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The third issue contains articles by scientists from different countries, prepared on the basis of their scientific work. It is designed for university teachers, graduate students, undergraduates, practitioners in pedagogy and education management.

EDITORIAL TEAM

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CHAPTER 1
GENERAL PEDAGOGY AND HISTORY OF PEDAGOGY

GENERALIZATION OF EXPERIENCE IN USAGE OF CASE TECHNOLOGY IN THE FORMATION OF STUDENTS' SOCIAL SKILLS

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Abstract. In the context of a fundamental change in the educational paradigm, the transition to interactive teaching methods, the search for alternative forms in the educational process, which would form in applicants for higher education not only professional but also social skills. Among modern technologies and interactive teaching methods, a special place is given to case technology, which provides the formation of interpersonal interaction as an important higher education skill. Taking it into consideration, the article clarifies the essence of the concept of "case method", by which we mean the analysis of students in a microgroup in the offered situation, usually problematic, with further development of solutions, presentation of the final optimal solution, summarizing. The paper substantiates that working with cases allows to apply theoretical knowledge to solve practical problems, forms a professionally necessary set of competencies, helps to develop students' independent thinking, combining theory with practice. The stages of case technology implementation (preparatory stage, stage of immersion in joint activity, stage of organization of joint activity, stage of analysis and reflection) are specified. The article reveals the importance of this method, which is due to its versatility and ability to solve problems comprehensively. The foreign and national experience of application of case-technology in formation of social skills of students is generalized. The necessity of using the case study method to improve the quality of education in higher education institutions of Ukraine is substantiated.

Keywords: interactive technologies, case, case method, social skills, analysis, method of specific situations.

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Introduction. Modern globalization challenges and the dynamism of socio-economic transformations of society significantly affect the functioning of every society. Modernization of industries, the emergence of new knowledge and technologies, increased competition in the labor market have changed the development priorities of most countries, putting the individual and his social skills, including: the ability to work in a team, think creatively, negotiate and persuade, interpersonal communication, time management, creativity, etc.

Given the requirements of the labor market and in terms of solving problems facing higher education, there is an urgent problem of forming students' "soft skills" and balancing these competencies, which is possible by updating the methods and forms of management of the educational process. All this presupposes the search and implementation by scientists of interactive methods and techniques of teaching, in particular case technology.

Literature review. The history of mastering the case method in our country has significantly intensified since the 90s of the last century. Such researchers as O.Sydorenko, Y. Surmin, V. Chuba, P. Sheremeta, A. Stefan, and others worked on the development of the theoretical foundations of this technology. In their works, they noted that this is an innovative way of learning that promotes the development of critical thinking, teaches systematically, closely linking theory and practice, solves current problems of future professional activity. O. Dolgorukov, considering the essence of the "case study", identified the main features by which we can distinguish the case method from other methods:

- multi-alternative solutions, the fundamental absence of a single solution;
- collective development of decisions;
- the only goal in the process of making decisions;
- the presence of emotional tension of students;
- collective evaluation of activities;
- the presence of a model of socio-economic system, which is considered at a certain point in time [1].

Analyzing the experience of foreign researchers, we see that their achievements in the field of both theoretical development and practical implementation of the case method is much greater and gained recognition much earlier, since the 20s of the twentieth century. Therefore, the experience of such scientists as D. Robin, E. Monter, M. Lidere, S. Becker, W. Mikelonis, M. Norfi, etc., as well as the practice of case-study Harvard (American) and Manchester (European) schools are the main basis for further usage of the case method in Ukraine.

Aims. The purpose of the article is to summarize the experience of usage of case technology in the formation of students' of higher education social skills.

Methods. To achieve this goal, a number of research methods were used, in particular: analysis and synthesis, systematization and generalization of psychological and pedagogical literature, induction and deduction, comparison.

Results. In the context of a fundamental change in the educational paradigm, the transition to interactive teaching methods, the search for alternative forms in the educational process, which would form in applicants for higher education not only professional, but also social skills. The method of cases opens wide opportunities for the formation of such psychological formations in students.

The term "case method" literally translated from Latin means a confusing, unusual case. The essence of the "case-study" is that the teacher provides students with a package of documents (case), and they study it in detail, find a problem and outline solutions or consider ways out of a difficult situation. Cases are specially prepared on the basis of factual material situations that students analyze during the lesson [2, p. 198].

Scientists have different approaches to the interpretation of this method. Thus, B.E. Andyusev compares it with a business game, calls it "technology for analyzing specific situations." The scientist argues that in the case proposed for analysis, the real life situation should be reflected, and the description should contain contradictions, hidden problems, to solve which requires theoretical knowledge [3].

According to O.I. Vaganova, the discussion of the case is similar to a well-organized, well-thought-out theatrical performance, because it has a lot of emotions, creative competition and even struggle [4].

This learning technology was developed at Harvard Business School in the early twentieth century. To this day, this educational institution is a world leader in the development and implementation of the case method. The Situation Method is a unique way of learning that involves the use of specific situations (cases, life stories) for joint analysis, discussion or decision-making by learners in a specific section or topic of the course. Thus, when working with Case Studies there is an analysis or solution of specific business situations from a certain scenario, which includes both independent work of students and "brainstorming" within a small group, and a public speech with the presentation and defense of the proposed solution. [5].

Thus, by learning technology "case method" we mean the analysis of applicants in the microgroup of the proposed situation, usually problematic, with further development of ways to solve it, the presentation of the final optimal solution, summarizing.

"Case method" as an interactive learning technology has its own specifics and stages of implementation.

N. Vasyneva proposes the following algorithm of actions for the organization of work of applicants on the technology "case method":

1. Preparatory stage. Applicants gain experience in making management decisions in a new situation. The main task of this stage is: the optimal selection of research and teaching information for the case; development of a real management problem; preparation of supporting material for the case (tables, graphs, video, audio materials); development of options for solving problem situations; preparation of applicants for work.

2. Stage of immersion in joint activities. At this stage there is a formation of motivation for joint activities, acquaintance of applicants with the problem situation and motivation to identify the initiative; determining the main problem of the case.

3. Stage of organization of joint activities. At this stage there is: the organization of activities to solve the problem, the activities can be organized in small groups or individually; applicants are divided into groups; applicants compose individual answers in a single position for the presentation; a speaker is chosen to present the decision, questions to the speakers; the substantial side of the decision, presentation technique is estimated; the scientific and pedagogical worker organizes and controls the general discussion.

4. Stage of analysis and reflection of joint activities. The main task of this stage is to identify the educational results of working with the case, for this purpose the effectiveness of the lesson is analyzed, tasks for further work are determined, the researcher analyzes the work of the group, summarizes [6].

The application of the "case method" in the educational process of free economic education gives the opportunity to form in the applicants such social skills as:

- ability to work in a team (because, as a rule, the case method is used working with a group of applicants who solve a certain problematic situation together);

- ability to express and defend their own position (during the discussion, debate, each of the applicants has the opportunity to express their own opinion, position on the problem of the case to be studied and solved, to argue their own poit of view);

- the ability to listen to others (case method involves developing a common group position on solving a problem situation, reaching an agreement, consensus, joint, balanced, considered decision, for this you definitely need to listen to the arguments of group members, critically interpret them);

- the ability to offer non-standard ways of solving problems (for the case method, as a rule, select problem situations for which there are no obvious and simple solutions, so in most cases, applicants are forced to generate new ideas and rational analysis decision);

- lifelong learning (problem situations force applicants not only to update existing knowledge, but also to search for new ones, additionally turn to scientific, educational literature, develop legal framework, study the experience of practitioners in certain fields. Often useful foreign experience in solving problems situations that require the applicant to apply foreign language skills (in order to gain new knowledge, the applicant is forced to develop and apply in practice the skills of finding and summarizing various sources on the problems of a particular situation);

- critical thinking skills (in the process of analyzing the problem situation and working out ways to solve it, applicants are forced to critically evaluate the situation itself, their proposals, as well as the arguments of other members of the group);

- ability to manage time (as a rule, applicants are given limited time to solve the problem situation, so they need to clearly allocate time frames for each stage and adhere to deadlines at all stages of solving the case – from its analysis to the presentation of a common solution, irrational use time, going beyond the time frame – can doom the task to failure);

- stress resistance (case method is a method of testing applicants for stress resistance and its development, as it occurs under stressful conditions, in particular, when the conditions provide time constraints, and therefore applicants are not sure whether they can meet the deadline to complete the task, in addition there is not enough information and the only way to solve the problem situation);

- ability to motivate oneself and others (case method, in essence, involves active participation in the discussion and outlining ways to address the specific situation of all group members, so it is important that each applicant works, speaks, offers strategies to solve the problem situation, and for In case one of the members of the group is not active, it is important that the moderator or other participants in the educational process motivate classmates to work actively);

- leadership (case method involves the search and presentation of the optimal solution to the problem situation, so in this process the important role of formal or informal leaders who will create a favorable moral and psychological climate, distribute roles, "smooth" conflict situations, "tame" excessive emotions, to give the opportunity to express themselves to all comers and in fact, without wasting time on

unnecessary things, as well as to help formulate the only correct, effective solution to the problem situation in specific conditions);

- responsibility (in the process of solving the problem situation, applicants will form a sense of team responsibility for the result of work, and this is a jointly developed solution. In addition, the case method usually involves the analysis of specific practical situations that occur in real life and, accordingly, the decision to solve them is not only a learning task, but also one that can be implemented in practice, and therefore the responsibility grows.

Analyzing also the world experience of applying the case method, it can be argued that it plays an important role in shaping the social skills of higher education seekers (Table 1) [7].

Table 1. The influence of the method of situation analysis on the formation of socially significant qualities of the specialist.

Qualities of a specialist	Characteristic	The influence of the method of situation analysis on their formation
Ability to make decisions	Ability to develop and adopt a model of specific actions	Comparison and evaluation of the advantages and disadvantages of different situations, highlighting the logic of the situation
Ability to learn	Ability to search for new knowledge, mastering skills and abilities to self-organize their learning	Constant search for new information during the analysis of the situation, especially in the process of its development
System thinking	Ability to holistic perception of objects in their structural and functional characteristics	Comprehensive understanding of the situation, its systematic analysis
Independence and initiative	Ability to individually develop and actively implement solutions	High individual activity in situations of uncertainty
Willingness to change and flexibility	Desire and ability to quickly navigate the changed situation, to adapt to new conditions	Development of a model of behavior in constantly changing situations of analysis
Commercial business orientation	Setting on productive activities to achieve a practical result	Constant search for the answer to get a practical result in a particular situation
Ability to work with information	The ability to search for information, analyze it, translate from one form to another	Constant search, selection, classification, grouping, analysis and presentation of information
Perseverance and determination	Ability to defend one's point of view, to win discussions with partners	Ability to argue and defend their point of view
Communicative opportunities	Possession of words and non-verbal means of communication, the ability to make contact	Constant expressions of their position, the ability to listen and understand the interlocutor
Ability to have interpersonal contacts	Ability to make a favorable impression on the interaction partner	Constant desire to make a good impression on the teacher and other students
Problematic thinking	Ability to see problems	Finding the problem and determining its main characteristics
Constructiveness	Ability to develop problem-solving models	Finding ways to solve the problem using the case method
Ethics	Possession of ethical norms and skills of ethical behavior in the conditions of collective interaction	Constant collective interaction, competition

In recent years, the case study technology has been actively introduced in the educational process of the Free Economic Zone of Ukraine. For example, the teams of teachers of higher education institutions Danube Institute of Water Transpor, State University of Infrastructure and Technologies and teachers and cadets of the Danube Institute of the National University "Odessa Maritime Academy" developed and tested the following cases: "Piracy and International Law" , "Measures to counter pirate attacks", "Bullying in international ship crews", "Maneuvering tablet and methods of working with it", "Leadership and types of ship crew management" [8].

In these free economic zones, not only the case study technology was introduced, but also an experimental study was conducted during two months of training in quarantine conditions regarding the effectiveness of its application. To this end, mini-cases were developed for cadets, which included: theoretical and information block, problem situation, solving it on the basis of reasonable conclusions made by cadets.

The results of the survey of applicants on the effectiveness of case study technology show that "interest in professional activities has increased significantly when providing material in case study format, cadets preferred this type of work among the proposed traditional, such was 73% of the total number of answers; 44% of undergraduates offered assistance to teachers in creating cases for undergraduate students; 68% initiated to continue this type of work while studying other disciplines of professional training "[8].

An interesting foreign, worldwide experience in the application of the case method is the annual holding of various competitions, case solving competitions among student youth. Examples of such competitions are (https://www.thecasecentre.org/caseLearning/competitions):

•"Aarhus Case Competition" – a weekly case competition in Aarhus (Kingdom of Denmark) – one of the largest competitions of high complexity in solving cases in Northern Europe, which involves the best students – future entrepreneurs. In 2021, the top nine student teams will tackle three different real-world situations: two introductory and one big 30-hour main case, in which one team wins and wins the title case.

•"APICS West Coast Student Case Competition" – a traditional logistics case competition, ASCM (Association of Supply Management, which is one of the world leaders in the field of supply) in cooperation with Deloitte Consulting LLP (this company is one of the world leaders in providing assistance to companies in integrating business strategy in the field of supply to increase operational efficiency). Students from universities in Africa, Asia, Europe, and North and South America are participating in the competition. The participating teams develop extraordinary and interesting ways to solve practical situations of continuous supply management. Cases may include distribution, logistics, sales, and operations planning, as well as other operations management tasks.

•"CBS Case Competition" – a competition for solving real business cases, which has been held since 2002. In 2005, Copenhagen Business School specialists developed business cases in cooperation with Schneider Electric

(https://static1.squarespace.com/static/5ad60a394eddec46cd24f475/t/5b8fb2a50e2e7 2196157e10d/1536540). According to the rules of the competition, the team consists of 4 students, who are given 24 hours to present a solution to a practical business situation. Since 2019, another competition called "GLOBAL" has been introduced. From 2020, the top 3 teams will be selected to solve the final case in the online grand final. In 2020, the competition was held online and was available to students from around the world.

•The CFO Case Study Competition is an annual open and global multi-stage business strategy and financial research competition focused on leadership. The competition is organized by the CharterQuest Institute in South Africa. The competition is divided into 2 parts: Global-Senior – designed for university students and Continental-Junior – for high school students. Participants must address a range of complex, integrated, financial, operational, strategic and ethical issues facing real global business in emerging markets. The purpose of the Competition is to prepare a new generation of CFOs and global business leaders. The organizers aim to develop young people's entrepreneurial and business competence, to form the ability to work in a team, analytical, critical, creative, as well as strategic thinking.

•Climate Investment Challenge – a competition is organized for graduate and undergraduate students. Participants are invited to develop and describe creative financial solutions and innovations aimed at solving one of today's global problems – climate change. Tasks may include identifying untapped funding opportunities to combat climate change or developing innovative financial structures or tools that increase the return on investment in climate conservation.

•Creative Shock – a global competition of social business cases for students. It dates back to 2011. Every year, contestants solve financial, marketing, PR and strategic tasks for the development of social business. The participation of students in this competition introduces them to real global models of social business. Student youth offers the implementation of a business strategy for socially oriented activities of enterprises and organizations. At the qualifying stages of the competition, students solve two social business cases. The best 10 teams reach the final, which takes place in Vilnius (Lithuania) and solve two more cases. In 2019, 1803 students from 101 countries joined the Creative Shock (http://creativeshock.lt/competition).

•Global Family Enterprise Case Competition – an annual (since 2013) case study for family businesses (FECC). The competition is aimed at preparing young people to understand the most important issues inherent in family businesses. Students learn to apply the acquired knowledge and skills to solve complex problems of family business (https://www.uvm.edu/business/global_family_enterprise_case_competition).

