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## CHAPTER 1

### GENERAL PEDAGOGY AND HISTORY OF PEDAGOGY

#### GENDER EDUCATION AND YOUTH PREPARATION FOR FAMILY LIFE PROBLEM: CROSSING POINTS

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**Abstract.** The article is devoted to youth preparation for family life issue and the necessity in gender approach application for this issue in the domestic scientific discourse. The relevance of the problem in gender aspect is highlighted from the perspective of the working group of Ministry of Education and Science of Ukraine development of "Strategy of Gender Equality in Education". Based on references to the publications of educators and psychologists, it was concluded that scientists consider the problem of youth preparation for family life, mainly from the point of psychological readiness of young men and women to fulfill marital obligations. In the pedagogical aspect, scientists focus on creating pedagogical conditions and using the system of educational influences on the formation of youth readiness to start a family.

The analysis of the views presented in the scientific discourse on the youth preparation for family life issue gave us grounds to find a few contradictions between the psychological and pedagogical consideration of the problem and the modern life realities. Traditional notions of the family are in significant transformation state. The approaches proposed by psychological and pedagogical thought are aimed to preserve traditional notions of the family which do not stand the test of time. In the system of youth preparation for family life, the authors identified a few gender issues: education according to traditional role behavior models, the effect of hidden curriculum in education, pressure on girls about marriage, the system of requirements for the role and "place" of women in the family according to her status (daughter, wife, daughter-in-law, mother), etc.

It is suggested that science should be more flexible on this issue and should propose models and approaches that ensure the sustainable development of the State (including in demographic terms) while guaranteeing fundamental rights and freedoms, including the right to free development and self-realization without discriminatory restrictions.

**Keywords:** gender approach, youth preparation for family life, family responsibilities, gender stereotypes.

**JEL Classification:** I24, I29

**Formulas:** 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 10

**Introduction.** The new conditions of social life and the restructuring of Ukraine based on democratic principles of existence make it necessary to introduce European basic principles of stable coexistence into the national educational system. Among the basic principles we include gender equality and non-discrimination principle, which is extremely relevant in the field of education today. In "Gender Equality. Myths, facts and state policy" developed by the EU-UNDP Project on Parliamentary Reform in cooperation with the Office of the Government Plenipotentiary on Gender Policy 2020, it is noted that Ukraine is gradually increasing its ranking in the Global Gender Gap Index (The Global Gender Gap Index) for the following indicators: economic

participation and career opportunities, education, health, political empowerment [5, p. 19]. Therefore, education is considered as an effective mechanism for ensuring gender equality by instilling a conscious attitude towards gender inequality, including family sphere in society (rising generation).

The above-mentioned publication provides an example of the Ministry of Education and Science of Ukraine mark withdrawal due to the following negative expert opinion: the textbook for the Family Values curriculum contains a significant number of provisions contradicting the principles of science, humanism, secular education in Ukraine (Article 6 of the Law of Ukraine) are discriminatory or may lead to discriminatory practices contrary to national law and international law, namely: Articles 2, 6, 16, 19 of the Convention on the Rights of the Child, Article 5 of the Convention against Discrimination in Education, Article 5 and paragraph "c" of Article 10 of the Convention on the Elimination of All Forms of Discrimination against Women and Others "[5, p. 43]. This fact, in our opinion, proves the direct connection between youth preparation for family life problem and gender parity problems.

At the same time, we note the relevance of youth preparation for family life issue, that according to modern scholars, is relevant for a number of reasons: the age of people getting married is becoming younger, insufficient economic and social protection of couples, and a general weakening of moral standards in society, non-traditional forms of marriage (A. Vasilenko, G. Rezniciuk), the transformation of the modern family as a social institution is accompanied by alarming signs of its disorganization – an increase in divorces number, family and domestic conflicts and decline of birth, weak educational potential, etc. (M. Goncharuk).

**Literature Review.** Modern scholars (V. Astakhov, I. Bekh, M. Honcharuk, A. Gritchyna, S. Maksymenko, V. Semichenko, etc.) consider the issue of youth preparation for family life mainly from the point of psychological readiness of young men and women to fulfill marital obligations. In the pedagogical aspect, scholars (A. Barbinova, O. Vasylenko, V. Kravets, D. Lutsyn, V. Makarov, I. Machuska, G. Reznichuk, O. Khromova) focus on creating pedagogical conditions and using the system of educational influences on the formation young people readiness to start a family. Gender research in education is represented by a significant number of domestic scientists' works (T. Golovanova, S. Grishak, T. Doronina, A. Kirilyuk, O. Lutsenko, N. Prykhodkina, etc.), appealing to those works convince scholars to establish the origins, theoretical principles, tendencies, and development prospects of gender education concept. Therefore, the issues of youth preparation for family life are considered in passing, mainly as an illustration of certain negative manifestations of gender stereotypes about the appointment of men and women.

**Aims.** To identify the crossing points of gender content in education with the youth preparation for family life issue based on the analysis of national scientific and pedagogical publications of the beginning of the 21st century.

**Methods.** The research was based on comparative method, analytical study method and theoretical generalization of existing scientific concepts method. The gender approach in the work has become a key.

**Results.** Over the past few decades, Ukrainian society has made some progress towards achieving gender equality, overcoming differences in the social roles, positions, rights and responsibilities of men and women. Promoting the development of education without gender warped judgment and integrating gender awareness and sensitivity into the education system has been one of the main objectives of the Program of Equal Opportunities and Women's Rights in Ukraine (UNDP). This component is implemented in accordance with the Law of Ukraine “On Ensuring Equal Rights and Opportunities for Women and Men” and taking into account the objectives of “State Program for Gender Equality in Ukrainian society until 2010” focusing on best practices and experiences of the European Union (member states and candidate states).

However, despite the availability of legislation, accumulated experience, and intensive development of scientific community interest in gender issues, today we can state a certain inhibition of gender issue in education, as in our opinion evidenced by actual freezing of “Strategy for Gender Equality in Education” (the Strategy). This is an extremely interesting and useful document, which today has its own history of formation, promotion, and inhibition. Since the authors of the publication were directly involved in the creation of the Strategy, let us summarize some facts that were partially set out in our comments to the publication of the Strategy in the publication “Gender Paradigm of Educational Space” (2016, №3/4).

The Strategy owes its appearance to the joint and fruitful work of the All-Ukrainian Network of Gender Education Centers with the Ministry of Education and Science of Ukraine in the person of the First Deputy Minister of Education – I. Sovsun. At that time, the Ministry of Education and Science of Ukraine demonstrated an understanding of the problem-solving urgency and intensified the work of the educational community by creating an appropriate working group, with changes in the composition of the group – order №1007 from 06.10.2015). The development of a strategy to promote gender equality and counteract discrimination in education were identified as priorities for the group. Leading domestic and gender specialists were involved in the work in this direction at its various stages, who formed the original team of authors [10].

The subsequent development of the Strategy was extremely difficult. After its transfer to the Ministry of Education and Science of Ukraine, the Strategy was repeatedly adjusted, corrected, and approved. Unfortunately, in the process of further Strategy promotion, its inhibition became more and more evident. A significant breakthrough in the discussion and further legitimization of the Strategy was made thanks to S. Wojciechowska, Ukrainian MP, co-chair of the MFO “Equal Opportunities”, Chairman of the Working Group on Gender Education within the Public Council on Gender Issues. The Ministry of Education and Science of Ukraine got interest in the Strategy again and posted the proposed project for public discussion on the relevant page of the Ministry website (<https://cutt.ly/2mrk1i>).

However, despite assurances about the Strategy adoption by the Minister of Education L. Hrynevych and approval, according to the Deputy Prime Minister for European and Euro-Atlantic Integration of Ukraine I. Klympush-Tsintsadze [3]

another version of the Strategy by the Government Committee on Social Policy and Humanitarian Development in 2018, no progress was made at the end of 2020. It should be noticed that in early 2021 in the media with reference to the Facebook page of the acting Ukrainian President's wife O. Zelenska appeared information on the development and approval of the Strategy for Gender Equality in Education until 2030 [4]. Probably, with such support, the Strategy will be implemented, it encourages us to specify one of the brakes in its implementation – the assertion that the gender approach destroys the institution of marriage and family.

According to the monograph of S. Nychyporenko "Youth Policy in Ukraine" (Kyiv, 2011), the crisis of the family institution in the late 70's of the twentieth century is caused by the prevalence of sociological theories that promoted equality between the sexes, the popularity of gender and feminist views [8, p. 97]. In fact, in this monograph we find another interesting conclusion that "a woman's focus on getting an education or reaching a certain level in her career will increase the age of marriage, and even more so, the age of the first child. Promotion of educated and businesswomen model among young women also leads to the abandonment of traditional marriage, affects such demographic indicators throughout society as declining birth rates and marriage, increasing the birth rate and age of marriage, changing expectations about the number of children" [8, p. 14]. It is obvious that according to this logic: only women are fully responsible for the demographic crisis in the country; the state should be interested in uneducated women who just give a birth and stick to a traditional marriage anyway. But such an approach is unacceptable in a modern democratic, developed society, where the state is obligated to create a system of social protection and guarantees that would motivate women and men to start a family, have children, develop, and raise them as worthy citizens of their homeland.

Referring to publications on youth preparation for family life issue demonstrates not only the problem relevance. The generalization of the scientists' views let us claim that the problem is studied primarily as the internal readiness of the individual to fulfill certain obligations, and those obligations, as a rule, have a clear gender regulation. According to G. Reznichuk and O. Vasylenko, readiness for marriage consists of the following aspects: certain moral complex formation: the readiness of the individual to take on a new system of responsibilities for a partner, future children, it is primarily the roles division inside a couple; readiness for interpersonal communication and cooperation, a family is a small group, for its normal functioning it is necessary to coordinate the rhythms of couple life; willingness to sacrifice for the sake of a partner, which implies the ability to engage in appropriate activities based on altruism (selflessness); the presence of qualities associated with penetration into the inner world of man (empathic complex); high aesthetic culture of individual feelings and behavior; ability to resolve conflicts in a constructive way, the ability to self-regulate own psyche and behavior [9, p. 150].

In fact, at first sight, there are no gender features in the above-mentioned aspects, but the comparison of the quoted fragment (desirable) with the requirements of everyday life (reality), convinces that all these components are explicated mainly

to a girl/woman. Because the division of responsibilities, coherence, empathy, culture of behavior and ability to resolve conflicts – in the traditional culture (which is dominant in Ukraine) are exclusively women's responsibilities and characteristics of a “real woman”. As, in fact, the traits (kindness, sensitivity, patience, caring), education/development of which the above scholars consider a necessary condition for the moral youth preparation for family life.

As the formation of youth healthy lifestyle skills, the availability of sufficient psychological and pedagogical, legal, economic, medical knowledge of personality development, the formation of gender and role identification, communication skills, personal problems correction, spiritual education, creating own image; knowledge of medical and social problems of alcoholism, drug addiction, prevention of sexually transmitted diseases, family planning and reproductive health of youth, pregnancy prevention, healthy children birth, family traditions development, etc. – considers the readiness of youth for family life A. Barbinova [2, p. 403]. This definition, especially in terms of health, in our opinion, implicitly states that it is primarily girls/women who should “prepare” for family life, because the responsibility for the health of the family is mainly transferred on them.

In understanding the preparation of high school students for family life, A. Gritchyna emphasizes the importance of mastering the norms, rules of conduct and attitudes in accordance with cultural ideas about the role, position and purpose of gender in society [7, p. 393]. Such norms based on a gender-role approach only strengthen the system of persistent gender stereotypes do not correspond to modernity and limit the development and self-realization of the individual by the gender factor.

The above definitions of understanding the essence and tasks of youth preparation for family life by modern domestic scientists, in our opinion, do not consider the changes taking place today, as far as trends in personal development without gender boundaries and borders, affirming the principle of gender equality and non-discrimination as basic in the harmonious existence of all members of society. Therefore, in the system of youth preparation for family life we note the presence of some few gender issues: education according to traditional role behavior models, the effect of a hidden curriculum in education, pressure on girls about marriage, the system of requirements for the role and “place” of women inside the family in accordance with status (daughter, wife, daughter-in-law, mother), etc.

Educating of girls and boys from early age according to the role models teach to perform certain family functions “guardian of the family hearth”: cleaning, cooking, childcare and more. Completely innocent children's games (“daughters-mothers”) acquire an extremely specific role, but do not have “male” counterparts. There are no games that would teach boys to perform similar functions in adult life. So, they become not only helpless in the family circle. From early age, they are instilled with the idea of the secondary nature of domestic work, that should be performed exclusively by women. This is how the idea of “female” and “male” work is formed. The boy’s entertainment does not have such a functional limitation, games with equipment, various designers accustom them to work related to production, but in no way with the family.



The family also gives careful consideration to the moral children's upbringing, which mainly includes sexual upbringing. With some caution we can note that sex education is not the subject of special family care. Everything related to sex education in the domestic system is limited to morality issues, intimate nature issues, which can and should be considered in sex education are still "carried" beyond it, are called sexual education issues. Considerable resistance unfolds in traditional societies. And the Association of Sexologists and Sex Therapists of Ukraine opposes the children's sexual education in the form it is conducted today [1].

At school age, both boys and girls are taught equally. However, here again we can find so-called "hidden curriculum effect" well described in the scientific literature. Therefore, we will only outline those aspects of its action that, in our opinion, directly affect the formation of youth ideas about the family and functional (social) responsibilities of girls/women and boys/men. The hidden curriculum, in our definition, reflects the traditional notion of men and women role in family life, their responsibilities for raising children and ensuring family well-being. The transmission of traditional ideas takes place mainly through the content of subjects and the nature of communication between teachers and youth. Communication with teachers proves their commitment to youth success, believing that it is important for girls to get married and for boys to find a good job. Girls continue to be instilled with the idea of being destined to be a good housewife (girls prefer to get married and be at home successfully), and boys are taught to be a master who provides the family and take full responsibility for the family property. And that is even though modern development of society offers different models of successful realization of individual in different spheres of life, and at the state level there is also a widespread opinion about equal to the comprehensive individual development.

Another aspect is the social pressure on girls from the immediate environment and the general opinion about the age when it is worth getting married and starting a family. Young people are gradually gaining a view of family as a duty to environment. Romantic phenomena about relations between a girl and a boy are dispelled by the statement that marriage is necessary, at least to avoid "neighbors" condemnation. The partner presence, absence, their number, and frequency of change are strictly controlled by the environment and assessed in different ways.

**Discussion.** The above, in our opinion, is a demonstration of significant contradictions in understanding the readiness of youth for family life by scientists and the real problems young people face creating a family. Scientific-theoretical psychological-pedagogical thought is aimed at finding effective mechanisms that should strengthen the idea of the traditional nature of marriage and family. And young people feel constant pressure from the family, society on family responsibilities, so, in our opinion, and try to avoid responsibility. Because young people do not feel any support from the state and society. We believe that gender approach application in youth preparation for family life should alleviate today's problems changing the duty of choice sacrifice by partnership based on equality and mutual respect.

**Conclusions.** The youth preparation for family life issue and the necessity for gender-based approach application has become a major issue in modern Ukraine. Traditional notions of the family are in significant transformation state. The approaches proposed by psychological and pedagogical thought are aimed to preserve traditional notions of the family which do not stand the test of time. We assume that science should be more flexible in this matter and offer such models and approaches that would ensure sustainable State development (including demographic terms) while ensuring fundamental rights and freedoms, including the right to free development and self-realization without discriminatory restrictions.

**Author contributions.** The authors contributed equally.

**Disclosure statement.** The authors do not have any conflict of interest.

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## CHAPTER 2

# INNOVATIONS IN THE MANAGEMENT OF EDUCATIONAL INSTITUTIONS

### MODERN DEVELOPMENT OF THE VOLUNTEER MOVEMENT IN UKRAINE

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**Abstract.** *The academic paper examines the current state of the volunteer movement in Ukraine, which is assessed in the world as a unique phenomenon. It was thanks to volunteers that in 2014 the country retained its sovereignty, stopped Russian aggression in the east and resumed a capable army with a high morale. The relevance of the research is due to the fact that volunteering is one of the main forms of social activity of citizens in Ukraine. The purpose of the academic paper is to analyze the current state of the volunteer movement in Ukraine, its main directions and functions. Methods of comparative analysis and synthesis, typology, data monitoring, content analysis have been used to solve the purpose outlined. The content of the volunteer movement, the basic motives of people's participation in volunteer activities have been studied. The main directions of the volunteer movement have been considered. It has been established that a characteristic feature of modern volunteering is that with a significant predominance of military volunteering, a return of charity in traditional areas is taking place. The basic functions of the volunteer movement from the point of view of the subjective approach and from the point of view of the society have been presented. An assessment of the state of the volunteer movement and trust in it has been given. It has been revealed that of all public institutions, people most of all trust the certain groups of volunteers, namely: those who help the army - 74%, those who help immigrants - 66%. The most famous Ukrainian volunteer organizations have been briefly described. The main problems of the volunteer movement development in Ukraine have been outlined. It has been concluded that the volunteer movement in Ukraine is gradually becoming an effective mechanism of self-organization of citizens.*

**Keywords:** *volunteer activity, volunteer, directions, functions, volunteer organizations.*

**JEL Classification:** I24, I29

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**Introduction.** The volunteer movement is a phenomenon of modern Ukrainian social reality. In the world, the Ukrainian volunteer movement is assessed as a unique phenomenon, the flourishing of which has coincided with the Revolution of Dignity and the beginning of the war in Donbas. During this very difficult period, it was the

volunteer movement that united the society, formed an effective structure of public organizations and groups of people who were ready to solve the most immediate and painful problems of the state.

The importance of volunteering lies in solving social issues, retransmitting socially important values (compassion, mercy), which are the ideological basis for the consolidation of the society; development of democratic values in the course of defending the interests of certain social groups in the structures of the civil society. Under the conditions of growing social-economic and political risks, the role of volunteering is growing, forasmuch as it is able to reduce social tensions, to take on functions that the state for some reason can not perform. The relevance of the research problem is due to the fact that volunteering in Ukraine is one of the main forms of manifestation of social activity of citizens.

**Literature Review.** The issue of the phenomenon of volunteering and the volunteer movement in Ukraine began to be actively raised relatively recently.

In the Recommendations on the Support of Volunteering approved by the UN General Assembly, the term “volunteering” is described as “a wide range of activities, including traditional forms of mutual assistance and self-help, official services and other forms of civic participation that are voluntary for the benefit of the general public and, what is more, monetary reward is not the main motivating factor” [3].

The Law of Ukraine “On Volunteering Activity” states that volunteering activity is a form of charitable activity and its definition is given, namely: “voluntary, socially oriented, non-profit activities carried out by volunteers through the provision of volunteer assistance”. In turn, “volunteer assistance is work and services performed on free of charge basis and provided by volunteers” [25].

Yehorova O.V. and Pykalo O.M. emphasize that volunteering is a social activity carried out voluntarily and on free of charge basis, helping people who are not related by family, friends or neighbours [12].

Volunteering is carried out by individuals on the basis of non-profit activities, without receiving a salary, career advancement, for the welfare and prosperity of the community and the society as a whole. Volunteering is characterized by humanistic motivation - meeting personal and social needs through helping other people [29].

According to the viewpoint of Chambré S.M. & Einolf C.J., the traditional definition of volunteering no longer fully covers the various applications of the term. The authors note that the context in which unpaid work takes place has changed over the past decades. Volunteering is not always free; its motivation, dimensions and consequences are much more complex than altruism and it is not always really voluntary. Many volunteers receive scholarships or other forms of “payment”, such as reimbursement of tuition fees [1]. The investigation of Einolf C.J. and Yung C. refers to the activities of supervolunteers, that is, persons who volunteer 10 or more hours a week in one organization [2].

Pevna M. rightly remarks that volunteering is a global social phenomenon of our time and it is included in world trends, however, at the same time, it has pronounced national features in each particular country [23].

Ukrainian volunteering is a topic that is extremely common in the public sphere. Currently, volunteers are most often associated with military actions: a volunteer is “one who has joined the military or other public service of his or her own volition; volunteer fighter” [19]. Herewith, volunteering is understood, first of all, as voluntary activity of citizens or public associations, directly or indirectly connected with provision of help to the civilian population affected by the military conflict, as well as displaced residents and militaries [22]. However, despite the wide public resonance of this phenomenon, the scientific analysis of this problem has just started; there are not enough comprehensive studies of the volunteer movement.

**The purpose** of the academic paper is to analyze the current state of the volunteer movement in Ukraine, its basic directions and functions.

**Methods.** Methods of comparative analysis and synthesis have been used to study the content of the concepts “volunteering”, “volunteering activities”; the method of classification has been applied to identify the basic principles of functioning of Ukrainian volunteer organizations; data monitoring and content analysis of scientific articles on the research topic has been used to assess the current state of volunteering in Ukraine.

**Results of the Research.** The volunteer movement is a type of social movement, which is characterized by open borders, heterogeneous composition as well as useful orientation for the society and free of charge.

The basic motives for participation in volunteering are as follows: implementation of socially responsible public initiatives aimed at solving social and other problems by the community or on their own; fulfillment of duty to oneself and to the society; desire to voluntarily and free of charge provide assistance to people who need it, to implement their own moral and religious principles, to feel needed and useful; self-fulfilment, further professional growth; receiving moral satisfaction from the gratitude of the people who have been helped [22].

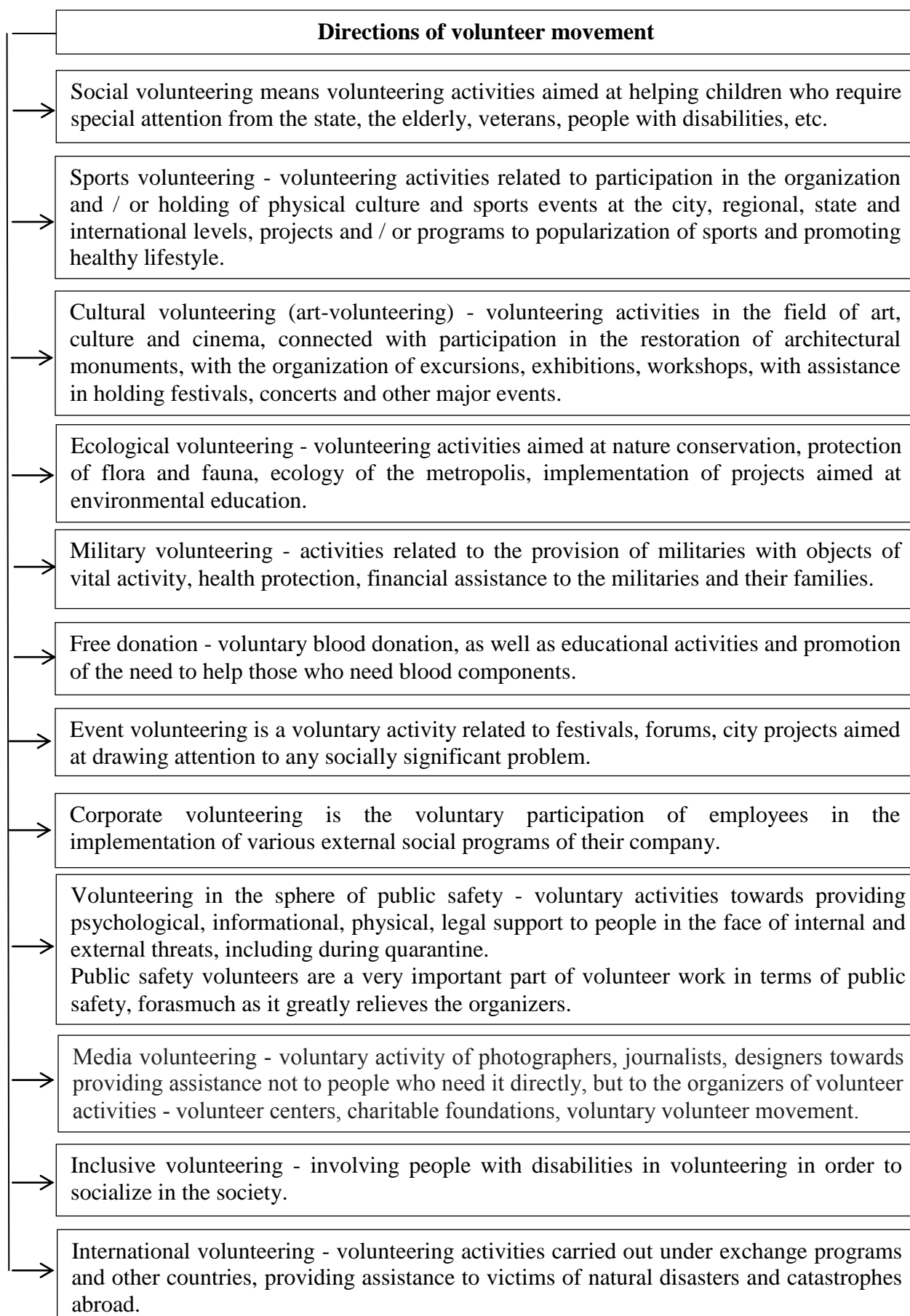
Participation in volunteer activities can be manifested directly (raising funds, things, food, medicine, transporting them to Anti-Terrorist Operation Zone, taking care of the wounded and sick people, repairing equipment, etc.) and indirectly (transfer of funds, other benefactions, providing accommodation, donations, etc.).

