycjami i narodowymi symbolami a także krzewienie tolerancji oraz szacunku. W ramach projektu wolontariusze wraz z Mi-

nistrami i Doradcami Kancelarii Prezydenta RP odwiedzili osiem szkół w małych miejscowościach.

Efektywność działań Programu, a dokładniej jego wolontariuszy przejawiała się także w wielu działaniach podejmowanych akcyjnie. Kilka nietypowych przedsięwzięć podejmowanych przez wolontariuszy Programu Projektor – wolontariat studencki to m.in.:

1. «Energia Nauki» – projekt, który miał na celu promowanie nauk ścisłych, w tym między innymi fizyki, informatyki oraz chemii. Zadaniem wolontariuszy były wizyty w placówkach edukacyjnych podczas których młodzież w ciekawy i praktyczny sposób przekazywali dość trudne treści uczniom.

2. «Studenci Dzieciom» – projekt skierowany do dzieci i młodzieży z terenów Polski dotkniętych powodzią. Wolontariusze poprzez realizację ciekawych projektów o różnorodnej tematyce okazywali wsparcie, dzięki czemu dzieci mogły choć na chwilę zapomnieć o trudnościach związanych z przykrymi konsekwencjami zaistniałych okoliczności.

3. «Młody Nobel» – akcja, która miała na celu połączenie nauki i przyjemną zabawą. W ramach podejmowanych działań organizowane były «Pikniki Naukowe» oraz «Projekty specjalistyczne» zachęcające dzieci i młodzież do nauki poprzez zabawę. Przykładem ciekawych zajęć są warsztaty kryminalistyczne, podczas których dzieci uczą się daktyloskopii – zbierania odcisków palców. W ramach akcji organizowane były także konkursy pobudzające uczniów do samodzielnego rozwoju.

4. «Alchemia» – celem projektu było zapoznanie dzieci i młodzieży ze środowiskiem laboratoryjnym w celu samodzielnego podejmowania doświadczeń. Działaniom często towarzyszyły widowiskowe pokazy i eksperymenty. Ujawniana podczas warsztatów pasja wolontariuszy była zachętą do poszerzania zasobu wiedzy w odniesieniu do tematów nauk ścisłych (Barwicka & Andrzejak, 2012, p. 178).

5. «Własność=Jasność» – był to projekt zrealizowany pod patronatem Ministra Skarbu Państwa. Jak sama nazwa wskazuje nadrzędnym celem była popularyzacja wiedzy dotyczącej własności prywatnej oraz prywatyzacji.

6. «W banku, w sejfie czy w skarpecie» – podczas realizacji tego projektu wolontariusze w interesujący sposób starali się przekazać uczniom w jaki sposób bezpiecznie zarządzać finansami. Działania te mogły być zrealizowane dzięki wsparciu finansowemu Fundacji Narodowego Banku Polskiego.

7. «IT for SHE» – Projektor – wolontariat studencki jest także częścią projektu realizowanego przez Fundację Edukacyjną Perspektywy. Składa się on z: programu mentoringowego w najlepszych firmach technologicznych; obozu tematycznego dla dziewczyn w IT Women in Tech Camp oraz kampanii wolontariackiej, która polega na promowaniu nauki programowania w szkołach z małych miejscowości. Do udziału w projekcie, realizowanego zarówno w roku 2017, jak i 2018, zaproszone były wolontariuszki studiujące informatykę bądź kierunek pokrewny, otwarte na przeżycie przygody.

Wspomaganie rozwoju wolontariuszy

Oprócz stworzenia wolontariuszom – studentom doskonałej płaszczyzny zbierania doświadczeń, wymiany wiedzy i zdolności poprzez realizację własnych projektów lub akcji tematycznych, realizatorzy Programu wprowadzają innowacyjne metody doszkalania i rozwoju. Od trzech lat organizowana jest inicjatywa Ambasadorzy Projektora. Jest ona skierowana do najbardziej aktywnych wolontariuszy, którzy wykazują potrzebę rozwoju własnych kompetencji. Jest to roczny program działań, rozwoju oraz wspólnej pracy, której celem jest rozwój wolontariuszy przy jednoczesnej promocji działalności edukacyjnej Programu. Cykl szkoleniowy obejmuje trzy 20-godzinne zjazdy szkoleniowe, podczas których Ambasadorzy rozwijają swoją wiedzę i umiejętności z wybranego obszaru. Uczestnictwo w szkoleniach jest bezpłatne, dodatkowo uczestniczy uzyskują materiały edukacyjne i promocyjne Programu, a także certyfikat po jego zakończeniu. Niewątpliwym atutem przystąpienia do Ambasadorów jest możliwość uzyskania wsparcia tutora, który umożliwia planowanie dalszego rozwoju własnej ścieżki zawodowej. Z uwagi na holistyczne podejście realizatorów Programu do zagadnienia rozwoju kompetencji, wyróżniający się wolontariusze mają możliwość otrzymania również książek tematycznych z wydawnictwa kooperującego. Kolejnym profitem dla uczestników inicjatywy szkoleniowej jest możliwość uzyskania rekomendacji do wyjazdu na zagraniczne praktyki, staże bądź projekty organizacji partnerskich. Ambitni wolontariusze, wytypowani przez opiekunów ścieżek, mają także szansę odbycia bezpłatnych praktyk w biurze Programu. Studenci predysponujący do funkcji Ambasadorów Programu mogą wybrać jedną z trzech ścieżek specjalizacyjnych:

1. Liderzy – ścieżka ta służy rozwojowi umiejętności liderskich i elementów fundraisingu. Uczestnicy mają możliwość uzyskania dofinansowania i realizacji autorskich pomysłów w swoim regionie. Efektem wymiernym po zakończeniu szkolenia jest organizacja dwóch inicjatyw w ośrodku akademickim Ambasadora promujących Program wśród nowych wolontariuszy. Wsparcie merytoryczne osób wybierających ten rodzaj rozwoju jest zapewnione przez Fundację Szkoły Liderów PAFW.

2. Social media – zadaniem uczestników tej ścieżki jest współtworzenie contentu stron Projektora w social mediach. W trakcie szkolenia istnieje także możliwość udziału w branżowych targach i zewnętrznych szkoleniach specjalistycznych. Ukończenie szkolenia w ścieżce daje sposobność szerokiej promocji Programu, w tym konieczności zrealizowania dwóch wytworów z podkategorii: podcasty, vblogi bądź inne publikacje w social mediach. Do celów szkoleniowych Program angażuje najlepszych specjalistów w branży – firmę Socjomania, która przez cały cykl szkoleniowy oferuje wsparcie merytoryczne.

3. Trenerzy – celem realizowanego szkolenia tej ścieżki jest poszerzenie wiedzy oraz zdobycie kompetencji z zakresu m.in. prowadzenia zajęć dla dorosłych z tematyki edukacji nieformalnej, wolontariatu czy pracy z grupą. Uczestnicy ścieżki nabywają umiejętności do tego, aby w przyszłości stać się doskonałymi trenerami i szkoleniowcami. Efektem zrealizowanej ścieżki są przeprowadzone warsztaty przez

każdego z nowych trenerów na terenie całej Polski, skierowane głównie do studentów, potencjalnych wolontariuszy Programu. Podobnie jak w przypadku dwóch pozostałych ścieżek, trenerzy mogą liczyć na mentora, który zapewnia wsparcie merytoryczne, czyli Polskie Stowarzyszenie Pedagogów i Animatorów KLANZA.

Ponadto w miarę potrzeby organizowane są tematyczne webinaria, na których prowadzący w sposób on-line prezentuje określone treści. Tematem webinariów są zarówno kwestie organizacyjne, motywacyjne, jak i metodyczne.

Korzyści wynikające z aktywności w Programie

Uczestnictwo w wolontariacie w gruncie rzeczy pozbawione jest korzyści finansowych, wolontariusz za swoją pracę nie otrzymuje wynagrodzenia. Jednakże istnieją profity, dla których tego rodzaju przedsięwzięcie jak uczestnictwo w programie Projektor – wolontariat studencki jest podejmowane. Powołując się na doniesienia z badań B. Szluz (2012) przeprowadzone wśród 100 studentów Programu, można wskazać kilka ważnych dla wolontariuszy kwestii. Jak deklarowali respondenci najważniejsze jest zdobywanie doświadczenia, na które wskazało aż 87 % badanych. Istotny okazał się także czas spędzony w sposób pożyteczny (68 % odpowiedzi). Dla ponad połowy ankietowanych (59 %) działalność wolontariacka wpływa na zaspokojenie potrzeby poczucia własnej wartości a także umożliwia nawiązywanie znaczących, przydatnych kontaktów z innymi ludźmi. Co trzecia badana osoba ceniła sobie spędzanie wakacji bądź ferii całkowicie bezpłatnie w różnych miejscach Polski, a także traktuje podejmowane działania jako doświadczenie, którym wzbogaci swoje CV w staraniach o pracę zawodową. W zakresie nabywania umiejętności wolontariusze podkreślali możliwości atrakcyjnego spędzenia czasu wolnego (58 % wskazań); doskonalenie umiejętności interpersonalnych (56 %) a także kształtowanie umiejętności rozwiązywania różnorodnych problemów (50 %). Wskazane sprawności są niewątpliwie bardzo pożądane na współczesnym rynku pracy. To właśnie umiejętności w zakresie kompetencji miękkich często przesądzają o sukcesie kariery zawodowej młodych ludzi. Pozostałe profity w zakresie umiejętności dotyczyły swobodnego porozumiewania się z innymi osobami, ze szczególnym uwzględnieniem dzieci (49 %), cierpliwość i wyrozumiałość (43 %), umiejętność wyrażania siebie (25 %) oraz okazywania emocji (12 %). Wskazane kompetencje z pewnością nie wyczerpują wszystkich możliwych umiejętności kształtowanych podczas realizowania głównych zadań Programowych, czyli tworzenia oraz urzeczywistniania projektów w grupie dzieci i młodzieży z terenów wiejskich. Korzyści wynikające z działalności wolontariackiej, wypracowywane przez lata, uświadamiane są niekiedy dopiero po wkroczeniu na drogę zawodową.