•Hult Prize – The Hult Prize Foundation is an annual competition for the Halta Prize, which aims to identify and launch the most compelling social business ideas to create new businesses that solve the serious problems facing billions of people around the world. This competition is also called the accelerator of startups for beginners, young social entrepreneurs who are university graduates from around the world. The contest has been named one of the top five world-changing ideas by US

President Bill Clinton and TIME magazine. The winners of the competition receive a start-up capital of $ 1 million, as well as mentoring and advice from the international business community. In 2021, the competition will be held under the slogan "Challenge for Food" (https://www.hultprize.org/challenge/).

•Net Impact Case Competition (NICC) – MBA case competition, which focuses on solving real social and environmental business problems. The competition is held annually by the Leeds School of Business at the University of Colorado at Boulder. In 2020, the theme of the competition was "Economic Recovery in Response to a Global Pandemic." The business plans presented by the teams had to give priority to environmental and social issues. The Net Impact Case Competition gives students the opportunity to demonstrate their ability to solve problems using an interdisciplinary approach to professionals and companies focused on sustainable development. The 2020 competition set students the task of finding a way to the economic recovery of a country in the midst of a global pandemic. Participants developed a vaccine distribution plan that would ensure equitable social and economic impact in many different communities across the country. In developing the solution of their case, students faced logistical and ethical problems of medical care (https://www.netimpactcc.com/).

Also, there are such popular competitions as: IMA Middle East and India Student Case Competition; HSBC / HKU Asia Pacific Business Case Competition; John Molson MBA International Case Competition; Katz Invitational Case Competition; KeyBank Foundation and Fisher College of Minority MBA Student Case Competition; Network of International Business Schools (NIBS) Worldwide Case Competition; PRMIA Risk Management Challenge; Russian National Case League Changellenge.

Thus, the most popular international case competitions among student youth are: Aarhus Case Competition; APICS West Coast Student Case Competition; CBS Case Competition; CFO Case Study Competition; Climate Investment Challenge; Creative Shock; Global Family Enterprise Case Competition; HSBC / HKU Asia Pacific Business Case Competition; Hult Prize; IMA Middle East and India Student Case Competition; John Molson MBA International Case Competition; Katz Invitational Case Competition; KeyBank Foundation and Fisher College of Minority MBA Student Case Competition; Net Impact Case Competition; Network of International Business Schools (NIBS) Worldwide Case Competition; PRMIA Risk Management Challenge; Russian National Case League Changellenge.

Discussion. The advantage of the case method over the traditional methods used in the educational process is undeniable. The case method allows to interest students in the learning process, forms an interest in a particular discipline, promotes the active acquisition of knowledge and skills.

However, some researchers note certain disadvantages of this method:
• does not contribute to the deep study of pedagogical problems and tasks;
• requires significant time;
• requires from the teacher a certain experience, deep knowledge in
• conducting discussions and analysis of the "case" situation;

- insufficiently researched in pedagogy;
- the teacher must be able to abandon their own judgments.

Therefore, further research is aimed at identifying and substantiating the pedagogical conditions for the formation of social skills of students of agricultural institutions of higher education.

Conclusion. In the analysis of experience in the usage of case technology in the formation of social skills of higher education seeks that to strengthen the social skills of students it is advisable to combine traditional forms and methods of usage case technologies, which allows to use theoretical knowledge and develop skills, necessary for making adequate decisions and considered actions in the presence of possible real problems in future professional activity. The case approach is not aimed at mastering ready-made knowledge, but at creating new ones. This makes the learning process for the student not just necessary, but desirable, interesting, and, ultimately, more effective.

In Western Europe and the United States, the case-study method occupies a prominent place in teaching, is successfully used in business education and is deservedly considered one of the most effective ways of learning (Harvard Business School devotes almost 90% of time to solving case problems). Taking the example of developed countries with strong economies, we must make every effort to develop a high level of case study methods, which will increase the number of highly qualified, trained for any problem situations specialists needed for successful economic development of our country.

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PEDAGOGICAL CONDITIONS OF EDUCATION OF VALUE ATTITUDE TO THE LIVING NATURE OF MIDDLE SCHOOL STUDENTS

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Abstract. The article considers the pedagogical conditions of education of middle school students in the value attitude to wildlife, different approaches of scientists to the definition of this term. The specifics and essences of the concepts "condition" and "pedagogical condition" of the formation of this neoplasm are determined. The own definition of pedagogical conditions of education of the value relation to the living nature of pupils of middle school age is formed. Using the mathematical and statistical analysis of the method of expert evaluation, the pedagogical conditions of our study were experimentally established. It is substantiated that the education of ecological culture in middle school students and its such a separate component as a value attitude to wildlife should be carried out based on modern methodological approaches, which we have identified on the basis of expert assessment. It is noted that the level of ecological culture is to improve human qualities. It is indicated that pedagogical science is the main tool for influencing human consciousness. There are some differences in the results of expert evaluation of teachers in connection with the age and gender characteristics of students.

Introduction. In the process of educating the values of wildlife of middle school students an important place is occupied by pedagogical conditions that positively affect self-improvement, creative self-realization, professional development and continuous improvement of skills, and values to the world become a social need of society.

Literature review. Analysis of psychological, pedagogical, philosophical and scientific literature found that there are different approaches to the definition of the term "pedagogical conditions". The dictionary-reference book on professional pedagogy defines that pedagogical conditions are "circumstances on which the integral productive pedagogical process of professional training of specialists, which is mediated by the activity of an individual, a group of people, depends and takes place" [1].

According to the interpretation in the philosophical context, the term "condition" is defined as a category of universal relation of a thing to the factors and factors due to which it arises and exists [2]. Interpreting this definition, we can conclude that it is the conditions that make up the environment in which a certain phenomenon and process arises, develops and exists. Conditions are interpreted as "necessary circumstances, features of reality that allow the implementation, creation, formation of something or contribute to something" [3].

Thus, we have determined that the condition is a necessary factor of any activity, under the influence of which the formation and further development of qualities, skills and other necessary inclinations, the influence of which is mediated by the internal activity of the individual.

Aims. Is to determine the specifics and disclosure of the essence of the concepts "condition" and "pedagogical condition" of the formation of values to the living nature of middle school students.

Methods. In the process of research work a set of methods of scientific and pedagogical research was applied, in particular: analysis, synthesis, comparison, systematization and generalization, mathematical and statistical method.

Results. V. Andreev understands under the pedagogical condition the circumstances of the process of teaching and education, which are the result of purposeful selection, design and application of elements of content, methods, and organizational forms of learning to achieve didactic goals [4].

According to O. Brazhnych, pedagogical conditions are characterized as a set of opportunities (content, methods, organizational forms, material opportunities) for the implementation of the pedagogical process, which ensures the successful achievement of the goal [5].

R.V. Sopivnyk interprets pedagogical conditions as objective and subjective requirements and prerequisites in the implementation of which the teacher achieves the goal of his work, and at the same time rationally use forces and means. Conditions - a kind of environment, the environment in which the pedagogical influence on the pupil. The environment defines the relationships and connections necessary for the effective implementation of educational goals [6].

For O. Pekhota, pedagogical conditions are a set of certain forms, methods, material conditions, real situations that have objectively developed or were subjectively created, which are necessary to achieve a specific pedagogical goal [7].

According to research A.P. Galaeva to improve the quality of educational activities are influenced by the following factors: organizational, economic, social and personal, and pedagogical conditions are perceived as consciously constructed by the teacher circumstances that significantly affect the pedagogical process [8].

G. Ponomareva interprets the system of pedagogical conditions as a means of educational and educational influence on the feelings, mind and behavior of students [9]. According to IV Companion, pedagogical conditions - are the circumstances on which depends the achievement of educational goals [10].

According to N. Negruts' research, pedagogical conditions include: mastering by teachers of the theory of bases of formation of the value relation to the living nature; their acquisition of the ability to choose effective methods of organizing the educational process, which is aimed at the formation and development of knowledge and mastery of practical skills for the implementation of values to the living nature of students; organization of various activities of middle school students aimed at the development of values in relation to wildlife [11].

According to V. Manko, pedagogical conditions are characterized by a set of internal and external characteristics of functioning, which provide high efficiency of the educational process and meet the psychological and pedagogical criteria of optimality [12].

Summarizing the different approaches to the interpretation of the concept of "pedagogical conditions", we can determine that these are certain circumstances,

objective and subjective factors of the initial process, namely: the subject, teaching and learning that are necessary to ensure effective functioning of all components of the education system in direct dependence on the purposes, tasks, the maintenance, forms and methods of this system.

Thus, we can attribute to the pedagogical conditions those factors and circumstances of the educational process that meet certain requirements, namely: have a clear structure, logical sequence of elements that form the necessary connections and promote more effective formation of the necessary qualities in the educational process.

Based on the above, we can formulate our own definition of pedagogical conditions for educating values of wildlife of middle school students, which means a set of interrelated circumstances and factors of the educational process that affect its course and aimed at developing a harmoniously developed personality with clearly formed ecological knowledge, skills and abilities regarding the value attitude to the living nature, personal-value attitudes towards the readiness for nature protection activity and the corresponding style of thinking.

O.O. Kolonkova identified the following pedagogical conditions for the value attitude to wildlife of high school students: the subordination of the process of educating the value attitude to nature in high school students to the purpose of personal development; harmonization of educational influence of natural and social environment; taking into account the specifics of the rural and urban environment of development and formation [13].

O.I. Terentyev, as a result of research of the problem of education of the value relation to the living nature allocates the following pedagogical conditions: mastering of knowledge about value of the nature which are a basis of understanding of modern ecological problems; creation of ecological and development environment in the educational institution, which would promote their application in practice; use of personality-oriented methods of pedagogical interaction; friendly relations between all participants in the educational process, the perception of the teacher who carries out the process of forming a valued attitude to the environment [14].

Discussion. To determine the pedagogical conditions in our study, we used mathematical and statistical analysis of the method of expert evaluation, the essence of which is to assess and determine the need in writing by specialists (teachers of secondary education) pedagogical conditions for educating values of wildlife on the following scale: very important "," important "," unimportant "and" has no effect at all ". The experts were 22 pedagogical employees of general secondary education institutions. Each pedagogical condition, which received a grade of "very important" was evaluated by us in 3 points, "important" - 2 points, "unimportant" - 1 point and "has no effect" - 0 points. The results of the expert assessment are shown in table 1.

Table 1. The results of an expert survey to determine the pedagogical conditions for the education of values to the living nature of middle school students

№	Pedagogical conditions	The sum of points	Rank	Coefficient of weight
1.	Transfer of knowledge about wildlife and patterns of the world to middle school students	56	2	
2.	Practical and methodical preparation of class teachers for the education of values to the living nature of middle school students	50	4	
3.	Organization of excursions for middle school students by leading organizations in environmental protection	47	6	
4.	Formation of a value attitude to the living nature of middle school students in the student body	45	7	
5.	Formation of environmentally friendly skills behavior in the process of everyday life	44	8	
6.	Motivation of middle school students to self-education of careful attitude to wildlife and rational use of nature	45	7	
7.	Application of the method of example in the formation of values to wildlife	44	8	
8.	Creation of optional classes and special courses aimed at educating values of wildlife of middle school students	51	3	
9.	Involvement of middle school students in collective activities aimed at caring for wildlife	45	7	
10.	Use of interactive forms and methods of ecological educational work orientation	58	1	
11.	Systematic inclusion of middle school students in activities dedicated to the formation of a valued attitude to wildlife	48	5	
12.	Involvement of middle school students in the activities of environmental NGOs	44	8	
13.	The use of art in the education of values to wildlife	41	9	
14.	Organizing meetings with successful people who promote values to wildlife	31	10	

Conclusion. As a result of reviewing the scientific literature, mathematical and statistical analysis of the results of expert evaluation, we have identified significant pedagogical conditions for the education of values to wildlife of middle school students, namely:

1) the use of interactive forms and methods of educational work of ecological orientation;

2) the transfer of knowledge about wildlife and the laws of existence of the world;

3) creation of optional classes and special courses aimed at educating the values of wildlife of middle school students;

4) practical and methodical preparation of class teachers for the education of values to the living nature of middle school students;

5) systematic inclusion of middle school students in activities dedicated to the formation of a valued attitude to wildlife.

In our opinion, such an algorithm of answers of expert teachers is connected with teachers' understanding of the importance and importance of creating positive conditions for education and formation of values in relation to wildlife.

It is more expedient to carry out methodical bases of education of the value relation to a wildlife of pupils of average school age, being guided by criteria of the corresponding pedagogical conditions. Namely: the use of interactive forms and methods of educational work of ecological orientation; transfer of knowledge about wildlife and patterns of existence of the world; creation of optional classes and special courses aimed at educating the values of wildlife of middle school students; practical and methodical preparation of class teachers for the education of values to the living nature of middle school students; systematic inclusion of middle school students in activities aimed at forming a valued attitude to wildlife. Due to this, the paradigm of integrity and unity of scientific knowledge and their practical implementation in everyday life is preserved. Based on the analysis of these criteria and levels of this personal education, we formulated the statement that the use of different methods and techniques together would be pedagogically appropriate and justified in the educational environmental process of middle school students.

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CHAPTER 2
INNOVATIONS IN THE MANAGEMENT OF EDUCATIONAL INSTITUTIONS

CREATIVE USE OF THE EXPERIENCE OF FOREIGN LANGUAGE EDUCATION ABROAD IN THE EDUCATIONAL PROCESS OF UKRAINE

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Abstract. The article deals with the creative use of the experience of the foreign-language World abroad in the educational process of Ukraine. It is noted that taking into account this circumstance and the general nature of the Ukrainian scientific and pedagogical discourse on the development of foreign Foreign Language Education, the analysis of the problem of creative use of its experience in the educational process of Ukraine is based on the following logic. First, we consistently consider research on the development of foreign language education in foreign countries at certain levels of education (primary, secondary, higher, in particular professional). Therefore through this prism of this scientific heritage, we summarize the main vectors, aspects, and components of its research: semantic, methodological (technological), organizational and managerial. The author relied on the research of well-known scientists on learning a foreign language in educational institutions. Special attention was paid to the expansion of the socio-cultural context of the content of foreign language education. Attention is focused on the ability of educational applicants to use a foreign language as a means of intercultural communication. Proficiency in a foreign language gives you the ability to create your own ethnic and socio-cultural identity by comparison. Cognitive development of educational applicants activates their learning activities. It is noted that at the beginning it is necessary to pay attention to strengthening an effective state language policy. It provides a strategy for multicultural language education and the growth of the language culture of the population. This is reflected in the growing number of people who speak at least one foreign language. The beginning of the study of several foreign languages in high school begins.

Keywords: foreign language education, research, study, analysis, development, conclusions.

JEL Classification: I 24, I 29

Formulas: 0; fig.: 0; tabl.: 0; bibl.: 12

Introduction. Taking into account the current state, tasks and prospects of Ukrainian pedagogical comparative research, this problem is a universal (de facto normative) component of research on the development of foreign language education abroad.

This determines the complex and multi-layered architectonics of its historiography. In general terms, two main groups of works can be distinguished by the subject and purpose in it. The first category includes studios where a comparative analysis of the development of foreign language education in one or a group of foreign countries is the main subject of research. To the second – works in which this

question is one of the tasks of research, on which all its logic and construction is focused in the final stage.

Taking into account this circumstance and the general nature of the Ukrainian scientific and pedagogical discourse on the development of foreign Foreign Language Education, the analysis of the problem of creative use of its experience in the educational process of Ukraine is based on the following logic. First, we consistently consider research on the development of foreign language education in foreign countries at certain levels of education (primary, secondary, higher, in particular professional). Therefore. through this prism of this scientific heritage, we summarize the main vectors, aspects, and components of its research: semantic, methodological (technological), organizational and managerial, and so on.

Literature Review. In the general historiographic dimension, they can be divided into two main conditional groups.