Some areas of the volunteer movement are depicted in Figure 1.

A characteristic feature of modern volunteering is that even with the significant predominance of military volunteering, a return of charity to traditional spheres takes place.

The potential and opportunities of the volunteer movement can be viewed through the prism of the functions it performs. It is worth noting its two-vector orientation: vector-subject and vector-society (Table 1).

By joining the volunteer movement, a person seeks to influence the transformation of modern society, to make it better on a gratuitous basis. Volunteering contributes to the development of the emotional, sensory sphere of the individual; it changes and shapes his value world, activates cognitive activity, promotes the implementation of social and creative activity, personal growth.



**Figure 1. Directions of the volunteer movement**

*Source: compiled by the author on the basis of [5], [15], [28].*

**Table 1. Functions of the volunteer movement**

From the point of view of the subject-based approach	From the point of view of the society
1. Worldview. In the process of performing socially useful work, the volunteer feels the significance of his existence, the need and importance of volunteering; he realizes the possibility of transforming reality and his role in this process.	1. Axiological. Formation of such values as solidarity, tolerance, mutual understanding, flexibility, etc., based on the requirements of the modern world.
2. Tutorial. A person participating in volunteer projects should possess such qualities as kindness, responsibility, mercy, nobility, honesty, devotion, etc.	2. The function of increasing civic activity. While performing socially useful and significant work, volunteers realize their ability to change the existing world for the better through volunteering.
3. Communication. The volunteer movement is connected with the need to communicate with people in difficult life situations due to social, economic and other factors, with the leaders of a volunteer or other public organization, other volunteers, the target group, employees of government agencies where volunteer projects are fulfilled, etc.	3. The function of socialization. The volunteer movement usually includes young people who face various social problems and adopt social patterns of behavior of their senior colleagues, etc.
4. Educational. While participating in social projects selected on his own, the volunteer acquires a variety of experience, skills and abilities necessary for performing this or that work.	4. Promoting the successful solution of social problems. Voluntary activities aimed at identifying various social problems for which resources are required, but they are not available.
5. The function of social capital formation. Interaction with employees of government agencies, personal contacts with people who are being assisted, other volunteers and members of public organizations who form additional social capital.	
6. Recreational. The volunteer movement is a way of active and socially useful pastime. Volunteers, working in the library, at sporting events, in museums, art galleries, children's camps, etc., have the opportunity to combine their volunteer responsibilities with the organization of their free time.	
7. Preventive. High moral requirements for the personality of the volunteer, the organization of free time carry out a preventive effect on the personality towards preventing deviant behavior.	

*Source: compiled by the author on the basis of [16], [26]*

The volunteer movement was officially recognized in Ukraine in 2003, when the Regulations on volunteering in the field of social services were adopted (currently, the document has expired) [24]. Until 2013, the volunteer movement had been developing slowly compared to other countries. It reached the highest level of its development during the entire period of Ukraine's independence in 2014, due to the following main factors, namely: the Revolution of Dignity, the annexation of Crimea and the war in Donbas, which deepened the imbalance between the state's ability to perform its functions effectively; internal political crisis, which led to an imbalance in the public administration system, a lack of quality management decisions, low resource opportunities [10].

The mobilization of civil society resources was implemented precisely through volunteering in connection with the external threat of losing the territorial integrity of

the Ukrainian state [22]. Volunteers took upon themselves the solution of the most acute and urgent problems: the material and technical support of the militaries, the purchase of medical equipment and medicines for the wounded, fundraising and food, assistance to refugees from the occupied territories. In practice, flexible forms of volunteering turned out to be the most productive, forasmuch as they helped save time and lives bypassing bureaucratic procedures [10].

According to a nationwide survey conducted by GfK Ukraine in 2014, 62% of respondents acknowledged the role of volunteers in political change; 85% believed that the volunteer movement helps strengthen peace; 81% were inclined to consider the volunteer movement a mandatory component of the civil society. Almost a quarter of Ukrainians (23%) had volunteering experience [8]. It was thanks to volunteers that in 2014 the country retained its sovereignty, stopped Russian aggression in the east and resumed a capable army with a high morale.

During 2015-2020, information about 475 organizations and institutions involving volunteers in their activities was posted on the website of the Ministry of Social Policy. In 2016, the National Strategy for the Promotion of Civil Society Development in Ukraine for 2016-2020 was approved, which provides for the promotion of volunteering.

Table 2 shows the data characterizing the place of Ukraine in the world ranking of charity (World Giving Index) in terms of individual components.

**Table 2. Ukraine in the world ranking of charity**

Year	World ranking of charity		Provided assistance to a stranger who needed it		Donated money for charity		Engaged in volunteer work	
	Place	%	Place	%	Place	%	Place	%
2015	89	29	122	35	47	38	103	13
2016	106	26	119	36	68	26	92	16
2017	90	29	99	42	58	29	83	16
2018	81	29	107	42	58	29	103	15
2019	101	24	111	35	90	18	62	19

Sources: compiled on the basis of [18]

In 2018, Ukraine took the highest place in the world ranking of charity (the 81st place). In 2019, the overall rating of Ukraine decreased (the 101st place); however, the rating in terms of the number of people engaged in volunteering activities increased significantly (from 103rd to 62nd), which indicates its activation. In 2019, 35% of respondents provided assistance to a stranger who needed it, 18% donated money for charity and 19% volunteered.

In December 2020, Kyiv International Institute of Sociology (KIIS) conducted two all-Ukrainian public opinion polls on trust in public institutions. According to the results of the polls, it has been established that most of all Ukrainians trust certain teams of volunteers, namely: those who help the army (74%), and those who help displaced persons (66%). The balance of trust and distrust (the difference between the share of those who trust and those who do not trust) is 64% and 56%, respectively [11].

In March 2021, a survey of the population of Ukraine on trust in social institutions has been conducted by the Razumkov Center. With regard to



volunteering, 8,8% express complete distrust, 15,5% do not trust rather than trust, 45,0% rather trust, 20,1% fully trust, 10,5% have said that it is difficult for them to answer. Thus, the balance of trust and distrust is 40,8% [21]. The studies conducted in 2020 and 2021 show that the trust in volunteer organizations remains at a high level among other state institutions.

A characteristic feature of the formation of the new institution of volunteering is the increase in the number of volunteer organizations and associations.

“Ukrainian Volunteer Service” is a non-governmental organization that develops volunteerism and volunteer communities for positive changes in Ukraine. It supports, conducts trainings and connects volunteers with organizations in need [27].

“UN Volunteers” is an organization focused on democratization of governance, health care, social inclusion and volunteer infrastructure development. “UN Volunteers” involve experts and volunteers from Ukraine and the world [9].

“Building Ukraine Together” is a volunteer program that unites Ukrainian youth into a network of active citizens through joint work, travel and non-formal education. Volunteers of this organization have the opportunity to participate in summer camps, study project management, create centers and conduct social actions (solving social problems in the community) [6].

“Everyone can help” is a volunteer association that operates in the following areas, namely: assistance to the least protected social group of IDPs (children, pregnant women, retirees, the disabled persons); assistance to those injured in the anti-terrorist operation zone and the families of the victims; humanitarian aid to the anti-terrorist operation zone; assistance to social groups that have gone unnoticed due to hostilities (residents of orphanages, boarding schools, shelters for the elderly, rehabilitation centers, etc.) [14].

“The Youth Worker” Program involves training of specialists of state institutions and public associations on the formation and implementation of youth policy at the regional level; organization of youth work at the regional and local levels in order to involve young people in the formation of youth policy, strengthening the interaction of state and youth NGOs [20].

“Let’s Make Ukraine Clean Together” is an all-Ukrainian environmental youth movement that is part of the international “Let’s Do It World” movement, which aims to clean the world and consciously consume the planet’s resources on the way to “Zero Waste” [13].

Volunteer organizations “Come Back Alive”, “SOS Army”, “People’s Rear”, “Phoenix Wings” provide material and technical assistance to the Armed Forces of Ukraine. The total financial assistance provided by them to the front (fighting line) in 2015 amounted to 173 million UAH. In the first quarter of 2018, the organizations “Come Back Alive” and “SOS Army” provided financial assistance to the front in the amount of 131 million UAH [8].

In a developed civil society, volunteer associations act as a mediator between the state and the public, ensuring public control over all branches of government.

Ukraine is one of the most popular destinations for volunteering in Eastern Europe. GoGlobal is the largest hub in Ukraine that contributes to the study of foreign

languages, popularization of the culture of volunteering and promotion of Ukraine in the world. GoGlobal implements two volunteer programs in Ukraine, namely: GoCamp - a summer language camp at schools with involvement of foreign volunteers and GoCamp AfterSchool - an extracurricular program that takes place during the school year with the involvement of foreign volunteers. Almost 500 volunteers from all over the world, 611 schools and about 70,000 children have already joined the project [17].

The Ukrainian volunteer movement is an ambiguous and sometimes controversial topic. Its negative phenomena include abuse of volunteer status, opaque accounting, fundraising to support the army by pseudo-volunteers, resale of volunteer military aid and the frequent facts of its disappearance, etc.

A separate problem in the study of the volunteer movement centers on the plane of legislation, in particular, legislative support for the activities of volunteer foundations and charitable organizations, granting volunteers the status of a war veteran [7].

Another problem lies in the fact that there is a low level of interaction between the volunteer movement and public authorities. This problem is solved by adopting projects and government programs that bring government agencies closer to the volunteer movement and form a positive image of the volunteer (forums, rallies, workshops, etc.).

The development of the volunteer movement is hampered by a technological problem, that is, the lack of effective technologies in Ukraine for the organization of the volunteer movement, which creates problems of interaction within this movement, forasmuch as this does not contribute to the development of leadership skills. Technological problems are solved by creating volunteer centers that enable the most active members of the volunteer movement to develop leadership skills and help involve more people in volunteering. Despite certain difficulties, the role of volunteering in the formation of a developed civil society is growing.

**Discussion.** Exploring the problem of development of the volunteer movement in Ukraine, we have considered the basic directions of volunteering. Herewith, it is impossible to make an exhaustive list of them, forasmuch as they are constantly expanding, and, therefore, are the subject of research by numerous scientists.

Pankova O. and Kasperovych O. outline the basic areas of volunteering as follows: educational activities, work with children and youth, assistance in medical institutions and social protection institutions, environmental protection activities, etc. [22]. Yehorova O.V. and Pukalo O.M. highlight the most common areas of volunteering, namely: education; prevention of bad habits; counteraction to negative social phenomena, protection of the environment; collecting things and hot lunches for people in need; organization of leisure and recreation of children and people with disabilities; volunteering at mass events; free legal protection of certain categories of the population, etc. [12].

Troyan S. and Troyan P. distinguish two basic directions of volunteering, namely: social rehabilitation work (prevention and overcoming of negative phenomena in the youth environment (work with young people prone to antisocial

behavior; prevention and overcoming of alcohol and drug abuse, smoking; AIDS prevention, etc.); as well as social care and protection of children and youth [4]

From numerous areas of volunteers' activities aimed at counteracting external aggression and its consequences, Horielov D.M., Korniiievskiy O.A. distinguish as follows: collection and delivery of necessary resources to a zone of anti-terrorist operation; providing medical care to victims of war in the zone of anti-terrorist operation; assistance to internally displaced persons; search for missing persons and release of prisoners [10].

Since 2014, the main direction of volunteering is the military one, which, in turn, is divided into several areas: assistance to specific military units in the zone of anti-terrorist operation; activities of "cartographic hundred"; high-tech; medical and rehabilitation; repair volunteering; "Black Tulip"; "Culinary Hundred"; resettlement direction; collection and delivery of humanitarian aid to the civilian population living on the territory of the anti-terrorist operation; removal of civilians from the front line and front zone; involvement of volunteers to perform public functions [7].

**Conclusions.** Volunteering in Ukraine is gradually becoming an effective mechanism for self-organization of citizens. Volunteer organizations are able to solve socially significant problems in areas where the state and the commercial sector do not operate. This is how volunteering has manifested itself in a situation of military aggression in eastern Ukraine, exposing the state's unwillingness to respond adequately to it.

Volunteering has been developing in the conditions of constant social-economic and political transformations. At the same time, volunteers are always socially useful. Their activities have a positive focus, aimed at specific socially significant results. The signs of volunteering considered in the present research characterize its essence; they are reflected in the functions of the volunteer movement and various directions of volunteering.

In contradiction to other types of civic activity, volunteering is an element of the social structure that should have broad state and public support. We consider that prospects for further research should center around studying institutional mechanisms of social management of volunteering.

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## DISTANCE LEARNING AND INTERACTIVE METHODS OF TEACHING UKRAINIAN AS A FOREIGN LANGUAGE

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**Abstract.** *The proposed academic paper considers the features of distance learning and interactive methods of teaching Ukrainian as a foreign language, namely the basic concepts, models of learning, the specifics of the practical use of online methods in today's conditions. The purpose of the academic paper was to analyze the specific features of distance learning and interactive methods of teaching Ukrainian as a foreign language in a modern educational environment. The content of the concepts of "distance learning" and "interactive teaching methods" has been investigated by the methods of comparative analysis and synthesis; the specifics of distance learning in the modern educational environment have been characterized; the method of classification of interactive teaching methods has been applied in order to identify the most effective ones in teaching Ukrainian as a foreign language. In order to optimize distance learning of Ukrainian as a foreign language, a method of creating a virtual learning environment is proposed. The offered model will provide an opportunity to form a flexible structure of the educational environment for learning Ukrainian as a foreign language in different conditions, which will improve the quality of distance learning and guarantee high knowledge of students.*

**Keywords:** *educational environment, distance learning, interactive methods, educational platforms, digital age.*

**JEL Classification:** I24, I29

**Formulas:** 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 15

**Introduction.** Force majeure circumstances that have occurred in the world, contributed to the accelerated modernization of the forms of education, the development of an integration complex of teaching methods and, as a result, the emergence of the term "online learning", which should be understood as an improved form of distance learning, namely: use of Power Point presentations, testing programs and development of e-courses on different platforms as a single integration model. In the learning process, there was an expansion of the functions of online learning as a tool of the educational process, which allowed teachers to take into account the different levels of knowledge of students when conducting webinars, focusing on the results achieved by students on educational platforms.

Thus, it can be said that there is a change in priorities when assessing the role of online learning in the educational process. Online learning ceases to play a supporting role and gradually begins to play a leading role in the modern education system.

Another important task of distance learning is to maintain and increase students' motivation to learn in the current situation. In order to implement this, we propose optimization of work when using existing educational platforms with students on remote learning.

In the conditions of the information society, along with traditional forms of education, modern methods based on technologies such as distance learning with the use of webinars, focused on the individual needs of the student and the level of his knowledge, are increasingly being used. This makes it possible to make the educational process more flexible, universal and personality-oriented. With the development of information technology and local networks, new learning opportunities have emerged that allow maintaining the educational process at the appropriate level.

**Literary Review.** The investigation, improvement of online learning methods, in particular when studying Ukrainian as a foreign language, is an urgent topic of modern methodologists and researchers. Researches of Luis Miguel Dos Santos are aimed at finding optimal and effective teaching methods and strategies as an integral part of the process of learning foreign languages (Luis Miguel Dos Santos, 2020). The specificity of the modern educational process is the widespread introduction of online learning with application of a variety of techniques. Reni Puspitasari Dwi Lestariyana and Handoyo Puji Widodo note that currently the educational environment is part of the global digital age, and students are active users of modern digital technologies through the use of resources such as Facebook, Instagram, blogs and WhatsApp (Reni Puspitasari Dwi Lestariyana, 2018). The online environment is becoming a common, mandatory element of modern youth life.

From this point of view, distance learning in general, and, the use of interactive methods in the study of Ukrainian as a foreign language, in particular, is a topical issue in the field of view of numerous researchers. Investigations of Matthew Murdoch substantiate the emergence of the educational process based on the use of interactive learning technologies (Matthew Murdoch, 2019). This type of training is an affordable means of disseminating ideas, innovations and education in the world. The existing variety of options for searching for information, according to the researcher's viewpoint, not only stimulated the movement of the explosive wave of learning in the direction of virtual classrooms and other similar online learning platforms, but also provided a kind of dawn of the modern educational environment.

Nowadays, there is a continuous improvement of interactive distance learning methods. According to Bowen and William G., the introduction of online learning has led to significant improvements in the academic infrastructure and, as a result, has saved time in obtaining new information.

N.P. L. Nariyati, Sudirman, N.P.A. Pratiw pay attention to the rapid changes of the learning process; the scholars point out that mobile strategies play a significant role in the digital age, allowing continuous improvement of the learning process (N.P L. Nariyati, Sudirman, N.P.A. Pratiw, 2020)

Chartrand R. argues that modern technology opens unlimited access to educational materials to anyone (Chartrand R., 2020). This fact greatly facilitates the educational process and makes it accessible to a wide range of people.

The opinion of Nadıran Tanyeli (Nadıran Tanyeli, 2009) lies in the fact that the use of the Internet as a learning tool will turn the learning process into an interesting process, and, above all, for those who learn a foreign language.

Currently, the impact of new forms of learning on students' motivation to learn is also being investigated. Muhammad Dafit Pitoyo, Sumardi Abdul Asib point out that there is a tendency to reduce the role of traditional forms of learning in the 21st century (Muhammad Dafit Pitoyo, Sumardi Abdul Asib, 2020). In their study, the authors showed that students increased motivation to learn, they began to learn more intensively after passing game tests on the free learning platform Quizizz.

Distance education involves the implementation through the introduction of educational technologies, mainly with the use of information and telecommunications technologies with indirect (at a distance) or fully indirect interaction of the learner and the teacher (Schlosser, L.A.; Simonson, M.R.; Hudgins, T.L., 2010).

According to Hillary Perraton's research, the learning process, during which most of the teaching time is conducted by someone on a remote basis (a teacher, a tutor) in space and (or) time from students, should be considered as distance education (Perraton, H., 1988). Investigating the structure of the distance learning process, Greenville Rumble (1989) has noted that the necessary elements are as follows: a teacher, one or more students, a course or curriculum, a contract between a student and a teacher, or an educational institution where a teacher works. A characteristic feature of distance education, according to the viewpoint of G. Rumble is the physical distance between a student and a teacher, which involves the use of additional technical means of learning (Rumble, G., 1989).

**Aims.** The purpose of the academic paper is to analyze the specific features of distance learning and interactive methods of teaching Ukrainian as a foreign language in a modern educational environment.

**Methods.** The content of the concepts of "distance learning" and "interactive teaching methods" has been investigated by the methods of comparative analysis and synthesis; the specifics of distance learning in the modern educational environment have been characterized; the method of classification of interactive teaching methods has been applied in order to identify the most effective ones in teaching Ukrainian as a foreign language.

**Results.** Currently, distance learning has taken a leading position in the effectiveness of conducting classes, in particular, in the conditions of forced isolation of students and teachers. Distance learning of Ukrainian as a foreign language makes it possible to effectively supplement learning in an offline format. Comparing classroom classes in offline and online format, it can be argued that these methods of learning, significantly different from the flexibility of the learning schedule; they give an unconditional advantage to distance learning. The unconditional advantages of distance education are the opportunity for the student to work at a time convenient for him and to repeatedly process the material if necessary. The traditional organization of the educational process according to a constant schedule does not provide the student with all the benefits of distance education. Thus, classes organized on a real-time schedule differ by the remoteness of students, but on the other hand, the organization of the educational process in a distance format significantly transforms the role of the teacher. In particular, special requirements may be put forward to the teacher, namely: the ability to use ICT tools (information and communication

technologies). From another point of view, the introduction of distance learning requires competence (the ability to use distance technologies) not only by the teacher but also by those who learn. According to the viewpoint of M.N. Evstigneev, ICT competence of a teacher is a certain construct consisting of theoretical knowledge about modern information and communication technologies and practical skills of creation and use of educational Internet resources, social services Web 2.0 and other ICT technologies in the process of formation of language skills and development of language skills during foreign language learning and culture of the country of the studied language (Evstigneev, 2011).

The current situation, prevailing in education, shows that it has become vital to conduct classes using new information technologies. It should be noted that the introduction of online learning in the educational process should not exclude traditional teaching methods, but only complement them. The main purpose of online learning is the formation of sustainable motivation through the active participation of students and teachers in the learning process. It is possible to provide qualitative improvement of results of educational activity only at a reasonable combination of the accumulated methods, personal experience and modern technologies. The benefits of online learning are as follows:

- the possibility of differentiated and individual learning for all students (including those with disabilities, territorial accessibility of education);
- interactivity;
- quality of tests;
- instruction by means of showing objects;
- justification of the use of audio and video materials;
- the possibility of using this type of training to work with gifted students;
- remote participation in competitions, contests, conferences.

The main innovative qualities of online learning include the following ones:

- providing all components of the educational process: obtaining information, practical classes, assessment (control of educational achievements);
- interactivity, which provides a sharp expansion of opportunities for independent learning through the use of active forms of learning;
- the possibility of more full-fledged learning outside the classroom.

The emphasis on fullness is not accidental. This is not about finding and retrieving textual information from remote sources. Completeness in this case is considered as the implementation outside the classroom of such types of educational activities that previously could only be performed at school, namely: the study of new material on a subject basis, current control of knowledge with assessment and conclusions, preparation for exams, and much more, including collective educational work of remote users.