Podsumowanie

Konkludując przedstawione powyżej treści, z całą pewnością można stwierdzić, iż Program Projektor – wolontariat studencki stanowi atrakcyjny przykład aktywności młodych ludzi. Z uwagi na stosowaną metodykę działań daje on szansę rozwoju kompetencji zarówno samym wolontariuszom, jak i uczestnikom ich projektów. Stanowi drogę do ich dalszego rozwoju. Prezentuje szeroki wachlarz moż-

liwości, przy jednoczesnym zachowaniu reguł i jasno określonych założeniach programowych. Daje swobodę działania, inspiruje przykładem doświadczonych wolontariuszy oraz stoi na straży ciągłego doskonalenia wprawionych wolontariuszy, dostosowujących swoje umiejętności do wymagającego zewnętrznego rynku komercyjnego. Należy podkreślać, iż udział w działaniach wolontariackich pozytywnie buduje karierę zawodową młodych ludzi. Znawcy problematyki podkreślają jednogłośnie, że «wolontariat nie jest punktem wyjścia do planowania kariery zawodowej, lecz jest karierą sam w sobie» (Dolińska, Grabowska, & Nahajowska, 2016, p. 58). Wydaje się być zatem istotne propagowanie i rozpowszechnianie wszelkich inicjatyw o charakterze działań wolontariackich.

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Rola kompetencji społecznych w funkcjonowaniu zawodowym
przedstawicieli handlowych

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ROLA KOMPETENCJI SPOŁECZNYCH
W FUNKCJONOWANIU ZAWODOWYM
PRZEDSTAWICIELI HANDLOWYCH

Przedstawiciel handlowy to jeden z najstarszych zawodów świata. Zajmowa-
nie się handlem i rzemiosłem było podstawowym zajęciem ludności miejskiej już od
czasów starożytnych. Do roli przedstawiciela należy dokładanie wszelkich starań oraz
wykorzystywanie najlepszych umiejętności i doświadczenia, które umożliwią osiąg-
nięcie założonych celów. Przedstawiciel handlowy to bardzo szerokie pojęcie, obej-
mujące wielu ludzi pełniących rozmaite stanowiska w zróżnicowanym środowisku

pracy. Jednak ich głównym mianownikiem jest reprezentowanie kogoś lub czegoś, ukierunkowane na realizację konkretnego celu, czyli wymiany dóbr i usług. W szybko zmieniającym się świecie dostrzegamy ewolucję postaw i zachowań konsumenckich. Rola przedstawiciela handlowego właściwie w każdym przypadku jest ta sama – wspierać podejmowanie decyzji zakupowych klientów celem sprzedaży jak największej ilości dóbr reprezentowanego przez siebie podmiotu. Mówi się także o stałym podnoszeniu poziomu sprzedaży. Jeśli chodzi natomiast o zadania, to są one bardzo zróżnicowane. Proces sprzedaży może być bardzo prosty – klient przychodzi – otrzymuje ofertę/propozycję zakupu – podejmuje decyzję pozytywną lub negatywną dla handlowca. Niemniej jednak, w wielu przypadkach proces ten jest zdecydowanie bardziej skomplikowany.

Osoba przedstawiciela oferującego dany produkt wykorzystując swoje zdolności i kompetencje społeczne może mieć istotny wpływ na ostateczną decyzję zakupową. Istotne są kompetencje związane z szybkością uczenia się oraz posiadanie naturalnych predyspozycji do bycia sprzedawcą, np. rozwiniętej inteligencji emocjonalnej. Analizując metody oddziaływania na konsumenta dostrzegamy podział na techniki bierne (bez bezpośredniego udziału osoby przedstawiciela handlowego) oraz aktywne (z udziałem osoby przedstawiciela handlowego). Według Kotlera i Kellera (2011) w procesie zakupowym często występują zjawiska oporu psychicznego oraz oporu logicznego. Cytując: «opór psychiczny obejmuje opór przed zakłócaniem spokoju, preferencję dla uznanego źródła dostaw lub marek, apatię, niechęć do rezygnacji z czegoś, nieprzyjemne skojarzenia, jakie pozostawił po sobie przedstawiciel handlowy, zakorzenione wyobrażenia, niechęć do podejmowania decyzji lub neurotyczny stosunek do pieniędzy. Opór logiczny może dotyczyć ceny, terminów dostawy, cech produktu lub firmy». Aby sobie z nimi poradzić handlowiec poza ekspercką wiedzą z zakresu produktu musi także wykazać się umiejętnościami społecznymi.

Posiadane doświadczenie w obcowaniu z innymi ludźmi, wypracowane techniki wywierania wpływu społecznego, elastyczność, inteligencja emocjonalna rozumiana jako umiejętność spojrzenia z cudzej perspektywy na daną sytuację, sposoby radzenia sobie w sytuacjach stresujących, cechy osobowości, umiejętność zarządzania procesem handlowym i decyzyjnym klienta – wszystkie te elementy składają się na wysokie wyniki w pracy na stanowiskach handlowych.

Słowa kluczowe: *przedstawiciel handlowy; kompetencje społeczne; profesjonalizm; Polska.*

РОЛЬ СОЦІАЛЬНИХ КОМПЕТЕНЦІЇ У ПРОФЕСІЙНОМУ ФУНКЦІОНУВАННІ ТОРГОВИХ ПРЕДСТАВНИКІВ

Торговий представник – одна з найдавніших професій у світі. Торгівля і ремесло – найважливіші заняття міського населення з давніх часів. Роль представника полягає в тому, щоб докласти всіх зусиль і використати найкращі навички та досвід, які дозволять досягти поставленої мети. У швидко мінливому світі спостерігаємо еволюцію споживчих настроїв і поведінки. Роль торгового представника в кожному випадку однакова – підтримка прийняття рішень клієнтами про продаж якомога більше товарів, представлених суб'єк-

*том господарювання. Також йдеться про постійне зростання рівня прода-
жів. Що стосується завдань, то вони дуже різноманітні. Процес продажу
може бути дуже простим – клієнт приходить – отримує пропозицію про ку-
півлю і приймає позитивне чи негативне рішення для продавця. Тим не менш,
у багатьох випадках процес, безумовно, більш складний.*

*Особа, яка пропонує даний продукт, використовуючи свої соціальні навич-
ки та компетенції, може мати значний вплив на остаточне рішення про по-
купку. Важливими є компетенції, пов'язані зі швидкістю навчання і володіння
природньою схильністю бути продавцем, наприклад, розвинутим емоційним
інтелектом. Аналізуючи методи впливу на споживача, помічаємо поділ на па-
сивні технології (без безпосередньої участі торгового представника) і актив-
ні (за участю торгового представника). На думку Котлера і Келлера (2011),
психологічний і логічний опір часто виникають у процесі закупівель. Цитую-
чи: «психологічний опір включає опір до мінливого світу, перевагу визнаного
джерела постачання або брендів, апатію, небажання відмовлятися від чогось,
неприємні асоціації, залишені торговим представником, укорінені ідеї, неба-
жання приймати рішення або невротичне ставлення до грошей. Логічний опір
може застосовуватися до ціни, термінів поставки, характеристик продук-
ту або компанії». Щоб розібратися з ними, торговий представник, крім екс-
пертних знань про продукт, повинен також демонструвати соціальні навички.*

*Досвід роботи з іншими людьми, розроблені методики соціального впли-
ву, гнучкість, емоційний інтелект розглядаємо як вміння оцінювати дану си-
туацію, способи боротьби зі стресовими ситуаціями, особистісні риси, здат-
ність керувати процесом торгівлі та рішенням клієнта – всі ці елементи да-
ють високі результати продажу для торгових представників.*

*Ключові слова: торговий представник; соціальні компетенції; профе-
сіоналізм; Польща.*

THE ROLE OF SOCIAL COMPETENCE
IN THE PROFESSIONAL FUNCTIONING
OF SALES REPRESENTATIVES

*The sales representative is one of the oldest professions in the world. Trade
and craft are the most important occupations of the urban population since ancient
times. The role of the representative is to use all the efforts and the best skills and
experience that will help to achieve the goal. In a rapidly changing world we can
see an evolution of consumer sentiment and behaviour. The role of the sales repre-
sentative in each case is the same – to support the customers' decision to sell as many
goods represented by an economic entity as possible. Also we are talking about the
constant increase in sales. As for the tasks, they are very diverse. The sale process can
be very simple – the customer comes in – gets a purchase offer and makes a posi-
tive or negative decision for the seller. However, in many cases the process is cer-
tainly more complicated.*

*The person, who offers this product using social skills and competencies, can
have a significant impact on the final purchase decision. Competences related to
the speed of learning and owning a natural tendency to be a seller, for example,*

developed emotional intelligence, are important. Analyzing the methods of influence on the consumer, we notice the division into passive technologies (without the direct participation of the sales representative) and active (with the participation of the sales representative). According to Kotler and Keller (2011) psychological and logical resistance often arise during the purchasing process. Quoting: «psychological resistance includes resistance to a changing world, preference for a recognized source of supply or brands, apathy, reluctance to give up something, unpleasant associations left by a sales representative, ingrained ideas, reluctance to make decisions or a neurotic attitude to money. Logical impedance may be applied to price, delivery time, and product or company characteristics». To deal with them, the sales representative must also demonstrate social skills in addition to product expertise.