The first group includes works that create the basis for studying the development of foreign foreign language education and highlight the educational and pedagogical problems associated with it. These studios are based on the methodology of historical and pedagogical research (O. Adamenko, M. Berulava, S. Bobryshov, L. Vakhovsky, S. Goncharenko, S. Kvit, V. Kremen, O. Maneev, O. Sukhomlinskaya, etc.), pedagogical comparativistics (Yu. Andreeva, A. Vasilyuk, A. Vykhrushch, N. Dychek, K. Korsak, M. Krasovitsky, N. Lavrichenko, O. Lokshina, N. Mukan, V Sadovaya, A. sbrueva, I. Sokolova, I. Stashevskaya, G. Pike), linguistics and related branches of knowledge (L. Antoshkina, A. Belova, I. Golubovskaya, V. Manakin, V. Redko,); on the history, theory, practice of the development of foreign educational systems (N. Avshenyuk, N. Agapova, M. Vakulenko, O. Sysoeva, N. Nichkalo, O. Ogienko, O. Pometun, E. Tanko, L. Chulkova) and multicultural (R. Agadulin, V. asaeva, N. bazilyak, F. Bacevich, v. Bolgarina, O. Gurenko [4].

Aims. The purpose of the article is to analyze the creative use of the experience of foreign language education abroad in the educational process of Ukraine and prove the importance of a foreign language for the development of the state and the individual.

Method. The research was based on the comparative method, the method of empirical research and the method of theoretical generalization of existing scientific concepts. Foreign language approach to the development of youth creativity

Results. This approach organically corresponds to the philosophy of the concept of cross-cultural foreign language education in Ukraine, which has been actively developed since the early 2000s and should justify a new methodological approach to the development of a person capable of participating in cross-cultural communication.

The basic components of the pan-European recommendations on language education: study, teaching, assessment confirm the core postulate, according to which the main goal of organizing educational activities in this direction should not be "teaching a foreign language", but "implementing cross-cultural language education". Its main content primarily provides for the comprehensive development of the individual by means of foreign language education in the process of interrelated

teaching of language and culture, and not just the formation of practical knowledge and skills.

It is necessary to emphasize the fundamentally important aspect of the concept of S. Nikolaev, where he emphasizes the definition of recommended levels of proficiency in intercultural foreign language communicative competence as a result of foreign language education of graduates of various types of educational institutions [6].

Along with the general methodological foundations inherent in all pedagogical comparative studies, special research tools are used in the research. At the same time, two main methodological approaches to the study of this problem can be defined.

The first concerns its understanding in the broad context of political, socio-economic, and cultural processes that occur in the interrelation of regional, national, and supranational trends and determinants of the global language space. Ukraine is an integral part. The second systematic approach involves considering the national system of foreign language education of Ukraine as a separate microsystem [10]. It functions, develops, and interacts with other national-specific microstructures and global and European educational macrostructures.

Through the prism of various manifestations and scientific reflections that accompany creative understanding of the foreign experience of foreign language education in the educational space of Ukraine, the study of this problem is a priori found in multilingualism, multiculturalism, dialogue of cultures and ideological and mental thought [9].

In the arsenal of operational tools for studying this problem, such methods as Comparative and historical are of primary importance. It allows you to generally track and compare the dynamics, trends, and other components of the development of foreign language education abroad and in Ukraine. The comparative method allows us to identify the common and special nature of various components of foreign language education. We are talking about the organizational structure, standards, and content in Ukraine and other countries and regions.

The typological method makes it possible to identify and explain the identity of certain processes and phenomena in the systems of school foreign language education in different countries [7].

Scientific extrapolation substantiates the factors that determine the expediency of foreign experience in the Ukrainian educational and linguistic and cultural environment.

Despite a lot of content-thematic narratives and angles, in studying the problem of using foreign foreign language experience in the educational process of Ukraine, domestic comparative scientists have developed a certain algorithm for understanding it.

It is primarily manifested in determining the criteria for comparative pedagogical analysis of foreign language education systems in Ukraine and other foreign countries.

In general, they are based on the regulatory framework for the development of national language and foreign language education. It is necessary to focus on the

content of educational programs and structural features of curricula. Technologies, methods, and forms of organizing the educational process are always interesting. The nature and style of relations between its subjects is emphasized. The nature and features of practical training of future specialists, the forms and means of Final control, the conditions and experience of managing and financing educational institutions – everything should be paid attention to when studying this aspect [5].

Studying the retrospective and, above all, the current state and prospects for the development of foreign language education in Ukraine and abroad, domestic scientists mostly fail to find out the reasons that caused differences in its content, the nature of the organization, and so on.

In addition to the peculiarities of the socio-cultural development of individual countries, the genesis of these differences in the dimension of the "eastern" (socialist) and "Western" (capitalist) education systems, researchers justifiably do not emphasize the Times of the "Cold War". In political and socio-economic relations, the socialist system recognized its incapacity and began to adopt the experience of Western educational and scientific models of development [6].

But the main differences between these models remain that prevent the adaptation of foreign experience to the Ukrainian educational space. In particular, until today, in most educational institutions in the United States, the study of foreign language education is not mandatory. Private universities they have the right to decide whether to study foreign language education as a mandatory discipline.

Public organizations operating in them play an important role in organizing foreign language education in higher education institutions in the United States and many Western European countries. These can be industry clubs attached to colleges and universities, or national organizations. By engaging in volunteer activities, organizing courses and other events for their members with the invitation of native speakers of foreign languages, they have a significant impact on the foreign language training of applicants for education [4].

So, taking into account these indicative and many other features, it should be understood that for objective reasons, Ukraine quite naturally focuses on Western models, samples and experience in the development of foreign language education. There are significant differences between them that should be taken into account when studying them and adapting them to the national educational space.

The first (initial) component of comparing models of development of foreign language education in Ukraine and in foreign countries is mainly their regulatory framework. When clarifying this issue, scientific approaches are mostly not distinguished by originality, it is usually interpreted in the context of the implementation of the ideas of the Bologna Process and the development of pan-European language policy. It is defined by such basic documents as pan-European recommendations on language education: study, teaching, assessment; European language portfolio, recommendations for preparing teachers for teaching foreign language education [9].

The focus is shifting to clarifying trends and challenges in Ukraine's language policy.

From the analysis of normative legal acts of Ukraine that determine the language policy of Ukraine (laws «On education" (2017), "On higher education, the concept of language education in Ukraine» (2011) and scientific research R. Antonyuk, N. Bazilyak, A. Belyaeva, I. Beletskaya, L. Zaitseva, S. Nikolaev follow the leading postulates and trends in the development of domestic foreign language education [4].

It should be noted on the main characteristics.

First, we need to pay attention to strengthening an effective state language policy. It provides a strategy for multicultural language education and the growth of the language culture of the population. This is reflected in the growing number of people who speak at least one foreign language. The beginning of the study of several foreign languages in high school begins.

Expanding the socio-cultural context of the content of foreign language education. This is reflected in the ability of educational applicants to use a foreign language as a means of cross-cultural communication. Proficiency in a foreign language gives you the ability to create your own ethnic and socio-cultural identity by comparison. Cognitive development of educational applicants activates their learning activities.

Improving the professional training of teachers and other professional personnel based on the principles of multiculturalism also contributes to the development of modernization of the language education system in higher education institutions. This can happen through the introduction of effective educational technologies and the improvement of speech culture and communicative competence.

Purposeful updating of state standards of language education to raise it to a qualitatively new level and form the applicant of education as a language personality, reveals readiness for linguistic and cultural self-improvement throughout life [4].

Creating proper regulatory, organizational, scientific and methodological support for the development of foreign language education is very important for young people.

It is necessary to introduce a reorientation to the use of innovative educational computer systems [8].

There is an increase in the attention of civil society to the problems of linguistic and cultural education and the consolidation of efforts of scientists, teachers, parents, and the public to solve them.

Through the prism of these and other trends and priorities for the development of foreign language education in Ukraine, the foreign experience of its development in Primary, Secondary, Higher schools and its content, methodological (technological), organizational and managerial, and other components are understood, interpreted and adapted to the domestic educational space.

In the context of these general trends, Ukrainian scientists understand the foreign experience of developing foreign language education in preschool educational events and primary schools [10].

Models of early foreign language learning in the United States are being actively studied. Studying this problem, the scientist V. Smelyanskaya found significant differences in its development in primary schools in Ukraine [4]. We have created

more favorable conditions for mass teaching of a foreign language due to the fact that it is mandatory starting from the 2nd grade and is carried out according to unified programs. In the United States, only a quarter of primary schools offer foreign language learning, and this process is unregulated, carried out in the absence of unified programs.

At the same time, in the United States and Ukraine, there are common approaches to the theoretical justification of the leading areas of Foreign Language Teaching. They manifest themselves in the implementation since the end of the twentieth century of the foundations of communicative personality-oriented learning and priorities for the formation of socio-cultural knowledge. Based on the results of the study, V. Smelyanskaya justified the possibilities of using the US experience in Ukraine in the aspects of updating the content and improving the organization of Foreign Language Teaching in primary schools. There is an increase in the number of hours spent studying them due to integration with other disciplines [11].

Strengthening the educational potential of a foreign language in use in extracurricular and extracurricular activities. Unified foreign language teaching programs are being created in kindergartens and school educational institutions. The use of new information and communication technologies and improvement of educational and methodological support are often used. The network of professional communication is constantly expanding and video and online materials have been developed [7].

Promising components of the British experience in the formation of foreign language competence of Primary School students were identified by L. Zablotskaya. In addition to interesting, but generally well-known methods and means of activity in this direction (creative tasks, dramatization, etc.), the author also proposed quite innovative forms of work for Ukraine. They relate to evaluation using written reports. Personal achievements of each student are indicated. The overall results of final exams are announced to determine the best schools. Conversations are held about providing the quality of educational services and facilitating the choice of an educational institution by parents. Internal national and international monitoring of the quality of Education has been introduced [5].

Close to this achievement are the results of the study by Yu. Pavlovich, who summarized the results of the implementation of a pilot project in the Visegrad four countries concerning the language portfolio of primary schools [7].

In the context of the prospects for implementation in Ukraine, the author showed its advantages. They manifest themselves in taking into account the age (cognitive, mental, etc.) characteristics of children. There is an opportunity to use proven interactive technologies of foreign language learning and innovation. They allow the child to independently assess the level of foreign language proficiency.

A high level of knowledge is noted for understanding and spreading the experience of developing foreign language education in foreign general education schools.

Thus, studying this problem, M. Tadeeva carried out a comprehensive analysis of the reform of the system of school foreign language education in Ukraine in the

European context. The scientist showed that in the early 2010s, a total of 16 foreign languages were studied in it. The first foreign language begins to be mastered from the first or second grade, and the second is taught from the fifth grade. The most popular among them was English (about 90% of students studied), the rest chose German, French, Spanish, and Chinese, Japanese, Arabic, Turkish, Hindi, Korean, Persian, Polish, and Scandinavian languages were studied in separate specialized institutions. Such a language repertoire shows respect and tolerance for the cultural diversity of different peoples [12].

Discussion. The issue is debatable regarding the definition of the term "foreign language education". In search of an answer, we found that the concept of "foreign language education" is a tracing paper of the Russian term "foreign language" [1, p. 239]. It is also necessary to pay attention to another opinion: a foreign language education is one that is studied as a non – native (Foreign Language) Education. In this aspect, it is considered as a "linguistic and cultural education" [3]. Its goal is that citizens should be multilingual.

We should also not forget about "language globalization", when one language penetrates into others and becomes dominant. This situation can lead to the "Americanization of the world's languages".

Conclusions. The research of Ukrainian scientists on foreign language education abroad is based on a wide range of documentary and informative materials. They are based on regulatory legal acts on the educational and language policies of European countries and individual countries. Scientific and methodological support for teaching foreign languages and knowledge of the culture of their native speakers; materials of periodicals and official statistics, Internet resources, etc. A classification of primary sources has been developed, on the basis of which the research of Ukrainian scientists on the development of foreign language education in foreign countries is based. It provides for their division according to the criteria of origin, official status, essential content, and Information potential.

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CHAPTER 3
THEORY AND METHODS OF VOCATIONAL EDUCATION

POLYCULTURAL COMPETENCE AS A LITERARY COMPONENT OF RESEARCH

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Abstract. The article deals with multicultural competence as a literary component of the study of the younger generation. The main attention is focused on the intercultural interaction of the team work of teachers-colleagues, their knowledge of a foreign language that allows for effective intercultural communication. The article draws attention to the components that are one of the important characteristics of the multicultural competence of teachers. Special emphasis in the article is focused on the implementation of the comparative line as a component of the literary process of the educational branch of the state standard of secondary and higher education. It provides for the implementation of the comparative line and defines the relevant state requirements for the level of training of students. The emphasis is focused on the principle of pluralism, on the need to have knowledge about other peoples and their cultures, traditions and customs, to identify commonalities and specifics, to understand their value. For the development of multicultural competencies in students, it is necessary to constantly focus on the ability to formulate a clear position and express a personal attitude to the material read. It is necessary to learn to evaluate the compositional components of the plot. The main task of teaching foreign literature is the development of the humanitarian culture of students, the education of their creative life orientations, the ability to independently communicate with works of art of words and consciously perceive the aesthetic and spiritual values embodied in them. The artistic work is proposed to be considered as a single whole. It is necessary to start with the unity of comparing the era and the place of the author of the work in world literature, the personal cultural and philosophical views of the author. Attention is drawn to the fact that the methodological features of the use of comparative analysis occur in stages, starting from the fifth grade. It is necessary to start with individual fragments in the form of a small comparative study. One of the forms of the comparative research method is the establishment of links between Ukrainian literature and other national literatures. Special attention should be paid to the development of traditional themes, plots, motifs, images, poetic means in literary works. Attention is focused on modern teaching methods, professional teaching in schools and universities, where the academic and creative potential of young people should be fully revealed. The purpose of the article is to reveal the meaning and ways of educating multicultural literary competence as one of the components of the educational process.

Keywords: foreign literature, multicultural competence, application, implementation.
JEL Classification: I 24, I 29
Formulas: 0; fig.: 0; tabl.: 0; bibl.: 8

Introduction. The implementation of the comparative line as a component of the literary process of the educational branch of the state standard of secondary and higher education provides for the implementation of the relevant state requirements for the level of training of students. It is at the very beginning of the educational

process at all levels that it is necessary to pay attention to the sequence and step-by-step learning.

The motivational component involves the manifestation of high school students ' interest in global interdependence, phenomena in the surrounding world and in the open world space. It is necessary to gain knowledge about national and world culture. Students develop a sense of their own opinion when meeting with representatives of other cultures. They strive to study the features of «their culture» in the system of «I-monoculture-interculture-polyculture». In this case, there is a positive motivation for the development of multicultural knowledge and the multicultural qualities necessary for positive interaction with representatives of different cultures are formed: tolerance and conflict-free.

In grades 5-7, students only get the concept and features of thoughtful reading of works of art. In grades 8-9, the reception of system reading of software works begins. In grades 10-11, the teacher builds work with the text on a combination of such approaches: chronological (historical and literary); concentric (expansion and deepening of previously known material); genre-thematic (topics relevant to young people, genres); multicultural (presentation of the brightest literary phenomena of different times and peoples in the context of culture, the dialogue of cultures in time). Students of the specialty SO 014 English language and literature master the competencies with which they acquire the ability to acquire deep theoretical knowledge in the field of teaching the school course "Foreign Literature", get acquainted with the specifics of this subject in the system of other school subjects and the teaching methods in general education schools.

Literature Review. In the context of the problem of multicultural education of schoolchildren, it is necessary to highlight the names of such scientists: Danilov D., Peskov I., Goncharenko L., Agadullin R., Vasyutenkova I., Vorotnyak L., Troynitskaya I., Stefanenko T., Suprunova L., Gaganova A., Krasovitsky M.. When studying the problems of multicultural education in the education system, the directions of studying the educational environment as a multicultural one are highlighted (Bondarevskaya E., Gomann M., Dmitriev G., Davydov Yu., Kremen V., Larcher D., Perotti A., Sukhomlinskaya O.) [2].

Aims. The purpose of the article is to reveal the meaning and ways of educating multicultural literary competence as one of the components of the educational process.