The teaching method is understood as a didactic category; it gives a theoretical idea of the system of norms of interaction between a teacher and a student in order to achieve common learning goals. The main idea of the online learning methodology is to create a virtual learning environment that includes various online sources, conducting online classes and consultations, developing testing. The constituent parts



of online learning are students and teaching staff, whose interaction is carried out using modern telecommunication means. An important integrated factor of the distance learning system is a set of pedagogical methods and techniques used in the learning process.

These are, first of all, interactive databases; electronic magazines; computer training programs (electronic textbooks, grammar trainers). A special role in online learning is played by web conferences, allowing all participants to lead an active polylogue, which has great didactic value.

We suggest using a comprehensive approach to teaching the Ukrainian language, forasmuch as it is impossible to test all the competencies of students with one resource.

It is best to use the ZOOM online platform to practice speaking and listening skills. This platform provides the widest opportunities in the organization of a video lesson, namely:

- the ability to see the student (the organizer has the opportunity to turn on the listener's video);
- to divide the group into subgroups in order to practice dialogues, monologues;
- to use a "virtual" board;
- to demonstrate the teacher's laptop screen;
- to send files to students;
- to organize chats for students.

On the above-mentioned platform, "classroom" classes are held, including such methods of work as polls, monologue, and conversation. During the lesson, students have the opportunity to ask questions to the teacher directly.

Based on the text library of mini-texts presented in the course, students must create a monologue in writing, where they need to identify the intentions laid down in the text written by them (for example, to give a recommendation, describe a person, etc.). Also, when writing a monologue, students must use lexical and grammatical tools of different functional styles of the language. The results of the work are also discussed in a webinar with the teacher and other students.

The proposed method of online learning makes it possible to ensure the quality of the subjects studied in any complex situation (for example, during a pandemic). As advantages of this method of training it is possible to note the following ones, namely: mobility; versatility; the possibility of educating children with disabilities; possibility of multiple viewing of classes and webinars.

Among the disadvantages of online learning, the following ones should be mentioned, namely: lack of direct communication between a teacher and a student; students' workload with increased homework; the need for strict adherence to the schedule; need to have a laptop and high speed internet.

Modernity dictates its rules in all spheres of activity. It must be recognized that distance education or online learning is becoming a reality of higher education. However, it requires retraining of teaching staff, adjusting curricula, equipping universities with modern distance learning tools, involving IT professionals to create e-courses, journals, information and identification of the learners.

Most of the methodologists share the point of view that the effectiveness of distance learning of Ukrainian as a foreign language should be based on a kind of construction of a virtual language environment formed by a complex of electronic educational, applied, instrumental and communication means. Such tools will provide full-fledged educational interaction between the subjects of the educational process (a teacher and a student) separated by a space-time continuum, with the help of interactive pedagogical technologies [Bogomolov 2004, p. 14].

The system of higher education in our country is moving towards the modernization of existing educational systems, intensive introduction of interactive learning technologies in the educational process. Modern conditions of teaching Ukrainian to foreign students require adherence to the technological approach in the implementation of distance learning. Distance courses for the study of the Ukrainian language by foreign students should contain a transparent structure, which includes the following structural and logical components, namely:

- 1) general information about the discipline being studied;
- 2) recommendations on the sequence and timing of studying the materials of the modules of the academic discipline;
- 3) general recommendations for the implementation of educational tasks (practical, independent) by students;
- 4) substantiation of criteria for assessment of knowledge, skills and abilities that the student will master during the study of the discipline;
- 5) theoretical material necessary to master the discipline of the credit-modular approach;
- 6) methodical recommendations on mastering independent material;
- 7) forms and terms of interactive interaction of students and a teacher during the semester;
- 8) a list of test tasks for testing and control of knowledge, skills and abilities of students in the process of studying the discipline (intermediate control);
- 9) examples of correct answers to all tasks to test the student's knowledge;
- 10) web resources and software needed to perform practical types of educational work;
- 11) a system of interactive communication between students.

The proposed structural elements form a single system that includes such blocks as: instructional, informational, communicative and control, which ensure its functioning.

The instructive block is the main one, which combines methodological recommendations for the study of the material and the requirements for control (current, final, semester).

The next block is the information one that forms the content of the instructional block. The components of the block are theoretical material and practical tasks (necessary for the formation of linguistic competence of students). This block involves acquainting students with the essence of the discipline being studied.

The best option for the existence of a communicative block is to offer a forum where students have the opportunity to receive and discuss news of the course offline, and a chat created for online consultations.

The control block involves checking and assessing the level of language competence of foreign students. In order to introduce students with the grading system, they are asked to study in detail such an element of the course as the “Grading Scale”, which includes a table and comments.

Distance learning is a modern reality, without which the education of the XXI century is inconceivable. However, it should be noted that it can only be part or supplement to the traditional form of learning of the modern student, but cannot replace it in 100%.

Despite the popularity and general acceptance of this type of learning, it should be noted that online learning cannot replace “live” communication between a teacher and a student, completely replace the atmosphere of the academic environment, team and friendly communication between students; its task is only to supplement and expand the possibilities of classical learning.

**Discussion.** Investigating the problem of specific features of distance learning and interactive methods of teaching Ukrainian as a foreign language, we have considered the main approaches to the specifics of this process in today’s educational environment. It should be noted that the existing approaches to the introduction of distance learning and interactive methods in teaching Ukrainian as a foreign language are quite diverse; consequently, they are constantly improving, and, accordingly, may be the subject of further research.

The modern educational process in the distance format is marked by the problem of unpreparedness of teachers for the skilled use of computer programs and services, as well as the ability to develop interactive resources for educational purposes.

When organizing the educational process in the context of remote practical classes according to the educational schedule, the teacher does not see each student with his own eyes, but interacts and controls with each student in an online lesson. The teacher (as it has been noted by most researchers on issues of distance learning) acts as a tutor-mentor who does not have to monitor the behavior of students when performing educational tasks; he can focus on providing educational material and control over the mastery of educational material by students. Speaking about the role of the teacher in the process of distance learning, it is worth giving preference to his mentoring functions, rather than regulatory ones.

In order to practice speaking and listening skills while learning Ukrainian as a foreign language in distance education, it is best to use the online platform ZOOM. This platform provides the widest opportunities in organizing a video lesson, namely: the opportunity to see the student (the organizer has the opportunity to turn on the listener’s video); to divide the group into subgroups to practice dialogues, monologues; to use a “virtual” board; to demonstrate the teacher’s laptop screen; to send files to students; to organize chats for students. On the above-mentioned platform, “classroom” classes are held, including such methods of work as polls,

monologue, and conversation. During the lesson, students can ask questions to the teacher directly.

**Conclusion.** The current situation, prevailing in education, shows that it has become vital to conduct classes using new information technologies. Reasonable introduction of online learning in the educational process does not exclude traditional teaching methods, however, if possible, complements them. It is possible to provide qualitative improvement of results of educational activity only at a reasonable combination of the accumulated methods, personal experience and modern technologies. The advantages of online learning are the following features, namely: the possibility of differentiated and individual learning for all students (including those with disabilities, territorial accessibility of learning); interactivity; quality tests; clearness; justification for the use of audio and video materials; the possibility of using this type of training to work with gifted students; remote participation in competitions, contests, conferences.

The distance course of the Ukrainian language for foreign students helps meet the needs of distance learning. It also motivates foreign students of this form to gradually master the course materials; it significantly increases the efficiency of the learning process. The purpose of further research is to develop teaching and learning resources for distance learning, their introduction into the process of learning Ukrainian as a foreign language.

Thus, distance learning is a reality of our times, which can be used as an additional component of the traditional form of learning. Given the need for “live” communication between the teacher and the student, distance learning a foreign language in quarantine conditions should complement and expand the possibilities of classical learning.

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## THEORETICAL FUNDAMENTALS OF INNOVATION OF HIGHER EDUCATION IN UKRAINE

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**Abstract.** Innovative education is the development and expansion of quality education, a vital way to develop the creativity, abilities and talents of high quality students. This should be a key point in the organization of higher education in Ukraine. The introduction of innovative technologies allows to conduct the educational process and develop the system of higher education at a qualitatively new level. Thus, innovative activity in the educational process is aimed at transforming existing forms and methods of teaching and education, creating new goals and means of its implementation, so it is one of the types of productive, creative activities of people. Definitions of the general context of the study of vocational training are organized into the following categories of concepts: «innovative development», «innovation», «innovation process», «innovation», «innovation», «innovation», «intellectualization», «innovation», «innovations», «innovation process». Professional training of future specialists in free economic education should be perceived as a process of forming the readiness of future specialists for professional activity and is a prerequisite for achieving their high competitiveness in the labor market, should cover not only traditional areas but also new substructures, including innovation. Scientists see the essence of the application of innovations in the implementation of new ideas, changes brought to the stage of practical use, and consider them as activities that stimulate the progressive development of the information component through semantic, structural and organizational renewal and technological modernization of all processes. Today the educational space of Ukraine is actively filled with pedagogical innovations. As a result, the higher education system faces the challenge of transitioning to active learning using innovative tools or technologies. The new paradigm of education development necessitates appropriate changes in the professional training of future specialists in higher education.

**Keywords:** educational space of Ukraine; pedagogical innovations; higher education; innovative education; professional training.

**JEL Classification:** I23, I29

**Formulas:** 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 22

**Introduction.** Dynamic changes in the ways of generating and disseminating knowledge change the competitive environment of the national higher education system, and its traditional providers - universities, require innovative solutions, and thus determine the relevance of developing new theoretical concepts and implementing applied models of the educational environment. Innovative education is the development and expansion of quality education, a vital way to develop the creativity, abilities and talents of high quality students.

Innovation is the process by which new assets are created or new potential for action is developed. Innovation is the key to competitive advantage in a changing environment. This is an important source of market and economic growth, and hence

all other areas of public life. In a complex and changing environment, innovation creates value and a lasting advantage, as well as helping to work better and create new products and services. In other words, innovation can be seen as the adoption of a new idea, product, method or service. In addition, innovations such as the introduction of inventions and modified products and services have commercial value and are seen as a process or sequence of events in which people interact with each other to bring new ideas to the organization. Innovative potential reflects the trend towards novelty, experimentation and the creative process that help in growth and diversification. On the other hand, it is considered a successful exploitation of new ideas. In other words, it is the process of creating new things and phenomena through the necessary technological channels and creative thinking. In order to successfully move forward, it is necessary to pay more attention to innovative projects. This should be a key point in the organization of higher education in Ukraine. The introduction of innovative technologies allows to conduct the educational process and develop the system of higher education at a qualitatively new level.

**Literature Review.** In the generally accepted interpretation, «innovation» translated from English «innovation» means «innovation» [2], i.e. in a broad sense, «innovation is a synonym for the successful development of a particular field of activity on the basis of various innovations» [14]. The word «innovation» comes from the Latin «innovation» - «renewal», «change».

Issues of innovative development have long been studied by scientists from different countries and reflected in the works of D. Bell, P. Drucker, G. Kleiner, V. Inozemtsev, A. Galchinsky, V. Heitz, V. Seminozhenko, O. Amosha, L. Fedulova, O. Dyba, A. Chukhno, O. Melnikova, I. Galyuk, I. Artyomova and others. Problems of innovative development are studied by many scientists of Ukraine, including V. Antonyuk, V. Bazylevych, I. Zhilyaev, Y. Zaloznova, I. Kalenyuk, O. Kuklin, E. Libanova, O. Novikova, who pay considerable attention to the human factor of innovation. activities. Scholars consider innovative development as a priority of state policy aimed at ensuring long-term economic growth. Innovative development involves the recognition of the crucial role of education and human capital in shaping the socio-economic capabilities of the state and the implementation of an innovative model of its development [19]. The «Strategy of Innovative Development of Ukraine in the context of globalization challenges» [20] states that education plays an extremely important role in meeting the needs of innovative development of the country. Higher education is not only a unifying but also a constructive link in the system of the main components of the innovation economy – «education - science - production – innovation» [20].

The main tasks of modern education in ensuring the innovative development of Ukrainian society are:

- improving the quality of knowledge;
- training of highly qualified specialists capable of innovative activities;
- development and implementation of modern forms, methods and technologies of teaching;
- creating favorable conditions for research work;

- strengthening the interaction of all industries in the creation and implementation of innovations.

As noted by O. Dyba [6], researchers of modern theories of innovative development, along with the already traditional for the modern business entity the concepts of «innovative development», «innovation», «innovation process», consider new categories – «innovation», «innovation», «innovation», «intellectualization», «innovation». Focusing only on the traditional established categories of «innovation», «innovation process» does not allow to fully outline the potential opportunities and main aspects of obtaining results from innovation.

**Aims.** The article aims is a theoretical substantiation of the basic concepts of the theory of innovative development of the higher education system.

**Methods.** Theoretical methods: systematic analysis of scientific, psychological and pedagogical, methodological literature; generalization and systematization of theoretical information on the introduction of innovative changes in the higher education system of Ukraine.

**Results.** In the interpretation of scientists, the concept of «innovation» means the possession of qualitatively new capabilities and abilities of man (or economic agents) to create, disseminate various types of innovations through borrowing them from any different technical, technological, organizational, social, economic, institutional and other spheres [6].

Scientists also single out the concept of «innovation» as the ability to practically implement intellectual solutions in practice in order to obtain various effects. Innovation (from the Latin *innovatio* - renewal, change) is an emotional and evaluative attitude to innovation, the difference in the susceptibility of subjects to innovation, new goals, experience [7]. The concept of «innovation» is broader than innovation, because it is determined by the external and internal environment of the system and provides new knowledge, methods, concepts, approaches, the formation of new connections, which accelerates the process of adapting to change. Therefore, innovation is a characteristic that reflects the qualitative level of readiness of the system, people, for innovative change, the perception of new ideas and the ability to support and implement innovations in all spheres of social activity.

According to I. Halyuk, innovation as a qualitative characteristic of innovative development can be considered in the following aspects: as a means of continuous improvement, updating on the basis of the latest advances in science and technology, which allows to prepare the system for innovation practice; as a goal that provides for the formation and stable reproduction in the system of installations, conditions of activity, focused on the constant desire for novelty. That is, this system is open to innovation, constantly updates and improves its activities, tries to increase the efficiency of all processes that take place in it, responds quickly to changes in the external environment, and responds to external changes accompanied by the necessary changes in the internal environment. Thus, the innovativeness of the system implies, firstly, the resource readiness for change, secondly, the readiness of the system to accept changes and, thirdly, the readiness to accept changes in the system of the business environment in which it operates. The key is that innovative



development involves, first of all, the formation of conditions for support and implementation of innovations, provided by generating change through the acquisition and dissemination of new knowledge, is systemic, implemented comprehensively taking into account changes in external and internal environment, based on objective and subjective bases of innovative development [3]. As a result, innovative individuals who possess the qualities of a creative person, acquired in an innovative socio-cultural environment in the process of joint innovative activity and communication, are trained and prepared for practical activities.

A new branch of knowledge, innovation, plays a key role in ensuring the process of intellectualization. Innovation as a modern discipline of knowledge covers issues of methodology and organization of innovation. The term «innovation» was first used in the late 80's of XX century in the scientific school of prof. V. Kolosov in order to determine the direction of scientific activity on the development and development of theoretical foundations of scientific methodology and methods of forecasting the creation of innovations, as well as methods of planning, organizing innovation and implementation of innovations [7].

Innovation studies:

- patterns of development processes;
- the mechanism of innovative and controlled changes that occur as a result of rational-volitional actions, the formation of innovations, innovations;
- change management mechanism;
- overcoming resistance to innovations, human adaptation to them;
- use and dissemination of innovation flows, innovation activities, their impact on competition, on the development of society as a whole [11].

The leading principles of innovation are revealed in the works of L. Danylenko [5], V. Lazarev [10], O. Pekhota [15], G. Sirotenko [18], O. Shapran [22] etc.

L. Danylenko [5], S. Markiyan [12], V. Saguichenko [16] argue that the effective implementation of innovative activities is possible under the condition of high creativity of both teachers and students, which involves the development of creative abilities, focus on non-standard solutions of pedagogical tasks, the ability to self-realization and self-improvement.

**Discussion.** Today the educational space of Ukraine is actively filled with pedagogical innovations. As a result, the higher education system faces the challenge of transitioning to active learning using innovative tools or technologies. The new paradigm of education development necessitates appropriate changes in the professional training of future specialists in physical culture and sports in higher education.

In modern pedagogical science there are the following interpretations of the concept of "innovation":

- updating, changes, introduction of new [5];
- the process of creating and using innovations [1].

The introduction of such innovations changes the results of the educational process, creating improved or new: educational, didactic, educational systems; the content of education; methods, forms, means of personal development, organization

of training and education; technologies of management of educational institutions, system. Innovative activity is a systematic type of activity aimed at implementing innovations based on the use and implementation of new scientific knowledge, ideas, approaches; transformation of known results of scientific researches and practical developments into a new or improved product [9].

Innovation is a system or element of the pedagogical system that allows to effectively solve the tasks that correspond to the progressive trends of society. Innovative learning is a process organized for the future, focused on training professionals to work in new conditions [4]. Innovative pedagogical process is a holistic educational process that reflects the unity and relationship of education and training, which characterizes the joint activities of cooperation and joint creativity of its subjects, contributing to the fullest development and self-realization of the individual [4]. The skill of a students is manifested mainly in the successful mastery of teaching methods and education, creative application of the latest advances in pedagogy and advanced pedagogical experience, rational guidance of cognitive and practical activities of students, their intellectual development. It has a complex, multifaceted nature, embodies the unity of scientific, technological, organizational measures [8].

Innovative pedagogical technologies are newly created or improved pedagogical systems that provide a high level of educational process. In other words, innovative pedagogical technology is an active scenario of organization at the modern level of the educational process of students in order to achieve a certain goal. In its specific form, pedagogical technology is a model of the system of actions of teachers and pupils or teachers and students that must be performed in the course of an optimally organized educational process in order to obtain a high level of development of subjects of learning [10].

Scientists see the essence of the application of innovations in the implementation of new ideas, changes brought to the stage of practical use, and also consider them as activities that stimulate the progressive development of the information component through semantic, structural and organizational renewal and technological modernization of all processes [17].

Researchers [13] emphasize that work in an innovative mode requires the teacher to build an educational space based on constantly changing interests and educational needs, as well as the implementation of an individual approach to each participant in the learning process.

Innovative pedagogical technology includes the technology of teaching and education, which is a means of organizing the educational process and focuses on a wide range of methods and teaching aids used in the educational process with students [9], and the fullest goal of innovation in the free economic zone is realized through raising the level of:

- information support and information support of educational and scientific processes through organizational innovations;
- technological innovations;
- quality of new information products.

According to L. Sushchenko [21], the main task of the Free Economic Zone, which trains future specialists in physical culture and sports, should be to form a subject of professional activity capable of increasing one's professional potential, mastering knowledge of the process of physical education and social culture in the field. physical education and sports taking into account modern pedagogical technologies, predicted by innovations.

Thus, innovative activity in the educational process is aimed at transforming existing forms and methods of teaching and education, creating new goals and means of its implementation, so it is one of the types of productive, creative activities of people.

**Conclusions.** Thus, as a result of the analysis of the general definitions of our research we have established:

1) definitions of the general context of the study of vocational training are organized into the following categories of concepts: «innovative development», «innovation», «innovation process», «innovation», «innovation», «innovation», «intellectualization», «innovation», «innovations», «innovation process»;

2) professional training of future specialists in free economic education should be perceived as a process of forming the readiness of future specialists for professional activity and is a prerequisite for achieving their high competitiveness in the labor market, should cover not only traditional areas but also new substructures, including innovation;

3) scientists see the essence of the application of innovations in the implementation of new ideas, changes brought to the stage of practical use, and consider them as activities that stimulate the progressive development of the information component through semantic, structural and organizational renewal and technological modernization of all processes.

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## CHAPTER 3

### THEORY AND METHODS OF VOCATIONAL EDUCATION

#### THEORETICAL-METHODOLOGICAL AND PSYCHOLOGICAL- PEDAGOGICAL ASPECTS OF PHYSICAL EDUCATION OF DIFFERENT GROUPS OF THE POPULATION

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**Abstract.** *The proposed academic paper examines the characteristic theoretical-methodological and psychological-pedagogical aspects of physical education, namely, the basic concepts, training models, the specifics of the practical implementation of physical education of various groups of the population in today's conditions. The purpose of the academic paper is to analyze the theoretical and methodological and psychological and pedagogical aspects of physical education of different groups in a modern educational environment. The content of the concepts "physical education" has been investigated by methods of comparative analysis and synthesis; the specifics of physical education of different groups of the population in the conditions of modern educational environment have been characterized; the method of classification of physical education's methods for different groups of the population has been applied. In order to optimize the existing approaches to physical education of different groups of the population, the process of forming a healthy nation by introducing a social way of life should be considered as the priority task of the state.*

**Keywords:** *educational environment, physical education, interactive educational process, healthy nation.*

**JEL Classification:** I24, I29

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**Introduction.** Currently, the priority objective of the state is the process of forming a healthy nation by introducing a social way of life. Physical education is the driving force of this process, providing the society and the state with affordable living standards, which, as a consequence, shape the level and quality of life of the population. The implementation of this process in the society involves the use of various means, and, in particular, the capabilities of the human factor, namely: population structure, demographic indicators, health status. Ensuring a dignified life for all members of the society is a common problem. It is covered in research in various areas, and, in particular, in the study of physical culture, sports and health tourism, which are structural and functional components of the national security system [2]. In general, it should be noted that health in the global sense is the key to the progressive development of civilization as a whole.

**Literature Review.** Physical education is the main driving force of mental and personal development. Leading investigations in the field of developmental learning and education were conducted by I.H. Pestalozzi, A. Distervergh, K.D. Ushinsky, LM Tolstoy, P.F. Lesgaft and others. The works of L.S. Vyhotsky are distinguished by, innovative technologies. In investigations, the author has substantiated the idea of advanced learning, which precedes the natural biological development and focuses on the formation of the personality of students and their cognitive abilities. The ideas of L.S. Vyhotsky were followed by L.V. Zankov, D.B. Elkonin, V.V. Davydov and others, who substantiated the idea of the developing influence of the active way of learning. The essence of the internal personality changes that occur under the influence of this method lies in “appropriation”, the acquisition of a historically justified experience of cognition and activity, which directly affects the development of cognitive abilities and personal qualities. The leading idea of new pedagogical thinking, the essence of which lies in revising the system of values and priorities in education, is the idea of development. This means creating the necessary conditions for personal development, development and self-development of the education system, turning the latter into an effective factor in the society [6].

In particular, V.H. Shilko’s investigations reveal the issues of modernization of the existing system of physical education through the introduction of personality-oriented innovative technologies. The practical basis of this concept was the development by the author of a three-component model for conducting a training session, which includes as follows: sports and specific technologies of educational and training programs in the main sports of students (rhythmic gymnastics, basketball, volleyball, bodybuilding, chess, swimming); general technologies, which are based on the use of elements of training programs in athletics; health technologies aimed at eliminating common diseases in the students’ environment. The practical implementation of this model should be introduced taking into account the existing physical culture and sports needs of different social-age groups, health status, level of general and special physical fitness, gender, motivational sphere, as well as psycho-emotional features. The result of the proposed system of personality-oriented education will be a new level of mastery of physical culture, change the attitude of man to himself, to other people, to the world, increase responsibility for his actions and their consequences.