Experience of working with other people, developed methods of social influence, flexibility, emotional intelligence which are considered as the ability to assess this situation, ways to deal with stressful situations, personality traits, the ability to manage the trading process and customer decisions are the elements that give high sales results for sales representatives.

Key words: *sales representative; social competences; professionalism; Poland.*

Wprowadzenie

Przedstawiciel handlowy to jeden z najstarszych zawodów świata. Zajmowanie się handlem i rzemiosłem było podstawowym zajęciem ludności miejskiej już od czasów starożytnych. Przedstawiciel według słownika PWN jest to «osoba reprezentująca kogoś lub coś» lub też osoba upoważniona na podstawie pełnomocnictwa albo ustawy do podejmowania czynności prawnych w imieniu innej osoby fizycznej lub prawnej.

Handel z kolei, definiuje się w słowniku PWN jako działalność polegającą na kupnie, sprzedaży lub wymianie towarów i usług. Łącząc ze sobą te dwa pojęcia otrzymujemy osobę, która reprezentując kogoś lub coś prowadzi działalność polegającą na kupnie, sprzedaży lub wymianie towarów i usług. Do roli przedstawiciela należy dokładanie wszelkich starań oraz wykorzystywanie najlepszych umiejętności i doświadczenia, które umożliwią osiągnięcie założonych celów. Przedstawiciel handlowy to bardzo szerokie pojęcie, obejmujące wielu ludzi pełniących rozmaite stanowiska w zróżnicowanym środowisku pracy. Jednak ich głównym mianownikiem jest reprezentowanie kogoś lub czegoś, ukierunkowane na realizację konkretnego celu, czyli wymiany dóbr i usług.

Przedstawicieli handlowych możemy rozróżniać pod kątem typu klientów, których obsługują. Do najbardziej znanych typów klientów zaliczają się: klienci detaliczni, klienci hurtowi, małe i średnie firmy, mikroprzedsiębiorstwa, korporacje, instytucje publiczne. Niemniej jednak, praca typowego przedstawiciela hand-

lowego nie wyczerpuje kwestii związanej z wykonywaniem zadań handlowych w dzisiejszym środowisku pracy. Często obowiązki wchodzące w podstawowy zakres pracy przedstawicieli handlowych wykonują najrozmaitsi pracownicy. Mogą to być zarówno prawnicy (jako np. reprezentanci oferujący swoje usługi, przedstawiciele interesu danego klienta), pracownicy marketingu, działu zakupów, czy też wykwalifikowani specjaliści, którzy oferując swoje wyspecjalizowane usługi pełnią rolę przedstawiciela handlowego swojej jednoosobowej działalności.

Handlowców charakteryzuje się także na podstawie modelu pozyskiwania klientów. Do najpopularniejszych modeli należą: door-to-door (d2d) – polegający na prowadzeniu sprzedaży w formie domokrążcy, «od drzwi do drzwi»; business-to-consumer (b2c) – polegający na dostarczaniu wyrobów i usług przedsiębiorstwa dla konsumenta; business-to-business (b2b) – w którym przedsiębiorstwa oferują swoje produkty i usługi innym przedsiębiorstwo i instytucjom; consumer-to-consumer (c2c) – model, który wyewoluował za pośrednictwem m.in. aukcji internetowych, w której przedstawicielem handlowym jest osoba oferująca posiadana dobra innemu konsumentowi.

Przedstawiciel handlowy może funkcjonować w różnym wymiarze i zakresie realizacji swoich zadań i miejsca ich wykonywania. Może więc prowadzić działalność w obrocie: wewnętrznym oraz zagranicznym. Handel wewnętrzny występuje, kiedy obrót towarowy dokonuje się na obszarze danego państwa. Handel zagraniczny polega na imporcie, czyli przewozie lub sprowadzaniu towarów z innych krajów w celu wykorzystania ich na własnym rynku wewnętrznym lub eksporcie, czyli wywozie lub wysyłaniu własnych towarów do innych krajów. Wyróżnia się także handel ze względu na formę: handel stacjonarny, handel ruchomy czy handel wysyłkowy. Handel stacjonarny obejmuje towary o stałej lokalizacji i dostępności w oznaczonym czasie. Jego przeciwieństwem jest handel ruchomy, charakteryzujący się zmiennością miejsca i czasu oferowania produktów czy usług. Cechą specyficzną handlu wysyłkowego jest możliwość połączenia niektórych elementów handlu ruchomego i handlu stacjonarnego. Handel wysyłkowy może odbywać się o dowolnej porze, a konkretny produkt czy usługa jest dostarczana w miejsce wyznaczone przez kupującego.

Ewolucja zachowań konsumenckich

Obserwując literaturę przedmiotu dostrzega się stopniowe zmiany w sposobie działania i podejmowania decyzji przez konsumentów. Pierwsze oznaki zainteresowania zachowaniami konsumentów pojawiły się wprawdzie na początku XX w., wraz ze wzrostem masowej produkcji i początkiem stosowania reklam, jednak wyraźny rozwój tej dziedziny w Stanach Zjednoczonych i w Europie Zachodniej widać dopiero od lat 1960 i 1970 Ubiegłego wieku (Jansson-Boyd, 2010). W Polsce, ze względu na specyfikę systemu politycznego i brak dostępności podstawowych towarów królowało podejście bazujące na zasadzie by kupować to co jest i w jak największych ilościach, aby zabezpieczyć się na wypadek braku tego towaru w przysz-

łości. Pierwsze polskie prace obejmujące dziedzinę zachowań konsumenckich przypadają więc na okres lat 1990, do czego doprowadziło wprowadzenie zasad wolnego rynku.

Jedną z pierwszych teorii dotyczących zachowań konsumenckich była ta, opracowana przez Engela, Kollata i Blackwella (1968), zwana od ich nazwisk także modelem EKB. Zakładała ona, racjonalność konsumenta oraz świadomość posiadanych potrzeb. Konsument podejmował decyzję zakupową pięcioetapowo. Najpierw przeprowadzał rozpoznanie problemu, następnie przez poszukiwanie informacji dokonywał oceny możliwości, po czym podejmował decyzję, która wymuszała następnie przeprowadzenie oceny postdecyzyjnej. Jak twierdzą Tyszka i Zaleśkiewicz (2001) «szczególnym przypadkiem błędnej strategii decyzyjnej jest podtrzymywanie nieudanych decyzji». Konsument w przypadku podjęcia błędnej decyzji zakupowej albo szuka wsparcia u bliskich celem uzasadnienia swojego działania, albo też stara się unikać ostatniego etapu modelu EKB, czyli oceny postdecyzyjnej. W wielu przypadkach dochodzi również do tzw. dysonansu postdecyzyjnego (Soutar i Sweeny, 2003), kiedy konsument zdaje sobie sprawę z popełnionego błędu, ale nie może z nim już nic zrobić. Zdaje sobie sprawę z tego, że dokonał błędnej decyzji względem dostępnych opcji.

Model EKB często jest przedstawiany jako podstawowy model decyzji konsumenckich (Solomon, 2006). Jednak, od czasu jego opracowania odkrycia dokonane w obszarze psychologii poznawczej i społecznej doprowadziły do swego rodzaju rewolucji w podejściu do tematu zachowań konsumenckich. Efekt ekspozycji (Zajonc, 1984–1985), koncepcja postaw utajonych (Greenwald & Banaji, 1996), teoria perspektywy (Kahneman & Tversky, 1979) czy paradoks wyboru (Schwartz, 2013), to zaledwie kilka z dokonań nauki, dowodzących, że proces podejmowania decyzji zakupowych jest zdecydowanie bardziej złożony oraz podlega wielu zewnętrznym i wewnętrznym wpływom. Wymienione odkrycia wskazują na bardzo wysoki wpływ postaw utajonych, co w pewien sposób zakłóca teorię racjonalnego dokonywania zakupu. Zajonc dowiódł, że wielokrotna ekspozycja na pewien bodziec zmienia sposób jego postrzegania na bardziej pozytywny, pomimo braku świadomości zachodzącego procesu. Dokonania Greenwalda i Banajiego wskazują, że nieświadome przez danego człowieka ustosunkowanie się do danego produktu lub marki, będące przeciwieństwem przejawianych przez niego jawnych postaw mogą wpływać na potencjalnie «nieracjonalne» wybory. Teoria Kahnemana i Tversky'ego wskazała kierunek dla podejmowania decyzji przez zdecydowaną większość populacji. Ludzie obawiają się bardziej straty (np. utraty okazji zakupowej), niż cieszą z niespodziewanego zysku. Na podstawie badań Barrego Schwartza okazuje się, że duża ilość opcji wyboru nie pomaga w podjęciu słusznej decyzji. Dzieje się tak, ponieważ konsument jest zbyt przeciążony analizą informacji wpływających na dokonanie wyboru zgodnego ze swoimi faktycznymi potrzebami.