Methods. To understand multicultural competence with the help of foreign literature, various approaches, technologies, forms, methods were used: personal, interdisciplinary, multicultural, variable, humanitarian, communicative, cultural.

Results. The main quality that modern teachers should have is knowledge of the basic values of not only their native, but also world culture. They can use this knowledge in the course of their professional activities, be ready for intercultural interaction with colleagues, speak a foreign language and ensure effective intercultural communication. All this is an important component of the characteristics of the multicultural competence of teachers.

The comparative method has become not only universally recognized, but also received the status of a program method. Comparative analysis of works helps students to realize the integrity of the world literary process. This corresponds to the main goal of literary education: the upbringing of a creative reader with independent critical thinking, the formation of a humanistic worldview, general culture, and aesthetic tastes of the individual [6].

The basic concept of «multicultural competence» is the compound words: «poly» and «culture». Semantically, this means «a lot». Multicultural competence is a set of competencies that is included in the system of key competencies formed in the learning process. In this regard, the formation of multicultural competencies includes knowledge about the cultural diversity of civilization, both in space and in time. This allows you to effectively carry out professional activities in a multicultural educational aspect; to develop a culture of behavior and explore its types and forms in accordance with the multicultural environment and the formation of a culture of self-development in a multicultural environment [5, p.20].

A set of knowledge, skills and abilities that provide information about the culture and traditions of their people is a multicultural competence. For the overall qualitative development of students, it is necessary to form ideas about the diversity of cultures not only of their region, but also of the world as a whole. Knowledge of a foreign language helps to develop skills of productive interaction and cooperation with native speakers of other cultures [1].

The principle of pluralism, the presence of different opinions, knowledge of other peoples, their cultures, traditions and customs, the ability to identify common and specific features, to understand their value-the beginning of mastering multicultural competence. In other words, multicultural competence contributes to the search for adequate forms of behavior that help maintain an atmosphere of harmony and mutual trust, high efficiency in joint activities and eliminate racism, intolerance, chauvinism, etc. [4, pp. 136-146].

According to I. V. Peskov, multicultural competence is a system of interrelated and interdependent knowledge, skills, skills, experience, personal qualities that make up a single whole. This system is considered as open for changes and development, as well as for other competence systems [6, p. 47].

For the development of multicultural competencies among students, it is necessary to constantly focus on the ability to formulate a clear position and express a personal attitude to the material read. It is necessary to evaluate the compositional components of the plot. At the lessons of foreign literature, students should learn to perceive a literary work not as a reflection of real life, but in accordance with the laws of artistic thinking, as an act of reaction of a gifted person to the conditions of being, as a special case of its subjective reflection [5].

The use of the comparative method is recommended by the methodological literature to begin with the fifth grade, where the most favorable atmosphere is. It is necessary to start with the elements of using incomplete and one-line comparison. Later, the task becomes more complicated, and you can start comparing similar phenomena. Folklore is a good material for this. We choose fairy tales with common

themes, ideas, motives and images. Here is an example of comparing the fairy tale «The Painted Jackal» and the literary fairy tale by I. Franko «The Painted Fox». At the lesson, students receive a creative task: to learn how to distinguish literary fairy tales from folk ones.

The main task in teaching foreign literature is the development of the humanitarian culture of students, the education of their creative life orientations, the ability to independently communicate with works of art of words and consciously perceive the aesthetic and spiritual values embodied in them [6].

An artistic work is considered as a single whole. It is necessary to start with the historical epoch, unity with the peculiarities of the epoch and the place of the author of the work in world literature and the personal views of the cultural and philosophical author.

In this case, the job selected for comparison is a supporting role. The comparison of the original and several translations contributes to a better understanding of the work, helps to realize the peculiarities of the writer's style, his creative manner as a translator studying the works of different peoples, close in theme, plot, idea, problems, images, features.

In high school, the level of comparative analysis becomes more complicated. When analyzing the text, you can include materials that can be found in common sources related to various literatures, international literary influences, borrowings. To achieve this goal, a research method is used. They study the contacts of writers, literary trends, eternal themes and eternal images of world literature [7].

Encouraging students to make comparisons, comparisons of literary phenomena, the teacher should give students the material for these mental actions. Students should be taught to see and choose similar, similar literary facts or phenomena for comparison. We suggest choosing the form of the comparative method and defining it using the elements of comparative analysis.

Special attention should be paid to the comparison of literary works and their individual components: themes, motives, images, phenomena and facts. They can be compared with various works of foreign literature.

One of the forms of the comparative research method is the establishment of links between Ukrainian literature and other national literatures. Special attention should be paid to the development of traditional themes, plots, motifs, images, poetic means in literary works.

The most modern teaching methods, professional teachers of schools and universities should fully reveal the academic and creative potential of students.

The ethno-psychological aspect assumes that specialists possess knowledge about the peculiarities of the mental structure and behavior of the subjects of the educational process, which are manifested in the national character by their national identity [7].

The multicultural aspect is expressed in the degree to which a specialist displays knowledge, skills and abilities that allow him to correctly assess the specifics and conditions of interaction, relationships with representatives of other ethnic communities, and find effective forms of cooperation [8].

The most appropriate method for comparative analysis lessons is the use of creative reading methods. The difficult task is to create a problem situation, to be able to compare works of art. For a creative task, you can use the comparison of works with its genetic source using a heuristic conversation, dispute, dialogue, and the like.

These methods and techniques help to reveal the creative potential of each student's personality, to form analytical thinking skills, multicultural competence.

An effective means of comparative analysis can be the compilation of comparative tables, comparative diagrams, the creation of "live presentations", mental maps, infographics, the creation of creolized texts (advertising texts, comics, posters, posters), projects, electronic libraries, dictionaries, virtual literary museums, excursions, web quests.

Using the method of comparative analysis in a school course on the study of literature allows students to show what is common: what unites different peoples, and what is different: which testifies to the uniqueness of nations. This is especially important for understanding the proper place of Ukrainian literature in the European cultural space.

In his classes, the teacher uses a comparative method of analyzing a literary text. After all, no literature can develop fruitfully outside of communication with the literature of other peoples. This method helps to establish the connections of individual literary phenomena, contributes to a deeper insight into the ideological content of each of the compared works.

The main criteria of multicultural competence of both teachers and students are multicultural awareness (a set of knowledge about cultural artifacts, behavioral models of another culture or subculture).

An important place is occupied by cultural identity (the result of cultural identification). There will be no result without teamwork. Teachers and students should understand each other and respect the members of their

community. The ability to act in accordance with the cultural characteristics of the subjects of the educational process, while maintaining their own cultural identity, is an important component.

All these components will help to develop the ability to organize effective cultural interaction in a multicultural educational space [3; 4.]. Each teacher should first of all understand and realize what exactly he is trying to teach his students, find out for himself what place and role his subject will play in the further formation of the child's personality.

Literature as a subject plays one of the leading roles in the further formation of the student's personality. It is at the literature lessons that not only subject and interdisciplinary, but also such key competencies as multicultural, civic, general cultural, humanistic activities are formed. The course of literature is organically connected with educational courses, since it, as a science, is based on the best achievements of mankind in all fields. That is why multicultural competencies are always formed in the lessons. Multicultural competence is an integral characteristic of a teacher, which is a system of multicultural knowledge, skills, abilities, values, interests, multicultural qualities, experience necessary for life and activity in a

multicultural society, for interaction with different cultures (representatives of different races, nationalities, social groups, beliefs) [2]. Multicultural competence is the result of multicultural education, which is based on the ideas of preparing the younger generation for life in a multinational environment.

The educational environment is constantly being improved: new principles and approaches are being developed to create a multicultural society based on ethnic tolerance, the ability to adapt to the ethnic educational environment, tolerance for individual differences of other people, cultural interaction with representatives of other ethnic groups, mutual understanding and mutual assistance. A great responsibility falls on the shoulders of the teacher, therefore, multicultural competence is considered as an essential factor in updating the professional activity of a teacher in modern socio-cultural transformations.

Discussion. For the first time, the phenomenon of multiculturalism has been the subject of special research in the world and domestic pedagogical science since the middle of the XX century. It is in foreign literature that the terms «multiculturalism» mean the presence in society of foreign cultures associated with historically formed forms of community of people consisting of various ethnic groups and national minorities [4].

In Western countries, the term multiculturalism is used in the context of racial separatism and has a negative meaning. Today, modern approaches to literary education should be introduced into the teaching of foreign literature, where European and Ukrainian vectors are developing. More and more attention is paid to drawing literary parallels, studying works of art in a broad cultural context, in comparison with the artistic achievements of other eras and national literary traditions, comparing the works of different authors and even different genres. This approach provides solid knowledge, contributes to the formation of a reading culture and the development of students ' analytical abilities.

Conclusion. Thus, teachers should take into account the influence of mass culture. The absence of inadequate perception and rejection of the culture of other peoples living in the modern multicultural space is of great importance for the development and education of multicultural competence. The teacher should pay attention to ethnopsychology, ethnopedagogy and socio-cultural characteristics of representatives of different ethnic peoples. Purposefully and constantly form and develop a humane personality. Modern humanity should show tolerance and respect for non-native traditions. He must show the ability to objectively perceive and respect the cultural identity of all representatives of peoples, as well as be ready for an intercultural dialogue.

It is the teacher, first of all, who is himself a carrier of a certain culture, who carries out the process of translating cultural values in society.

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DEVELOPING INTERETHNIC TOLERANCE IN STUDENTS IN FOREIGN LANGUAGE LESSONS

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Abstract. The article discusses the problem of forming interethnic tolerance in students. The aim of the article is to study the peculiarities of the development of intertechnical tolerance in students in foreign language lessons. The research methodology includes comparative analysis of scientific works of scientists, as well as methods of analysis, synthesis and systematization for grouping stages of formation of interethnic tolerance, setting goals and objectives for forming this personal quality at each stage, and methods of forming interethnic tolerance in students through design model. The sequence of development of the model of formation of interethnic tolerance in students of non-philological education of higher educational institution is shown. The stages of formation of interethnic tolerance, the goals and objectives of the formation of this personal quality at each stage, as well as the methods of formation of interethnic tolerance in students through the design model are highlighted.

Keywords: interethnic tolerance, students of non-philological education, foreign language lessons, model of the process of formation of interethnic tolerance.

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Introduction. Today, higher education faces the task of modern-innovative education from traditional education and the creative use of ethnopedagogical methods in the educational process. The education system should be aimed at ensuring the historical continuity of generations, the preservation, dissemination and development of national culture, as well as a careful approach to the historical and cultural heritage of the Uzbek people.

Unfortunately, we encounter some students who do not know their native language, history and culture of their people, national traditions, and customs. Therefore, it is very important to acquaint students with the spiritual heritage, cultural riches, historical objects of the people, to form a constant interest in it, to awaken a sense of patriotism, to learn about the talented and wise ancestors of the native people.

Literature review. The Action Strategy for the Further Development of the Republic of Uzbekistan states that "Education of physically healthy, mentally and intellectually developed, independent-minded, loyal to the Fatherland, strong outlook on life, deepening democratic reforms and increasing their social activity in the development of civil society" [The Decree of the President of the Republic, 2017] were identified as priorities. This requires the improvement of the content, principles and models of the formation of interethnic tolerance in non-philological students on the basis of anthropological approaches.

In 1995, the General Conference of UNESCO adopted the "Declaration of Principles of Tolerance", which, along with 185 countries, adheres to this declaration. At the same time, the declaration calls for the prevention of racial, national, linguistic and religious violence that threatens the peoples of the world, and encourages people

of different nationalities to live in peace. The document emphasizes that tolerance is a virtue that allows peace to be achieved, allowing the culture of war to be replaced by a culture of peace. Tolerance is expressed as a form of mutual respect, understanding of the richness and diversity of national cultures, national identity and self-expression. Tolerance means abandoning bigotry, human rights and adhering to internationally recognized social norms [Saidov, A. 1999].

In the dictionary of pedagogical terms, tolerance is "Tolerance - tolerance for the lifestyle, behavior, habits, feelings, opinions, ideas and beliefs of others" [Djurayev R. 2008].

In the explanatory dictionary of the Uzbek language, "Tolerance is a broad, open approach to the issue" [Mirzaev T.]. In the Glossary of Basic Concepts of Spirituality, "Tolerance is a concept that refers to people who are kind, caring, generous, generous, and have such spiritual qualities [Sultonov Kh. 2010].

Aims. The aim of the article is to study the peculiarities of the development of intertechnical tolerance in students in foreign language lessons.

Method. The research methodology includes comparative analysis of scientific works of scientists, as well as methods of analysis, synthesis and systematization for grouping stages of formation of interethnic tolerance, setting goals and objectives for forming this personal quality at each stage, and methods of forming interethnic tolerance in students through design model.

Results. In the process of globalization, many nations enter into interactions, and this creates a need for the formation of interethnic tolerance. This means that there is a certain interdependence and relationship based on respecting, understanding, acknowledging and accepting others. At the same time, people of different nationalities and religions share spiritual values, ideas and experiences. Interethnic tolerance is understood as a multifaceted phenomenon and an active virtue of life, openness, willingness to communicate with people of different nationalities, respect for any other values, norms, lifestyle, behavior, customs, feelings, thoughts, ideas, beliefs is to reach. It is a human quality that is manifested in an understanding of the diversity of the world, respect, empathy, and the pursuit of positive interactions between different nations.

We see interethnic tolerance not only as an individual quality but also as a value orientation. It is a way to achieve the dignity of every human being, regardless of their origin, the inviolability of every individual, the humane coexistence of people of different nationalities. Interethnic tolerance is becoming an ideal, very important quality for both the modern individual and society as a whole. Orientation to respect values is an expression of a person's readiness to interact with other nations. This helps to overcome noise, anxiety, fear, low self-esteem and ensures the development of a person's best qualities. Interethnic tolerance is a principle of human life aimed at respecting values [Judy E.U. 2008].

"Development of prenatal origin of the term" technical subjects and then do what purports to predict the implementation of the other. A modern interpretation of the design process to create a draft of the proposed facility. For the first time V.P.Bespalko designing pedagogy is running as an independent issue. It was

designed to create educational projects as a pedagogical activity. His pedagogical design objects, according to the teaching process, teaching situations and educational systems, which are the object of pedagogy largest design [Bespalko V.P. 1989].

Design as a phenomenon is the activity of transforming natural phenomena into artificial objects and processes that meet human needs, as well as creating ideas about an object that does not yet exist.

While designing the process of formation of ethnic tolerance characteristics of young students are taken into account. The growth of adolescence, self-awareness, personal reflection, self-determination is characterized by a desire to expand the range of interests (L.I.Bojovich, L.S.Vygotskiy, A.V.Petrovskiy). Adolescence is the period of self-consciousness is characterized by the understanding of their individual characteristics. This teenage self to show our appreciation.

The person, his inner world becomes the object of students' deep understanding of the reality around them. It is an increase in self-awareness, appreciation of the spiritual and psychological qualities of the individual, an increase in interest in his own life, an increase in the desire to compare him with other individuals [Kruteckij V.A., Lukin N.S. 1965]. Based on this, the interethnic tolerance of students of non-philological education helps to form an original idea about themselves and representatives of different nationalities. At this age, students have a strong desire for a certain independence, self-esteem, a sharp reaction to the growing criticism of them by adults. Students should develop initiative, cheerfulness and similar qualities. Students not only friends, but also with their peers and decide cases [Kruteckij V.A., Lukin N.S. 1965]. Students conduct culture issues to be addressed. A new system for assessing the behavior and personality of an individual with a different hierarchy of ethical requirements has been developed.

The formation of personality traits, according to a number of scholars, is a holistic process of creating a model for the formation of interethnic tolerance in students of the non-philological direction, when emotional perception, processing in the mind and the formation of a certain situation for itself occurs as a result of mental activity.

In the process of formation of interethnic tolerance as a personal quality in students, the state structure and dynamic structure of the pedagogical process are considered in a separate sequence, which allows considering the changes that lead to quantitative and qualitative changes in personality, its qualities and integrative features [Ilin V.S. 1984].

