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## CHAPTER 1

# GENERAL PEDAGOGY AND HISTORY OF PEDAGOGY

### BYOD CONCEPT IN THE FORMATION OF AN INNOVATIVE EDUCATIONAL ENVIRONMENT FOR THE FUTURE EDUCATION BACHELORS TRAINING

**Inna Shyshenko<sup>1</sup>, Vasyl Loboda<sup>2</sup>, Volodymyr Shamonia<sup>3</sup>**

<sup>1</sup>*Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Mathematics, Physics and Methods of Teaching, Makarenko Sumy State Pedagogical University, Sumy, Ukraine, e-mail: shiinna@ukr.net, ORCID: <https://orcid.org/0000-0002-1026-5315>*

<sup>2</sup>*Postgraduate student of the Department of Computer Science, Makarenko Sumy State Pedagogical University, Sumy, Ukraine, e-mail: v.loboda@fizmatsspu.sumy.ua, ORCID: <https://orcid.org/0000-0003-2290-6738>*

<sup>3</sup>*Candidate of Physical and Mathematical Sciences, Associate Professor, Associate Professor of the Department of Computer Science, Makarenko Sumy State Pedagogical University, Sumy, Ukraine, e-mail: vshamonia@fizmatsspu.sumy.ua, ORCID: <https://orcid.org/0000-0002-3201-4090>*

**Abstract.** *One of the main reasons for the increased attention to the problem of introduction of mobile technologies in the educational process is the convenience and ease of use of existing tools for search, creation and use. Using these technologies, you can significantly increase the efficiency of the process of professional training of teachers, to intensify their educational and cognitive and independent activities. In the process of his activity, the teacher has to solve problems related to the search for existing mobile technologies, analyzing them for the feasibility of use in the educational process and creating their own. To train a competent specialist who is able to effectively use the ideas of the BYOD concept to solve the problem of their professional training is an important task of higher pedagogical education. The innovative educational sphere, organized on the basis of the BYOD concept, contains effective means that stimulate creativity in future teachers, reflexive actions, creativity in solving professional problems. It focuses on creating such an environment in higher education that would stimulate each student to take non-standard actions, to search for a creative way out of problematic situations that are so abundant in pedagogical reality. We found that the pedagogical purpose of the BYOD concept can be: propaedeutic acquaintance with the lecture material; classroom lecture for self-study; admission to laboratory classes; virtual laboratory workshop; self-control, etc. Measures for the use of mobile technologies and services in the process of training future teachers should be based on an informatization strategy (IT strategy), which is designed to determine the role and place of mobile technologies in ensuring the activities of an educational institution and solving problems of its development for a certain period. A modern teacher cannot effectively solve professional problems put forward by pedagogical reality if he does not have experience in research and innovation and is not ready to create the necessary atmosphere of scientific research in the context of practical pedagogical work based on the BYOD concept.*

**Keywords:** *educational space of Ukraine; higher education; professional training; BYOD concept; future education specialists; innovative educational environment.*

**JEL Classification:** A22, I23

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**Introduction.** Modernization of education is the most important task of socio-economic policy of each developed country. In these conditions, the problem of improving the quality of higher education is particularly relevant. At each stage of

development of education historically different ways of improving its quality have been used. Currently, improving the quality of education is expected by changing the methods and means of educational activities, in particular through the introduction of BYOD-approach. At the same time, computer and Internet technologies themselves are developing rapidly, replacing personal computers with more portable and mobile devices; There are more and more powerful smartphones in the consumer market - mobile phones that have computer functions.

Today, mobile devices (iPhones, smartphones, tablets, MP3 players, e-books, etc.) are a mandatory part of every student's life and learning. The abbreviation BYOD = Bring Your Own Device (relatively bring your own device) is relatively new, and it appeared in the field of commercialization and information technology in 2009-2011, but began to be used even earlier in various universities around the world, including and during the training of future teachers. It should be noted that many studies have shown the positive effects of using electronic and mobile devices in the educational process: increase motivation, promote interactivity, cooperation and involvement in different types of work, individualization of learning, help create a sense of community. However, there are some disadvantages, such as high price, availability, connectivity, small screen size, limited battery life, distraction from personal correspondence on the Internet during classes and social networks, and so on.

First of all, it is necessary to develop guidelines for students on the effective use of mobile devices for learning, which should provide specific examples of the use of this technology in learning, set goals and objectives of learning using their own mobile devices, clearly indicate general learning outcomes and criteria with mobile devices, features of combination with the Moodle platform used at the LMS university. These key considerations (student preferences, goals, objectives, typology of exercises, etc.) are the main objectives of the organization of an innovative educational environment for the training of future bachelors of education.