Osoba przedstawiciela oferującego dany produkt np. poprzez błędy atrybucji (Zimbardo, 1999), czy też wskazującego ilość dostępnych opcji zakupowych może mieć istotny wpływ na ostateczną decyzję. Firmy dokładają wszelkich starań, by

minimalizować zjawisko dysonansu postdecyzyjnego. Organizują specjalne zespo-
ły obsługi klienta, które mają na celu utwierdzenie klienta, że ten podjął właściwą
decyzję. Często zadanie to jest wykonywane przez handlowca, który obsługiwał
danego klienta. Jak twierdzą Stasiuk i Maison (2014) w «Psychologii konsumenta»
(p. 44): «do wyborów konsumenckich dochodzi często z pominięciem rzetelnej ana-
lizy możliwych opcji lub – na przykład pod wpływem nieuświadomionego wize-
runku marki – wybrany zostaje obiekt, który na podstawie logicznej analizy nigdy
nie wzbudziłby zainteresowania konsumenta». Powyższe argumenty wskazują, że
dosyć istotnym elementem doprowadzającym do końcowej transakcji jest wiele dzia-
łań nieświadomych. Działania te, mogą być stymulowane także przez innych: rodzinę,
znajomych, czy chociażby przedstawicieli handlowych, wykorzystujących metody
wywierania wpływu znane z psychologii społecznej. Robert Cialdini w swojej pra-
cy «Wywieranie wpływu na ludzi. Teoria i praktyka» (1999) wskazuje na takie me-
tody perswazyjne jak: reguła wzajemności, zaangażowanie i konsekwencja, społecz-
ny dowód słuszności, lubienie i sympatia, autorytet czy niedostępność. Każda z omó-
wionych w jego pracy zasad bazuje na przeprowadzanych badaniach naukowych i
wskazuje na pewną łatwość w manipulowaniu postawą innych ludzi, a co za tym
idzie – również w poczuciu podejmowania teoretycznie racjonalnie najlepszej dla
siebie decyzji zakupowej.

Rola i zadania przedstawiciela handlowego

Rola przedstawiciela handlowego właściwie w każdym przypadku jest ta sa-
ma – wspierać podejmowanie decyzji zakupowych klientów celem sprzedaży jak
największej ilości dóbr reprezentowanego przez siebie podmiotu. Mówi się także o
stałym podnoszeniu poziomu sprzedaży. Jeśli chodzi natomiast o zadania, to są one
bardzo zróżnicowane. Wiele zależy od specyfiki prowadzonej działalności, ofero-
wanego produktu czy też usługi. Proces sprzedaży może być bardzo prosty – klient
przychodzi – otrzymuje ofertę/propozycję zakupu – podejmuje decyzję pozytywną lub
negatywną dla handlowca. Niemniej jednak, w wielu przypadkach proces ten jest
zdecydowanie bardziej skomplikowany. Według rządowego Centrum Informacyjno-
Konsultacyjnego Służb Zatrudnienia Zielona Linia, do głównych zadań zawodo-
wych przedstawiciela handlowego należą: «monitorowanie rynku pod względem
popytu i podaży, organizowanie akcji promocyjnych i reklamowych produktów fir-
my, organizowanie sieci sprzedaży, utrzymywanie kontraktów handlowych z odbior-
cami, posprzedażowe obsługiwanie klientów, organizowanie dostaw towarów do
klientów, organizowanie pracy własnej, podejmowanie współpracy z firmą macie-
rzystą w zakresie marketingu, utrwalanie współpracy z pośrednikami i potencjal-
nymi konsumentami, szkolenie personelu współpracujących firm w zakresie wie-
dzy o produkcie, sposobie i kulturze sprzedaży oraz analizowanie efektywności
swojej pracy».

Jak twierdzą menadżerowie największych polskich i światowych korporacji,
zadania przedstawiciela handlowego w dużym stopniu ewoluowały na przełomie
wieków. Jak twierdzi Wojciech Pruś, dyrektor z Coca-Cola HBC Polska w wywia-
dzie dla portalu Wiadomości Handlowe.pl (2016) «(…) kiedyś wystarczyło, by był

(przedstawiciel handlowy) energiczny, dyspozycyjny i miał gadane. (…) (dziś) jego rolą jest budowanie wartości całej kategorii, a w konsekwencji uzyskanie wzrostu obrotów i zysków obu partnerów w biznesie, czyli dostawcy i detalisty. Oznacza to, że ważniejsze jest planowane długoterminowe i perspektywiczne myślenie, a nie wyłącznie realizacja celów krótkoterminowych (…)». Powyższa wypowiedź wskazuje, że przedstawiciel handlowy nie ma myśleć tylko o tym, by jak najszybciej zbyć oferowany produkt, ale by podejmowanie działania były częścią bardziej rozbudowanej strategii długoterminowej. Autorytet w obszarze marketingu Philip Kotler stwierdza natomiast, że «marketing transakcji jest częścią szerszego pojęcia, jakim jest marketing związków (relacji), który z kolei polega na budowaniu długotrwałych więzi, opierających się na wzajemnych zaufaniu i wzajemnie korzystnych relacjach ze swoimi klientami, dystrybutorami, dealerami i dostawcami» (Kotler, 2011, p. 527). Przedstawiciel handlowy sprzedaje usługi lub produkty i od jego kompetencji społecznych uzależniona jest efektywność jego działań. W tym przypadku nie ma wymagania związanego z wyższym wykształceniem (najczęściej wymagane jest wykształcenie średnie), nie ma też potrzeby posługiwania się językiem obcym. Istotne są natomiast kompetencje związane z szybkością uczenia się oraz posiadanie naturalnych predyspozycji do bycia sprzedawcą, np. rozwiniętej inteligencji emocjonalnej. Mile widzianym dodatkiem jest znajomość produktu czy branży lub też posiadanie portfolia potencjalnych klientów, zainteresowanych oferowanym produktem czy usługą.

Techniki oddziaływania na konsumenta

Analizując metody oddziaływania na konsumenta dostrzegamy podział na techniki bierne (bez bezpośredniego udziału osoby przedstawiciela handlowego) oraz aktywne (z udziałem osoby przedstawiciela handlowego). Jak twierdzą Falkowski, Maruszewski i Nęcka (2008), do zmysłów człowieka dociera ogromna liczba bodźców, których odebranie i świadome przetworzenie przekracza możliwości ludzkiego umysłu. System poznawczy posługuje się więc uwagą – mechanizmem, który umożliwia redukcję tych informacji, aby uniknąć niebezpiecznego przeładowania. Niemniej jednak, posługiwanie się uwagą stwarza iluzję racjonalności podejmowanych decyzji.

Okazuje się, że na wiele procesów decyzyjnych mają wpływ bodźce utajone, których działania konsumenci są nieświadomi. Dzięki prowadzonym badaniom odnośnie wpływu bodźców utajonych wykazano, że umysł ludzki jest w stanie odbierać bodźce w czasie krótszym niż możliwość ich świadomej rejestracji (kilka milisekund), oraz że nieuświadamiany afekt, wywołany przy wykorzystaniu bodźców podprogowych może wpływać na ocenę zupełnie innych, neutralnych bodźców (Murphy & Zajonc, 1993). Inną techniką wywierania wpływu na konsumentów są bodźce peryferyczne – będące powyżej progu świadomego spostrzegania, ale jednak w większości przypadków niezauważane. Według Stasiuk i Maison (2014) «bodźce peryferyczne, chociaż pozostają poza centrum uwagi mogą wpływać na wydawane oceny i na preferencje ludzi». Jednym z przykładów bodźca peryferycznego jest wielkość źrenic. Wielkość źrenic w sposób nieświadomy oddziałuje na konsumenta.

Duże źrenice mogą mieć wpływ na bardziej pozytywne postrzeganie rozmówcy, natomiast małe na przypisywanie negatywnych cech (Niedenthal & Cantor, 1986).