The basis of the process of formation of interethnic tolerance in students is:

- the use of various methods, forms, technical means (discussions, trainings, project method, problem situations, action games, etc.) as a tool included in the system of integrated personal development;

- the use of knowledge and the formation of skills and relationships that ensure positive interactions with people of different nationalities in different walks of life.

Designing a model of the process of formation of interethnic tolerance in students begins with consideration of the purpose of the pedagogical process. V.S.Ilin educational purposes, according to the theory of the structure of the hierarchy, the

person should reflect the origin and objectives, its integration with logical and should reflect the level of development of the property [Ilin V.S. 1984].

The development of a model of the process of formation of interethnic tolerance is aimed at increasing the level of integrity and formation of interethnic tolerance in students. This is due to the specific stages of the process that lead to changes in personality traits and the complexity of the goals and means of personal development of the transition from one part to another [Serikov V.V. 1994].

The process of designing the formation of interethnic tolerance in students is based on an axiological approach that helps to establish the primacy of universal values.

In terms of this approach, interethnic tolerance is part of a system of values that allows it to take shape. It is a process that regulates human relationships and is based on the assimilation of socio-cultural values (empathy, help, compassion, cooperation, etc.) [Kirjakova A.V. 2011]. It is well known that each person has a unique national, social, spiritual and moral character.

The effectiveness of the axiological approach in the process of forming interethnic tolerance in students increases with the high use of the axiological potential of the individual.

Successful achievement of tolerance formation helps to solve a number of tasks:
- Representatives of various ethnic relations in the field of knowledge;
- This information is important for a person values, teaching self-respect and respect for the dignity of others, the ability to develop;
- students of various nationalities with a tolerant attitude to skills, as well as the skills of conflict situation;
- representatives of various ethnic groups urge strengthening the relationship between social communication skills;
- non-philological students of ethnic tolerance formation in psychological-pedagogical diagnosis to determine the effectiveness.

Inter-ethnic tolerance in the process of formation and implementation of the following requirements:
- Gradual, continuous and coherent formation of interethnic tolerance in students is provided;
- "inter-ethnic tolerance" monolithic, refers to the design and implementation of a series: the initial examination of the goals and tasks;
- the selection and design of the system to be implemented in the process of forming (ethnic tolerance characteristics of certain stages of itching and the formation of asset value, quality opportunities to use this system) –corresponding to the analysis of the results;
- the stages of the process towards the formation of ethnic tolerance of the students, reflecting the gradual change of tasks to resolve them, the conditions for achieving effective results.

The analysis of the research literature on the issue of ethnic tolerance efficient is one of the conditions that lead to the formation of the joint activities of the students, this means allowing certain events to demonstrate the value of the relationship was

significantly determine that. To do this, different forms of extracurricular activities are used, using different methods and tools. The main aspect of their relationships and behavior will contribute to the formation of ethnic tolerance.

The effectiveness of collaborative activities as a means of shaping interethnic tolerance depends on students 'attitudes toward collaborative work, their planning, implementation, and final outcome. Collaborative activities allow students to engage in common work, to alleviate interpersonal conflict in relationships between young people, to identify the specific characteristics of each student, problems in relationships, behaviors.

The stages of the process of forming interethnic tolerance in students require the implementation of goals and objectives, properly selected tools needed to address specific goals or objectives.

1. The *introductory period* of the process of formation of interethnic tolerance in students is aimed at enriching students' personal experience, revealing the essence of interethnic tolerance, the peculiarities of the diversity of interethnic relations in the world and the problems of relations between different nationalities.

The implementation of tasks:
- to reveal the diversity and characteristics of the nations of the world;
- arouse interest in the history of development of interethnic diversity in the region;
- to give an idea of interethnic conflicts, their causes;
- formation of a holistic view of interethnic tolerance, its types, the qualities of a tolerant person;
- promote the understanding of the need to orient students to human values in choosing the form of behavior.

Teaching and learning methods are used to help students build interethnic tolerance:
- discussions, debates, that is, to inform students about the reasons for the specificity of national culture;
- trainings on perception and acceptance of "others" ("Dating", "Stepping into a circle", "Story on behalf of the national cuisine", etc.);
- gain experience through situations, trainings aimed at understanding the human values of students' daily lives;
- Games that promote a positive image of other nations in students (sports, folk games, etc.);
- Problem situations aimed at finding solutions to conflict situations in interethnic relations are identified on the basis of the analysis of psychological and pedagogical literature;
- method of comparison based on problem situations;
- joint events (organization and holding of holidays in accordance with our national traditions and customs).

As a priority form of this stage, group work of students working with elements of independent creative learning of the material on this topic is selected. This allows students to receive a variety of information not only independently, but also from classmates working in another group. It is also an opportunity for students to check

and clarify their opinions and views on the events and facts under consideration, as well as to develop skills and abilities to apply existing knowledge in collaboration with non-nationals, as well as discuss topics of interest with peers.

Empirical research methods have made it possible to determine the direction of the reflex phase.

2. The *reflexive stage* is necessary to gain awareness of the personal significance of the concepts learned by the students;

- creating conditions for the acquisition of knowledge;
- mastering the methods of communicative communication and cooperation in multinational cooperation.

The following tasks have been solved:

- formation of respect for representatives of different interethnic groups and religions, their cultures;
- to give an idea of the rules of etiquette in the interaction of different nationalities;
- Development of a positive outlook in the field of relations between different nationalities (respect not only for their own nation, comparing the cultural characteristics of different peoples, solidarity with peoples, respect for national dignity).

The main tools in the formation of interethnic tolerance are debates, ideas and concepts, views. Discussions help to shape the ability to listen to others, to understand that different points of view exist, and to build confidence in the conflict of views that truth will be established. One of the important conditions of the discussion is transparency in the coverage of these negative events and analysis of their causes.

Email communication training for the development of relations with the representatives of the ethnic group the shape of the main occupations. This form of training provides an opportunity to consider the differences in different cultures, to develop the ability to use the acquired knowledge for effective interethnic communication. Developing these skills involves performing two tasks while using the exercise.

- The training allows students to learn about cultural or specific differences through a visual example by repeating situations that are interpreted differently by this or that cultural community.
- Training should provide a basis for analyzing the data obtained for later assimilation of knowledge in situations similar to those lost during the training [Krysin L.P, Diligenskij G.G. 2001].

Lesson development is a key component of educational content, which represents a system of knowledge, methods of work and values that ensure the development of interethnic tolerance.

The application of these methods and technologies should lead students to form qualitatively new knowledge and acquire the necessary communicative skills, accumulate and systematize intercultural communication experience, which contributes to the development of self-confidence, stimulates self-esteem and

effective interethnic relations and tolerance. Should develop their competencies [Klepcova E. 2008].

3. The changing phase of the process of forming interethnic tolerance in students is aimed at increasing interethnic tolerance as a personal quality of students.

Implementing it will help solve a number of problems:
- Improving their activities in mutual relations, including with other nationalities;
- Actions to help resolve various conflict situations;
- Organization of joint activities of youth, aimed at positive interaction of students with different nationalities.

To solve these problems, situations were chosen that represent the decision-making process in real life situations: the method of work, the use of which allowed activating knowledge in the field of the process of formation of interethnic tolerance. Discussion, participation in discussions, leads not only to the formation of a cultural discussion, but also to the spiritual and moral transformation of students.

Realizing that there are different perspectives, a conflict of views teaches the truth. But at the same time, you need to learn to respect your opponent and defend your point of view. It is necessary to conduct "round tables" using the project method, to develop skills and abilities of interethnic interaction between students on the basis of interethnic tolerance, to support positive experiences in the knowledge of other nationalities and to enrich the experience of personal communication.

At this stage, various action games, joint activities are actively used. During the joint activities, practical exercises and situations were used to enrich students' communication skills.

A comparative analysis of the culture of different nations and its cultural components allows students to learn about the diversity of existing cultures, identify their economic, political and social characteristics, and learn to share the views of other ethnic cultures, as well as problems and difficulties in communicating with them allows you to overcome.

We looked at ways to shape interethnic tolerance in students. We found that all components of interethnic tolerance are closely interrelated and systemic.

Thus, the developed process of formation of interethnic tolerance was presented in the model - an artificially created environment, which regulates the use of methods that contribute to the effectiveness of this process, the goals and objectives of the process of formation of interethnic tolerance in students.

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FORMATION OF INFORMATION AND DIGITAL COMPETENCE OF FUTURE EDUCATION SPECIALISTS AS A COMPONENT OF THEIR PROFESSIONAL CULTURE

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Abstract. Increasing the influence of the humanities and digital technology on the education of the individual, of course, changes the system and makes a direct contribution to the formation of a new model of education, led by the problem of forming the creative personality of the future specialist and his professional culture. This leads to a new view of the essence and structure of the professional culture of the specialist, the requirements imposed on him by society, the requirements he puts forward to himself, which leads to the transformation of «education» in the «professional culture» of the specialist. A special role in this formation belongs to higher education institutions. That is why the professional training of education specialists, first of all, should provide for the formation of their readiness to develop also information and digital competence of students. The general hypothesis of the study is that the preparation of future education specialists for the development of information and digital competence of students in NUS becomes effective if it is based on sound theoretical and practical principles that reveal the readiness of future education specialists to develop information and digital competence of students taking into account the developed concept and the corresponding organizational and methodical support. The main theoretical foundations of the formation of information and digital competence of future education specialistsas a component of their professional culture can be called the following: multilevel structure of the process of professional training; gradual complication of educational and developmental tasks; constant improvement and self-development of the future specialist; maintaining an individual approach in training; a combination of competency approach and executive universality; high level of creativity in the educational process; in-depth training in the field of the latest digital technologies.

Keywords: educational space of Ukraine; higher education; professional training; information and digital competence; professional culture; future education specialists.
JEL Classification: I 24, I 29
Formulas: 0; fig.: 0; tabl.: 0; bibl.: 4

Introduction. The basis of modern globalized society is technological progress and constant development of technology. Technology is the basis of most of the mental and material goods inherent in our world. The modern personality must think outside the box, embody the latest ideas, directions, create creative, scientific and other important products for the state. Currently, there is a growing demand for professionals with original thinking, capable of non-standard solutions, able to navigate in the digital space and work in a dynamic environment. That is why the priorities of the educational sector are changing, which at the level of general secondary education have led to the emergence of a new model of education - the New Ukrainian School (NUS). Naturally, there is a need to adapt the system of professional training of future teachers to work in it. The NUS paradigm is based on

the formation and development of such key competencies that everyone needs for personal realization and lifelong success.

One of the ten key competencies of the New Ukrainian School is the information and digital, necessary for every modern person to navigate in the information space, to quickly and effectively master the latest technologies, using them for their own needs. «Digital» literacy (or «digital» competence) is recognized by the EU as one of the 8 key competences for a full life and activity. In 2016, the EU introduced an updated Digital Competence framework (DigComp 2.0), consisting of the main 5 blocks of competencies, where information and digital competence is included in the 5th block «Problem Solving». In order to integrate into the global processes of «digitalization» in 2016, the Cabinet of Ministers of Ukraine presented the project «Digital Agenda of Ukraine 2020», and on January 17, 2018 the Government approved the Concept and Action Plan for Digital economy in Ukraine until 2020. The introduction of the above in the system of training is the subject of special attention of the state, which is reflected in the main documents that determine the priorities of educational policy of Ukraine: Laws of Ukraine «On Education» (2017), «On Higher Education» (2014), National Informatization Program, National Open World Project, National Strategy for Education Development until 2021 and other state national programs and documents.

The Concept of the New Ukrainian School states that the end-to-end use of information and communication technologies in the educational process should become a tool to ensure the success of the reform. Not only the problem of students mastering the computer in order to solve various tasks, but also the question of preparing them for an adequate perception of the flow of information that they encounter in everyday life and within the educational institution. This implies the need for the formation and development of children's skills of analytical activity, logical reasoning, comparison, generalization and systematization, critical analysis. On the other hand, the spread of information technology, portable devices and their active and widespread use by the younger generation require education specialistsnot only to take into account such trends, but also in the context of teaching to ensure the development of children's critical skills, filter information aggressive influence of media and digital technologies. That is why the professional training of education specialists, first of all, should provide for the formation of their readiness to develop also information and digital competence of students.

A special role in this formation belongs to higher education institutions, which within the specially created information and educational environment have the opportunity to promote the professional culture of future professionals in general and its components through the use of modern pedagogical and information technologies and in-depth integration of specialized professional tools with quality information. educational components.

Literature review. The scientific works of O. Asmolov, M. Bastun, E. Bondarevska, A. Valytska, G. Vasyanovych, I. Zyazyun, O. Lobova, O. Otych, O. Rudnytska, V. Serikova, V. Slastyonina, V. Sheika, in which the leading conceptual provisions and principles of development of the educational process in the

context of this approach are developed. In pedagogy, all dimensions of the existence of culture focus on the individual, and any cultural phenomena reflect his inner world and creative potential. Therefore, for the educational field is fundamentally important to understand culture not only as a historically determined level of society, creative forces and human abilities, reproduced in the types and forms of organization of life and human activity, but also as a factor in the formation and properties of personality [2; 3].

At the present stage in the educational space to describe skills and competences in the field of information technology simultaneously uses a number of concepts, including «digital competence», «information-digital competence», «information-communication competence», «media competence», «digital literacy», «Digital culture». Among them, the most used in recent years is the concept of «information and digital competence» as the ability of a person to apply information and digital technologies in life, study and work, constantly and autonomously develop it.

Interpretation of the essence of these concepts, the definition of their structure, features are found in many works of foreign and domestic scientists. In the studies of N. Soroko, O. Spirin, S. Gunko and others. The issues of digital literacy and information and communication competence of future specialists are scientifically substantiated. Works by O. Hrytsenchuk, I. Ivanyuk, S. Lytvynova, I. Malytska, N. Morse, O. Ovcharuk, O. Kravchyna and others. devoted to the problem of assessing information and communication competence. G. Lavrentyeva, R. Motsyk, O. Nikulochkina, L. Petukhova, O. Sukhovirsky and others. cover some aspects of the formation of information and communication competence of future teachers. The work of scientists M. Zhaldak, N. Morse, Y. Trius, O. Szyman and others is devoted to the problem of formation of information competence of future education specialists. At the same time, the analysis of theoretical and practical experience of training future education specialists showed, along with the mandatory courses of psychological, pedagogical, methodological, informational orientation, the lack of a systematic vision of the importance of future education specialists to form their information and digital competence. It also requires comprehensive research on the theoretical foundations of the problem of formation and development of professional culture of future professionals in today's reformed educational environment of higher education institution.

Aims. Highlight the theoretical aspects of the formation of information and digital competence of future education specialists as a component of their professional culture in higher education.

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. The basis for ensuring the development of education specialists' information and digital competence of students is a theoretical justification of the essence and structural components of «readiness of future education specialists to develop in terms of NUS information and digital competence of students» and

idealization in the form of an author's model of future education specialists marked readiness. Such professional training is characterized by purposefulness and manageability and is carried out in a higher education institution, and then implemented in further professional activities. The concept of the study includes three interrelated concepts that contribute to the implementation of the leading idea of the study. The methodological concept of preparing future education specialistsfor development in the conditions of NUS information and digital competence of students reflects the interrelation and interaction of different scientific approaches, among which the leading are systemic, andragogical, axiological, acmeological, competence, praxeological and professional as a basis for such training.

The basis for ensuring the development of education specialists' information and digital competence of students is a theoretical justification of the essence and structural components of «readiness of future education specialists to develop in terms of NUS information and digital competence of students» and idealization in the form of an author's model of future education specialists marked readiness. Such professional training is characterized by purposefulness and manageability and is carried out in a higher education institution, and then implemented in further professional activities.