Domestic and foreign scientists considering the need for significant restructuring of the physical education system of youth based on the principles of humanistic pedagogy and psychology, note that the process of humanization is a natural trend and an objective need in order to develop the level of physical education. This is due primarily to the general process of democratization of the society and the internal development of the physical education system, its transition from extensive to intensive development, qualitatively new principles of personality formation. In this regard, it is necessary to introduce physical education among different groups of the population as an urgent problem nowadays.

**Aims.** The purpose of the academic paper is to analyze the theoretical and methodological and psychological and pedagogical aspects of physical education of different groups in a modern educational environment.

**Methods.** The content of the concepts “physical education” has been investigated by methods of comparative analysis and synthesis; the specifics of physical education of different groups of the population in the conditions of modern educational environment have been characterized; the method of classification of physical education’s methods for different groups of the population has been applied.

**Results of the Research.** The generally accepted goal of physical education among different groups of the population is the education of the individual through culture, by mastering the value potential of physical culture. In this regard, physical education, from the point of view of philosophy, should be considered as a holistic approach to the essence of man, as a unique combination of ideological, intellectual and motor components, as well as the society and human awareness of the cultural value of physical culture and sports in general [3]. The application of this approach involves the identification of initiative, solving problems of active learning, creative thinking and the appropriate level of intellectual abilities in the organization of one’s own physical activity. This approach is based on the need for continuous physical education of young people. Its essence lies in teaching a young person to purposefully take care of their health, using modern methods of self-education, self-improvement and self-training throughout life, as well as awareness of the priority of the emotional aspect of physical activity, fun and personal success [9]. In order to improve the organization of physical education it is necessary to take into account individual psychological and morphofunctional features of a person, the conformity of the content of physical activity to the rhythms of human development with age, as well as to provide freedom of choice of intensity and forms of health promotion. The decision of the tasks set before physical education, should be carried out through introduction of interest in employment by a certain kind of physical culture. Physical education has a beneficial effect only when on the part of the subject there is creative activity, which is characterized by an increased interest of young people in physical activities. That is why one of the fundamental points in the organization of physical education should be determining the motive, the need for a certain type of physical activity, as well as the development of motivation, given the dynamism and flexibility of this process.

In particular, in the works of V.A. Romanovich, the following principles of the introduction of the personality-oriented content of physical activity have been identified, namely: the organization of training activities; free choice of physical culture and sports activities; optimality and adequacy of training loads to individual morphofunctional and psychological features; formation of educational and training groups taking into account personal features of physical fitness, motives and interests; integrity and integrative content of physical education; diagnostics of the educational process and its correction based on the results of the monitoring; continuity of independent and regulated forms of employment; optimal volume and intensity of motor activity as the main criterion for the effectiveness of physical

education; abandonment of the regulatory approach; the situation of success as a stimulus for the formation of motives for cognitive-motor activity [9].

Similar ideas can be observed in the scientific works of I.V. Manzhelei, where physical education is proposed to be carried out as physical education using elements of self-education. The substantiation of the approach proposed by the author is based on the separation of four pedagogical models of physical education, namely: personality-oriented, health-adaptive, sports-recreational and social-oriented [7]. It should be noted the importance of forming the motives of the student as a subject of activity. Acting as the most important motivating force of educational activity, motives have a dynamic character and change depending on the social attitudes of the individual, the conditions of their formation and development in the process of communication. During the specially organized training, a great role is given to the explanation not only of the actions to be performed, but also their significance for the whole process of learning the material, and, physical education, in particular. This encourages them to solve problems on their own, as well as to use past learning experience in solving them. In a number of studies, the leading role is played by the content component of the physical education program, in which the dominant importance is given to the process of motivation. Thus, A.V. Ostrovsky [5] and R.V. Strelnikov [7] propose to form the content of physical education taking into account the interests of students, offering them to participate directly in the independent choice of the content of alternative classes. A new interpretation of the individual approach to the educational process is considered. Its essence lies in the fact that it is proposed to focus not on generalized age characteristics in the education system, but, having studied each student, to provide individual physical education, taking into account his explicit and hidden potential capabilities that need to be developed. In the process of communication, the teacher helps students know themselves by teaching introspection, self-esteem, comparing their achievements in different periods of time, mobilize their strength in order to overcome difficulties, experience the joy of success, feel the atmosphere of romance from learning new things. A special role is played by the evaluation of activities not by quantitative assessment, but by qualitative one, which is reflected in the characteristics of students. Elements of this technology are widely used in the sphere of physical culture and sports. Teachers and coaches often seek to develop the ability to purposefully compose sets of exercises for morning exercise, sets of exercises for the development of certain qualities, for independent warm-up, micro parts of lessons or training sessions, creating a situation of independent decision-making on tactics and other sports. In the works of foreign authors, one can notice an increase in the humanistic direction in the organization of physical education of students. In programs for physical education for educational institutions of different levels, an increasing place is occupied by components aimed at the formation of physical culture of the individual, the development of motivation for physical activity and sports. Herewith, the choice often falls on non-traditional organizational forms of physical education, which replace the traditional regular form of organization of classes [4]. Sportization is one of the promising directions for the implementation of a personality-oriented approach in education. V.K. Balsevich



proposed this term in order to denote the innovative direction of physical education, characterized by in-depth study of the sport chosen by students. The scholar understood sportization as the use of elements of advanced technologies, verified in the practice of sports training of elite athletes and the Olympic reserve, in the system of physical education in educational institutions of various types and in the exercise of physical activity in family, collective and other mass forms of exercise [2]. Along with this, N.I. Ponomarev emphasizes that under the conditions of the traditional practice of physical education among some students, there is a predominantly declarative, contemplative attitude towards sports, when interest in it occupies a high place in the structure of interests, but it is practically not implemented. This is explained by the author's insufficient development of the problem of educating the need for practical sports among young people [9]. According to the viewpoints of domestic authors, such as: V.K. Balsevich, L.I. Lubysheva, A.V. Lotonenko and co-authors, M.V. Igosheva, V.I. Stoliarova, S.Yu. Barynova, K.B. Tumarov and others, there is a scientifically based need for integration of systems of physical education and sports. Integration is based on the use of physical education tools and methods of sports training.

The use of sports-oriented technologies in physical education provides a high level of quality of physical education, which is manifested in the advancement of the level of physical fitness, a serious improvement in health and psychological resilience to stressful situations. A motor-oriented approach to the organization of physical education is close to it, taking into account the individual preferences of students for one or another type of motor actions (V.A. Klimenko, N.I. Palagina, E.V. Starkova, etc.) [5]. Sports-oriented physical education has become quite widespread in the domestic practice of school physical education. Based on the analysis and generalization of the works of leading scientists and practitioners dealing with the solution of issues of physical education of schoolchildren, the theoretical and methodological foundations of the content and process of sports-oriented physical education have been developed [6]. One of the ways to implement humanitarian education, which preaches the priority of universal moral and spiritual values, is the use of the ideas of Olympism. V.S. Rodichenko includes the formation of knowledge about the history of the Olympic movement in the program of Olympic education of youth, as well as the need for sports, the values of Olympism through the active participation of children and youth in traditional and non-traditional models of physical culture and sports. V.Yu. Schneider, M.V. Bazylevych, I.V. Orlan, T.S. Ihnatenko, M.V. Igosheva, A.V. Kozlov, S.V. Radaieva pay special attention to the inclusion of competitive activities of students in the content of sports-oriented programs of physical education. Modeling of competitive conditions involves the use of competitive training tasks in order to identify winners and losers. Competitions, in which each student can participate, regardless of the level of his sports training, are held both in class and out of class, including on weekends. Intra-university sports competitions under simplified rules include credit competitions within study groups, study students' flows on the course, and competitions between faculty courses, between faculties with the right to choose the form of participation in these

competitions, namely: participant, team captain, coach, judge. The final competitions are held at the end of each semester in the form of a tournament in compliance with all the attributes and etiquette of official competitions. In order to measure and assess the quality of learning material, it is proposed to take into account as follows: knowledge of the theoretical section of the program; regular attendance; participation in competitions and sports events; physical, sports and technical readiness; the ability to independently compose a complex of special warm-up, conduct a special warm-up in a group, compose a complex for the development of physical quality, draw up a synopsis for teaching a technical element and conduct it in a group, carry out refereeing of competitions on the chosen sport. It is proposed to use workbooks for self-monitoring of sports activities, as well as individual information cards of students, special attendance books. Their content includes the results of self-assessment of functional status, development of physical qualities and sports and technical fitness, indicators of a student's participation in various physical culture and sports activities [9]. Improving teaching methods involves the widespread use of collective forms of educational work in combination with group and individual forms, the use of elements of problem-based learning, the use of methods and techniques that stimulate students' creative search for answers to unclear questions; identification and development of individual abilities, application of audio-video means, technical means of training. Activation and intensification of students' activities is facilitated by the technology of problem-based learning. It is aimed at finding ways to solve educational problems by applying non-standard methods.

Non-standard is such a way for students to obtain new knowledge, necessary for solutions to the educational task, as their independent search, selection, systematization, justification of their choice. Students' search for additional or new information requires overcoming both subjective and objective (external) contradictions, for instance: between existing knowledge and newly acquired knowledge that has revealed a lack of existing knowledge; lack of sufficient knowledge in order to justify the chosen method of solving a practical problem; between a large amount of factual material and the lack of a reliable method of its analysis, etc.

In particular, in the dissertation investigation of I.V. Batishcheva, based on the materials of physical culture, attention is focused on conceptual approaches to innovative activities, within the framework of which problem-based learning and research work of students is considered [1]. Contradictions arising due to inconsistencies between theoretical and practical information are called problematic situations. If the problem of resolving a problematic situation is raised, it will become a problematic task. Ways to find the answer to the problem are developed; the results of search activities make it possible to make decisions. Another direction of improving the process of physical education in universities attracts the attention of many specialists, namely: the search for new approaches, principles, methods and methodological techniques for organizing the educational process.

Thus, the technology of problem-based learning includes the following sequential actions, namely: creation (emergence) of a problem situation, formulation

of a problem task, definition of a solution search model, decision-making, implementation of appropriate actions, analysis of achieved results. Participation in new actions of students promotes activation and intensification of their educational activity.

**Conclusions.** Thus, currently, there are numerous theoretical and methodological and psychological and pedagogical approaches to the organization of physical education of different groups. They differ in the direction of the process and include as follows: developmental, personality-oriented, sports, motivational, health and other components. Despite the huge achievement in the consideration of existing approaches to physical education, there is a continuous search for new technologies of training, education and development of various groups of the population by innovative means of physical culture and sports.

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## WAYS OF FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE MOTOR TRANSPORT SPECIALISTS

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**Abstract.** The article considers the question of ways to improve the quality of training of future technicians-technologists of motor transport in colleges. Considerable attention is paid to the periods of such training: introductory, preparatory, mastering the profession, improving the basics of professional skills and specialization of future professionals. Labor practice is defined as a way to improve the quality of professional training. In the process of labor practice, students acquire professional skills and abilities: the use of rolling stock and its profitability; development of technological instructions; to carry out work to ensure labor protection; execution of drawings of assembly units and details; use of professionally profiled knowledge; practical skills of accident-free driving and maintenance of the vehicle; formation of personal qualities of a professional; analysis of own professional activity. Another way of training is to participate in research work. Research work of students within the curriculum is mandatory and includes: writing scientific papers on a specific topic and professionally-oriented, special disciplines, specialization courses and electives; performance of laboratory, practical, seminar and independent tasks; control works containing elements of problem search; performing atypical research tasks. The following methods were used to study the conditions for the formation of professional competence of technicians-technologists: theoretical – synthesis, analysis, generalization; empirical – observations, interviews, questionnaires, testing, interviews, surveys. Research work of students in extracurricular time involves: participation in the work of subject research groups; problem groups, sections, laboratories; participation in state budget or self-supporting scientific works. One of the basic links of formation of the expert is his participation in scientific conferences.

**Keywords:** future technicians-technologists, college, training of motor transport specialists, industrial practice, research work.

**JEL Classification:** I24, I29

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**Introduction.** Improving the quality of professional education is an urgent problem for the whole world community and for Ukraine. Solving this problem is associated with rethinking the purpose and results of education, optimizing the methods and technologies of the educational process, modernizing the content of education. Training of qualified personnel that meet modern requirements in the labor market has been identified as one of the priority areas of state policy for the development of education. The country needs competitive specialists, capable of creativity, professional development, with such qualities as initiative, sociability, tolerance, efficiency, adaptability, professional mobility.

To achieve this, it is necessary to create conditions for personal development, creative self-realization of every citizen of Ukraine, education of a generation of people capable of working and learning throughout life, to preserve and increase the values of national culture and civil society. The introduction of a competency-based approach in higher education institutions allows us to fulfill the task.

**Literature Review.** The attention of many scientists is focused on the problem of formation of professional competence of future specialists in the process of

studying in a higher educational institution. The transition of the world community to the information society, where the priority is not just the accumulation of future specialists knowledge, subject skills and abilities, but the formation of learning skills, mastery of information retrieval skills, the ability to self-study throughout life determines the interest of scientists in professional competence [6]. The problem of competence is thoroughly studied in the works of S.Goncharenko, O. Dakhin, B. Elkonin, A. Markov and others. Psychological problems of formation of professional skills and qualities are considered by I. Bekh, G. Ball, V. Semichenko.

Issues of professional training on the basis of the competence approach are studied in the works of V. Anishchenko, N. Bibik, M. Vasylieva, N. Dementieva, A.Mykhailychenko, O. Ovcharuk and others. The definition of key competencies is given in the works of I. Zymna, G. Selevka, P. Tretyakov, T. Shamov and others.

The issue of forming the professional competence of future road transport specialists is extremely important, because the modern labor market needs qualified competitive specialists who are able to perceive and use in practice new scientific ideas, technical tools and methods of modern production. All this requires a higher education institution to train a competitive young specialist.

**Aims.** The purpose of the article is an attempt to substantiate the ways of formation of professional competence of the future specialist of motor transport, to define the components that determine the professional growth of the future technician-technologist.

**Methods.** The following methods were used to study the conditions for the formation of professional competence of technicians-technologists: theoretical – synthesis, analysis, generalization; empirical – observations, interviews, questionnaires, testing, interviews, surveys.

**Results.** The initial stage of professionalization (choice of field of activity, search for a place in the professional community, social adaptation and self-realization) is interpreted by scientists as a key point that determines the entire course of further human life. An important component of this stage is the period of study at the university, where the future specialist receives the necessary knowledge and skills, meets with senior colleagues, and clarifies his initial idea of the activities to which he decided to devote himself when entering the educational establishment [8].

Students are a special social category, a community, which is organizationally united by the institute of higher education. Students are defined as a group, the purpose of which is to learn an organized program of socio-professional qualities; prepare for important social functions: professional, cultural, socio-political, family and more. The main areas of students' life are professional training, personal growth and self-affirmation, development of intellectual potential, spiritual enrichment, moral, aesthetic, physical self-improvement. A student of a higher educational institution is a young person, characterized by a professional orientation, and prepares for a highly qualified performance as a specialist in a certain professional field [9].

Studying at a university is a new social environment for a young person, which forms the social maturity in terms of acquiring new special knowledge, skills and

abilities. The future specialist prepares for professional activity in the process of learning, through creative cognitive activity.

Professional training in higher education establishment for the future specialist begins during the formation of professional knowledge, skills and abilities and mastering the methods of professional and creative activity. The real activity of the student includes theoretical knowledge. During their studies at the university, students study the theoretical components (cycle of humanities, general economics, natural sciences). System integrated sciences is a general prerequisite for mastering the methods of solving production problems. Conceptual form of arming with knowledge should become a way to achieve a practical professional goal. An important element of the theoretical component are professionally oriented disciplines that promote students' mastery of theoretical knowledge about the nature and functions of professional culture. Professional culture is based on moral and ethical beliefs, innovative nature of thinking and a systematic approach to the analysis of complex production situations.

A specialist with higher education must acquire not only knowledge, skills and abilities, but also independently develop the means to achieve professional goals. For this purpose the mechanisms must be formed to plan their activities, program their actions, evaluate results and correct them. One of the priorities of the educational process is to teach students independent cognitive and exploratory activities. Under the independent cognitive activity of students we understand a set of efforts that enrich intellectual sensitivity and promote in-depth independent search of knowledge that enriches professional life experience, skills and abilities and provide further professional self-improvement of the future specialist under the guidance of the teacher [1].

Independent study of scientific, educational, artistic or popular science literature is the main method of self-improvement. An important condition for the effectiveness of students' self-education is the possession of rational methods of independent work. Independent work of students contributes to the formation of initiative, discipline, accuracy, sense of responsibility, which are necessary for the future specialists' educational and professional activities. The desire of the future specialist to improve their achievements, to ensure the compliance of the internal development of the individual to the requirements of society determine the needs and motives that play an important role in achieving the goals of self-education. To resolve this internal contradiction of the individual there is a desire for self-education, which contributes to the continuous professional self-improvement of students in order to improve their skills. I. Rodygina believes that the obligatory and indispensable condition for success in activity, regardless of the general and mental potential of a person, is positive motivation, deep and active interest, the desire to achieve the goal of this activity [10]. Motivated learning is an important condition for self-education of future specialists in motor transport, because the set of needs and motives, along with the purposefulness of the future specialist, determine the meaning of his educational and cognitive activities. The activity of the individual depends on the formation and realization of the need for self-education, motives and goals of self-education, and

their development is associated with the development of competence as an integrative property of man.

Fundamental theoretical training not only arms the future specialist of motor transport (technician-technologist) with the knowledge necessary for the full performance of his professional functions, but also prepares him to work in a rich information environment, for continuous training, self-improvement, professional development and professional development. Professional development that occurs in the process of theoretical training also provides the development of professional self-awareness, ability to reflect and introspect.

During the training period, in addition to the actual acquisition of knowledge, the professional activity of the future motor transport specialist (technician-technologist) begins.

Labor practice is important in the formation of professional competence. Labor practice is a component of the educational process. It is a necessary means of professional training of future technicians. Organized in unity with the educational and extracurricular activities of students, the practice forms the social activity of future professionals, develops students' interest in studying the cycle of mathematical, natural, humanities, general economics, vocational disciplines, logical abilities and skills of independent research.

Nowadays, much attention is paid to the problem of organizing the practical training of future professionals. Theoretical aspects of the organization of labor practice were developed by a number of researchers: M. Dyachenko, O. Bezpalko, I. Zvereva, N. Nychkalo. The organization of labor practice is an important scientific problem, as it aims to improve the process of professional training and promotes the connection of theory and practice [11].

In the process of labor practice, students independently process professional literature, systematically observe and analyze the production process, and study the experience of professionals. This period of the educational process should be considered as an opportunity to improve the skills of research work on the issues of professional and practical training, the practical orientation of professional disciplines.

During the introduction to the profession the characteristic of students are: mastering the forms, methods, tools, the latest technologies of the production process in enterprises of different types; formation of skills to apply theoretical knowledge in practice, awareness of the professional significance of this knowledge; forming the need for continuous improvement of professional knowledge, and professional skills; development of creative initiative, realization of personal creative potential; development of research skills in a specific professional activity.

In the process of professional and practical training, you can select certain periods, each of which is characterized by specific ways of its implementation:

- introductory - acquaintance of students with the content of their future profession, the traditions of the educational institution, the conditions of study, the rules and procedure, etc. If possible, students are introduced to the company, where they can work after graduation;

- preparatory - its main purpose is the preliminary mastering by students of the basics of the profession - labor techniques, operations, which consist of a holistic labor process, characteristic of the content of the profession (specialty) being studied. In the process of this period, students develop primary skills - a kind of foundation for the subsequent formation of the foundations of professional skills;

- mastering the profession - the main period of professional and practical training, during which the formation, development of professional skills of future professionals happens. The material content of professional and practical training in this period is the performance by students of characteristics of the mastered profession, educational and production work, functions, responsibilities, which are gradually becoming more complicated. At the same time, students must perform training and production work in compliance with the required rhythm and pace, quality and compliance with occupational safety requirements;

- improvement of the basics of professional skills and specialization of future professionals - the final period of professional and practical training, during which they perform training and production work that meets the content and level of complexity of the requirements defined by the educational and qualification characteristics of government standards. At the end of this period, students perform production work with productivity equal to the productivity of skilled workers and specialists of the appropriate level of qualification. This period includes the development of students' professional skills and abilities in the process of performing complex work of a complex nature both in the conditions of educational workshops and in the conditions of real production during the production and pre-graduation practice [13].

During the internship, students master a system of professional skills, namely: to organize the efficient use of rolling stock and its cost-effective operation; develop technological instructions and conduct production briefings; to organize work in accordance with the requirements of life safety and labor protection; perform drawings of assembly units and drawings of parts with the necessary calculations; to use professionally-profiled knowledge and practical skills for accident-free driving and maintenance of the vehicle; to carry out research work, to form personal qualities of the professional; analyze their own professional activities, as well as colleagues, students-interns.

Labor practice is an important component of professional training of future professionals and is aimed at consolidating and implementing acquired subject and professional knowledge, skills and abilities necessary for future professional activity, as well as a means of creative development and self-development, formation of professionally significant qualities and readiness of students to innovation.

During this period comes a comprehensive understanding and generalization of theoretical and practical information about the patterns of personality formation of the future specialist of road transport, substantiation of the nature of the phenomenon of personality formation as a systemic formation, identification of mechanisms of its formation.



An important factor in improving the content and forms of training of specialists in higher education is research work. In the university research work of students is carried out in the following areas: 1) educational research, which is an integral part of the educational process, and is included in the calendar-thematic and educational programs as mandatory for all students; 2) research work carried out outside the educational process on a voluntary basis within the student scientific and creative society [5].

Research work of students within the curriculum is mandatory for every student and covers almost all forms of educational work:

- writing scientific abstracts on a specific topic in the process of studying the discipline of the socio-humanitarian cycle, fundamental and vocational, special disciplines, specialization courses and electives;
- performance of laboratory, practical, seminar and independent tasks, control works containing elements of problem search;
- performance of atypical tasks of research type during the period of labor practice and by orders;
- preparation and defense of term papers and dissertations related to scientific issues of the department [7].

Research work of students outside the educational process involves participation in the work of subject scientific circles, problem groups, sections, laboratories; participation in the implementation of state budget or self-supporting scientific work; conducting research within the creative cooperation of departments, faculties; work in student information-analytical and culturological centers; lecturing activities; writing articles, abstracts, reports, other publications. This contributes to the formation of a creative attitude to the activity, the development of creative abilities, the development of an installation for multifaceted implementation in the professional sphere by future specialists in road transport.

Implemented in the complex research work of students provides:

- formation of scientific worldview, mastering the methodology and methods of scientific research;
- mastering the specialty and achieving high professionalism;
- development of creative thinking and individual abilities of students in solving practical problems;
- teaching the students the skills of independent research work;
- development of initiative, ability to apply theoretical knowledge in practical work, involvement of capable students in solving scientific problems that are important for theory and practice;
- the need to update and improve their knowledge [7].

The research work of students is a kind of creative activity of students who master the methods of scientific and pedagogical research and skills of their application, knowledge and skills necessary for independent research, develop their creative abilities and personality qualities under the guidance of the teacher [3].

One of the fundamental links in the formation of a specialist that enhances the cognitive and creative activities of students is a scientific-practical conference held in

extracurricular activities under the supervision of teachers. Scientific-practical conference is a form of involving students in research work, expanding their scientific horizons, acquiring research skills and ensuring high quality professional training. Conferences are held to identify the scientific and creative potential of young people, provide a platform for free exchange of views, stimulate and support the scientific activities of young people, promote their successful career start and professional growth, increase the efficiency of independent work.