Inną techniką wywierania wpływu na konsumenta jest tworzenie odpowiedniej atmosfery za pośrednictwem odpowiednich doznań zmysłowych: dotyku, węchu, słuchu i smaku. Jak dowiódł Hirsch (1995) miły zapach może podnieść ocenę nieznanej marki i poprawić pamiętanie jej nazwy. Z kolei Morrin i Ratneshwar (2000) dowiedli, że przyjemne doznania zapachowe mogą doprowadzić graczy do zostawienia w kasynie większej kwoty pieniężnej. Zapach często jest łączony z odpowiednią muzyką. Coraz częściej wizytujemy sklepy czy restauracje, które dobierają szczególne dźwięki, mające zbudować pewne skojarzenia z marką czy też wywrzeć odpowiedni wpływ na nasze decyzje i zachowania. W jednym z eksperymentów wykazano, że przeciętny rachunek klienta restauracji, w której odtwarzano wolną muzykę, był o ok. 29 % wyższy niż w restauracji z muzyką szybką (Jansson-Boynd, 2010). Ciekawym wnioskiem jest również ten, wypracowany podczas badań nad wpływem społecznym Dariusza Dolińskiego. Okazuje się, że ludzie są bardziej skłonni do spełniania próśb formułowanych przez nieznajomych, gdy towarzyszy temu lekkie dotknięcie ręki czy ramienia. Jeśli zaś chodzi o kształtowanie postaw i zachowań konsumenckich przez doznania smakowe, to do najbardziej popularnych technik należą wszelkiego rodzaju degustacje. Technika ta sprawdza się przede wszystkim przy sprzedaży i oferowaniu produktów spożywczych, aczkolwiek może być wykorzystywana do stworzenia odpowiedniej atmosfery zakupowej produktów zaliczających się do innych kategorii.

Badania Smith i Sherman (1992) pokazały, że stworzenie odpowiedniego, przyjemnego nastroju u konsumentów prowadzi do dłuższego przebywania w sklepie i do zwiększonych zakupów. Z kolei Isen, Shalker, Clark i Karp (1978) dowiedli, że wprowadzając ludzi dokonujących zakupy w dobry nastrój (poprzez ofiarowanie drobnego upominku) można doprowadzić do bardziej pozytywnej oceny oferowanych produktów. Można spojrzeć na tę sytuację także z perspektywy Roberta Cialdiniego (1999), który opisując regułę wzajemności wskazał, iż ludzie odczuwają potrzebę rewanżu za otrzymane dobro. Może się to objawiać chociażby w bardziej pozytywnej ocenie osoby sprzedawcy, a co za tym idzie również oferowanych produktów. To jakie działania i techniki odegrają kluczowy wpływ na danego konsumenta jest w wysokim stopniu zindywidualizowane. Kotler i Keller (2011) wskazują, że na decyzje zakupowe mają wpływ czynniki kulturowe, czynniki społeczne oraz czynniki osobiste.

Elementem sprzedaży, niemalże nierozłącznym jest interakcja konsumenta ze sprzedającym. Aczkolwiek, coraz wyższa popularność zakupów za pośrednictwem Internetu wskazuje na obniżenie czynnika wpływu kompetencji społecznych przedstawiciela handlowego na ostateczny sukces sprzedaży danego produktu. Można dyskutować z tym podejściem wskazując, że sposób obsługi zamówienia i obsługa posprzedażowa jest równie istotnym elementem procesu kupna-sprzedaży, czy też poprzez przytoczenie przykładu osoby wchodzącej do sklepu czy spotykającej się z przedstawicielem handlowym celem dokonania zakupu określonego produktu, którą to

decyzję podjęła wcześniej na bazie dostępnych informacji. Niemniej jednak, w przypadku procesu sprzedażowego będącego częścią codziennych obowiązków przedstawiciela handlowego tym, co podnosi szanse ostatecznego powodzenia są jego kompetencje społeczne. Kompetencje społeczne obejmują posiadanie: wiedzy, umiejętności i postaw, nastawień motywacyjnych, które wyrażają się w kontaktach interpersonalnych (np. sprawne komunikowanie się) (Solomon, 2006).

Kotler i Keller (2011) wskazują, że skuteczna sprzedaż dzieli się na sześć etapów. Zaliczają się do nich: poszukiwanie i klasyfikowanie potencjalnych klientów, badanie potrzeb, prezentacja i demonstracja, pokonywanie zastrzeżeń, finalizowanie sprzedaży, a także kontrola realizacji zamówienia i obsługa posprzedażowa. Badanie potrzeb wymaga podstawowych kompetencji społecznych, takich jak zadawanie pytań czy umiejętność aktywnego słuchania. Handlowiec przedstawia produkt z metody FABV, skupiającej się na cechach, przewagach, korzyściach i wartości. Według Clifford (2009) często zdarza się, że handlowcy zbyt dużo czasu poświęcają cechom produktu (orientacja na produkt), a zbyt mało na prezentację korzyści i wartości (orientacja na klienta). Zachwalanie oferty musi być zrozumiałe, angażujące i atrakcyjne dla potencjalnego klienta. Aby umiejętnie to robić, niezbędne są odpowiednie kompetencje społeczne.

Niezwykle istotnym elementem procesu sprzedażowego jest pokonywanie zastrzeżeń klienta. Według Kottlera i Kellera (2011) w procesie zakupowym często występują zjawiska oporu psychicznego oraz oporu logicznego. Cytując: «opór psychiczny obejmuje opór przed zakłócaniem spokoju, preferencję dla uznanego źródła dostaw lub marek, apatię, niechęć do rezygnacji z czegoś, nieprzyjemne skojarzenia, jakie pozostawił po sobie przedstawiciel handlowy, zakorzenione wyobrażenia, niechęć do podejmowania decyzji lub neurotyczny stosunek do pieniędzy. Opór logiczny może dotyczyć ceny, terminów dostawy, cech produktu lub firmy». Aby sobie z nimi poradzić handlowiec poza ekspercką wiedzą z zakresu produktu musi także wykazać się umiejętnościami społecznymi.

Tym co w znaczny sposób usprawnia proces sprzedażowy jest umiejętność budowania relacji przez handlowca z docelowym klientem. Według McFarlanda, Challagalle i Shervaniego (2006) «handlowcy współpracujący z klientami kluczowymi muszą robić znacznie więcej, niż tylko dzwonić w momencie, gdy ich zdaniem klient gotowy jest do złożenia zamówienia. Powinni oni odwiedzać klienta lub telefonować do niego również przy innych okazjach oraz dzielić się pożytecznymi sugestiami, dotyczącymi prowadzonych przez niego interesów. Powinni monitorować klientów kluczowych, znać ich problemy i być gotowi służyć im na różne sposoby, reagując na różne potrzeby i sytuacje dostosowując się do nich». Zadanie dostosowywania się do innych osób oraz bieżącego reagowania na różne potrzeby wymaga posiadania wysokich kompetencji społecznych. Tyczy się to także wyczucia nastroju czy sytuacji klienta.

Reasumując należy stwierdzić, że osoba przedstawiciela handlowego, jego postawa, doświadczenie, a przede wszystkim posiadane kompetencje społeczne mają olbrzymi wpływ na przebieg procesu decyzyjnego dotyczącego zakupu danego pro-

duktu lub usługi. Powyżej wskazałem na wiele dowodów świadczących, że specjalnie stworzone warunki przez handlowca, odpowiednia reakcja na obiekcje i zastrzeżenia klienta, umiejętność budowania przez niego bezpośrednich relacji mają olbrzymi wpływ na ostateczny sukces w zawodzie. Posiadane doświadczenie w obcowaniu z innymi ludźmi, wypracowane techniki wywierania wpływu społecznego, elastyczność, inteligencja emocjonalna rozumiana jako umiejętność spojrzenia z cudzej perspektywy na daną sytuację, sposoby radzenia sobie w sytuacjach stresujących, cechy osobowości, umiejętność zarządzania procesem handlowym i decyzyjnym klienta – wszystkie te elementy składają się na wysokie wyniki w pracy na stanowiskach handlowych. Ich podstawą są nie tylko indywidualne predyspozycje, wiedza profesjonalna ale i kompetencje społeczne ukształtowane w procesie edukacji szkolnej, wzbogacone doświadczeniem społecznym i zawodowym.

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PROFESSIONALIZACIA PILOTA WOJSKOWEGO: DYSKURS SPOŁECZNO-PEDAGOGICZNY

Pilot wojskowy to z jednej strony żołnierz zawodowy, stanowiący odrębną kategorię zawodową i z drugiej operator statku powietrznego. Z profesji tej wynikają określone zadania jako obrońcy ojczyzny i służby społeczeństwu oraz jego gotowość poświęcenia najwyższych wartości dla kraju. Z drugiej strony to wybitny specjalista od którego wymaga się predyspozycji psychofizycznych, wiedzy i umiejętności w pilotowaniu skomplikowanego sprzętu lotniczego. Warunki jego służby w powietrzu są nietypowe dla funkcjonowania człowieka. Swoje zadania wykonuje bowiem w warunkach do których człowiek biologicznie nie jest przystosowany. Narażony jest na

silne negatywne oddziaływanie czynników środowiskowych: przeciążenia, wibracje, hałas, ograniczona widoczność, wykonywanie zadań o różnej porze dnia i nocy itp. Ponadto stres i obciążenie powoduje także eksploatowanie drogiego sprzętu oraz wykonywanie niebezpiecznych lotniczych misji często nad nieznanym terenem. Uwarunkowania tej służby powodują, ze zawód pilota jest dość elitarny, a służba niezwykle prestiżowa. Ta wyjątkowość powoduje tez kształtowanie się silnych więzi środowiskowych i wzorów zachowań typowych dla personelu latającego.