The concept of the study includes three interrelated concepts that contribute to the implementation of the leading idea of the study. The methodological concept of preparing future education specialistsfor development in the conditions of NUS information and digital competence of students reflects the interrelation and interaction of different scientific approaches, among which the leading are systemic, andragogical, axiological, acmeological, competence, praxeological and professional as a basis for such training. The theoretical concept defines a system of ideas, source categories, basic concepts, without which it is difficult to understand the essence of the problem under study, and contains the following provisions:

- the readiness of future education specialists to develop information and digital competence of students in NUS should be seen as one of the results of their training, which means an integral socially significant personal qualitative characteristics of education specialists, which combines: values for the development of information and digital competence of students information and digital technologies and electronic educational resources in professional activities; motivation for their own professional development in the field of information and digital technologies, for the introduction of digital technologies for the development of students' ability to think critically, constantly and thoughtfully learn; knowledge of experimentally tested, including innovative, educational technologies, the main harmful factors influencing the health of students arising from the use of information tools in the educational process and methods of neutralizing this influence; ability to organically integrate them into the holistic educational process in the conditions of NUS; ability to combine universal and specialized software with child-centered technologies of teaching, the ability to interact and cooperate in the educational process;

- training of education specialists should be subject to specific principles of teaching, principles of integration of computer science and other knowledge,

cognitive visualization, pedagogical skills, socio-cultural orientation of the educational process, use of digital educational environment, application of innovative learning technologies; be based on a balanced combination of professional, methodological and psychological-pedagogical training; focus on the development of critical thinking of future education specialists; take into account the impact of active development and use of information technology and tools on students' health and their priorities;

- the model of preparation of future education specialistsfor development in the conditions of NUS of information and digital competence of pupils should be based on essence of a phenomenon «information and digital competence of pupils», to provide as a result readiness of future education specialistsfor development in the conditions of NUS of information and digital competence principles of appropriate training, use common forms, methods, tools, as well as characterize the levels of readiness on the basis of developed criteria and indicators;

- the effectiveness of the model of preparation of future education specialists for the development of information and digital competence of students in NUS is determined by qualitative changes in each of the indicators of readiness of future education specialists for development in NUS of information and digital competence of students.

The practical concept describes a system of actions that provide a practical solution to the problem, and is characterized by the following provisions:

- training of future education specialists should be based on their own educational experience, ability to self-educational activities, a critical attitude to innovation;

- active use in professional training of innovative technologies of training, in methodical preparation of information technologies and means, in psychological and pedagogical preparation of practical trainings and master classes.

The general hypothesis of the study is that the preparation of future education specialists for the development of information and digital competence of students in NUS becomes effective if it is based on sound theoretical and practical principles that reveal the readiness of future education specialists to develop information and digital competence of students taking into account the developed concept and the corresponding organizational and methodical support.

Discussion. We consider the formation of information and digital competence of future education specialists as a component of their professional culture. In our study, the concept of «culture» is considered as a higher level of human existence, which characterizes a person's attitude to the world and in an integrated form is a culture of personality. G. Drach writes that professional culture is inherent in every profession and includes a set of special theoretical knowledge and practical skills related to a particular type of work. Its formation is influenced, firstly, by specific features of the profession itself, and secondly, objective social trends (global trends in education, public procurement, the state of the education system and the quality of educational services, the culture of the institution, the prestige of the profession in society, etc.) and, thirdly, subjective factors, which include general culture, motivation of the

individual to receive professional education, propensity to social practice in the specialty [1].

According to N. Krylova, the professional culture of a specialist can be characterized as an expression of maturity and development of the whole system of socially significant personal qualities, productively implemented in individual activities. Professional culture is defined by the researcher as the result of the qualitative development of knowledge, interests, beliefs, norms of activity and behavior, abilities and social feelings. It is important to note that professional culture is acquired in the process of specific-oriented educational process, which provides a sufficient level of internal control, the desire for self-development and responsibility [4]. The variety of such a complex phenomenon as the professional culture of the future specialist, determines the multiplicity and diversity of aspects related to its formation, which can be grouped into several areas.

First of all, we should not forget the fact that the internal system of the professional environment will change under the influence of socio-cultural trends. In today's rapidly changing world, the priority is not knowledge as a set of studied material, but their applied nature, their applicability in many related fields simultaneously, including in the field of digital technologies as a mandatory element of professional activity today. That is, a specialist who knows how to apply this knowledge in practice and has methods of independent development, self-improvement is valued. In this case, the personality of the specialist is considered through the prism of all intellectual, volitional, emotional and evaluative attitudes to professional activity. That is, this aspect is related to the personal sphere of the individual, such qualities as diligence, self-control, desire for knowledge, responsibility and obligation, which develop in the process of transferring skills directly from teacher to student and performance practice.

The next aspect stems from the need to apply in the educational process a broad cultural approach, based on a harmonious combination of professional and general cultural training with universal performing skills. In studying this topic, we rely on the specifics of activity (V. Davydov, L. Zankov, etc.) and competence (I. Zimnya, B. Gershunsky, etc.) approaches. The activity approach orients students to acquire knowledge, skills, abilities and practical experience in a consistent manner, and the competence approach is aimed at acquiring relevant competencies, focusing their attention on achieving a significant result. The integration correlation and interdependence of these pedagogical approaches are based on the fact that practice-oriented education, based on the acquisition of extensive experience, is implemented and evaluated using the methods of the competency approach. Under such conditions, the learning process acquires a new meaning, it turns into a process of acquiring appropriate knowledge, skills, abilities, as well as (and this is the determining) extensive practical experience in order to achieve professionally and socially important competencies and qualities.

An important factor necessary for the formation of the professional culture of the future specialist is the organization of a professional creative atmosphere while studying at the university. Here students not only master professional skills and

acquire special knowledge and skills, but also gain experience in social and professional relationships, form a certain worldview, life attitudes and professional values. Finally, in this environment, the future specialist, joining a certain culture, becomes its bearer, because specifically in the university the basis of those qualities of the specialist is formed, with which he will enter a new environment of professional activity, where he will further develop as a person. From our point of view, an important condition that characterizes the success of the process of forming the professional culture of the future specialist, is the collective creative productive activity of the teacher with students and students among themselves. The internal system of the professional sphere, changing under the influence of progressive trends, brings to the fore fresh current methods of training (implementation of continuing education, systematic interaction of scientific, educational and educational potentials of the educational process, development of quasi-professional experience, synthesis of different activities, game modeling, implementation co-creation of teachers and students, design and creative technologies, etc.), the central place in which is the use of digital technologies.

Conclusions. Thus, the main theoretical foundations of the formation of information and digital competence of future education specialistsas a component of their professional culture can be called the following: multilevel structure of the process of professional training; gradual complication of educational and developmental tasks; constant improvement and self-development of the future specialist; maintaining an individual approach in training; a combination of competency approach and executive universality; high level of creativity in the educational process; in-depth training in the field of the latest digital technologies.

Thus, the system of continuous growth of professional culture of the future specialist in higher education is both a certain sequence of educational processes and in the future increase the level of personal self-development, developed in practice based on a dynamic model of formation and development of professional culture of the future specialist and guarantees the demand for young professionals in today's professional environment.

Author contributions. The authors contributed equally.
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PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF ANALYTICAL THINKING IN APPLICANTS OF HIGHER TECHNICAL EDUCATION

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Abstract. In the context of globalization, informatization and automation of labor, there is a need to develop flexible skills that serve as the basis for personal and professional implementation. The World Economic Forum has published the TOP-10 flexible skills that would be demanded in production in 5 years. The first positions are being taken by analytical thinking and innovation. In view of this, there is a need to develop analytical thinking skills for applicants of higher technical education already at the stage of their vocational training so that they are competitive in the labor market. So, the system of higher technical education faces a problem is how to create conditions for the training of a future specialist in engineering specialties, ready to adapt to the new realities of life, capable of personal and professional development and career growth, to teach to distinguish the essential from the inessential, to build fro, more complicated to more simple. The article analyzes the scientific literature on the interpretation of the concepts of "analytical thinking" and "pedagogical conditions". On the basis of the received information, pedagogical conditions for the development of analytical thinking of applicants for higher technical education in the learning process (ensuring motivation for the development of analytical thinking as the way of professional formation; creating cases of professionally oriented tasks and exercises; mastering analytical tools to perform relevant function duties; reflection at all stages of analytical thinking development. To substantiate the pedagogical conditions for the development of analytical thinking of applicants of higher technical education (bachelor's level) such theoretical methods as analysis, synthesis, generalization, abstraction have been used. It has been established that due to developed analytical thinking, future engineers acquire the ability to apply knowledge, skills and personal qualities in the process of analytical activity. Ability to receive qualitatively new knowledge for prompt and productive provision of the decision-making process; work with large amounts of information; they develop attentiveness, long-term memory, intuition, observation, perseverance, responsibility, creativity, attention to attention. o trifles, wide horizons, the ability to bring the matter to completion, etc.
Keywords: analytical thinking, pedagogical conditions, applicants for higher technical education, motivation, cognitive interest, educational and methodological support, reflexivity.
JEL Classification: I 24, I 29
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Introduction. Fast changes in the world would take steps up to rethink the necessary skills of future specialists. There is no doubt that the fourth industrial revolution should the key factor in changing of demanded skills. In October 2020, the World Economic Forum published another list of skills important for future success. The first place in this list belong to analytical thinking [19].

Literature review. The issue of research of analytical thinking is devoted to the work of such scientists as S. Rubinstein, O. Tikhonirov, A. Zhdan, A. Rean, L. Stolyarenko, M. Hrynyova and many others. The leitmotif of these works is the

idea that analytical thinking takes on the role of the main tool of scientific knowledge. Researchers characterize it as a separate particular type of thinking, being carried out through logical operations, according to which phenomena and objects are being considered on separate particular and common grounds [16, p. 151].

The researchers emphasize that analytical thinking cannot be considered solely in the context of information analysis. It also contributes to its synthesis, providing a high level of theoretical generalizations. This phenomenon S. Rubinstein called "analysis through synthesis" [12, p.141], since the analysis always acts in connection with abstraction, generalization and other mental operations.

Scientists are unanimous in that the analytical style of thinking is focused on systematic and versatile consideration of a point or problem in those aspects that are being set by objective criteria [14, p. 185]. Its features are logic, methodicality, detailed study of the problem, reflexivity. In fact, one life experience, common sense or intuitive logic is not enough to solve any problems. An important element is logic.

O. Tikohomyrov believes that logic belongs to the system of sciences that make up the core of spiritual culture and perform important functions in society. In view of this, it is valuable for a novice specialist to acquire a logical culture of thinking. This will enable you to achieve true knowledge, avoid logical mistakes under the influence of emotions, subjective perception and conscious control of your own thoughts. Systematically assimiling the methods of scientific knowledge in the process of educational activity, the young specialist forms his own logical culture of thinking.

Revealing the features of analytical thinking, researcher O. Tikomyrov emphasizes that "analytical thinking is deployed in time and has clearly defined stages, to a significant extent represented in the awareness of the thinking person" [15, p.10].

At the same time, researchers (A. Muranov, L. Stolyarenko) in their works pay attention to the fact that analytical thinking derives from the logical culture of thinking. The culture of thinking involves the skills of thinking analysis, the use of methods of rational thinking and argumentation. According to A. Muranov, logical culture is a set of means of processing information and techniques for organizing thinking activities [10, p. 92].

Unfortunately, in the practice of high school quite often we may observe the fact that students cannot express their own opinions, do not have a minimum of logical skills. This indicates a low level of logical culture among them. Taking this fact into consideration, the fundamental development among applicants of analytical thinking should be the basis of their logical culture. In the process of mastering any academic discipline, students should freely operate basic concepts, in order to be able to classify and distinguish them.

The analysis of psychological and pedagogical literature shows that in the process of organizing a certain activity to achieve high efficiency, it is necessary to highlight certain conditions for the implementation of a set of these processes. It is significant to note that L. Vyshovskiy emphasized the necessity of "creation of the conditions in advance as highly necessary for the development of important mental qualities, although they are also "not ripe" for its self-functioning" [2, p. 55].

According to the researcher E. Karpenko, the pedagogical conditions include psychological and pedagogical, methodological, organizational, informational, which are being formed during the pedagogical process consciously and should ensure the most effective course of this process [5, p. 6].

In pedagogical literature, such definition of pedagogical conditions is also common – these are "persistent circumstances that determine the state and development of functioning pedagogical systems" [13,p. 34].

Aims. The purpose of the article is to substantiate the pedagogical conditions for the development of analytical thinking for applicants for higher technical education in the learning process.

Methods. To substantiate the pedagogical conditions for the development of analytical thinking in higher education applicants in the process of study, the following methods of cognition have been used such as synthesis, analysis, generalization, abstraction.

Results. In the process of scientific research, it was established that the ability to think analytically is defined as a qualification characteristic of specialists in various specialties and fields of knowledge. It is mostly demanded while performing tasks in logistics, economics, programming, sales, etc. – that is, in industries where it is necessary to analyze information and make decisions. The ability to analytical thinking is basic for specialists of engineering specialties.

Analytical thinking for specialists of engineering specialties is important for understanding the clarity of individual stages in the knowledge of technological processes of production, full awareness of its content, as well as the methodology of operations used. (here a paragraph should be a provided why analytical thinking is highly important for engineers)

Specialist engineering specialty, who has analytical thinking at his workplace
- with higher efficiency solves production tasks, knows how to distribute them in complexity and importance;
- faster solves the current tasks;
- is able to control emotions, preventing their influence on decision-making.

The above-mentioned components were taken into account in order to justify the pedagogical conditions for the development of analytical thinking in applicants of higher technical education (bachelor's level).

Under pedagogical conditions of formation of analytical thinking of students of engineering specialties (141 – Electric power engineering, Electrical engineering and electromechanics, 161 – Chemical technologies and engineering, 185 – Oil and gas engineering and technologies, 191 – Architecture and urban planning, 192 – Construction and civil engineering, 194 – Hydraulic engineering, water engineering and water technologies) of higher education institutions will understand purposeful selection, construction and usage of content elements, methods (techniques), forms of training for the development of analytical thinking, such as:

1. Ensuring he motivation for the development of analytical thinking as a way of professional formation;
2. Creating cases of professionally-oriented tasks and exercises;

3. Mastering analytical tools to perform relevant function duties;

4. Introspection at all stages of the development of analytical thinking.

Discussion. The first pedagogical condition includes motivation as an awareness of the need for professional development, which turns into a motive, striving to realize it, an interest in achieving professionally significant knowledge, skills, qualities, qualities, values, etc., that is, everything that encourages the student to act, activity in cognitive learning activities. Strengthening of the motif goes with continuous repetition, which leads to its transformation into a character trait, into a constant motivated potentiality [11]. It is worth noting that in psychology, motivation is being included into everything that encourages activity and can be realized in a number of forms: interests, aspirations, beliefs and settings.

Cognitive interest is a special kind of human interest; its essence is analyzed by many psychologists and educators (V. Bondar, V. Vergasov, P. Halperin, I. Zimnya, B. Lykhachev, O. Moroz, G. Shchukin) and defined as an interest in action, purposeful search for effective ways to develop cognitive activity. Cognitive interest is the basis of educational activity, in other words, the need of the student to master the missing knowledge [6]. This is possible on the basis of the formation of the need for constant appeal to high-quality sources of information, the ability to select and critical comprehend, to ensure the possibility of familiarization with alternative positions, ideas, interpretations of facts, etc. [7].

Thus, the first pedagogical condition ensures the formation of a stable interest of future specialists towards professional activities, the need for such activities, the direction to perform professional functions, the desire for creative solution of professional problems, the aspirations of continuous professional and career growth and its self-improvement.

The second pedagogical condition is to create cases of professionally-oriented tasks and exercises for the development of analytical thinking.

The essence of the case method – the method of situational analysis – is that those who study are being invited to realize the current professional situation, the description of which at the same time reflects not only some practical problem, but also actualizes a certain set of knowledge that must be learned in order to solve it. The main point of this problem is that there are not any unambiguous solutions [3, p.7].