**Literature review.** A significant number of state programs and projects are devoted to the problems of introduction of information technologies in the field of education. Thus, the Decree of the President of Ukraine «On measures to develop the national component of the global information network Internet and ensure wide access to this network in Ukraine», «On urgent measures to ensure and develop education in Ukraine», the Decree of the President of Ukraine «On additional measures to improve quality Education in Ukraine» and other state documents are aimed at providing appropriate conditions for the effective use of modern mobile technologies, which would contribute to the improvement of the educational process in all educational institutions, including higher pedagogical educational institutions. The effectiveness of this process largely depends not only on the amount of investment in computer equipment and other technical means, but also on the level of professional training of teachers, pedagogically balanced and sound computer-oriented methodological support of the educational process.

The introduction of the BYOD concept in the educational process of future teacher training is considered in a number of works by Ukrainian and foreign authors, is the subject of serious discussion at scientific-practical and scientific-methodical

conferences, as well as on the pages of periodicals. Some aspects of the multifaceted problem of the use of mobile technologies in education have been studied in the Ukrainian scientists works (N. Balik, L. Belousova, L. Breskina, V. Wember, O. Goncharova, A. Zabarna, I. Ivaskova, A. Kravtsova, O. Kuzminskaya, N. Morse, O. Rezina, I. Robert, O. Semenikhina, S. Semerikova, Yu. Trius and others).

One of the main reasons for the increased attention to the problem of introduction of mobile technologies in the educational process is the convenience and ease of use of existing tools for search, creation and use. Using these technologies, you can significantly increase the efficiency of the process of professional training of teachers, to intensify their educational and cognitive and independent activities. In the process of his activity, the teacher has to solve problems related to the search for existing mobile technologies, analyzing them for the feasibility of use in the educational process and creating their own. To train a competent specialist who is able to effectively use the ideas of the BYOD concept to solve the problem of their professional training is an important task of higher pedagogical education.

**Aims.** Highlight the role and opportunities for the introduction of BYOD-approach to create an innovative educational environment for the training of future bachelors of 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 innovative educational sphere, organized on the basis of the BYOD concept, contains effective means that stimulate creativity in future teachers, reflexive actions, creativity in solving professional problems. It focuses on creating such an environment in higher education that would stimulate each student to take non-standard actions, to search for a creative way out of problematic situations that are so abundant in pedagogical reality [1].

An innovative educational sphere organized on the basis of the BYOD concept is a set of conditions that ensure the effectiveness of professional growth, mastering the professional values of pedagogical reality based on interaction, cooperation and co-creation of participants in the pedagogical process, stimulating the development of a professional image and the level of readiness of future teachers for creative pedagogical activity, scientific search, development of copyright programs and projects, innovative support of the educational process.

The innovative educational sphere, organized on the basis of the BYOD concept, as a complex education, its essence, structure and content are determined by the specifics of pedagogical work and the main types of teacher's creative activity. An important aspect of his activities is pedagogical science, which combines fundamental theoretical provisions that determine the understanding of the world as a whole and specific pedagogical reality. The processes of research and transformation (implementation) converge in time and interpenetrate. Science is becoming a tool for solving pedagogical problems, a means of transforming pedagogical reality, one of the conditions for the effectiveness of training future teachers for pedagogical creativity.

In educational practice, innovative activity is developing, which determines the borderline state of the teacher-innovator between scientific activity and pedagogical practice [1].

At the same time, mobile technologies are either weakly or not at all integrated into the educational process. As a rule, Ukrainian universities do not have mobile versions of portals; do not adapt information services for users of mobile devices; do not create electronic educational content intended for use on mobile devices; do not develop mobile applications for students and teachers. An analysis of the content of the GooglePlay, iTunesStore and Windows Phone Store app stores allows us to state that almost the only mobile application that universities have developed for their own purposes is the class schedule. Mobile devices in the hands of students are often viewed as a hindrance to the educational process (calls and SMS during classes, the use of the Internet in exams, video recording of lectures without the knowledge of the teacher, followed by posting them on video hosting sites, etc.).