Funkcjonowanie pilota w sytuacjach trudnych wpisane jest więc w tą role zawodową. Pilot może doświadczać w swej służbie sytuacji deprywacji wynikającej z braku możliwości zaspokojenia istotnych potrzeb natury fizjologicznej, psychicznej czy społecznej. Wykonywanie zadań o różnym stopniu trudności i w różnych warunkach może stanowić źródło przeciążenia fizycznego i psychicznego. Aby wykonać rzetelnie misje lotniczą musi tez często pokonać występujące utrudnienia z przyczyn niezależnych od niego. Wykonując z kolei misje nad nieprzyjaznym sobie terenem w warunkach służby w misjach zagranicznych wystąpić może utrata cenionych wartości, zwłaszcza zdrowia i życia. Wykonywanie tych zadań wymaga stałego natężenia uwagi i koncentracji, precyzji działania oraz podejmowania różnych istotnych decyzji w warunkach deficytu czasu. Niekiedy dochodzi także do konfliktów i nieporozumień w zespole pracy pilota, co stanowi czynnik dezorganizujący jego funkcjonowanie zawodowe. Szczególnym obciążeniem dla pilota wojskowego jest stres będący odpowiedzią organizmu na destrukcyjne oddziaływanie bodźców i reakcje, stawiane psychiczne lub fizyczne wymagania, warunki wykonywania lotniczych zadań, zagrożenie środkami rażenia przeciwnika nad jego terytorium. W przypadku misji zagranicznych będzie to każe obciążenie wynikające z oddalenia od bliskich i funkcjonowanie stałe w warunkach zagrożenia nie tylko w czasie lotu ale i w warunkach koszarowej służby wynikających z możliwości ataku terrorystycznego.

Słowa kluczowa: pilot wojskowy; profesia; stres; deprywacja; model zachowań; potrzeby społeczne.

ПРОФЕСІОНАЛІЗАЦІЯ ВІЙСЬКОВОГО ПІЛОТА: СОЦІАЛЬНО-ПЕДАГОГІЧНИЙ ДИСКУРС

Військовий пілот, з одного боку, професійний солдат, що становить окрему професійну категорію, а з іншого – оператор літака. До цієї професії належать специфічні завдання як захист вітчизни, так і служіння суспільству, готовність присвятити найвищі цінності країні. З іншого боку, він є важливим фахівцем, від якого вимагають психофізичних схильностей, знань і навичок у пілотуванні складної авіаційної техніки. Умови його служби в повітрі незвичайні для функціонування людини. Він виконує свої завдання в умовах, до яких людина природно не пристосована. Вона піддається сильному негативному впливу факторів навколишнього середовища: перевантаження, вібрації, шуму, обмеженої видимості, виконання завдань в різний час дня і ночі тощо. Крім того, напругу і навантаження зумовлює використання дорогого обладнання і здійснення небезпечних повітряних місій часто по невідомому району. Умови цієї служби означають, що професія пілота є досить елітарною, а

служба надзвичайно престижною. Ця унікальність також призводить до фор-мування сильних соціальних зв'язків і прикладів моделей поведінки, характер-них для пілотів.

Функціонування пілота у складних ситуаціях включено до професіогра-ми пілота. Пілот може відчути в своїй службі ситуацію з депривацією, що виникає внаслідок нездатності задовольнити важливі фізіологічні, психоло-гічні або соціальні потреби. Виконання завдань різного ступеня складності і за різних умов може бути джерелом фізичних і психічних перевантажень. Щоб виконувати надійно повітряні місії, він повинен часто долати незручності, викликані причинами не залежно від нього. У свою чергу виконання місій над ворожим районом в умовах служби в іноземних місіях може зазнати втрати важливих цінностей, особливо здоров'я і життя. Виконання цих завдань ви-магає постійної уваги і концентрації, точності дій і прийняття різних важ-ливих рішень в умовах обмеженого часу. Іноді виникають конфлікти і непоро-зуміння в команді пілота, що є дезорганізуючим фактором його професійної діяльності. Особливим тягарем для військового пілота є стрес, який є реак-цією організму на руйнівний вплив стимулів і реакцій, накладених на психоло-гічні або фізичні вимоги, умови виконання повітряних завдань, загрозу засобів нападу на ворога на його території. У випадку з іноземними місіями це при-зведе до тягаря, що виникає внаслідок віддаленості від родичів і постійного функціонування в умовах небезпеки не тільки під час польоту, але і в умовах військової служби на землі, де є загроза можливого теракту.

Ключові слова: *військовий пілот; професія; стрес; депривація; модель поведінки; соціальні потреби.*

PROFESSIONALIZATION OF A MILITARY PILOT:
A SOCIO-PEDAGOGICAL DISCOURSE

On the one hand, the military pilot is a professional soldier, that forms a se-parate professional category, and on the other - the aircraft operator. This profe-ssion includes specific tasks such as defence of the fatherland and serving the com-munity, readiness to devote the highest values to the country. On the other hand, he is an important specialist who needs to have psychophysical inclinations, know-ledge and skills in piloting complex aviation equipment. The conditions of his service in the air are unusual for the functioning of a human. He performs his tasks in con-ditions in which a person is naturally not adapted. He is subjected to a strong ne-gative impact of environmental factors: overload, vibration, noise, limited visibili-ty, the execution of tasks at different times of the day and night, and the like. Moreover, the use of expensive equipment and the implementation of dangerous air missions often in an unknown area cause tension and pressure. The conditions of this service mean that the profession of a pilot is rather elitist, and the service is extremely pres-tigious. This uniqueness also leads to the formation of strong social connections and examples of behavioural patterns characteristic of pilots.

The functioning of the pilot in difficult situations is included in the professio-gram of the pilot. The pilot may feel in his service a situation of deprivation arising from the inability to meet important physiological, psychological or social needs. Per-

forming tasks of different degrees of complexity and in different conditions can be a source of physical and mental overload. In order to carry out air missions reliably, he must often overcome the inconveniences caused by independent reasons. In turn, performing missions over an enemy area under conditions of service in foreign missions may suffer the loss of important values, especially health and life. The fulfilment of these tasks requires constant attention and concentration, accuracy of actions and the adoption of various important decisions with limited time. Sometimes conflicts and misunderstandings arise in the pilot's team; there is a disorganizing factor in his professional activities. A special burden for the military pilot is stress, which is the body's response to the destructive effects of stimuli and reactions imposed on psychological or physical requirements, conditions for performing air tasks, and the threat of attack on the enemy on his territory. In the case of foreign missions this will lead to a burden arising from remoteness from relatives and constant functioning in conditions of danger not only during the flight, but also in the conditions of military service on the land, where there is a threat of possible terrorist attack.

Key words: *a military pilot; profession; stress; deprivation; behavioural model; social needs.*

Wprowadzenie

Często stawiane są pytania, czy pełnienie zawodowej służby wojskowej jest zawodem, a jeśli tak, to w jakim stopniu? Czy zawodowa służba wojskowa jest czymś innym, co wykracza poza zakres ujęty w różnych definicjach zawodu? Czy grupę zawodowych żołnierzy można zaliczyć do typowej grupy zawodowej?

Jak się okazuje wykonywanie zadań i czynności profesjonalnych przez żołnierzy zawodowych, w tym pilotów wojskowych, oraz ich kontekst społeczny i zawodowy w pełni mieszczą się w definicji zawodu (Szczepański, 1965, p. 16). Zawodowi wojskowi to ogół osób, których kompetencje zawodowe (wiedza, umiejętności i postawy zawodowe) służą przede wszystkim obronności kraju, wykonując zadania ściśle profesjonalne, realizacji misji wojskowych poza granicami, w tym zobowiązań sojuszniczych wobec NATO. W sposób trwały i nieprzerwany prowadzą swoją działalność wynikająca ze społecznego podziału pracy skierowana na ochronę wytworzonych przez społeczeństwo dóbr i innych wartości. Działalność tę prowadzą celowo w oczekiwaniu na zaspokojenie różnych potrzeb: materialnych, społecznych, twórczych, rozwojowych, prestiżowych czy moralnych (Bera, 1999, p. 5).

Służba wojskowa jest nie tylko zawodem czy obowiązkiem. Musi być także wewnętrznym nakazem sumienia, nakazem serca. Tradycje żołnierskie Polaków poprzez wieki związały służbę wojskową z miłością Ojczyzny. Tak więc zawodowa służba wojskowa jest powołaniem oraz dobrowolnym i świadomym wyborem służ-

by dobru wspólnemu. Fakt ten stawia żołnierza w szczególnej dyspozycji wobec narodu, państwa i ojczyzny oraz wymaga zdyscyplinowania, lojalności i poświecenia. Wymagania w tym zakresie określa *Kodeks Honorowy Żołnierzy Zawodowych Wojska Polskiego.*

Zawodowi wojskowi stanowią odrębną kategorię zawodową ze względu na cztery istotne cechy:

1) przygotowują siebie i podwładnych do walki zbrojnej;

2) występuje w tej profesji silniejszy, niż w innych zawodach związek z hierarchiczną strukturą społeczną armii;

3) zawód ten daje określone kompetencje i możliwości dysponowania siła;

4) występuje w tym zawodzie swoistość kwalifikacji (Wiatr, 1982, pp. 237–239).