Professionally-oriented tasks are a complex set of educational tasks transformed in such a way that their solution simulates the tasks faced by students in future professional activities. Each posture contains a full cycle of solving the problem – from problem solving, updating the knowledge gained during training, to independently searching for the necessary literature, developing a plan for solving this problem and introspection and developing a program of self-improvement [8]

In other words, the second pedagogical condition will initiate to the activation of cognitive activity of those students due to the existing understanding of the connection of educational material with its practical component.

The third pedagogical condition is important in view of the activity and technological component, since future engineers should acquire the skills to

practically implement the principles, approaches, apply methods and methods of analytical research. Analytical methods should be used to a greater extent, in particular comparative analysis, cause-and-effect, content analysis, semantic analysis, graphic, structural, expert evaluation, scenario method, discriminant method, etc. We believe that ensuring the third pedagogical condition makes it possible for the student to master the system of methods, which will allow him to choose such tools in professional activities that will guarantee the optimal and effective solution of a certain problem.

The fourth condition is significant and necessary at all stages of the development of analytical thinking. L. Vygotsky [1] emphasized the importance of reflexivity as a constructional characteristic of consciousness. Reflection is a source of internal experience, a way of self-knowledge and a necessary means of thinking. It helps to learn, develop skills, avoid repeating mistakes and constantly to improve. In the process of professional training, reflection allows the student to realize his own individuality, uniqueness and purpose, which are found in the analysis of his subject activities and its products.

P. Shchedrovitsky [17] notes that development occurs only when controlled reflection is involved, thanks to which the schemes of activity are distinguished – ways to solve problems or reasoning. In addition, reflection is the basis of self-education of the individual to development; therefore, only as a result of introspection, self-correction, self-management, it is possible to form the analytical competence of future specialists in engineering specialties.

Provision of these conditions is based on methodological approaches: personally-oriented, systemic, active, competent – in order to acquire independence by the student both in study and in further professional activity; self-confidence, in their own professional training; formation of an individual style of activity; ability to analyze and consider working situations in more detail and build their holistic image; successful skills in building relationships and connections between various engineering workflows.

Informed conditions echoes the pedagogical conditions that were developed by Shevchenko S. M. [16] (orientation of the student on the independent formation of mental operations; encouraging the student to form analytical thinking; intensification of self-control in the process of formation of), and correlate with the conditions developed by the Ishchenko V. S. [4] formation of analytical competence of future specialists in records keeping and information activities (formation of sustainable motivation for analytical activity as a way of professional development and career growth due to the specifics of the chosen direction of training; creation of high-quality educational and methodological support (enrichment of forms, methods, teaching methods, adequately defined content of preparation for analytical activities) of the educational process; mastering future specialists of analytical tools to perform relevant function duties; stimulation of the reflexive position of future specialists at all stages of development of analytical competence).

Conclusion. Due to the development of analytical thinking, the student acquires the ability to apply knowledge, skills and personal qualities in the process of

analytical activity in order to obtain qualitatively new knowledge for prompt and productive provision of the decision-making process in various fields of activity and acquires such personal qualities as the ability to work with large amounts of information, attentiveness, long-term memory, developed intuition, observation, perseverance, responsibility, creativity, attention to detail, broad-minded outlook, the ability to bring the matter to completion, etc.

For students of engineering specialties, acquiring analytical thinking would help to understand complex technological processes and production modes, to learn how to foresee possible problems in the production process and the implementation of approaches to eliminating negative factors of influence on the workflow.

Perspectives for further scientific research are connected with the development of pedagogical and methodological tools for the implementation of pedagogical conditions for the development of analytical thinking in applicants of higher technical education in the process of training both professionally oriented disciplines and disciplines of the general training cycle.

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YOUTH AS A KEY CATEGORY OF YOUTH WORK: CONCEPTUAL ASPECT

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Abstract. The article highlights various aspects of the definition of «youth», «youth work»; the main tasks of youth work are presented; analyzed a number of literary sources according to which it was determined that young people are the bearers of great intellectual potential, new and modern knowledge that they carry in all spheres of public life. In accordance with the purpose of the article – the analysis is carried out and the basic concepts of research «youth» and «youth work» are covered. The research used such methods as analysis, comparison and generalization of literature sources on the researched problem. International sources state that «young people are active participants in the life of society or organizations, partners with great potential, full of strength and talent; youth – the age category of the population of the state, which is directly aimed at by youth policy. The age range for young people in Ukraine is 14–35 years, in the Council of Europe and the European Union they are defined as 13–30 years old». In the period from 2015–2019, four studies of the values of modern youth in Ukraine were conducted and summarized in the following areas: youth values, effectiveness of youth policy (youth assessment); civic and political activity of youth; participation and role of youth in the processes of state reform; training, education; mobility and migration guidelines for young people; family and family values of young people. Theoretical analysis of various literary, normative, international sources states the fact that the concepts of «youth» and «youth work» as defined by all authors, scientists, politicians have something in common and all have their differences. Each of the above definitions has a right to exist. Youth is a socio-demographic group of society experiencing a period of social maturity, adaptation to the world of adults and future changes, which constantly replenishes politically and economically active population.

Keywords: youth, socio-demographic group, young people, youth work, work with young people.

Introduction. Economic, socio-political reforms have a significant impact on all spheres of social life of Ukraine. Youth as a socio-demographic group of the population needs a detailed analysis, identification and ways to solve the problems of their integration in society.

Different approaches of scientists to the study of modern inquiries of Ukrainian youth in the areas of implementation of state youth policy; issues of youth employment and involvement; educational plans of young people, their involvement in non-formal education; civic position and activity of youth; values and preferences of young people; involvement of young people in a healthy lifestyle; ways to spend free time and leisure of young people; the level of youth assessment of state youth policy; directions and forms of involving young people in the management of public affairs and community development; the influence of youth and the formation of civil

society, reforming the economy, humanitarian sphere, European and Euro-Atlantic integration of Ukraine; the role of youth in the processes of state reform [14].

In Ukraine over the past decade, in order to analyze the social development of youth commissioned by the Ministry of Youth and Sports of Ukraine, sociological research is conducted, which examines the specifics of youth participation in social processes, its social and political activity, diagnoses existing needs and current problems.

In the period from 2015, four studies of the values of modern youth in Ukraine were conducted and summarized in the following areas: youth values, effectiveness of youth policy (youth assessment); civic and political activity of youth; participation and role of youth in the processes of state reform; training, education; mobility and migration guidelines for young people; family and family values of young people.

According to the results of four studies, young people determine the priorities of state youth policy – it is the support of talented youth (2019 – 51.3%), the promotion of a healthy lifestyle (2019 – 49.7%), promoting employment and self–employment of young people (2019 – 35.6%), providing young people with housing (2019 – 36.7%), development of youth infrastructure (2019 – 26.7%) [1].

Also, according to the results of the study, the main needs of young people are identified: social and economic (financial needs, housing needs, education needs, employment needs, leisure needs, need for medical services); adherence to a healthy lifestyle; involvement in public life; national and patriotic identity; tolerance; assessment of the effectiveness of public policy.

The above facts confirm the importance of youth as a key category of youth work, which is aimed at the effectiveness of development and formation of youth.

Literature Review. In monographs, dissertations and other scientific works on the problems of social work, social pedagogy and sociology are largely covered: «Youth with disabilities and social media: public policy, project activities, inclusion» (L. Gulyaeva, J. Golovko, G. Phil, T. Semigina); «The concept and legal nature of youth unemployment» (A. Boyko); «Youth as a special socio-demographic group in the conditions of formation of the social-legal state and civil society» (B. Buyak), «Workshop on sociology of youth» (Y. Vyshnevsky, O. Kovaleva, V. Lukov, B. Ruchkin, V. Shapko); «Methodology and methods of studying the ideals of life plans of young people» (V. Lisovsky); «Sociology of Youth» (M. Golovaty); «Youth as an object of state policy» (M. Gutsalova); «Youth work: questions and answers» (I. Pesha, N. Tilikina, L. Mukoseeva); «Youth work at the local level in South-Eastern Ukraine: current status and prospects» (V. Ovcharova) and others [2; 3; 4; 12; 15; 16].

Aims. Is to carry out a theoretical analysis and cover basic concepts of the study «youth» and «youth work».

Methods. The research used such methods as analysis, comparison and generalization of literature sources on the researched problem.

Results. At the international level, the term youth was first introduced by the United Nations General Assembly in 1985, which sets the age range for a young person at 15–24 years. The World Health Organization later used the term «young

people» to describe the age range from 10 to 24 years. In different countries and among different scientific trends there is a debatable age limit: the lower limit of youth is set by different authors between 14 and 16, and the upper – between 25 and 35 years.

During the period after implementation of the Law of Ukraine «On Promoting the Social Formation and Development of Youth in Ukraine» (1993) youth was defined as citizens of Ukraine aged from 15 to 28, and since 2004 – young people, young citizens – citizens of Ukraine aged 14 up to 35 years [20; 22].

The widespread interest in the study of youth subcultures and the sociology of youth, the concepts of «youthfulness» and «youth» are considered in three aspects:

– as a certain biological age;

– as a certain condition due to socio-cultural criteria;

– as a certain group or generation with its inherent values.

Some scholars suggest the division of the age stage of youth into separate periods, based on the level of social maturity of young people, as well as their attitudes to various institutions of society: adolescents – 11 (12) –14 years, juvenile– 15–17 (18) years, youth – 18–25 years old. In some scientific works we can find the division of a young person's life into three main periods: the first is the so-called search period, when a young person determines who to be, what to be, what profession, specialty to choose, where to realize their abilities; the second – the person is integrating into a society, labor activity of young men and girls in any sphere begins; third – the intensive creative work of the young person begins, his socialization and formation comes to an end [3].

A. Boyko, defines «youth» as a category of people aged from 14 to 35 who are at the initial stage of socialization, labor adaptation, endowed with legal labor personality and enjoy additional, compared to other employees, benefits and guarantees, including those in the field of employment [2].

In his work B. Buyak, considers youth as a special socio-demographic group in the conditions of formation of social and legal state and civil society and shares the opinion of I. Ilyinsky, that «youth is a history-specific concept, dependent on the nature and level of development of society. The world has never had, does not and will not have the concept of «youth» defined and accepted, once and for all» [3].

V. Lisovsky, defined youth «as a generation of people who go through the stage of socialization, assimilate, and in adulthood have already mastered educational, professional, cultural and other social functions, depending on specific historical conditions. He also believes that the age criteria for young people can range from 16 to 30 years» [12].

I. Kon, developed his own approach to the definition of «youth» and believes that «youth – is a socio-demographic group, distinguished on the basis of a set of age characteristics, social status and determined be these and other socio-psychological characteristics» [11].

In the work of B. Buyak, it is noted that «young people are the bearers of great intellectual potential, modern and new knowledge, which they carry in all spheres of public life. Youth is the most physically healthy part of the population, it is the life

force of society, the conductor and accelerator of implementation of new ideas, initiatives, new forms of life» However, the basic definition of «youth» the author formulated in such wording «youth is a special socio-demographic group, transitional from children's lack of independence, incomplete responsibility for their actions, to adulthood – self-determination in sociality, economic independence» [2].

A. Boyko, believes that the age range of young people from 14 to 35 years is acceptable and justified due to the following circumstances: in recent decades, increased qualification requirements for employees, which provides for the extension of the training period; modern youth for socio-economic reasons in the years of professional development tests themselves in several areas of activity or after a certain period of work in the specialty moves to a related field [2].

According to the United Nations (UN), «adolescents are 10 to 19 years old and young people are 15 to 24 years old, which does not deprive member countries of the right to have other definitions. Adolescents and young people are collectively called «young people». Due to the limited data available in the report, this term can be applied to different age groups under the age of 34; Many surveys were conducted in compliance with the provisions of the legislation of Ukraine, according to which young people are people aged from 14 to 34 years [26].

The World Health Organization (WHO) estimates that young people are between the ages of 25 and 44 [19].

As M. Holovaty notes, «youth is a large socio–demographic group that occupies the state as the only source of replenishment of labor resources; youth – is the main carrier of the intellectual potential of society, which has great labor and creative abilities in all spheres of life; young people have enough social and professional development prospects (they are able to acquire new knowledge, professions and specialties faster than other social groups in society)» [6].

In the scientific research of K. Izmailova, it was determined that young people are a socio–demographic group, its population is determined by specific current socio-economic conditions of society. As a rule, the lower limit of age is from 14 years (during this period comes physical maturity and a citizen ready for work), the upper limit – the window depends on the acquisition of financial independence and professional stability [10].

In the Ukrainian academic dictionary: «Youth is a young, growing generation; juvenility» [25].

M. Gutsalova, defined the concept of «youth» as a socio-demographic group of society that is experiencing a period of social maturity, adaptation to the world of adults and future changes, which is constantly replenishing the politically and economically active population of the state. The author also notes that young people have moving boundaries of their age, which depends on the socio-economic development of society from the place it occupies in the social structure of society, the level of culture and living conditions, features of psychological development of a person [7].

O. Tsikhotska and L. Lozynska, believes that young people are a leading social group, because due to their objective state they concentrate and reveal in their minds

the promising trends of modern society [16].

After analyzing international sources on the concept of «youth» can be identified as follows:

– «Youth – are active participants in society or organizations, partners with great potential, full of strength and talent»;

– «Youth – the age category of the population of the state, which is directly aimed by youth policy. The age range for young people in Ukraine is 14–35 years, in the Council of Europe and the European Union they are defined as 13–30 year olds» [24].

The Law of Ukraine «On Basic Principles of Youth Policy» (2021) stipulates that youth – young people – people aged from 14 to 35 who are citizens of Ukraine, foreigners and stateless persons who are in Ukraine legally [22].

In the terminological dictionary «Social Policy and Social Work» (2005) it is determined that «youth – a socio-demographic group, distinguished by a set of age characteristics, social status; citizens of Ukraine aged from 16 to 32 (abroad – up to 35)» [5].

After analyzing various sources on the concept of «youth», we note that a broad and detailed definition is given in the encyclopedia for social workers, the author of this concept – A. Gulevskaya-Chernysh, believes that youth – a differential social group that acquires the features of social community and has specific socio-psychological, social, cultural and other features, including lifestyle, is in the process of socialization, has its own social age and according to the needs of the time should be the creator or initiator of a new social and cultural reality» [9].

For the first time in Ukraine, a normative document has been adopted at the state level, which regulates youth work as an activity aimed at involving children and youth in public life carried out by children and youth, together with children and youth or in the interests of children and youth with the help of shared decision-making tools – the Law of Ukraine «On the basic principles of youth policy» (2021). The Law distinguishes the section «Youth Work», which reveals the content and main tasks of youth work. Youth work is focused on the needs of young people, aimed at acquiring the necessary competencies by young people, taking into account socio-economic conditions. Such work is carried out on the principles of voluntary participation of young people, accessibility, orientation of young people to intellectual, physical, spiritual development and provision of welfare [22].

Discussion. The concept of «youth work» is seen as working with a group of young people, managing a youth club, youth center, establishing contacts with various groups of young people on the street, mentoring, and so on. However, youth work is a partnership with young people [16]. According to N. Dzioba, L. Mukoseeva, N. Tilikina, O. Shkarupa youth work is «a holistic social phenomenon that unites all the subjects of social education and youth (family, immediate environment, educational institutions, peers) with the resources of traditional education and organized activities of youth work specialists» [16].

The main tasks of youth work in accordance with the Law include: development and satisfaction of various needs and interests of children and youth, promotion of

their personal development and self-realization; formation of children's, youth's cultural, state and national values, educational and cognitive, civic, social, communicative, entrepreneurial and other competencies; development of volunteering, street cultures, informal youth associations, national and international exchange programs, youth tourism; implementation of programs of professional orientation, popularization and establishment of a healthy and safe way of life, culture of health; organization of meaningful leisure, cultural, emotional development of personality; providing partnership training for children and young people living in the temporarily occupied territory of Ukraine and internally displaced persons; introduction of an inclusive approach and ensuring equal access of every young person to qualities and opportunities of youth work [22].