The conference helps to solve problems that are of practical importance for the development of science, the real sector of the economy; formation of students' skills of independent work on the study of disciplines that are not included in curricula and programs; improving the quality of training due to a creative approach to the assimilation of additional educational material by students; stimulating young people's interest in current issues; creating conditions for the realization of the innovative potential of youth.

The conference is aimed at supporting and developing scientific activities of students of higher educational institutions, identifying intellectual and creative abilities of students, forming their interest in research, public speaking skills, ability to defend their research and solve practical problems.

Professional training is the main activity of students, thereby determining the performance characteristics of student age. All cognitive processes are professionalized: professional perception and professional observation, professional memory and professional imagination, professional thinking and professional independence. A professional guide to all cognitive processes is formed.

In higher education establishments, education of interest and love for the chosen profession is achieved by developing students' correct ideas about the social significance and content of work in future activities, the patterns of its development: 1) the formation of each student's belief in their professional suitability and a clear understanding of all disciplines, types of training provided by the curriculum of the university; 2) developing a desire to monitor everything progressive in the activities of advanced professionals; 3) the ability to direct self-education in favor of work, constantly replenishing their knowledge [2].

**Results.** In a higher education institution, readiness for a certain type of professional activity is formed, the level of formation of which is determined by the level of formation of competencies and their types. Professional readiness is not only the result but also the goal of professional training, the initial and basic condition for the effective realization of the capabilities of each individual. Readiness, as a complex personal formation, is considered in relation to its two levels. In the first case, readiness is seen as a desire to master a profession, a specialty, in the second - as an ability, readiness for professional activity. According to the first level, the component composition is determined as follows:

- motivational: the need for work, interest in the profession, specialties; ideas about social status, prestige of the profession, material interest;
- cognitive: understanding of social significance, the need for the chosen profession, knowledge of ways to achieve the goal;

- emotional: pride in the profession, aesthetic attitude to professionalism;
- willed: the ability to mobilize their forces, to overcome difficulties in achieving the goal.

At the second level, readiness for professional activity is considered as the formation of the necessary qualities (professional, personal), skills, abilities, and knowledge for its successful implementation [4].

During professional training and professional activity at the university, students develop professional competence - integrated personal quality of a person (his capital), which is formed at the stage of study, is finalized and developed in the process of practical activity. [12].

The final formation and development of professional competence of a specialist occurs only in the process of professional activity.

**Conclusions.** In the conditions of higher professional education, the acquisition of professional competence by a future specialist deserves special attention. Professional competence is one of the types of key competence and involves the possession of professional activity at a sufficiently high level, the ability of the individual to design their further professional development. Professional competence is the quality of a highly professional worker who is able to realize himself in specific types of work, able to adapt to changing conditions along with the market mechanism that governs professional mobility, professional growth planning and professional self-realization. Our further research will be aimed at creating a model for the formation of professional competence of future motor transport professionals.

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## AUTHOR'S ABILITY IN THE FORMATION OF PROFESSIONAL CULTURE OF THE FUTURE TEACHER OF MUSIC ART

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**Abstract.** Nowadays accelerated pace of scientific and technological progress requires competent professionals in a high sense of this word, with a formed worldview, views, beliefs, imagination, thinking, able to reveal and realize their spiritual and creative potential in professional activities, that is with a high level of culture. The analysis of scientific works on the researched problem allowed to define the professional culture of the future teacher of music as a complex integrated professional personal quality, which characterizes the future specialist as highly educated, creatively competent, able to realize the importance of cultural values in spiritual and creative development of the personality, capable of self-creation, self-expression and self-realization in professional activities and socio-cultural space. Art as a sphere of spiritual culture integrates the unique meanings of humanity, gives the lessons of humanity, penetrates into the most mysterious corners of the human soul, enriches the spiritual world of a man, forms personal qualities, causes the need and the ability to create. Therefore, the defining problem of artistic education, in particular, musical and pedagogical, is the formation of a professional culture of future teachers who can establish a humanistic style of communication, organize a joint search for values and norms of behavior, to spiritually and practically comprehend and transform humanistic functions of art directed at development creative personality, its value relation to the phenomena of culture, to oneself, to society as a whole.

In the formation of professional culture of the future teacher of music a special importance is the involvement of future teachers of music in creative and performing activities, the essence of which is to solve pedagogical problems through "composition", the art of their own creation, the ability of future teachers of music to authorship, to express their inimitable uniqueness in their own work. Authorial ability as a criterion for the formation of professional culture of future teachers of music is characterized by the ability of future professionals to reproduce the musical image in various forms of artistic thinking, provides the future teacher's ability to be the author of own life and professional activity.

**Keywords:** culture, professional culture, spiritual culture, author's ability, future teacher of music art.

**JEL Classification:** I24, I29

**Formulas:** 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 11

**Introduction.** Contemporary artistic education is aimed at the formation and development of a coherent personality, one's spirituality, creative individuality, intellectual and emotional wealth. Particular attention is paid to the formation of the professional culture of the future teacher of musical disciplines, who by means of art influences the development of personal qualities of the student, his ability to adequately perceive the world around him, express his attitude towards him by means of art.

The purpose of contemporary artistic education is to prepare a future specialist as a carrier of high professional culture, competent, highly educated, creative,

professionally mobile, able to adequately perceive and evaluate artistic phenomena, to think critically, to master the ability to independently search, which enable a teacher to carry out one's professional activities successfully.

The meaning and the basis of the professional training of future teachers of any specialty is spiritual culture, since the goal of modern higher education is a person in constant development, one's spiritual formation, harmonization of one's relations with oneself, and with other people, with the world [1; 3].

O. Rudnytska emphasizes the prospects of humanization of education, which is associated with art, which is becoming an increasingly important factor in the field of pedagogical knowledge as a kind of regulatory instrument for influencing the formation of a person. This factor develops the spiritual culture of the individual, implements a dialogical approach in the pedagogical process, orientation towards creative focus of the future teacher [11].

**Literature review.** The concept of professional culture in the scientific circle was introduced by J. Isaev, who defined it as a way of creative self-realization of the teacher's personality in various types of pedagogical activity and communication aimed at the development, transferring and creation of pedagogical values and technologies [5]. The author dwells on it as a system formation, which combines structural and functional components, has its own integral organization, selectively interacts with the environment and has integral-integrative properties. We agree with the opinion of a scientist who considers the formation of professional culture in the unity of interacting structural and functional components. Considering professional culture as a system, J. Isaev emphasizes that this phenomenon is a system formation, which combines a number of structural and functional components, has its own organization, selectively interacts with the environment, and possesses integrative properties of the whole [5]. Therefore, according to researchers, professional culture is the professional quality of the subject of work, that is, the degree of mastering the specialist achievements of scientific and technological and social progress and is a personal aspect of the culture of labor. The main elements are qualifications and professional experience. Based on this definition, we will note the need for a professional culture of professional competences (knowledge, skills and abilities), without which the future specialist is not able to achieve creative self-realization in professional activity.

Actual problems of the formation of the professional culture of future specialists of art are highlighted in the scientific works of J. Kevishas, O. Oleksyuk, V. Orlov, G. Padalka, O. Rostovsky, O. Rudnitska and others. Scientists emphasize that the modern concept of preparing the future teacher of music art presupposes, first of all, the creation of conditions for the formation of one's culture, which is based on the high level of general and professional development of the individual (O. Rudnytska). Pedagogical institutions of higher education should produce not only «subjects teachers», experts of narrow specialization, but truly intelligent people with a humanitarian worldview, says O. Oleksyuk, educated, qualified teachers of music art, capable of performing the honorary role of the bearer of music culture, self-asserting and self-realization in professional activity and life-creativity. V. Orlov notes that the

artistic and pedagogical work and its results are the highest manifestation of the professional culture of the future specialist [9].

Researchers emphasize that the professional activity of the teacher of music art, which is creative in its essence, implies the dialectical unity of creativity and artistic knowledge, the formation of musical-performing competence, professional mobility, the presence of future specialists in the field of arts, art knowledge, creative and performing competences. Authors name such as: the ability to understand the artistic image and adequately evaluate, analyze and reveal its essence, arrange an original musical composition, create an author's musical composition, artistic and creative project, expressly perform instrumental or vocal work, improvisation with the corresponding structural and genre-stylistic characteristics, engage in performing and teach others to present their own products. A specialist fulfills these tasks with a high level of artistic thinking, emotional and intellectual culture of perception, stage performance.

**Aims.** To determine the essence and content of the concept «professional culture of the future teacher of music art»; to reveal the significance of the author's program in the formation of the professional culture of the future teacher of music.

**Methods.** It is known that the profession of the teacher of music is inherently creative and is based on the dialectical interaction of artistic cognition and pedagogical creativity. The teacher of music must think like a teacher and feel like an artist. The development and formation of a spiritual and creative personality, which is productive of life and creativity is the overruling task, because creativity is the spiritual peak, life value, the highest social expression of human, the sphere of true freedom and freedom as an individual, an indicator of professional culture of future teachers.

Thus, the Ukrainian philosopher S. Krymsky defines spirituality as the ability to transform the universe of external existence into the inner universe of the individual on an ethical basis, the ability to create the inner world through which the self-identity of a person is realized, and one's freedom from strong dependence on constantly changing situations. And spirituality itself is the way of self-building of the individual, because it is associated with the choice of one's own image, one's destiny and role, in short, a meeting with oneself [7].

Spirituality as a category of human being, which expresses the ability of the individual to self-creation and the creation of culture, as the highest level of development of the individual, capable not only to know and reflect the world, but also to create it. R. Okhrimchuk notes that the result of creation is culture. Culture is a universal characteristic of human existence. «Entering» oneself into culture, (assimilating and creating it), a person joins the human dimension of being and remains in it in the process of life self-realization [4].

Spirituality involves the need for emotional and spiritual contact with people, the need for self-esteem and empathy for people, manifested in humanity, the desire to help another, the emergence of trust, empathy and tolerance.

Well-known teachers of musical art determine the essence of the spiritual culture of the individual as a component of the professional culture of the future specialist. Spirituality is an intrinsic quality of a man, which embodies the active

desire to find the highest sense of his existence, to correlate his life with absolute values, and thereby engage in the spiritual universe of universal culture [8]; the system of vital senses of a person, connected with one's internal mental life and is directed on realization of humanistic values in activity [10].

G. Padalka defines the spiritual culture of the teacher of artistic disciplines as a person-professional formation, the essence of which is the ability to comprehend and create art from the standpoint of humanism, as well as the spread of this approach in the student environment [10], thus, emphasizing the importance of creativity as essentially-content component of the training of future teachers of musical art, the assimilation of the values of mankind as universal in the development of the spiritual culture of a personality.

Musical activity, observes O. Oleksyuk, becomes spiritual in the conditions of reaching the level of high morality, aesthetic perfection, truth and freedom of creativity [8]. In this way, the significance of creative expression as an important component of the professional culture of the future teacher of music art is determined, in which one's spiritual potential is the source of creative self-realization in perception, performance and creation.

Professional activity will be effective and efficient if the future specialist is a master of his business, an expert, a professional, who masters the basics of his profession, and possesses profound knowledge, professional competences that are necessary for self-realization in the further professional activity.

A modern professional is one who thinks creatively and critically, who is capable of solving problems individually and unordinary, who is responsible to them, and can teach beauty one's pupils, to reveal their internal qualities and creative potential.

Proceeding from the theoretical analysis of the above-mentioned works, we will define the professional culture of the future teacher of musical disciplines as a complex integrative entity that characterizes the personality of the future specialist and consists of value-motivational, creative-activity, evaluative-reflexive components.

In the formation of professional culture of special importance is the creative and performing activities of future teachers of music, which involves the ability to think as a composer, to embody the inner, subjective experience in the appropriate musical form, to have the laws of musical language, to understand expressive and formative functions, to know metro-rhythmic, intonation-texture, structural stereotypes of musical works of different styles; convert existing musical images in memory, create new ones on this basis. In addition, it is necessary to have properties that qualitatively characterize the composition and performance creative, that is the ability to empathize, fantasize, imagine, identify, to think associative-figurative and reflexive-intuitive and more.

Experimental work was carried out during the study of the course «Fundamentals of Composer's Skills», involved the use of creative approaches, aimed at stimulating the needs of future teachers for creative self-expression, mastering compositional and improvisational techniques, individual style of creative



self-expression. As a result of this activity, future teachers mastered the stage and performance culture, improved the technique of artistic and pedagogical communication, acquired artistic skills, stage freedom, volitional qualities as indicators of the formation of professional culture.

Experimental work on the formation of authorial ability as a criterion for the formation of professional culture of future teachers of music made it possible to analyze the formation of students' attitude to their own creativity, desire to implement it, the ability to solve original and non-standard creative tasks, create their own original artistic and interpretive versions of musical works, creative projects.

**Results.** As a result of the student's involvement in composition and performance, his own musical work becomes an open figurative model of entering the world around him, as a result of which the spiritual and energetic potential increases and the spiritual and reflexive creativity of the individual becomes more active. Gaining experience of artistic perception-interpretation-creation, future teachers demonstrate the ability to express their own musical thoughts and feelings, embody them in artistic content and form, give them originality, individuality, demonstrate their own worldview concept, culture of artistic perception and performance, style artistic thinking, the ability to self-disclosure in their own individually created unique musical images.

The result of the realization of the artistic image (as a process), the author's creative talent embodies the peculiarities of his worldview as an artistic worldview, and the basis of the artistic worldview, the author's «image of reality» is the spiritual sphere of personality. Thus, it can be argued that his own work, musical composition, artistic and creative project indicates the development of spirituality, the level of emotional culture, artistic and figurative thinking, personal qualities of the author (student).

**Discussion.** Revealing the pedagogical aspect of «composition», we emphasize the differences in the preparation of the composer in the composition departments of conservatories (music academies), which train professional composers and the formation of the composer's personality in the music departments of art and music pedagogical faculties. individual-personal, creative-performing and pedagogical directions and is aimed at music education of the younger generation, which in turn allows to characterize the future teacher of music art as a holistic personality, independent, proactive, mobile, inventive, creative, competent, capable of adequate interpretation, own creation in various genres, styles and forms; (songs for children, individual musical works, musical and theatrical performances, musicals, creative projects, entertainment events), who has the teaching methods, attracts and teaches his own creation of students of other courses and other art specialties (future teachers of choreography and fine arts), establishes creative dialogue with the audience, shows responsibility and initiative in creative and executive activity in other educational institutions, applies and invents own technique of creative and executive activity, encourages creativity of the pupils. Therefore, the purpose of «composition» as an integrative definition would be not only to teach students to create their own works in a particular discipline, but to direct this activity to the future profession – a music

teacher, as well as the possibility of self-development, self-expression and self-realization in other fields of socio-cultural environment (gymnasiums, colleges, music schools, children's youth centers, art schools, theater, philharmonic, etc.).

**Conclusion.** Due to the specifics of musical and pedagogical activity, artistic values, national traditions, professional culture is an integral part of the general culture of the future specialist. The formation of the professional culture of the future teacher of musical disciplines would be based on human and artistic values, national traditions, experience, traditions, peculiarities of the development of musical culture of various artistic and historical epochs.

The purpose of musical and pedagogical education is the development of personality characterized by creative individuality, high level of social maturity, education, culture of thinking and feelings, practical knowledge, understanding of the essence of art, society and a human and one's interrelation in the development process, awareness of moral, aesthetic, spiritual values that form the purpose of one's existence.

The professional training of the future teacher of musical disciplines in the university would fulfill these tasks and functions, involve the future specialist in higher forms of compatibility and interaction, create the appropriate pedagogical conditions for the formation of professional culture of the future specialist.

In our study, the concept of «authorial ability» acquires a broader meaning than «composition», and is not limited to the process of own creation, composition, and embodying them, goes beyond learning and developing composition skills within a particular subject. The essence of the concept of «author's ability» is manifested in the ability of future professionals to carry out integrated interpretive and pedagogical activities: to perceive-interpret-create, express their individuality, self-affirmation and self-expression in art, as one of the most effective means of expanding opportunities for personal development himself, the discovery of a harmonious combination of special qualities on which the spiritual life is based.

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## REVIEW OF PAN-CANADIAN GLOBAL COMPETENCIES IN THE CONTEXT OF THE REFORMING OF PRIMARY EDUCATION IN UKRAINE

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**Abstract.** *This article focuses on education reform and modernization in Ukraine, as well as Canadian educational experience in defining global competencies. The school becomes the place where the key competencies necessary for further life and self-development should be formed. Among these core competencies, the Council of Ministers of Education of Canada identifies critical thinking, lifelong learning, communication, collaboration, creativity, entrepreneurship, and more. In the context of reforming education in Ukraine, the Concept of the New Ukrainian School also prescribes the key competencies that a future citizen, patriot and innovator of their country should possess. In a modern primary school, the child's focus is not on the accumulation of information, but on the assimilation of intellectual techniques that are part of the culture and an integral part of the content of education. The main thing in education should be interest, development of cognitive activity of junior schoolchildren, formation their positive attitude to process and results of the work. The article contains a comparative analysis of two groups of competencies: Pan-Canadian global competencies and key competencies of the New Ukrainian School. In addition, some aspects of the successful implementation of competency-based learning are presented, the features of the pedagogy of partnership and inclusive learning are considered. Indeed, generations of children come to school living in an information society, in a digital environment, and to reap its benefits, we educators need to rethink the value of knowledge and the self-sufficiency of the teacher as a source of information. The main mission of the school is to bring the student's personality into a mode of self-improvement through the formation of key competencies.*

**Keywords:** *global competencies, competency-based learning, primary education, educational reforming, critical thinking, lifelong learning.*

**JEL Classification:** I24, I29

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**Introduction.** In the modern world the problem of creative development of the person is acute. Every civilized country cares about the creative potential of society in general and each person in particular. Increased attention to the development of creative abilities of the individual, giving him the opportunity to identify them. Therefore, the formation of key competencies of students is relevant today. This problem is the purpose of modernizing the content of education.

Modern society requires the education of independent, proactive, responsible citizens who are able to effectively interact in the performance of social, industrial and economic tasks. The urgent task of the modern school is the implementation of a competency-based approach to learning, which involves the focus of the educational process on the formation and development of key competencies of the individual.

**Literature Review.** The Council of Ministers of Education of Canada (2017a) presented global competencies which are based on strong foundation of mathematical and language literacy and were designed to prepare students for an unpredictable and complex future with rapidly changing social, economic, political, environmental and

technological living conditions [2]. 21st century education is human education. It is based on the education of a responsible person who is capable of self-education and self-development, who is able to use the acquired knowledge and skills to creatively solve problems, think critically, process a variety of information, seeks to change their lives and the lives of their country [12, p.180]. Radical changes and innovations are taking place in the system of primary education in Ukraine. Ukrainian first-graders from September 1, 2018 study according to the new State Standard of Primary Education approved by the Cabinet of Ministers of February 21, 2018 № 87. The standard was developed as part of the reform «New Ukrainian School» in accordance with the Law of Ukraine «On Education» and defines basic requirements for primary education in the country. Skyba M. notes that the New Ukrainian School works on the basis of partnership pedagogy, which is based on communication, interaction and cooperation between teacher, student and parents. Students, parents and teachers, united by common goals and aspirations, are voluntary and interested like-minded people, equal participants in the educational process, responsible for the result [13].

**Aims.** The main aim is to demonstrate the Canadian educational experience in defining global competencies and compare them with the key competencies prescribed in the Concept of the New Ukrainian School.

**Methods.** In order to enrich the theoretical knowledge designed to improve the process of education, upbringing and development of children, we used theoretical methods of analysis, comparison and generalization of the achievements of Canada and Ukraine in the formation of global competencies in the context of modernizing education.

Competence is the ability to apply the acquired knowledge, skills, abilities, methods of activity, own experience in non-standard situations in order to solve certain vital problems. Competence is a personal formation, which is manifested in the process of active independent human action.

The introduction of a competency-based approach to education involves reforming education in the following main areas:

- clarification of the purpose (goals) of training;
- improving the content of education;
- updating the educational and methodological support of the educational process (creation of new textbooks, manuals, didactic material, multimedia tools, etc.);
- selection of effective methods, teaching methods and forms of organization of educational activities;
- teacher preparation for the implementation of the competence approach in teaching.

One of the ways to update the content of education and harmonize it with the problems of today is the orientation of the educational process on the formation of key competencies and the creation of effective mechanisms for their application. Of great importance in this matter for Ukraine is the experience of foreign countries that have achieved significant success in updating the content of education in accordance with today's requirements and have high educational performance in the world.

**Results.** The primary level of education is the foundation of schooling, because this is where the foundation for the formation of the personality of the future citizen is laid. It is designed to ensure the further formation and comprehensive development of the child, purposefully identify and develop its abilities in various activities, create conditions for the full mastery of the basic level of education and the ability to learn throughout life [12, p.180-181].

To implement competency-based learning in modern schools, which aims to educate the world's citizen with an active life position, it is important to study the positive experience of countries that have achieved significant success in updating the educational process of primary school in accordance with today's requirements.

Competence approach in education is designed to bridge the gap between education and life. In order to form in students the ability to learn, to master knowledge rationally, it is important to develop in them a whole set of various organizational and intellectual skills that are provided with independence in learning.

The New Ukrainian School (NUS) is a key reform of the Ministry of Education and Science. The main goal is to create a school in which it will be pleasant to study and which will give students not only knowledge of how it is happening now, but also the ability to apply them in everyday life. The main principles of school education reform and the approximate schedule for the implementation of the reform are set out in the Concept of the New Ukrainian School where we find «five areas that were most broadly discussed and require further refinement and reconciliation:

1. Pedagogy of partnership.
2. Readiness for innovation.
3. New standards and learning outcomes.
4. The school and teacher autonomy.
5. Education funding» [6, p.2-3].

**Discussion.** The Council of Ministers of Education, Canada (CMEC) is an intergovernmental body established in 1967 by ministers of education working on a variety of activities, projects and initiatives.

At the 105th CMEC meeting in 2016, the ministers of education represented six broad competencies. They are:

*Critical thinking and problem solving* — refer to addressing complex issues and problems by acquiring, processing, analyzing, and interpreting information to make informed judgments and decisions.

*Innovation, creativity, and entrepreneurship* — involve the ability to turn ideas into action to meet the needs of a community.

*Learning to learn and to be self-aware and self-directed* — means becoming aware of and demonstrating agency in one's process of learning, including the development of dispositions that support motivation, perseverance, resilience, and self-regulation.

*Collaboration* — involves the interplay of the cognitive (including thinking and reasoning), interpersonal, and intrapersonal competencies necessary to participate effectively and ethically in teams.

*Communication* — involves receiving and expressing meaning (e.g., reading and writing, viewing and creating, listening and speaking) in different contexts and with different audiences and purposes.

*Global citizenship and sustainability* — involve reflecting on diverse world views and perspectives and understanding and addressing ecological, social, and economic issues that are crucial to living in a contemporary, connected, interdependent, and sustainable world [2, p.4-5].

Compared to the classification and definitions of global competencies of Canadian researchers, the Concept of the New Ukrainian School gives us slightly different classification and definition of 10 key competencies of the New Ukrainian School:

*Communication in the national language* (and mother tongue, if different). The ability, in speech and writing, to express and interpret ideas, thoughts, feelings, facts and views: by listening, speaking, reading, writing, and the use of multimedia.