W grupie wojskowych znajdują się różni specjaliści reprezentujący poszczególne rodzaje wojsk: saperzy, radiotechnicy, nawigatorzy wojskowi, czołgiści, artylerzyści, marynarze, piloci wojskowi itd.

Zawód pilota wojskowego

Przedmiotem naszych zainteresowań jest zawód pilota wojskowego. Pilot to jednej strony oficer lotnictwa – żołnierz zawodowy, pełniący rolę przełożonego lub podwładnego, członek społeczności zawodowej i lokalnej. Z drugiej strony, to wysokiej klasy specjalista wykonujący sterujący statkiem powietrznym, wykonujący loty indywidualne lub grupowe oraz loty bojowe (Ślusarski, 1995, p. 176). Zawód pilota jest więc zawodem szczególnym, nie dającym się porównać z innymi, tak ze względu na miejsce jego wykonywania, zakres niezbędnej wiedzy i predyspozycji fizycznych i psychicznych, jak i cech charakteru oraz odpowiedzialności ponoszonej za wykonanie zadań, jak i drogocenny sprzęt powierzony jemu w użytkowanie. Należy do zawodów trudnych i niebezpiecznych, ponieważ wykonuje swoją pracę w warunkach niespotykanych w innych zawodach (wykonywanie zadań w powietrzy w dzień i w nocy, w różnych warunkach atmosferycznych, w sytuacjach przeciążenia, odosobnienia, ograniczenia ruchu, na dużych i zmiennych wysokościach). W układzie «pilot-samolot» występuje ciągłe krążenie informacji. Proces ten jest niezwykle złożony, gdyż pilot narażony jest na wiele zaskakujących i często nieprzewidzianych sytuacji podczas lotu, wymienić tu można chociażby: duże napięcia nerwowe i emocjonalne wywołane złożonością zadań i poczuciem odpowiedzialności za je wykonanie, nagłe zmiany i oddziaływanie niesprzyjających zjawisk fizycznych (przyśpieszenia, różnice ciśnienia barometrycznego, turbulencje, hałas, wibracje, trudności we wzrokowej orientacji, różnorodność warunków i sposobów prowadzenia działań bojowych itp.) (Błoszczyński, 1976). Są to warunki do których człowiek nie jest biologicznie przystosowany. Dlatego kandydaci do «Dęblińskiej Szkoły Orląt» przechodzą badania specjalistyczne, a w trakcie służby w jednostkach wojskowych przed każdymi lotami są poddawani badaniom lekarskim, raz zaś w roku badaniom Przed wojskową Komisją Lotniczo-Lekarską (Kowalski, 1969, pp. 15–28; Bera, 1999, pp. 6–9).

Wymagania wynikające z przygotowania zawodowego wynikają z faktu dysponowania nowoczesną techniką lotniczą i na ogół samodzielnym wykonywaniem

zadań w powietrzu. Samodzielne wykonywanie zadań lub w niewielkich zespołach wymaga szerokiego zakresu wiedzy specjalistycznej i ogólnej. Szczególnym wyróżnikiem pracy pilota jest opanowanie techniki pilotowania określonego statku powietrznego oraz umiejętne wykorzystanie bojowych możliwości na współczesnym polu walki.

W literaturze fachowej mówi się, że elektronika stanowi połowę wartości statku powietrznego. Dysponowanie tak drogim i skomplikowanym sprzętem niesie ze sobą zwiększoną odpowiedzialność indywidualną, zwłaszcza, ze charakter zadań oraz działanie często w sytuacjach trudnych odpowiednio ją potęguje. W warunkach współczesnego pola walki pilot w zasadzie w pierwszej kolejności narażony jest na skonfrontowanie swoich możliwości z przeciwnikiem (Olszewski, 1998). Warunki pokojowej służby są równie trudne i zbliżone w swej istocie do wojennych, gdyż wymagają nie mniejszych umiejętności, poświęcenia, odporności psychicznej na zagrożenia, czasami nawet ofiar. Występuje bowiem bardzo duże zagrożenie życia wynikające z możliwości awarii sprzętu lotniczego, popełnienia błędu w działaniu pilota lub służb kierowania lotami. Dlatego pilot w swej praktyce lotniczej ukierunkowany jest na ciągłe doskonalenie lotniczych umiejętności oraz podnoszenie kwalifikacji zapewniających rozwój zawodowy i dążenie do lotniczego mistrzostwa. Nie zachowanie ciągłości w lataniu, dopuszczenie do długich przerw i nie uwzględnienie tego problemu może być groźne w skutkach i prowadzić do wypadków lotniczych (Kowalski, 1969).

Ze względu na przedstawione wysokie wymagania, zawód pilota wojskowego jest dość zamknięty i dostępny dla «wybranych». Ta elitarność wynika także z faktu wspólnego zafascynowania lotnictwem pilotów wojskowych oraz szerszego zakresu uzyskiwanych świadczeń. Ponadto jest to zawód w którym zadaniom szkolenia lotniczego podporządkowane jest życie osobiste i rodzinne. Piloci wojskowi jako grupa zawodowa wyróżniają się też spośród innych żołnierzy zawodowych silnymi więzami zawodowymi i swoistymi wzorcami zachowań. Silny jest w tym środowisku lotniczy esprit de corps.

Sytuacje trudne w pracy pilota wojskowego

W pracy zawodowej pilota wojskowego chodzi o adekwatność funkcjonalną między sytuacją pracy obejmującą okoliczności w jakich on wykonuje swoje obowiązki służbowe i realizuje zadania, a także położenie, w jakim się znajduje a jego zasobami osobistymi obejmującymi przede wszystkim wiedzę i umiejętności pilotażowe, poczucie skuteczności, poczucie odpowiedzialności, odporność na stres co sprzyja efektywnemu i bezpiecznemu szkoleniu lotniczemu. Według K. Galubińskiej (1967, p. 38) sytuacja pilota w pracy jest złożona i wielowarstwowa, ponieważ współdziałając z otoczeniem materialnym, technicznym oraz z innymi ludźmi podlega złożonemu oddziaływaniu środowiska fizycznego, stanowiska pracy i środowiska społecznego.

Zdaniem Z. Ratajczak (2007, pp. 68–69) z sytuacja spójną, normalną mamy do czynienia, jeśli między elementami sytuacji (człowiek, zadania, czynności oraz warunki wykonywania zadań) istnieje równowaga, czyli są one do siebie dopasowane. Oznaczać to może, w analizowanym przez nas przypadku, że pilot wojskowy

ma odpowiednie kompetencje zawodowe (wiedzę, umiejętności i motywację pracy), która pozwala na wykonanie powierzonej pracy (zadania). Zadania te nie mogą być ani łatwe, ani też trudne, aby czynności te zostały wykonane. Warunki zaś muszą sprzyjać wykonaniu tych czynności. Jednak w zawodach trudnych i niebezpiecznych do których zaliczyć należy zawód pilota wojskowego bardzo często mamy do czynienia z sytuacją trudną, stawiającą przed pilotem bardzo duże wyzwania.

Sytuacje trudne powstają wówczas, gdy dochodzi do destabilizacji pomiędzy zadaniami i potrzebami podmiotu a warunkami i sposobami ich realizacji. Brak tej równowagi dotyczy sytuacji prawidłowej, która sprawia, że zostaje zakłócony naturalny rozwój aktywności i minimalizuje się prawdopodobieństwo wykonania zadania na normalnym poziomie, co obniża szanse realizacji sprecyzowanych wcześniej celów. T. Tomaszewski (1976, p. 124) wyjaśnia, że «z sytuacją trudną mamy do czynienia wtedy, zostaje zakłócona wewnętrzna równowaga przeciętnej sytuacji, uniemożliwiająca przebieg podstawowej aktywności i realizacji zadań». Z kolei M. Tyszkowa (1978, p. 14) wskazuje, że sytuacje trudne to «taki układ zewnętrznych bodźców powodujących zakłócenia czynności lub zagrożenie potrzeb jednostki, jej dążeń i cenionych wartości, wywołujących w związku z tym charakterystyczne zmiany w zachowaniu». Sytuacja trudna charakteryzuje się trzema cechami:

a) występuje zakłócenie prawidłowego toku i struktury działań zorientowanych na dany cel;

b) powstaje jakieś zagrożenie dla danej wartości;

c) wytwarzają się negatywne emocje i napięcia emocjonalne.

Tak pojmowana sytuacja stanowi źródło stresu psychologicznego w którym «pewne okoliczności lub sytuacje zewnętrzne stawiają organizmowi nagłe i niecodzienne wymagania» (Lazarus, 1986, p. 28).

T. Tomaszewski (1975) do sytuacji trudnych, w których wymagania otoczenia przekraczają możliwości pracownika zaliczył: sytuacje deprywacji, przeciążenia, utrudnienia, zagrożenia i sytuacje konfliktowe.