Youth work is carried out by youth workers, youth and children's public associations, and other subjects of youth work.

According to the definition of the Council of Europe, youth work is a set of activities carried out with and for young people in the social, educational, cultural or political spheres. According to the Resolution on Youth Work of the Council of Europe, it is also generalized that youth work is based on non-formal and informal education, is conducted outside formal education, and is organized by youth forces and youth professionals. The main goals of youth work are integration and involvement of young people in society.

The content and goals of youth work and the age ranges of young people in different countries are different, namely: Norway (content: proposals for opportunities for leisure and individual development of youth through participation and social inclusion; goal: promotion of values of participation and democracy, social inclusion; group: less than 26 years); Estonia (content: creating conditions for the full development of the individual, which allows young people to act in good faith outside the family, education and work; purpose: creating the conditions and support for young people as members of society; age group: 7–26 years); Germany (content: creating opportunities to support the development and self-expression of young people in terms of their interests, social responsibility and involvement; goal: social and individual development based on the concepts of self-realization, participation and integration; age group: 14–27 years); The Netherlands (content: services that support young people; purpose: social inclusion and participation in public life; age group: less than 23 years); Ireland (content: managed educational process that supports individual and social development of youth through participation. Activities that complement formal education (mainly through non-governmental organizations); purpose: social and individual development of youth; age group: 10–25 years); Greece (content: education and leisure services that support the transition of young people to adult life; purpose: social and individual development of young people; age group: less than 30 years) [15].

Thus, young people are the main object of youth work, which promotes its development, helps to interact with the government and politicians, creates opportunities to participate in non-formal education, creates opportunities for healthy and meaningful leisure and recreation, etc.

Youth work is key to all social, cultural, educational or political activities carried out with young people, for young people and by means of young people themselves [17].

Conclusion. After carrying out a theoretical analysis of various literary, normative, international sources, we can state the fact that the concept of «youth», «youth work» is defined by all authors, scientists, politicians in ways that are common and different. Each of the above definitions has a right to exist and we share them. However, we are more inclined to the definition of the concept of «youth» by M. Gutsalova that «youth – a socio-demographic group of society experiencing a period of social maturity, adaptation to the world of adults and future changes, which constantly replenishes politically and economically active population. At the same time it has moving boundaries of its age, which depends on the socio-economic development of society from the place it occupies in the social structure of society, the level of culture and living conditions, the peculiarities of psychological development». In our opinion, youth work is work with young people, which is aimed at: personal and professional development with the acquisition of relevant competencies; youth participation in public life (sport, leisure, youth employment, education and training, housing and transport, mobility and exchange, access to culture, health, sexual life, fight against violence and crime, gender equality, sustainable development, anti-discrimination, access to rights and the law); involving young people in planning and decision-making at the local, regional and national levels.

Prospects for further research in this direction are the theoretical aspect of training youth workers as implementers of youth policy.

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CREATIVE DEVELOPMENT OF FUTURE TEACHERS OF HIGHER EDUCATION INSTITUTIONS IN THE PROCESS OF PROFESSIONAL TRAINING

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***Abstract.** The article reveals the peculiarities of training future teachers in higher education institutions for scientific and pedagogical creativity in terms of master's training. It is established that for the development of creative approach to professional activity of future teachers it is necessary to create conditions in higher education institutions for the development of flexible productive thinking, ability to self-improvement, self-education, reflection of own activity and its results, imagination, improvisation based on knowledge and intuition. For the effective implementation of this process it is necessary to optimize the training of future teachers, to improve the content, methods and forms of educational activities in higher education institutions. It was determined that mastering research activities is the first and main goal of training specialists of master's degree. The research activity of a future teacher is an important condition for the development of a creative, proactive specialist with a focus on constant knowledge, the desire to determine the essence of any phenomenon, finding the best means of solving professional problems, constant experimentation, self-analysis and self-evaluation. Participation in research develops in future teachers a reflection of their own life and professional needs and interests, which is carried out in the process of professionally oriented research tasks, which provides objectivity and forms a critical and constructive attitude to themselves, helps to realize their compliance with the profession and scientific -research activities, when the future teacher acquires the skills of independent thinking, finds meaning and ways to improve themselves in this activity. Research activity satisfies the needs of the future teacher in achieving success, self-knowledge, self-realization, in understanding the content of their activities, in a systematic vision of their prospects. Objective reality encourages us to pay more attention to the development of research skills in future teachers of higher education institutions.*
*   **Keywords:** professional training, future teacher, institution of higher education, creativity, pedagogical creativity, research activity.*

Introduction. Professional training of teachers for higher education institutions, able to quickly and effectively adapt to the changing conditions of society today is a guarantee of the quality of higher education, an important factor in its development.

Preparation of future teachers of higher education institutions for professional activity, which is inherently creative, allows to expand the range of professional interests of specialists, gives the opportunity to meaningfully implement and test innovative proposals, helps to involve teachers in internal restructuring of the educational process, which can guarantee his steady self-improvement, readiness to the adoption of innovations by teachers.

In a number of educational documents: Laws of Ukraine "On Higher Education" (2014) [4], "On Education" (2017) [5] and others, emphasis is placed on the formation of the intellectual potential of the nation and the comprehensive development of the individual as the highest value of society. As a result, the role of the teacher of higher education institutions is changing, his/her activity is to provide a universal mechanism for the systematic functioning of professional thinking, mastering which will help future teachers in any situation to bring quality to the issue, attract attention, interest, show inconsistencies and resolve contradictions, to substantiate the correctness of problem solving and to take concrete actions in practice, predicting their consequences, and to reveal the dynamics of feelings, emotions, motives, needs, goals, studying the direction of personality development.

Therefore, the formation of scientific and pedagogical knowledge, methods of action and development of attitudes to innovation in future teachers should be considered as a strategic task. V. Sukhomlynskyi, an outstanding pedagogue, expressed his opinion on the need to combine the functions of a teacher with the functions of a teacher: "If you want pedagogical work to bring joy to the teacher, so that everyday lessons do not become a boring monotonous necessity, lead each teacher on a happy path of research ... Become a master of pedagogical work, most likely one who has felt the researcher ..." [11, p. 68].

The urgency of the problem of training future teachers for scientific and pedagogical creativity in the conditions of master's training is determined by various factors. Solving it both theoretically and practically will significantly increase the level and quality of professional training, ensure the formation and development of masters of sustainable interests in research and teaching, as well as mastering certain skills and abilities of research. This, in turn, will provide conditions for improving the efficiency of the educational process in a modern higher education institution, where the main focus is on the latest technologies of student learning, personality-oriented approach in the pedagogical process, creative solution of didactic, developmental and educational tasks.

Thus, democratic and humanistic processes in Ukraine determine pedagogical methods and styles associated with the personality-oriented, creative and innovative activities of the future teacher of higher education. A socially significant direction of subject-methodical training is the updating on a humanistic basis of its purpose, content, forms, methods, techniques and the formation of an innovative style of activity of the future teacher.

Literature review. The analysis of psychological and pedagogical literature shows that the professional training of the future teacher of higher education, the development of his professionally significant qualities is given due attention. In the scientific aspect, the system of teacher training for higher education institutions was considered in the context of creating a domestic system of higher education (V. Andrushchenko, I. Bekh, A. Bohush, I. Zyazyun, M. Stepko, etc.), the formation of teacher competence in the master's program. (O. Gura), development of creative potential of the future teacher of higher school (R. Tsokur), preparation of undergraduates for research activity (G. Matushansky, Y. Solyannikov), increase of

efficiency of preparation of students of a magistracy (V. Bereka, S. Vitvytska, V. Bondar, O. Moroz, Z. Slipkan), etc. However, the problems of quality of training, its tasks and ways to achieve the required level of readiness of future masters of higher education institutions for scientific and pedagogical creativity still need scientific development.

Aims. The purpose of the article is to reveal the peculiarities of training future teachers of higher education institutions for scientific and pedagogical creativity in the conditions of master's training.

Methods. General scientific research methods, empirical (description) and theoretical (analysis, generalization, explanation, etc.) were used while writing the article.

Results. The concept of "pedagogical creativity" is one of the central concepts of psychological and pedagogical science. Pedagogical creativity, as noted by A. Markov, is a search and solution of something new, previously unknown: for himself (discovery by the teacher of various non-standard ways of solving pedagogical problems) or for himself and for others (use of innovative approaches and techniques) [8, p. 8]. Its prerequisite is the flexibility of human thinking, which is manifested in the ability of the individual to a multifaceted vision of the world.

V. Kan-Kalik and M. Nikandrov, considering the creative essence of pedagogical activity, note: "the originality of pedagogical creativity is that the creative nature is not only the act of solving a pedagogical problem, but also the process of implementing this decision in communication with children" [7, p. 56]. According to V. Sukhomlinsky, harmonious, comprehensive development, education, spiritual wealth, moral purity - all these a person achieves when, along with intellectual, moral, aesthetic culture, he reaches a high degree of culture of labor, labor creativity [9].

The process of development of pedagogical creativity is complex and multifactorial. It depends on a number of complementary conditions:

- pedagogical competence;
- desire for creative search;
- possession of pedagogical equipment;
- pedagogical experience;
- acting skills;
- imagination and intuition;
- observation;
- flexibility of thinking;
- psychological literacy, etc. [7, p. 3].

If the system of professional training of teachers, despite all the new developments and changes, is provided by higher pedagogical educational institutions of the IV level of accreditation, the system of teacher training of higher educational institutions does not meet modern needs of society: most scientific and pedagogical staff of higher education lack psychological and pedagogical education, which largely determines the success of all functions of pedagogical activity, - says O. Hura [3, p. 3].

The analysis of modern scientific research has shown that for the development of a creative approach to professional activity it is necessary to create conditions for the development of flexible productive thinking, ability to self-improvement, self-education, reflection of own activity and its results, imagination, improvisation based on knowledge and intuition. This will allow you to generate a variety of original ideas, solve non-trivial, complex problems, operate with conflicting information. For the effective implementation of this process it is necessary to optimize the training of teachers, improve the content, methods and forms of educational activities in higher education institutions.

According to S. Vitvytska, the main content of the higher education institution is the formation of an innovative educational environment, which involves: changing the organization and content of education in order to integrate into the world educational space; staff optimization; comprehensive improvement of professional skills of teachers. through mastering innovative and experimental activities [1].

E. Zeyer emphasizes that the professional development of the teacher's personality is influenced by the development of his creative potential. The imperfection of the system of stimulating the creative work of the teacher, the inefficiency of functioning, generalization, dissemination of advanced pedagogical experience and creative discoveries of teachers-innovators negatively affect the self-realization of the future teacher who will work in higher education [6].

It should be noted that mastering research activities is the first and main goal of training specialists in the master's degree. The essence of research as a specific type of human activity is characterized by the factor of "discovery" of new knowledge, which arises on the basis of previous knowledge and human experience, much attention in this aspect is paid to the process of cognition. student and teacher activity "[10, p. 11]. It is also a means of training a new type of specialist. We believe that its achievement will strengthen the role of scientific activity in the educational process; to ensure the joint participation of undergraduates and teachers in the implementation of specific research work; create conditions for creative scientific growth of undergraduates; to stimulate in them development of steady professional interest in scientific work; integration of educational and research activities of students; intensification and individualization of the educational process.

Most scholars associate the term "research" with the term "creativity". Thus, V. Lazarev and N. Stavrinova say the following about the connection between creativity and research: creative activity turns into research every time a specialist, summarizing his experience, implementing the experience of his colleagues or new technologies, consciously uses such research methods that give opportunity to obtain objective data on the results of his creative work [8, p. 51].

Student creativity is one of the most important conditions for becoming a future specialist. A student with a high level of creative development feels an inner need for research. It should be noted that creativity is based on two interrelated principles: personal and activity, which can develop only through each other. Therefore, creativity can be considered as an intrinsic essential property of the individual, which

is manifested both in activity in general and in specific forms. Such a specific form of activity is human research.

According to S. Vitvytska, comprehensive preparation of undergraduate students for research and scientific-pedagogical activities involves:

- mastering the methods, techniques and procedures of scientific work and teaching;

- acquisition of skills of organization of scientific and pedagogical activity;

- mastering computer and other technical means used in research activities;

- gaining experience in preparing publications and educational and methodological developments [2, p. 45].

Shifting the emphasis from teaching to the organization of student learning as an independent systematic self-educational activity, which is only accompanied and supported by the teacher, becomes one of the most important guidelines for substantiating the content of training highly qualified teachers for higher pedagogical school, defining its strategic goals and guidelines.

S. Vitvytska emphasizes that the main value of master's training is that it allows to prepare specialists who already have certain achievements for admission to graduate school in the form of publications, experience of participation in scientific discussions at conferences and seminars. In view of this, master's studies should be aimed at training a researcher who is able not only to solve scientific problems in a specific professional and educational field, but also capable of reflection, creativity and self-knowledge.

S. Vitvytska distinguishes between teaching and research activities of undergraduates. According to her, research activities of undergraduates are implemented mainly in the educational process in the performance of educational tasks, research - in the performance of qualifying work, which is considered an independent research that contains a set of results and scientific provisions put forward by the undergraduate for public defense. But both in teaching and in mastering science, undergraduates must rely on research [2, p. 50].

The preparation of students for scientific and pedagogical creativity should be purposeful systemic. In the practice of higher education institutions, students are widely used tasks for independent work, which include the compilation of: summary tables; structural block diagrams of the lecture; crossword puzzles on the topic; tests on the topic (single, multiple, alternative and orderly choice); a list of definitions of key concepts of the course with reference to sources; annotation of articles (5-6 on one topic of the course), books or separate sections that are closely related to the topic; writing essays and reports on topics identified by the teacher; various group tasks that involve solving or preparing problem situations; preparation and defense of qualifying works.

As one of the most important objective conditions for the development of pedagogical creativity, scientists consider the influence of socio-cultural, pedagogical reality, a specific cultural and historical context in which the teacher creates in a certain period of time. Other objective conditions include: a positive emotional psychological climate in the team; level of development of scientific knowledge in

psychological-pedagogical and special spheres; availability of adequate means of training and education; scientific substantiation of methodical recommendations and installations, material and technical equipment of pedagogical process, etc [12].

We support the opinion of T. Shcherbakova that a significant potential in the development of creativity of future teachers has an aesthetically competently organized environment of higher education, which includes such components as the exterior of the building, interior, aesthetic organization of the educational process, aesthetic cycle subjects [12, p. 22].

Discussion. To develop a creative approach to professional activity in future teachers it is necessary to create conditions in the university for the development of flexible productive thinking, ability to self-improvement, self-education, reflection on their own activities and its results, imagination, improvisation based on knowledge and intuition. For the effective implementation of this process it is necessary to optimize the training of future teachers, improve the content, methods and forms of educational activities in higher education institutions.

The research activity of a future teacher is an important condition for the development of a creative, proactive specialist with a focus on constant knowledge, the desire to determine the essence of any phenomenon, finding the best means of solving professional problems, constant experimentation, self-analysis and self-evaluation. Participation in research develops in future teachers a reflection of their own life and professional needs and interests, which is carried out in the process of professionally oriented research tasks, which provides objectivity and forms a critical and constructive attitude to themselves, helps to realize their compliance with the profession and scientific -research activities, when the future teacher acquires the skills of independent thinking, finds meaning and ways to improve themselves in this activity. Research activity satisfies the needs of the future teacher in achieving success, self-knowledge, self-realization, in understanding the content of their activities, in a systematic vision of their prospects.

Conclusions. Thus, in the educational environment of a higher education institution there should be a place of active search, realization of abilities and interests of students, accumulation of personal creative experience. All this will promote the development of creative abilities of students, which they will be able to implement in further teaching activities. We see prospects for further research in the selection of pedagogical conditions that contribute to the formation of the readiness of future teachers of higher education institutions for scientific and pedagogical creativity.

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