*Communication in foreign languages*. The ability to understand adequately concepts expressed in a foreign language, to express both in speech and in writing the ideas, thoughts, feelings, facts and views.

*Mathematical literacy*. A culture of logical and algorithmic thinking. The ability to use mathematical (numerical and geometrical) methods to solve practical tasks in various areas of activity.

*Competencies in Science and Technology*. The ability to apply scientific methods to observe, analyze, formulate hypotheses, collect data, conduct experiments and analyze their results.

*ICT and digital competencies* envisage confidence and critical appraisal in the use of Information and Communication Technology (ICT) to produce, research, process and exchange information at the workplace, in the public domain and in personal communication.

*Lifelong learning skill*. The ability to search and master new knowledge, to gain new skills, to organize an educational process (individually and in groups), in particular, through effective resource and information flow management, an ability to set educational goals and determine means to achieve them, to build one's own educational and professional trajectory, to appraise your own educational achievements, and to learn throughout life.

*Sense of entrepreneurship*. The ability to generate and bring to life new ideas and initiatives in order to increase both one's own social status and wellbeing, and development of the community and the nation as a whole.

*Social and civic competencies*. The ability to work with others to achieve results, to prevent and resolve conflicts and reach compromises.

*Cultural awareness*. The ability to appreciate objects of art, form one's own artistic tastes, independently express ideas, experiences and feelings towards art.

*Environmental awareness and healthy lifestyles*. The ability to use natural resources in a prudent and rational way within the framework of sustainable development, the realization of the role of the environment in human life and health, and the ability and willingness to live a healthy lifestyle [6, p.11-12].

So, we can see that Pan-Canadian global competencies are more general and relate to the more general development of personality, which is realized mainly through integration and interdisciplinary links. As the Council of Ministers of education of Canada declare «there is growing recognition that global competencies promote deeper learning by equipping students with the necessary tools to adapt to diverse situations and become lifelong learners. These key competencies can be interdependent and leveraged in a variety of situations and across disciplines» [2, p.2]. At the same time 10 key competencies for the primary school in Ukraine have a narrower direction. Such competence as «communication» (from Pan-Canadian global competencies) has two branches in Ukrainian classification: communication in the national language and in foreign languages. We suggest that this fact shows different attitudes to the concept of language learning in both countries. In Canada they don't divide the ability to communicate into individual skills to communicate in other languages. Language learning in this country is a common phenomenon, not a time requirement or a curriculum. But in Ukraine we distinguish the ability to communicate in a foreign language in a separate competence because this aspect is problematic and needs more attention from teachers and researchers. We should work a lot to increase the level of learning foreign languages in our country.

If we will speak about «critical thinking and problem solving» (from Pan-Canadian global competencies), we can generalize that in the New Ukrainian School this competence is displayed in such positions as «competencies in science and technology» and «mathematical literacy». But in Canadian education global competencies are built «on strong foundations of numeracy and literacy» [2, p. 2]. So, in Ukrainian primary education we also must pay more attention to the ability to use mathematical (numerical and geometrical) methods to solve practical tasks in various areas of activity.

Canadian «global citizenship and sustainability» and «collaboration» competencies are partially displayed in Ukrainian «social and civic competencies» which means «constructive participation in society, in the family and at work» and also «the ability to work with others to achieve results, to prevent and resolve conflicts and reach compromises». Therefore, one can again observe a tendency to fragment in the definition of key competencies in Ukrainian education. Collaboration in Ukrainian school is just a part of the lesson as some kind of team game or exercise. But the same separate competence in Canadian school has broader meaning and application: their students interact with different communities or groups and use a number of technologies suitably to work with others.

According to CMEC Pan-Canadian competence «innovation, creativity and entrepreneurship» gives students the opportunity «to contribute solutions to complex economic, social, and environmental problems or to meet a need in a community in a number of ways including: enhancing concepts, ideas, or products through a creative process, taking risks in their thinking and creating, discovering through inquiry research, and by hypothesizing and experimenting with new strategies or techniques; to demonstrate leadership, initiative, imagination, creativity, spontaneity, and ingenuity in a range of creative processes and motivate others with an ethical



entrepreneurial spirit; to formulate and express insightful questions and opinions to generate novel ideas» [2, p. 7]. In the NUS there is the competence named «sense of entrepreneurship» which has the aim to teach students to generate new ideas and initiatives in order to increase own social status and development of the community. It gives the ability to behave reasonably and make rational decisions in employment, finance and other areas.

Among Canadian global competencies, we do not find individual subject competencies such as mathematical competence, science and technology competence, information and digital competence, environmental literacy and healthy living. All these concepts are to some extent part of different global competencies. But in Ukraine, for example, environmental literacy is one of the key competencies of NUS.

The only competence that completely coincides in Canadian and Ukrainian education is lifelong learning. This is a requirement of time, without which the modern citizen of the interdependent world will not be able to realize himself as a fully developed person, a skilled worker, a conscious citizen of his country. An integral part of this competence is the development of emotional intelligence to understand yourself and others.

An important factor in the successful implementation of the competency-based approach to learning is the selection of effective methods, techniques and forms of organization of educational activities. Competence-based learning requires the use of methods that involve active student activity: productive (studied material is used in practice); heuristic or partially exploratory (some elements of new knowledge the student finds by solving cognitive problems); problematic (the student is aware of the problem and finds ways to solve it); interactive (active interaction of all students, during which each student comprehends his activity, feels his success).

**Conclusion.** The modern school as a socio-pedagogical system is designed to ensure the achievement of such educational results that would meet the goals of personal development and modern requirements of society. To live with dignity in modern society, the individual must be competent in various fields. The school should help students to master the technologies of life creation, create conditions for unlocking the potential of self-knowledge, self-esteem, self-realization, integration into the socio-cultural space.

Today dictates to us the fast pace of life, a huge amount of diverse information, the development of science, technology, etc. and very often a small child needs to rethink all this, choose the main, important, weed out the unnecessary, secondary. Therefore, primary school faces important tasks to teach all this to children to have a good end result.

The school teaches the child to competently choose their life path, taking into account their abilities and capabilities, to set themselves the task of self-improvement, self-development, self-education, self-education. The task of the primary level as an educational process is the comprehensive development of younger students, students gain experience in communication, the formation of their desire and ability to learn.

The introduction of key competencies in the content of education is due to the need to solve a number of problems, including the inability of students to apply acquired knowledge, skills, abilities and values of orientation in real life situations, to meet society's requirements for knowledge renewal. As well as the ability to adapt to rapid changes in socio-economic conditions, to adapt to changing conditions, to be able to find ways to solve problems that arise in practical, cognitive, communicative and other activities.

The pedagogy of partnership is also very important and indispensable because it helps to create an atmosphere in which the potential of each student is best revealed, his initiative and creativity are formed. And this is one of the key assets of the modern world. The partnership satisfies the need for significance and belonging and reduces stress levels, which ultimately helps the intellect work more efficiently. This format of relationships best prepares young people for professional activities and the role of an active citizen in the open world.

Thus, in the context of modernizing the content of education in Ukraine and reforming primary education, Canada's experience as a country with a high level of education can be a role model. The study of the experience of other countries aims to help build the educational process so that the school is a place where a conscious, active, intelligent, healthy citizen of an interdependent world will grow.

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## READINESS FORMATION OF FUTURE ELEMENTARY SCHOOL TEACHERS TO INTERACT WITH PARTICIPANTS IN THE EDUCATIONAL PROCESS ON THE PARTNERSHIP PEDAGOGY BASIS

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**Abstract.** *The article studies the problem on forming the readiness of the future elementary school teachers to interact with participants in the educational process on the basis of partnership pedagogy in psychological and pedagogical science and modern educational practice. Participants during the interaction in the educational process are: teachers, students and their parents, educational managers, psychologists, social educators, as well as health professionals and others.*

*The pedagogy of partnership is grounded as a factor of effective interaction between participants of educational process and is opened as the certain system of mutual relations of all participants in educational process (teachers, pupils, parents, educational managers, etc.), which is based on principles: voluntariness, equality, democracy, respect to the person concerning the outlined norms (rules, requirements, responsibilities), each party values and provides for active cooperation in the common educational tasks implementation under each responsibility for the obtained results.*

*The essential, structural and semantic analysis of the concept «readiness of the future elementary school teachers to interact with the educational process participants» was carried out. The components of students' readiness as future teachers are defined as motivational, cognitive, operational and personal. The readiness levels of future primary school teachers to interact with the participants of the educational process on the basis of partnership pedagogy include: low (intuitive), medium (reproductive), sufficient (productive) and high (creative). The summative research results of the formation state of the future primary school teachers' readiness to implement the ideas of partnership pedagogy in cooperation with participants in the educational process are presented.*

*The formation model of the future elementary school teachers' readiness for interaction with participants of educational process on the partnership pedagogy basis is theoretically substantiated. The paper describes the pedagogical conditions for the implementation of this model, which include: creating a favourable educational environment for the formation of motives and focus on partnership in the pedagogical process; the content optimization of educational programs on mastering the essence, principles and ways of organizing cooperation on the partnership pedagogy basis; organization in the process of professional training of future teachers interaction in the system «teacher-student» as a model of effective interaction of participants in the educational process; the use of learner-centred technologies aimed at mastering the forms and methods of organizing partnerships; the students involvement into the partnerships implementation in the school educational environment during various types of practical training.*

**Keywords:** *primary school teacher, professional training, readiness of future elementary school teachers, pedagogical interaction, partnership, partnership pedagogy, educational process participants.*

**JEL Classification:** I24, I29

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**Introduction.** Modernization and reform of education in Ukraine has led to values upheaval and changing the society strategy. Appropriately, the personality of the modern teacher there are put forward new requirements. In the context of

reforming the elementary school of Ukraine, the primary school teacher must be competitive, should be able to adequately respond to the challenges of the time, to implement new educational standards based on the partnership pedagogy, innovation and axiology. Nowadays, the teacher must be ready to find effective forms and methods of interaction with participants in the educational process (teachers, students, parents, educational managers, etc.) on the basis of partnership pedagogy. The future teachers' professional training should be aimed at forming their readiness to perform these tasks.

Analysis of the state legal framework of education (Law of Ukraine «On Education» (2017) [28]; Law of Ukraine «On Higher Education» (2014) [27]; Concept «New Ukrainian School» (2016) [26]; Concept of education development in Ukraine period 2015-2025 (2015) [25]; State Standard of Primary General Education (2018) [24]) indicates the need to prepare primary school teachers to interact with participants in the educational process on the basis of partnership, which is based on child-centeredness.

**Literature Review.** The studied problem was considered by various scientists in the following aspects:

- theoretical and practical training features of future elementary school teachers (O. Savchenko [20], V. Chaika [5], L. Onyshchuk [19], L. Khomych [14], N. Bibik [3], O. Bida [4], N. Nikula [10] and others);
- interpersonal interaction psychology in education (A. Dobrovych [8], G. Zuckerman [32], I. Zymnya [34], V. Zinchenko [31]);
- pedagogical interaction ideas and ways of its development in educational process (Sh. Amonashvili [1], O. Kyrychuk [17], M. Kaminska [12], T. Bashynska [2], L. Velytchenko [29], A. Chernyavska [7], K. Sedih [21], O. Zhdanova-Nedilko [30], E. Linnik [18]).

In addition to a significant number of scientific works and proper development by scientists of various aspects on the problem, there is a lack of research that would integrally present the formation of future primary school teachers to interact with participants in the educational process on the partnership pedagogy basis in training the New Ukrainian School Concepts.

**Aims.** The aim of the article is to analyse the problem of future primary school teachers readiness to interact with participants in the educational process on the basis of partnership pedagogy in psychological and pedagogical science and modern educational practice; theoretical development of the formation model on the readiness of future elementary school teachers to interact with participants of the educational process on the partnership pedagogy basis.

**Methods.** The research was carried out using a set of scientific methods as follows: theoretical methods (comparative and historical analysis, systematization and the scientific literature analysis (philosophical, psychological, and pedagogical), legislative, regulatory documents, empirical methods (testing, questionnaires, and surveys), mathematical methods of processing results, graphical methods for highlighting the results in the form of tables, diagrams.

In order to determine the readiness level of future elementary school teachers to interact with the participants of the educational process on the partnership pedagogy basis, we used a set of methods that are:

- professionally significant qualities were measured using the methods of COS V. Sinyavskiy and B. Fedoryshyn «Assessment of communicative and organizational skills», allowed to determine communicative and organizational qualities, purposefulness, ability to understand each other [23];

- readiness to implement the principles of the «New Ukrainian School» Concept was determined by testing «Are you ready for the New Ukrainian School» developed by O. Simonchuk [22];

- ability to reflection and self-development we determined using the method of A. Karpov «Diagnosis of reflection» [13] and test by D. Leontiev «Differential type of reflection» which allowed to identify the level of pedagogical reflection and its type, the ability of future primary school teachers to self-assessment, self-knowledge, to identify skills of self-correction and readiness for self-education and self-development [16].

**Results.** Theoretical analysis of the «partnership pedagogy» concept suggests that it is multifaceted. We believe that the most comprehensive and holistic interpretation of this scientific concept is the definition of N. Bibik, where the author points out that the pedagogy of partnership is based on the principles of voluntariness, equality, democracy, respect to the individual (rules, requirements, responsibilities) values of each party and provides for active cooperation in the implementation of common educational objectives under the responsibility of each for the results obtained. The aim of partnership pedagogy is to create a new humane society, free from totalitarianism and built on democracy principles. The main task of partnership pedagogy is to overcome the passivity of thinking, the transition to a qualitatively new level of building relationships between participants in the educational process. This task is realized in the joint activities of teachers and students, parents, which involves mutual understanding, interests' unity and aspirations for the personal development of students [3, p. 16 ].

The New Ukrainian School Concept stipulates that partnership pedagogy is based on the following defining principles: respect for the individual; friendliness and positive attitude; trust in relationships; the principle «dialogue - interaction - mutual»; distributed leadership (proactivity, the right to choose and responsibility for it, the horizontality of connections); social partnership (parties equality, voluntary commitment, mandatory implementation of agreements) [26, p. 14 ].

Examining the scientific and pedagogical literature, we found that the basis of pedagogical interaction is not only the relationship between teacher, student and parent, but also other participants in the educational process, which are directly related to the pedagogical interaction. We have identified the following participants in the educational process, namely: teachers, students and their parents, educational managers, psychologists, social educators, and health professionals.

Based on the theoretical analysis of scientists' researches, it was found that the readiness of future elementary school teachers to interact with participants in the educational process is considered in relation to:

- understanding it through other psychological and pedagogical concepts [6];
- regarding the essence of professional activity [11];
- systems of professional self-development [33].

Thus, scientists interpret differently the semantic content of the «readiness» concept.

A. Linenko, points out that the readiness for pedagogical activity is a holistic stable formation, characterized by emotional and cognitive, volitional and operational mobilization of the subject at the time of its inclusion in the activity. As readiness components for the work of the teacher, the author considers professional self-consciousness, the relation to activity, its motives, subject knowledge and ways of activity, skills and abilities of their practical embodiment, professionally significant qualities. A. Linenko attaches great importance to pedagogical self-awareness, which is necessary for the active regulation of professional activity. Understanding yourself as a teacher, your aspirations, opportunities, the availability of adequate self-assessment of their own pedagogical abilities, suitability for teaching, all this is a necessary prerequisite for the professional formation of future educators [17].

Thus, the analysis of the concept of «readiness» suggests that the readiness of future primary school teachers to professional activities is considered by scientists as a certain formation of personal character, which is characterized by the presence of future professional internal motives, pedagogical abilities, knowledge, skills and skills, professionally significant personality traits. Scientists also consider the procedural side of readiness, covering both knowledge of the subject and methods of activity.

Thus, the readiness of primary school teachers to interact with participants in the educational process means a holistic integrative set of motives and professional orientation of the individual, professional competencies, professionally significant qualities and ability to reflect and personal-professional self-development.

In the content of the readiness of future elementary school teachers to interact with the participants of the educational process, it is necessary to take into account both activity and psychological components. Therefore, the consideration of readiness in research is fulfilled in two main aspects: functional and personal. According to the first, readiness is understood as a set of certain knowledge necessary for the effective implementation of certain activities and skills formed on this basis and means of their successful inclusion in this activity. Within the second (personal aspect) readiness is interpreted as a complex integrative quality of personality, the structure of which consists of a number of components (motivational, cognitive, operational and personal).

Both components of the problem are essential for our study. They allow determining the content and structure of readiness of future primary school teachers to interact with participants in the educational process on the partnership pedagogy basis, where we can correlate the concept of «teacher's readiness to interact with

participants in the educational process» with the concept of «partnership pedagogy». Based on this, we identified the components of readiness to interact with participants in the educational process on the partnership pedagogy basis, that is:

- *motivational component*, which provides for the formation of professional values, which awakens in future teachers a responsible attitude to teaching and professional activities; motives that motivate the acquisition of professional competencies; professional orientation on a positive model of pedagogical interaction, which serves as a guide in professional self-development;

- *cognitive component* involves the professional competence formation, which combines the formation of theoretical knowledge about the features, principles, laws and methods of partnership pedagogical interaction;

- *operational component*, which involves the possession of methods and techniques, necessary skills and abilities to establish partnerships with their application in practice;

- *personal component* involves the formation of professionally significant qualities that give the professional activity of the future primary school teacher expressed personal character, created on the partnership pedagogy principles.

Analysing the scientific and pedagogical literature, the «New Ukrainian School» Concept, in accordance with the professional competence of future elementary school teachers, we highlight the following *criteria for the readiness of elementary school teachers* to interact with participants in the educational process on the partnership pedagogy basis:

- awareness of the need to master the theoretical knowledge and methodological tools of effective partnership (motivational component);

- professional psychological and pedagogical knowledge about pedagogical interaction on the partnership pedagogy basis (cognitive component);

- professional and pedagogical skills in the field of implementation on the professional activity model of a primary school teacher on the basis of partnership pedagogy (operational component);

- professionally significant qualities of the teacher, which is important in the cooperation with the participants of the educational process (personal component).

Based on the components and criteria of readiness to interact with participants in the educational process on the partnership pedagogy basis, we determined the *readiness levels of future elementary school teachers* to interact with participants in the educational process on the partnership pedagogy basis, namely:

- *low (intuitive) level*. This level is characterized by insufficiently formed in students of professionally significant qualities, knowledge and skills and, as a consequence i.e. the inability to organize their activities, use time wisely, choose the appropriate style of communication in the process of pedagogical interaction. Representatives of this level are not creative in implementing the principles of the «New Ukrainian School» Concept, in particular the principles of partnership pedagogy; they do not work on their own mistakes and do not seek the self-development;



- *average (reproductive) level*. It is characterized by the formation of students' professionally significant qualities, knowledge and skills of the future teacher to organize pedagogical interaction on the partnership basis, which are reproductive in nature, they have no elements of novelty, but rather elements of imitation of creativity (copying someone's creative ideas). At this stage, some of one's own mistakes are realized, which are not always recognized by the individual, due to which there is a wrong movement towards self-development and self-improvement;

- *sufficient (productive) level*. At this level, future primary school teachers have already formed professionally significant qualities, knowledge and skills, as well as the ability to reflect and self-knowledge in order to organize a partnership pedagogical interaction; they are able to evaluate the best practices of pedagogical interaction, but need help to use it; are able to develop a system of self-development and self-education;

- *high (creative) level*. This level is characterized by students' mastery of the knowledge and skills system, pedagogical techniques, ability to manage the emotional and volitional sphere during pedagogical interaction. Professionally significant qualities are manifested at a high level and promote creativity in the organization of partner pedagogical activities. Reflection at this level is formed quite highly, and is characterized by awareness of gaps in their own knowledge and skills, the desire to fill them, to prevent possible errors. The ability of critical self-knowledge is formed, and as a result there is creation and realization of the self-education, self-improvement, self-development creative plan.

We conducted an ascertaining study, the purpose of which was to determine the level of readiness of future primary school teachers to interact with participants in the educational process on the partnership pedagogy basis.

Yuriy Fedkovych Chernivtsi National University, Department of Pedagogy and Methods of Primary Education, was chosen as the basis for the empirical study. Respondents in the process of ascertaining research were students of 4-6 courses, full-time and part-time students in the specialty «Primary Education» in the amount of 140 people who according to the curriculum have mastered most of the theoretical and practical material and passed the main types of training practices.

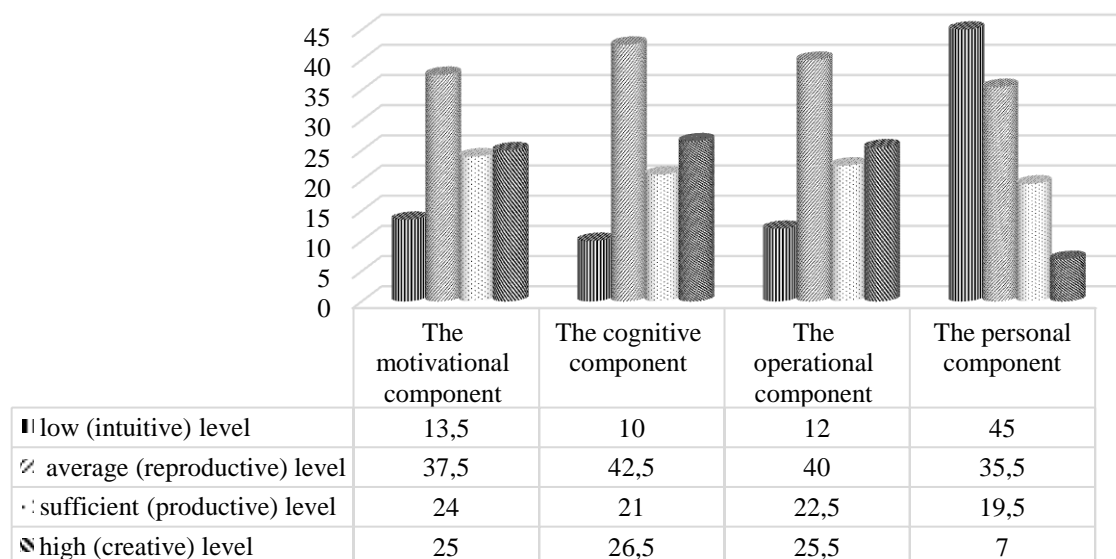
Establishing appropriateness with the levels of readiness of future primary school teachers to interact with participants in the educational process was conducted on a scale generalized by us from 0 to 100 points. Based on this, our rating scale is distributed as follows: high (creative) level is 76-100 points; sufficient (productive) level is 51-75 points; average (reproductive) level is 26-50 points; low (intuitive) level is 0-25 points.

To verify the selected scale, future educators were interviewed using the methods (tests) described above. The analysis of the results of the readiness level of future primary school teachers to interact with the participants of the educational process on the partnership pedagogy basis is presented in Figure 1.

Thus, the motivational component in 25% of respondents is formed at a high (creative) level; 24% of future primary school teachers are characterized by a sufficient (productive) level of this component formation; the average (reproductive)

level is typical for 37.5% of students and 13.5% of respondents belong to the low (intuitive) level.

The cognitive component of the future primary school teachers readiness to interact with participants in the educational process on the partnership pedagogy basis at a high (creative) level is formed in 26.5% of respondents, and 21% at a sufficient (productive) level, middle (reproductive) level is typical for 42.5% of students, low (intuitive) level included 10%.