Sytuacje deprywacji przeważnie występują wówczas, kiedy wystąpiła niemożność zaspokojenia podstawowych potrzeb takich jak: potrzeby fizjologiczne (głód, pragnienie, oddychanie), potrzeby społeczne (brak komunikacji, izolacja od społeczeństwa), potrzeby natury psychicznej (bankructwo, utrata pracy). Jak się okazuje brak możliwości realizowania pojedynczych zadań i celów może spowodować obniżenie psychicznej sprawności człowieka czy też jego kondycji fizycznej, co w rezultacie powoduje spadek poziomu wykonywania czynności, pobudzenie emocjonalne. Przewlekła deprywacja związana z utrata cenionych wartości powodować może stany depresji i niechęć do życia (Tomaszewski, 1975, pp. 32–33).

Sytuacje przeciążenia mają miejsce wówczas, gdy jednostka ma do wykonania zadanie, które jest na granicy jej predyspozycji umysłowych, fizycznych czy wytrzymałości nerwowej. Prowadzi ona do wyczerpania, zniechęcenia lub zmęczenia. Jeśli jednostka nie ma możliwości podołania trudnym działaniom dostrzec można u niej obniżenie sprawności. Im więcej wywiera się nacisk na człowieka, tym bardziej narasta napięcie nerwowe, co powoduje obniżenie jakości wykonani zada-

nia. Przeciążenie stale trwające może doprowadzić do zaburzeń nerwowych (Tomaszewski, 1976, p. 33).

Sytuacje utrudnienia według J. Terelaka (2001, p. 80) zachodzą wtedy, kiedy człowiek nie jest w stanie wykonać zleconego mu zadania z przyczyn od niego niezależnych, gdy spotyka na swej drodze braki, przeszkody lub ubytki podmiotowe powstające z ograniczeń umysłu lub zmysłów nieodpowiednich do sprecyzowanych wymagań. Zarówno braki, jak i przeszkody niekorzystnie wpływają na wykonywanie działania, obniżają orientację bądź też zakłócają prawidłowy poziom funkcjonowania jednostki w środowisku pracy oraz utrudniają czynności wykonawcze i decyzyjne.

Sytuacje zagrożenia występują, gdy pojawia się prawdopodobieństwo utraty jakiejś wartości bardzo cenionej przez człowieka np. zdrowia, życia, dobrego samopoczucia czy pozycji społecznej. Jako zagrożenie traktowane są wszystkie sygnały informujące o nadchodzącym niebezpieczeństwie. Zagrożenie to wywołuje strach u jednostki, gdy jest antycypowaniem krzywdy dla zdrowia czy życia, bądź lęk wtedy, gdy niebezpieczeństwo zagraża jej osobowości. Istotną cecha w takiej sytuacji jest motywacja, niestety często towarzyszy jej lęk, który wpływa destabilizująco na skuteczność myślenia bądź też działania.

Sytuacje konfliktowe zachodzą wtedy, kiedy jednostka znajdzie się w zasięgu oddziaływania sił przeciwstawnych i gdy z dwóch planów działania musi wybrać tylko jeden a jego wybór uniemożliwia realizację drugiego celu. Za przykład można podać naciski społeczne i moralne jak również siły fizyczne. Każdemu konfliktowi może towarzyszyć napięcie emocjonalne, które wzrasta wraz z długością czasu wahania jednostki co do wyboru. Takie konflikty nazywane s konfliktami motywacyjnymi (Tomaszewski, 1976, pp. 34–35).

W pracy zawodowej pilota może w różnym zakresie wystąpić każda z wyżej scharakteryzowanych sytuacji trudnych. Dotyczyć to będzie zarówno służby w kraju, jak również w wojskowych misjach zagranicznych. Przy czym pełniąc służbę w ekstremalnych warunkach wojennych częściej występować będą sytuacje przeciążenia, utrudnienia i zagrożenia, niż sytuacje deprywacji czy sytuacje konfliktowe.

Wojsko Polskie od 1953 roku uczestniczy w wojskowych misjach zagranicznych polegających na przywracaniu pokoju w różnych zakątkach świata (Maciejewski, 2002, p. 93). Najpierw były to misje pokojowe w ramach Organizacji Narodów Zjednoczonych i Organizacji Bezpieczeństwa i Współpracy w Europie a po wstąpieniu do NATO stały zobowiązaniami sojuszniczymi. W ramach tych zobowiązań żołnierze polscy służyli w Iraku i w Afganistanie. Szczególnie trudna i niebezpieczna misja związana była z pobytem kolejnych kontyngentów polskich w Afganistanie. Żołnierze czynie uczestniczyli w walce zbrojnej, narażając swoje zdrowie i życie. Charakter realizowanych zadań zwłaszcza przez komponent lotniczy sprowadzał się do udziału w misjach bojowych: wykonywania lotów zwiadowczych, wspierania sił lądowych, ewakuacji rannych oraz lotów patrolowych.

Pilot, otrzymując zadanie taktyczne, musiał wykonywać lot zgodnie z podaną instrukcją lub rozkazem. Dotyczyło to parametrów lotu, warunków wykonania zadania i osiągnięcia postawionego celu bojowego. Jego funkcjonowanie wynikało

nie tylko z warunków zewnętrznych i parametrów statku powietrznego ale także nieprzerwanego ciągu poleceń ze stanowiska dowodzenia (Ślusarski, 2001). Dynamiczna sytuacja wymagała także stałego natężenia uwagi i koncentracji, precyzji działania oraz podejmowania decyzji często w warunkach deficytu czasu. Miało to miejsce w sytuacji zagrożenia rażenia środkami obrony przeciwlotniczej. Jego działaniu towarzyszyło więc duże napięcie i stres. Musiał liczyć przede wszystkim na swoją wiedzę i umiejętności lotnicze oraz wykazać się zdolnością przewidywania i unikania zagrożeń. Pilot swoją służbę pełnił w systemie całodobowym z koniecznością wykonywania lotów zarówno w dzień i w nocy, jak również w trudnych warunkach atmosferycznych, które w obcym terenie Afganistanu stanowiły dla niego często duże zaskoczenie (nagłe mgły, burze piaskowe, intensywne opady i wyładowania atmosferyczne).

Stres w wojskowych misjach zagranicznych

Stres jakiemu poddawany był pilot dotyczył trzech różnych aspektów: występował stres jako odpowiedź organizmu na destruktywne bodźce albo reakcje, stawiane wymagania psychiczne lub fizyczne (hałas, wibracje, przeciążenia itp.), pojawiał się stres ze względu na odziaływanie otoczenia (warunki wykonywania zadania w powietrzu, zagrożenie naziemnych środków rażenia, dynamiczną i nieprzewidzianą sytuację wykonania lotniczej misji) oraz występował stres jako odpowiedź na brak równowagi między podmiotem wykonującym zadanie a otoczeniem stawiającym zbyt duże wymagania (Oniszczenko, 1993, p. 7). Szczególnie destrukcyjnie oddziaływały na niego sytuacje przeciążenia, ze względu na intensywność lotniczych misji, występujące w związku z tym wyczerpanie i zmęczenie. Nie brakowało także różnych utrudnień związanych z warunkami przygotowania się do lotów i późniejszą regeneracją sił psychofizycznych. Po wykonaniu lotniczych zadań często musiał pełnić służbę ochronną, działając w zagrożeniu atakiem terrorystycznym różnych grup rebeliantów. Wykonując zaś lotnicze misje stale działał w zagrożeniu utraty najbardziej cenionych przez człowieka wartości: zdrowia i życia. Szczególnie trudne okazywały się chwile gdy ginęli żołnierze z Polskiego Kontyngentu Wojskowego, wówczas piloci, tak jak i inni żołnierze przeżywali dylematy osobiste ponieważ realizowali często przeciwstawne wartości. Oddalenie zaś od bliskich, obawy o nich, kontakt jedynie przez środki łączności, izolacja od społeczeństwa i ciągłe zamknięcie w bazie lotniczej stanowiło źródło silnej deprywacji powodującej niekiedy zniechęcenie do służby, apatię a nawet sytuacje depresyjne. Funkcjonowanie zawodowe pilotów wojskowych w warunkach ciągłego napięcia emocjonalnego i stresu mogło stanowić przyczynę ich wypalenia zawodowego i obniżenia motywacji do dalszej służby wojskowej.

Reasumując należy stwierdzić, ze pilot wojskowy musi być odpowiednio przygotowywany w toku studiów w Lotniczej Akademii wojskowej to tych wymagań pod względem wiedzy, umiejętności, jak i odporności psychicznej na trudy lotniczej służby a jego odporność psychofizyczna stale wzmacniana w procesie szkolenia doskonalącego w jednostkach lotniczych w praktycznym szkoleniu w powietrzu. Najbardziej jednak skutecznym sprawdzianem lotniczego profesjonalizmu jest służba w wojskowych misjach zagranicznych gdzie weryfikują się zarówno kompetencje

lotnicze jak i indywidualna odporność każdego pilota wojskowego na sytuacje trudne generujące stres i obciążenie psychiczne.

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