**Fig.1. The readiness level of future elementary school teachers to interact with participants in the educational process on the partnership pedagogy basis**

The operational component is formed at a high (creative) level in 25.5% of respondents, 22.5% of respondents belong to a sufficient (productive) level, 40% of future teachers have a medium (reproductive level), low (intuitive) level in 12%.

The personal component of 7% of respondents is formed at a high (creative) level, and 19.5% is at a sufficiently (productive) level, the average (reproductive) level is characteristic of 35.5% of students and 45% of future teachers are low (intuitive) level.

**Discussion.** Thus, the results of determining the level of readiness of future primary school teachers to interact with participants in the educational process on the basis of partnership pedagogy showed the insufficient level of its formation and the feasibility of developing and implementing in the educational process a *model of future primary school teachers' readiness to interact with pedagogical participants partnerships* at the stage of their professional training (see Fig. 2).

The purpose of the model is to effectively form the readiness of future elementary school teachers to interact with participants in the educational process on the basis of partnership pedagogy in the training process.

*The methodological block* includes: principles of voluntariness, equality, democracy, respect for the individual according the outlined norms (rules, requirements, responsibilities), values of each party and involves active cooperation in the implementation of common educational tasks under the responsibility of each

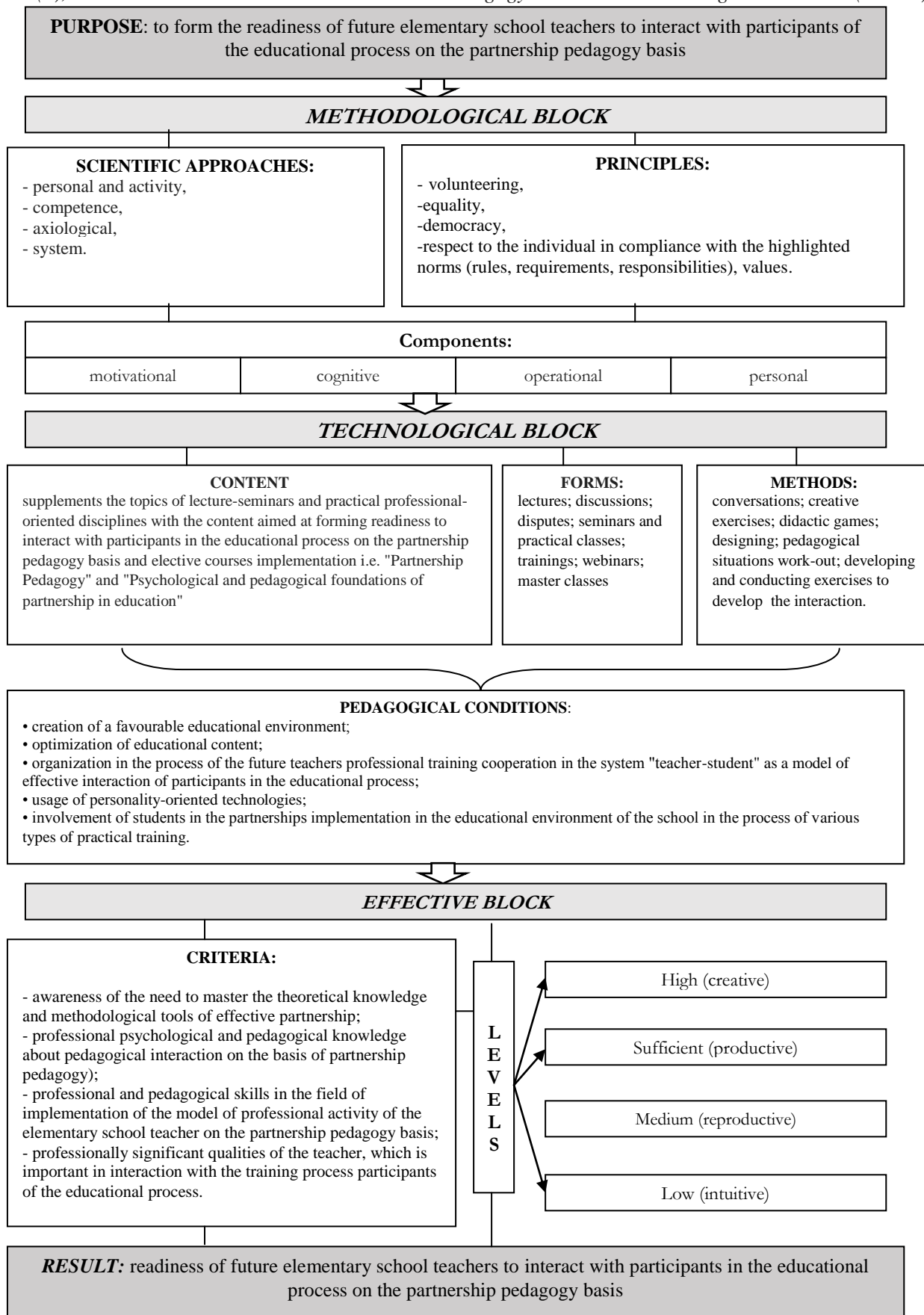
for the results. Also, this block of the model includes scientific approaches as personal and activity, competence, axiological, systemic, and components of readiness of future elementary school teachers to interact with participants in the educational process on the basis of partnership pedagogy: motivational, cognitive, operational, personal.

*The technological block* includes the content that supplements the topics of lecture seminars and practical professional and oriented disciplines with the content of issues aimed at forming readiness to interact with participants in the educational process on the basis of partnership pedagogy and implementation of elective courses «Partnership Pedagogy» and «Psychological and pedagogical foundations of partnership interaction in the educational process». Effective forms include: lectures-workshops, lectures-trainings, discussions, debates, practical classes, trainings, webinars and master classes and methods: conversations, creative exercises, didactic games, designing, work on the decision of pedagogical situations, development and carrying out of exercises on the development of interaction. The effectiveness of the model of the readiness formation of future teachers to interact with the participants of the educational process on the basis of partnership pedagogy will be ensured through the implementation of pedagogical conditions:

- creating a favourable educational environment for the formation of motives and focus on partnership in the pedagogical process;
- optimizing the content of educational programs on mastering the essence, principles and ways of organizing interaction on the partnership pedagogy basis;
- organizing the process of professional training of future teachers of cooperation in the system «teacher-student» as a model of effective interaction of participants in the educational process;
- using the personality-oriented technologies aimed at mastering the forms and methods of partnership;
- involving of students in the implementation of partnerships in the educational environment of the school in the process of various types of practical training.

*The effective block* includes criteria (awareness of the need to master the theoretical knowledge and methodological tools of effective partnership; professional psychological and pedagogical knowledge of pedagogical interaction on the partnership pedagogy basis; professional and pedagogical skills in fulfilling the model of professional activity of the elementary school teachers on the partnership pedagogy basis; significant qualities of the teacher, which is important in interaction with participants in the educational process) and levels (low (intuitive), medium (reproductive), sufficient (productive), high (creative)) readiness of future primary school teachers to interact with participants in the educational process on the pedagogy partnerships basis.

Based on the model of forming the readiness of future primary school teachers to interact with participants in the educational process on the partnership pedagogy basis, we believe that this process consists of *stages*, which implementation involves the use of effective forms and methods.



**Fig. 2. Model of readiness formation of future elementary school teachers for interaction with participants of the educational process on the pedagogy of partnership basis**

In particular, the first stage is the *informational* purpose that is to study and determine the essence of interaction, partnership, basic principles, and existing programs aimed at developing of interaction between participants in the educational process. At this stage, it is advisable to use such forms of work as information and practical round tables, lectures, seminars or conferences.

The second stage is *modelling*, the purpose of which is to define a clear model which is aimed at forming the readiness of future teachers to interact with participants in the educational process. It is expedient to implement the second stage through the prism of such forms of work as discussions, debates, methodical seminars, group and individual consultations.

At the third, *practical* stage, this model is implemented, directly, in practice, during the educational and practical training of applicants for higher education. We consider it appropriate to use such forms of work as methodical seminars, master classes, and trainings.

The fourth stage is evaluative and effective, the main task at this stage is not only to determine the effectiveness of the creating model the readiness of future elementary school teachers to interact with participants in the educational process, but also to develop prospects and recommendations to improve this model. The main forms of scientific and methodological support at this stage are conferences, round tables, colloquia.

Thus, in the fulfilment of these stages and forms of scientific and methodological support, we will be able to form the readiness of future elementary school teachers to interact with participants in the educational process on the basis of partnership pedagogy.

**Conclusions.** Thus, the partnership pedagogy acts as a factor of effective interaction between participants in the educational process, which provides the main goal of the «New Ukrainian School» Concept, which is to support students, meet the intellectual, emotional and social needs of the child. Analysing the results of the observational study, we found that in order to effectively form the readiness of future primary school teachers to interact with participants in the educational process on the basis of partnership pedagogy, it is advisable to improve their professional training, which is our proposed model. Prospects for further scientific research are related to testing the model effectiveness of forming the readiness of future elementary school teachers to interact with participants in the educational process and the development of scientific and methodological support of this process.

**Author contributions.** The authors contributed equally.

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## THE FORMATION OF THE FUTURE SPECIALIST PROFESSIONAL CULTURE IN THE EDUCATIONAL SPACE OF THE UNIVERSITY

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**Abstract.** The article highlights the theoretical foundations on the formation of future specialist professional culture in the field of professions «person-person». It is established that this is a purposeful, specially organized influence on the individual to improve his/her motivational sphere, value orientations, professional knowledge, skills and abilities, ability to empathy and reflection. This problem was studied by the author from the view of several scientific approaches: axiological, cultural, competence, activity. Based on the definitive analysis, the «professional culture of a specialist» concept is formulated, which is considered as a combination of professional and personal values and qualities of a specialist, his/her professional competence, which ensure highly effective fulfilment of professional duties based on reflection and self-development. Structural and semantic analysis allowed identifying components of the professional culture of future professionals i.e. value, cognitive, personal, and reflexive. The experimental research diagnostic tools of a formation condition of the future specialist professional culture in educational space of university are developed and tested: criteria, indicators, levels, techniques which reflect integrity of the investigated phenomenon structural components. The organizational and pedagogical conditions for the formation of the professional culture of the future specialist in the field of professions «person-person», which were implemented in the educational environment of the university, have been developed and theoretically grounded. An experimental study was fulfilled and the effectiveness of the proposed organizational and pedagogical conditions was proved.

**Keywords:** culture, professional culture, values, competence, conditions.

**JEL Classification:** I24, I29

**Formulas:** 0; **fig.:** 1; **tabl.:** 0; **bibl.:** 35

**Introduction.** Nowadays, when the world is suffering from a pandemic caused by the acute respiratory disease COVID-19, various industries are being tested, and education is no exception. Quarantine has become a challenge not only for the Ukrainian education system, but also for education around the world. The question of the organization of the educational process in the conditions of the quarantine in various educational institutions (starting from preschool institutions and finishing with higher education institutions) became acute. Scientists around the world, including Fernando M.Reimers (2020), the Global Education Innovation Initiative, the Harvard Graduate School of Education Andreas Schleicher (2020), the Directorate of Education and Skills, the Organization for Economic Cooperation and Development, and within PISA are discussing distance education. Representatives of the international organization UNESCO (Press Service, 2010) are also deeply concerned and highlight a list of problems related to the transition to distance learning. Accordingly, the challenges of the XXI century actualize the problem of training a specialist in the educational space of the university, which have to master professional values, positive personal qualities, professional competence, ability to empathize and reflection, synthesized in the professional culture of the specialist. An



individual working in the field of occupations «person-person» will be able to provide qualitative and professional services in any mode: the usual or in quarantine i.e. distant.

The normative documents of the educational system of Ukraine, in particular the Law of Ukraine «On Education» (2017), «On Higher Education» (2014) emphasize the transformation and formation of the specialist's culture who integrates professional knowledge, skills, personal values and qualities, ability to reflections, the desire for self-education and self-development. The formation of two last qualities plays a significant role, because educators in the present conditions have mastered new technologies and tools for distance education. Thus, the specialist professional culture should be shown through the readiness to work both in usual conditions and in distance learning. That is why our publication reveals the conditions, forms and methods that are appropriate to use in the educational space of both the university and the distance mode.

**Literature Review.** The phenomenon of «culture» is very broad and meaningful, the history of its study dates back to antiquity. Various definitions according to this concept have been discovered by American scientists A. Kroeber and L. Kluckhohn (1952); the origin of the concept of «culture» and its transformation into education is described by M. Cato (1950); the reflection of the spiritual sphere in the culture notion is discussed in the work of M. Cicero [5].

Today the concept of «culture» is studied from the point of various sciences: in philosophical science, the concept of «culture» is considered as a form of human activity to create, restore their social existence, material and spiritual values (Kornienko, 1998; Ognevyuk, 2003, Petinova, 2002); in sociological science, this concept is distinguished as a system of values, ideas about life and behavior codes common to people (Tanchyn, 2007, Gerasymchuk, Palekha, Shyyan, 2004); in psychology, the phenomenon of «culture» was studied by many scientists, including R. Pavelkiv (2009), S. Rubinstein (1976), V. Rybalka (2009) who are interested in the influence of culture on the human psyche development, the formation of personality in different conditions; in pedagogical science, the concept of «culture» is mostly considered as a teacher's culture, pedagogical, professional culture which is revealed in the works of I. Zyazyun (2009) and others.

With the development of science, this concept has been transformed into the human personality and its activities, which is revealed in scientific works, in particular: the activity side of culture is revealed in the works of E. Markaryan (1983), V. Shadrykov (1998); culture is defined as a creative component of personality by the authors V. Bibler (1989) and I. Isayev (2010); the theory of the personality and activity culture is revealed in scientific works of N. Zlobin (1980), G. Filipchuk (2014).

Today, there are a number of scientific works devoted to the professional culture of the specialists: different professional culture was studied by Yu. Boychuk (2010), G. Sotska (2011); professional culture through the prism of education is investigated by the following scientists: T. Tarasenko (2014), V. Tereshchuk (2007); the



professional culture formation of future specialists was studied by N. Krylova (1990), V. Slastyonin (1993) and others.

We also discover a number of scientific works where the problem of professional training is aimed at forming the future specialist culture in the field of "person-person": N. Nychkalo (2001), L. Khomych (1998) and others.

Considering the significant achievements of works that at the scientific level highlight various aspects of the described problem, we consider it necessary to fully investigate the problem of forming a professional culture of the specialist in the educational space of the university.

**Aims.** The aim of the article is a theoretical grounding and experimental verification of organizational and pedagogical conditions of the professional culture formation of the future specialist in the educational space of the university.

**Methods.** To achieve the aim and show the theoretical foundations of the problem of forming the future specialist professional culture in the educational environment of the university, we used the following methods:

- theoretical: analysis, comparison; study of legislative and regulatory documents; definitive analysis; structural and semantic analysis for determining the content and components of the future specialist professional culture;
- empirical: observation, questionnaires, testing, written survey to determine the level of formation of the future specialists' professional culture; pedagogical experiment (identifying, formative) i.e. to identify the effectiveness of our proposed organizational and pedagogical conditions for the formation of professional culture of the future specialist in the educational space of the university;
- methods of mathematical statistics were used to process and verify the results of the experiment using  $\chi^2$  Pearson's test; automatic calculations of numerical data were performed using MS Excel;
- graphical methods were used to illustrate and compare the results of experimental work: diagrams, tables.

**Results.** *Outcomes of theoretical research.* By logic on scientific research, we consider it necessary to analyze the categorical framework of our study.

Nowadays, there are about 500 definitions of «culture». According to American cultural specialists, their number is constantly increasing. If we consider scientific studies, from 1871 to 1919 there were 7 definitions of this concept, then from 1920 to 1950 their number increased to 157 [14], which indicates a scientific interest in this phenomenon, and about its diversity and extreme complexity.

In general, today in *philosophical science* the concept of «culture» is understood as a form of human activity to create, restore their social existence, represented through the material and spiritual values development [13, p. 21].

In *sociological science*, this concept is considered as a system of values, ideas about life and codes of behaviour common to people associated with a particular way of life [30, p. 35].

In *psychology*, the phenomenon of «culture» has been studied by many scientists who are interested in the influence of culture on the development of the human psyche, the formation of personality in different conditions [21].

The phenomenon of our research, namely the «the specialist professional culture», is mostly studied in terms of education and *pedagogy*, as its formation takes place in the educational space of the university.

The concept of «*professional culture*», I. Isayev, defines it as the degree of mastery of members of the professional group techniques and methods of solving special professional tasks [9, p. 143]. According to O. Popenko (2012), professional culture involves the acquisition of professional knowledge, professional competence, and the formation of professionally significant qualities necessary for professional activity [23, p. 46].

We have studied the professional culture formation issue of a specialist from the standpoint of several scientific approaches: *axiological*, which view the culture as a system of the specialist values; *cultural*, as the personality cultural creation and activity of the specialist; *competence*, availability of a system of skills and abilities for the purpose of high-quality professional activity; *activity*, which allowed to consider this process as a complex, multifaceted, manageable and specially organized.

Thus, we have defined the concept of «*specialist's professional culture*», which is regarded as a combination of professional and personal values and personal qualities, the professional competence, which ensures highly effective performance of professional duties based on reflection and self-development.

- *valuable*, which is revealed through has system professional and personal values and motives; this component expresses a conscious motivation to maintain professional activities and acts as a systemforming factor in the dynamic formation of future professionals professional culture in the field of «person-person».

- *cognitive*, which is represented by professional competence and skills to implement the acquired knowledge in practice; that is, this component combines the theoretical training of future professionals for professional activities and reflects the practical readiness to fulfil professional activities at the appropriate level;

- *personal*, which is manifested in the professionally significant qualities of the future specialist; this component gives the professional activity of future specialists a pronounced personal character, which is very important in the field of «person-person»;

- and *reflexive*, which is revealed through self-assessment of the professional activities and the desire for self-development; in the basis of this component there is the skills and ability to reflection, which is revealed through self-knowledge, the essence knowledge, objects and results of their own professional activities.

We consider that the components of the future specialist professional culture are interrelated components and reflect the most important features of the personal and activity aspects of professional culture.

Based on the analysis of various educational documents, it is established that the formation of professional culture of future professionals occurs through a system of studying professionally-oriented disciplines and practical training. However, analysing the content, forms and methods of training future professionals in the field

of «person-person» we have identified some gaps that violate the integrity of all components formation of the future professionals' professional culture.

To identify the formation level of professional culture of future professionals in the educational space, we have developed *diagnostic tools* for the experimental research in a condition of formation the professional culture of the expert in educational space of university are developed and tested: criteria, indicators, levels which reflect integrity of structural components of the investigated phenomenon.

Thus, the criteria are selected: professional and personal values and motives (value component); professional competence (cognitive component); professionally significant qualities (personal component); professional activity reflection and desire for self-development (reflexive component).

The levels of professional culture formation are determined, there are low, medium, sufficient, high. It is substantiated that the transition from the previous to the next level of formation of the professional culture of the future specialist in the educational space of the university occurs due to quantitative and qualitative changes in the components of the studied phenomenon.

To identify the formation level of each structural component of the professional culture of future professionals, we have selected a set of methods. Thus, the value orientations level of future professionals and the value component of their professional culture, we tested using the method by M. Rokych «Value Orientations» [16]. We investigated the level of the cognitive component, the formation of theoretical knowledge of future specialists with the help of author's test. The level of the personal component, and the formation of future professionals' empathy, we investigated using the method by I. Yusupov «Ability to empathy» [24]. We investigated the reflexive component, the ability to reflect, self-knowledge and self-development using the method by A. Karpov «Diagnosis of reflection» [10]. The results of the incoming statement allowed identifying the insufficient level of future specialists' professional culture in the educational space of the university, which caused the development and testing of experimental organizational and pedagogical conditions for the formation of professional culture of future specialists' training.

Before considering in detail the organizational and pedagogical conditions for the formation of professional culture of future specialists in the educational space of the university, we will define the genesis of this concept. Semantic analysis indicates its rather broad semantic meaning, among which in the context of our study scientific interest is the following: the condition is «the necessary circumstance that makes possible the implementation, creation, formation of something or contributes to something», «circumstances, features of reality, in which something happens or maintains», «rules that exist or are established in a particular area of life, activities that ensure the normal operation of something; rules, requirements, the implementation of which provides something», «a set of data, the provisions underlying something» [3, p. 617].

Analysing the scientific research, we find different conditions for the formation of future specialists. However, synthesizing scientific and pedagogical knowledge in the field of professional training, we have proposed the following organizational and

pedagogical conditions for the formation of future specialists' professional culture in the educational space of the university in the field of «person-person»:

- improving the content of the formation of professional culture of the future specialist in the educational process of the institution;
- using the optimal organizational forms of improving the professional culture of the future specialist in the educational space of the university;
- combining the traditional and innovative methods of forming a professional culture;
- implementing self-educational activities of the future specialist on the formation of professional culture.

Showing the first organizational and pedagogical condition: *improving the content of the formation of professional culture of the future specialising the educational process of the institution*, we will analyse the concept of «content», which in reference sources is considered as «what is said, told somewhere, what is described, depicted», «essence, the inner feature of something» [3]. The «content of education» means the structure, nature and a bulk of educational information, which mastering provides the opportunity for education.

We analysed the state standard, curricula, curricula of disciplines that provide theoretical and practical training for future professionals in the field of «person – person». Therefore, the content of the formation of future specialists' professional culture will be considered as a scientifically sound methodological and didactic educational material, the assimilation of which provides the necessary level of knowledge, skills and abilities synthesized in the professional culture of professionals in the field of «person – person». This content underlies the organization of the educational process of higher education and is reflected in the disciplines of the professional training cycle. The analysis of these disciplines showed the lack of acquaintance of students with the essence and content of professional culture of future professionals as a holistic formation of its structural components. Therefore, we consider it necessary to supplement the content of training and introduce into the educational process of their training selective discipline «Professional culture of the specialist».

Also, the fulfilled analysis showed that the formation of professional culture of future specialists in the educational space of the university is carried out in part, in fragments, focusing mostly on its individual components. We believe that the formation of the valuable, reflexive and personal component is insufficient.

Thus, implementing this condition, we have supplemented the disciplines with additional topics or individual issues that ensure the holistic formation of professional culture and all its components. So, to form a value component, we offer training «My personal and professional values», a conversation on «The values of my life» and others. Also, for the formation of the cognitive component, we propose to supplement the content of educational material with lectures, which will acquaint students in more detail with the «culture» and «specialist culture» concepts. In particular, we offer the following topics for acquaintance: «Specialist culture», «Professional culture as a guarantee of successful activity», «The role of professional culture for

professional growth», «What is reflection and what is its role in developing the specialist's professional culture».

We have offered the next organizational and pedagogical condition, they are *using the optimal organizational forms of improving the professional culture of the future specialist in the educational space of the university*. It is implemented through the use of various forms of the educational process organization in the educational space of the university.

Nowadays, the training of future professionals is carried out through the use of traditional forms, such as: lecture, seminar, practical training, laboratory training, etc. But times are changing, the requirements for specialists are another, and the conditions for organizing the educational process are changing, in particular the introduction of distance learning online. Taking into account these factors, we propose to diversify the forms of training for the formation of their professional culture:

- application of innovative types of lectures: binary, visualization lectures, interactive lectures, such types will ensure the formation of cognitive and reflexive components of the future specialists' professional culture in the field of «person – person»;

- training is the technology of actions in the interactive form on the basis of a certain concept of reality; the use of such form will facilitate the application of acquired theoretical knowledge in practice in combination with professionally significant qualities of the specialist, which reflects the combination of his cognitive and personal component;

- workshop is an intensive educational event, in the process of which participants learn primarily through their own active work, during which the professional competence is formed, the ability to analyse their own professional activities, the ability to self-development is formed;

- conference is a form of organization, an event in which the analysis of current problems and their solution; presentation of new technologies, goal strategies or products; strengthening cooperation between different groups; increasing the motivation of participants; the value, cognitive component of professional culture of future specialists is formed;

- forum is an event attended by experts who represent different points of view, which are often the opposite of a particular problem, future professionals develop the ability to form and express their own point of view, their professional position, the ability to carry out professional reflection;

- webinar as a form of learning is becoming increasingly popular, its advantages are that you can participate at a convenient time for participants in the educational process, you can unite in the interests of future specialists and discuss various professional issues.

The peculiarity of this organizational and pedagogical condition we have proposed is that it combines forms of learning that can be used both in the usual mode of educational space of the university and in the mode of distance online learning, which is now caused by a global pandemic. The combination of these forms

will ensure the system, continuity, integrity of training and the formation of their professional culture in general and each structural component in particular.

Implementation of the following condition is as follows: *combining the traditional and innovative methods of forming a professional culture* is to apply in the educational space of the university traditional and innovative methods that prepare for the profession in the field of «person-person». To form the professional culture of future specialists, we used a variety of training methods that can be implemented offline and online. In particular, we propose to combine traditional teaching methods: conversation, explanation, storytelling, demonstration, etc., with the use of innovative: methods of developing critical thinking, case study, brainstorming, Bloom's chamomile, e-portfolio (e-portfolio), discussions, interactive games, acro-word method, game «Coder», construction of an associative bush, interactive methods «Groening», «Cubing», use of various exercises to develop positive professional motivation: «Web of my expectations», «Circle of choice», «Tree of assumptions» and etc.; exercises for the development of professional reflection «Fishbone», technology «Six Hats», «Logic Chain», «Carousel» and others. The use of which ensures each structural component formation of the professional culture of the future specialist in the educational space of the university.

Since the global pandemic has made its modifications in the organization of the educational process of higher education, during the period of distance learning online, we used a variety of platforms for teaching students and the formation during the learning process their professional culture: *Meet* was used for lectures, webinars, discussions; *Moodle* system was developed for the organization of the educational process of Chernivtsi National University; *Classroom* is a learning platform through which students present their practical tasks, models, presentations; work with *corporate mail @chnu.edu.ua*, *Google forms*, *Google documents* provided feedback to students.

Next condition *implementing self-educational activities of the future specialist on the formation of professional culture* is the fulfilment of self-education by future professionals on their professional culture formation.

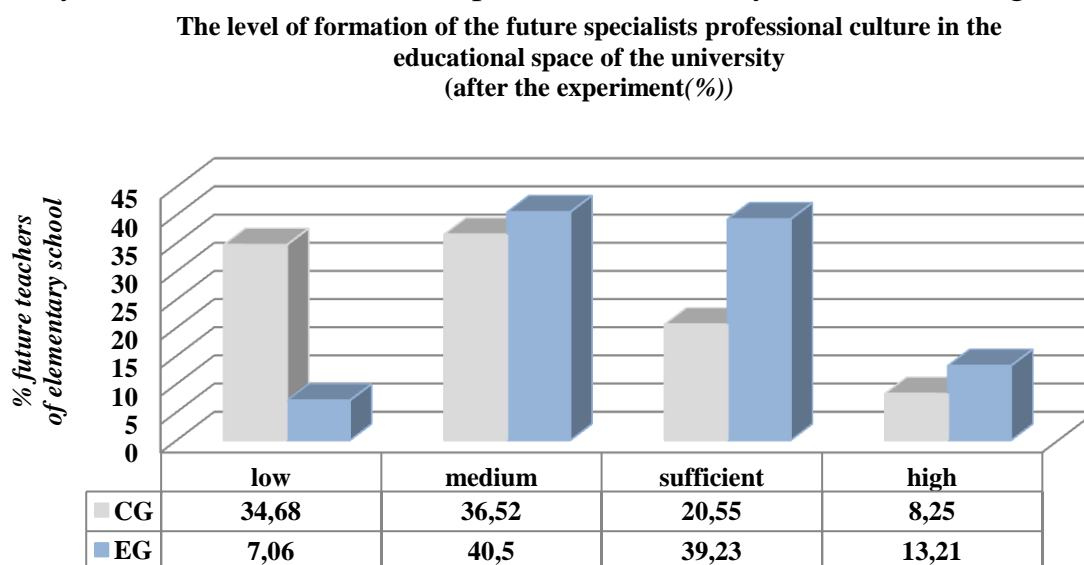
In reference sources, the «self-education» concept is considered as an independent way to acquire knowledge in a particular field of science; independent human cognitive activity aimed at achieving certain personal significant educational and cultural goals: the satisfaction of general cultural needs, cognitive interests in any field of activity [3]. Self-education is a condition of personal development, self-affirmation and self-realization and is a component of lifelong learning.

This condition is realized only when the future specialists have formed such components of professional culture as a system of professional values, positive professional motivation, professional competence, professional reflection. Also, active cognitive activity, self-awareness, desire to self-develop and self-improvement should be formed in students, only such factors determine the implementation of this organizational and pedagogical condition.

In our study, introducing this condition for the formation of professional culture of future specialists in the educational space of the university, we offered students to

keep an individual plan for the professional culture formation, in which they noted knowledge, professional qualities that would like to be improved, develop, enlarge; topics of interest to students, forms of work in which they planned to participate in the framework of self-education were indicated. Also, implementing this organizational and pedagogical condition, we used techniques aimed at internal mechanisms of future specialists' self-development: self-knowledge, self-determination, self-education, self-affirmation, self-expression, etc.

**Discussion.** There was put in practice an experimental study among students of professions in the area of «person-person» system and the effectiveness of the proposed organizational and pedagogical conditions for the formation of professional culture of the future specialist in the educational environment of the university. Summary of the results about the experiment are clearly illustrated in Figure 1.



**Fig. 1. Levels of future specialist professional competence formation in the educational space of the university according to the results of the experiment**

The analysis of the obtained results shows that the percentage of EG students with a high level (+ 7,19%), sufficient (+ 18,59%) and average (+ 6,94%) levels of formation of specialists' professional culture increased, while with a low level it decreased (-32, 7%). The corresponding indicators of CG students did not change significantly.

The reliability of the generalized results was checked using Pearson's criterion:  $\chi^2 = 25,573$ , the value of which exceeds the critical value, which confirms the hypothesis of the study.

**Conclusions.** The formation in the future specialists professional culture in the educational space of the university is a purposeful influence on the individual in order to develop and improve its value orientations, professional qualities, knowledge, skills and abilities, the ability to maintain effective professional activities. This process is complex, multifaceted, pedagogically oriented, characterized by manageability, organization, predictability and completeness of results and is considered from the standpoint of cultural science, axiological, competence, systemic

and personal and activity scientific approaches. It is defined that the «specialists' professional culture» is a combination of professional and personal values and qualities of the individual, the professional competence, which ensure highly effective performance of professional duties based on reflection and self-development. Its structural components are: value, cognitive, personal and reflexive components. It is proved that increasing the levels of professional culture of future specialists in the educational space of the university will be effective in the implementation of the proposed and experimentally tested organizational and pedagogical conditions.

**Author contributions.** The authors contributed equally.

**Disclosure statement.** The authors do not have any conflict of interest.

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## ECOLOGICAL COMPETENCE OF A FUTURE TEACHER AS A COMPONENT OF EDUCATIONAL PROGRAMS: PROBLEMS AND PROSPECTS

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**Abstract.** *The article is dedicated to the problem of the ecological competence formation of the future biology teachers during professional training. Ecological competence formation of the future biology teachers is considered as a competence approach in a synergistic combination with systematic, personally oriented, activities, axiological, technological, contextual, reflexive and co-evolutionary-noosphere methodological approaches. On the analysis basic of the educational programs of higher education establishments of Ukraine we found out the current state of the students' ecological competence formation on the first level (Bachelor's degree) of the subject specialty 014.05 Secondary Education (Biology and Human Health).*

*Among a great number of general competencies, we will highlight the ones that the future ecologically competent biology teacher should master. Professional competencies of educational and professional programs of higher education establishments of Ukraine that train future biology teachers have been analyzed through the prism of the structural components of ecological competence such as: cognitive, axiological, activity-operational and component of readiness for formation of eco-competence of the pupils. It has been found out that not all the educational and professional programs, on which basis the future biology teachers training is performed, consider ecological competence as professional. Some EPPs present only certain structural components of eco-competence. In particular, the axiological component of ecological competence, aimed at the formation and development of needs, interests, motives, values of interaction of the students with the environment, is not reflected separately in the professional abilities of educational and professional programs of higher education institutions of Ukraine.*

*In this article we clarified the abilities that provide for the formation of the structural components of ecological competence, educational and professional programs of Bachelor's degree. We paid attention to the formulation of ecological competency as professional that joins all its components.*

**Keywords:** *competence, ecological competence, program learning outcomes, educational program, future biology teachers.*

**JEL Classification:** I24, I29

**Formulas:** 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 29

**Introduction.** Modern labor market demands from a graduate of a higher education establishment not only deep theoretical knowledge, but also the ability to use it on his own in non-standard, constantly changing life situations, moving from the knowledge society to the society of vitally competent citizens [1]. The proper level of the pupils' ecological competence at the secondary education establishments may be provided by pedagogical staff, especially biology teachers, with highly formed such a personal characteristic.

Bachelor's degree program in subject specialties 014.05 Secondary education (Biology) and 014.05 Secondary education (Biology and Human Health) is implemented according to educational and professional programs (EPP) in higher education establishments of Ukraine. Claiming the principle of the autonomy and

self-government of a higher education establishment. The Law of Ukraine «About higher education» [2] gives it the opportunity to create and realize educational programs by itself at the frames of licensed specialties referring on higher education standard of proper specialty (Clause 32). Considering the fact that the central executive institution in the field of education and science does not elaborate the higher education standard of the mentioned subject specialties, higher education establishments work out and ratify internal standards of specialties and educational degrees by themselves according to the appointed order, on which basis educational programs are being created. However, not all the educational and professional programs consider ecological competence as professional. Some EPPs present only certain structural components of eco-competence.

**Literature Review.** Analyzing the state of ecological competence formation of the future biology teachers, we base on the scientists' research results regarding competence approach of: future teachers training for the pupils' competencies formation (N. Baiurko [3]); training system of students for professional activity on the competence approach basis (N. Hrytsai [4], O. Molchaniuk [5], O. Plakhotnik [6], O. Ptashenchuk [7], O. Chubrei [8], I. Shmyhol [9]); ecological competence formation of students (Yu. Boichuk [10], O. Hurenkova [11], L. Lukianova [12], N. Oliinyk [13], L. Tytarenko [14], A. Khrypunova [15], Yu. Shapran [16] etc.). Scientific research regarding the role of the educational components during ecological competence formation of students is important at the frames of our research (Ya. Absaliyeva [12], Ya. Lohvinova [17], O. Mateiuk [18], I. Siaska [19] etc.).

The analysis of available scientific research proves the highest priority of the competence approach. Ecological competence takes the most important place in the educational process among a great number of competencies claimed by a teacher's professional standard. However, most of the EPPs claim individual components of analyzed competence only in their content what is reflected in the context of educational components and program education results.

**Aims.** The aim of the article is to determine the state of ecological competence formation of future biology teachers through the analysis, comparing the educational and professional programs, syllabuses, programs of educational disciplines of a great number of higher education establishments of Ukraine; to highlight the abilities that provide for the formation of the structural components of ecological competence, educational and professional programs of Bachelor's degree; to offer the formulation of ecological competency as professional that joins all its components.

**Methods.** We explore ecological competence of future teachers as a competence approach in a synergistic combination with systematic, personally oriented, activities, axiological, technological, contextual, reflexive and co-evolutionary-noosphere methodological approaches. Realization of aims and tasks foresaw using the methods of scientific knowledge: analysis, synthesis, comparing, generalization, modeling, etc.

**Results.** In order to find out the state of the ecological competence formation of the future biology teachers we analyzed educational and professional programs,

syllabuses, programs of educational disciplines of a great number of higher education establishments of Ukraine, which prepare bachelors of the specialties 014 Secondary education (Biology) and 014 Secondary education (Biology and human health), grant the students with the educational and professional degree «Bachelor of Education. Biology Teacher», or «Bachelor of Secondary Education. Teacher of Biology and Basics of Health», or «Bachelor of Education. Biology Teacher. Teacher of Natural Sciences» etc.

All the programs created by higher education establishments of Ukraine are based on the competence approach and recommendations, presented in a program document «Reference Points for the Design and Delivery of Degree Programmes of Educations», which was elaborated as a component of the TUNING project along with the support of the European Commission.

We proceeded content analysis of educational and professional programs regarding the existence of ecological competence and program learning outcomes at higher education establishments of Ukraine such as: Berdiansk State Pedagogical University, Vinnytsia State Pedagogical University named after Mykhailo Kotsiubynskyi, Hlukhiv National Pedagogical University named after Oleksandr Dovzhenko, Drohobych State Pedagogical University named after Ivan Franko, Zaporizhzhia National University, Kremenets Regional Academy of Humanities and Pedagogy named after Taras Shevchenko, Kryvyi Rig State Pedagogical University, Mykolaiv National University named after V. O. Sukhomlynskyi, Melitopol State Pedagogical University named after Bohdan Khmelnytskyi, National Pedagogical University named after M. P. Drahomanov, National University “Chernihivskyi kollehium” named after T. H. Shevchenko, Poltava National Pedagogical University named after V. H. Korolenko, Rivne State Humanitarian University, Eastern European National University named after Lesia Ukrainka, Ternopil National Pedagogical University named after Volodymyr Hnatiuk, Uman State Pedagogical University named after Pavlo Tychyna, Kharkiv National Pedagogical University named after H. S. Skovoroda, Kherson State University, Khmelnytskyi National University, Chernivtsi National University named after Yu. Fedkovych.

Analysis of educational and professional programs of mentioned educational establishments proved the fact that integral competence is interpreted almost in the same way in most of programs with minor content variations. Its sense is generalized in the formulation: the ability to solve difficult specialized practical tasks of the secondary education branch that foresees using conceptual methods of educational sciences, psychology, theory and methods of biology and basics of health teaching are characterized by complexity and uncertainty of the conditions of educational process organization in secondary education establishments. Integral competence at National qualifications framework of Ukraine is a key concept used regarding the generalized description of qualification level that shown main competence characteristics of the level in regard to education / professional activity. Mentioned competence clarifies the major ability of bachelors, future biology teachers to perform or solve tasks of certain difficulty level during professional activity or studying. Integral competence is specified by the major of general and professional

competencies.

General EPPs competences of higher educational establishments varies from 10 – similar to the standard project of the specialty [20, 21] to 15 – more detailed such as: the ability to think abstractly, analyse and synthesize; the ability to use knowledge practically; the ability to plan and manage the time, speak state language and write using it; the ability to speak any foreign language; skills of using information and communication technologies; the ability to research on a proper level; the ability to master up-to-date knowledge and proceed learning autonomically; the ability to search, process and analyse the information from different sources; the ability to generate new ideas (creativity); the ability to work as a part of a team using proper communication skills; skills to do safe activities; the ability to act on the ethical considerations basis; the ability to save and increase moral, cultural, scientific values and society's achievements based on realizing the history and development patterns of the subject branch, its place in general system of knowledge about nature and society, in society's development, technologies, various types and forms of physical activity for active recreation and a healthy lifestyle; the ability to realize the own rights and duties as a member of society, to be aware of the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine [22]. From all the mentioned competencies we would highlight the ones that future ecologically competent biology teacher should master: the ability to save and increase moral, cultural, scientific values and society's achievements based on realizing the history and development patterns of the subject branch, its place in a general system of knowledge about nature and society, in society's development, technologies, various types and forms of physical activity for active recreation and a healthy lifestyle; the ability to study and master up-to-date knowledge; the ability to use knowledge practically; the ability to act on the basis of the ethical considerations; the ability to think systematically, critically and creatively.

Professional (subject, special) competencies are specified in regard to the subject branch of the specialty. They are the vital condition for implementing successful professional activity according to the specialty. Professional competencies are directed to the knowledge of the subject branch (describes the acts: knows, names, clarifies, describes, searches, reproduces, organizes, shows, sets a connection), understanding (classifies, finds out, highlights, explains, expresses, interprets, concludes, recognizes), using of knowledge (uses, chooses, demonstrates, elaborates, finds out, searches, illustrates, organizes, foresees, prepares, plans, describes), acts estimation (estimates, argues, chooses, combines, compares, measures, recommends).

We analyzed the professional competencies of educational and professional programs of the above-mentioned higher education institutions that train future biology teachers through the prism of the structural components of environmental competence, such as: cognitive, axiological, activity-operational and the component of readiness for the formation of eco-competence of students. Thus, the following abilities of the future teacher's EPPs are aimed at the formation of the cognitive component of ecological competence: the ability to understand and be able to explain

the structure, functions, vital activity, reproduction, classification, origin, distribution, use of living organisms and systems of all levels of organization [23]; ability to reveal the essence of biological phenomena, processes and technologies, to solve biological problems [20], ability to reveal the general structure of biological science based on the relationships of the main studies of biology to characterize living systems of different levels of organization; ability to understand and explain the strategy of sustainable development humanity [24]; ability to describe a wide range of natural objects and processes (both natural and artificially created), starting from the integrity of the biosphere (including its evolution from the moment of creation to the present day) and ending with the molecular level of living organization [25]; ability to reveal the general structure of biological science on the basis of the relationships of the main studies of biology to characterize living systems of different levels of organization [21]; ability to characterize the achievements of biological and chemical sciences, to identify their role in society to ensure sustainability of development of biological systems, to implement the strategy of sustainable development of the biosphere [26]; ability to analyze the results of interaction of biological systems of different levels of organization, their role in the biosphere and the possibility of use in different sectors of the economy, biotechnology and environmental protection [22].

The axiological component of ecological competence, aimed at the formation and development of needs, interests, motives, values of interaction of students with the environment, is not reflected separately in the professional abilities of educational and professional programs of domestic higher education institutions.

Activity-operational component of the studied phenomenon can be traced in a number of subject (special) competencies: the ability to understand and implement the strategy of sustainable development of mankind in the process of professional activity [23]; ability to use biological concepts, laws, concepts, teachings and theories of biology to explain and develop students' understanding of the integrity and interdependence of living systems and organisms [20]; the ability to demonstrate the role of biology knowledge in the everyday life for the purposes of biodiversity conservation and sustainable development [27]; the ability to organize and promote work to preserve the environment among participants of the educational process [25]; ability to conserve biodiversity, protect the environment and rationally use nature [22].

The most significant abilities in the EPPs of bachelors of the subject specialty 014.05 Secondary education (Biology and Human Health), which provide readiness for the formation of environmental competence of students, are: the ability to develop students' cognitive activity, ecological thinking, to form ecological culture and ecologically appropriate behavior; to develop students' sense of belonging and responsibility for the preservation of nature, its perception as the ideal of harmony and perfection of life [23]; ability to form ecological-educational and nature protection consciousness of the people involved in training, to promote the formation of ecological culture in general and out-of-school educational institutions [28]; ability to apply the acquired knowledge of biology, modern methods, tools and educational

technologies for the formation of students' general and subject competencies [29].

To sum it up, ecological competence is presented by individual structural components such as a cognitive, behavioral, component of readiness to form pupils' ecological competence in educational and professional programs of future biology teachers' training in higher education establishments of Ukraine. The axiological structural-functional component is not presented at all. In our opinion, any of analyzed programs does not contain full professional ecological competence aimed at ensuring the ability to operate with a system of environmental knowledge, to have a systemic integrity of acquired environmental values, methods of studying and researching phenomena, objects and processes of the environment, the implementation of the functions of environmental education in professional activities.

The program learning outcomes of the analyzed educational and professional programs meet the requirements of the National qualifications framework in the condition of the absence of standards of higher education on the relevant specialty. In this way, the program learning outcomes reflect the following descriptors of the National qualifications framework: knowledge, skills, communication, autonomy and responsibility. However, not all the analyzed educational programs the formation of the outlined competence are traced in the program learning outcomes. Among the program learning outcomes that provide with formed individual components of students' ecological competence we highlighted the following: understands and characterizes the strategy of sustainable development and reveals the essence of the relationships between the environment and human; selects interdisciplinary links of biology courses in the basic secondary school in order to form students' natural science competence in accordance with the requirements of the State Standard of General Secondary Education in the field of education «Nature Science» [23]; knows the role of living organisms and biological systems of different levels in society, their using, protection, reproduction [24]; able to apply knowledge of modern theoretical foundations of biology to explain the structure and functional characteristics of organisms at different levels of organization of alive beings, their interactions, relationships, origin, classification, value, using and distribution; understands and characterizes the strategy of sustainable development and reveals the essence of the relationships between the environment and human; knows the leading principles of ecosystem functioning, assesses the impact of environmental factors on human health [20]; knowledge and understanding of the fundamentals of general ecology, principles of co-evolution of society and nature, mechanisms of functioning of natural systems, principles of optimal environmental management and environmental protection [27]; demonstrates knowledge of the laws of interaction of living organisms of cellular and non-cellular life forms with each other, the influence of various factors on living organisms and their role in the processes of transformation of substances and energy in the biosphere; demonstrates knowledge and understanding of the basics of general ecology, principles of optimal nature management and nature protection [25]; applies knowledge of modern theoretical foundations of biology, chemistry, ecology and valeology to explain the structure and functional characteristics of organisms at different levels of living organization, their

interaction, relationships, origin, classification, meaning, using and distribution [22]; demonstrates knowledge and understanding of the basics of ecology, principles of optimal nature management and nature protection, contributes to the formation of ecological consciousness [28].

**Discussion.** The results obtained during the analysis of educational programs, syllabuses of higher education establishments of Ukraine regarding the role of ecological competence in the educational process of future biology teachers, in comparison with the previously mentioned works of other researchers, relate to the clarification of the structural and functional components of eco-competence (cognitive, axiological, operational, reflective) in educational programs.

**Conclusion.** Summarizing, due to content-analysis of educational programs, syllabuses of state higher education establishments that train future biology teachers and survey of scientific and pedagogical staff let us conclude:

1. educational programs of higher education establishments of Ukraine foresee the formation of a great number of abilities which mainly correspond to cognitive and activity-operational components of environmental competence;

2. the formulation of full professional ability “ecological competence” such as “the ability to operate a system of ecological knowledge, to possess systemic integrity of the acquired ecological values, motives, ways of activity on studying and research of the phenomena, objects and processes of environment, realization of functions of ecological education in professional activity, readiness for the formation of ecological competence of pupils is absent;

3. some educational programs only (12%) represent the formation of described competencies in program learning outcomes.

Considering all mentioned above, we may not proclaim the existence of the integrated system of the ecological competence formation of the future biology teachers during professional training at analyzed higher education establishments of Ukraine.

The subject of further research is to study the content of educational programs of domestic higher education institutions with normative and selective educational components of the training cycle, which are aimed at forming the environmental competence of future biology teachers.

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