At the same time, a survey of university professors showed their high interest in using these technologies: the use of mobile technologies makes it possible to implement various mechanisms to support m-learning, in particular:

- to organize distributed controlled distribution of electronic educational resources (access to educational and research content; podcast broadcasting; webinars; social media, etc.);

- to provide indirect, geographically distributed communication for the implementation of joint activities without reference to the location of the participants in the educational process;

- to use a mobile device as a personal media library of educational, methodological and reference materials;

- as photo and video cameras for recording visual information in digital form; as a player for recording and listening to audio lectures; as a multimedia guide in museums, etc.;

- to connect a mobile device to multimedia and office equipment, measuring instruments and devices in the corporate network of the educational institution;

- to use the sensors and sensors built into the mobile device to collect information about the user's environment (position in space - using a gyroscope; vibration; illumination; humidity; pressure; temperature, etc.) for educational and research purposes;

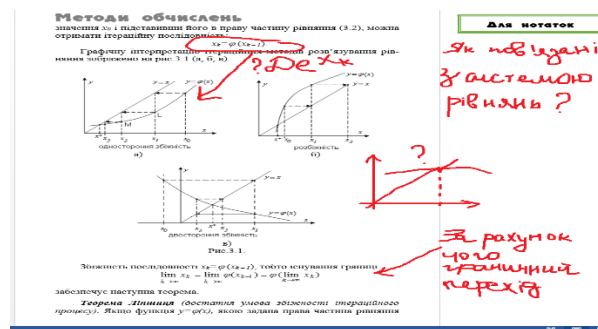
- to use the means of geolocation of the mobile device to determine the location; search and joint description of geographic objects; obtaining reference cartographic information; building tracks of movement, etc.

In this regard, the institutions of higher education are faced with the following tasks: on the one hand, to teach participants in the educational process to use the advantages of mobile devices, equipping them with convenient tools and services; on the other hand, to limit the uncontrolled use of the capabilities of mobile devices, ensuring information security and data protection in the educational space of the university.

The preparation of students should orient students towards understanding the role of the innovative educational sphere, organized on the basis of the BYOD concept, not only in their professional development, but also in the desire to master the art of modeling it in independent creative work. A whole system of pedagogical means is needed, the activation of the preparation of students for solving this complex problem, the result of which is a high level of their readiness for pedagogical creativity.

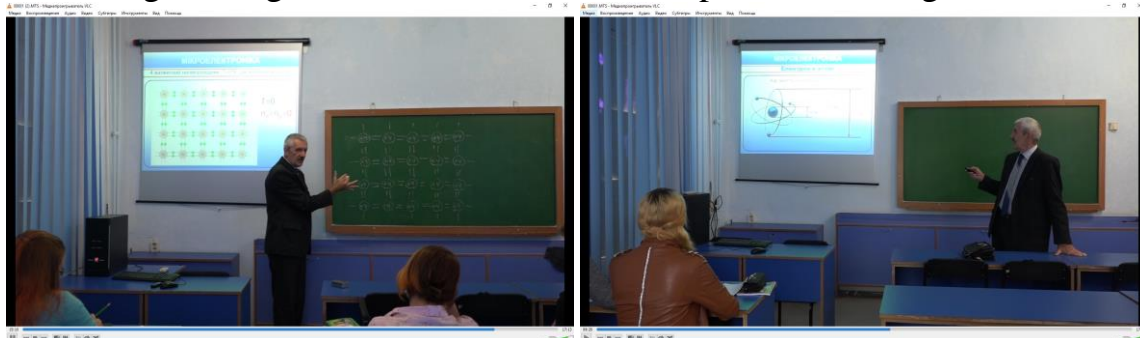
We found that the pedagogical purpose of the BYOD concept can be: propaedeutic acquaintance with the lecture material; classroom lecture for self-study; admission to laboratory classes; virtual laboratory workshop; self-control, etc.

The simplest and most effective way to solve this problem is an electronic mobile complex in text format (in particular, a Word-copy of the digital reference abstract of the lecture material). It is important to provide space on each page for notes to be able to record questions from obscure parts of the study material. There is no need to read the lecture material in the audience at all - it is enough for the teacher to dwell on the main theses and answer the questions that arose in the students during the propaedeutic study of the lecture material. This approach is very effective when you want to cover a large amount of material in a short period of time (Fig. 1).



**Figure 1. Fragments of materials from the course «Calculation Methods», which provides notes from the screen of the mobile**

The educational task of self-learning by re-listening to educational material is realized through video lectures (in particular, in MP3 format). For example, we have created a bank of lectures on the course «Fundamentals of Microelectronics» (author-developer of the course - Ph.D., Assoc. Prof. Shamonya V.), including to support mobile learning. Footage of one of these lectures is presented in Fig. 2.



**Figure 2. Excerpts from the video lecture «Fundamentals of Microelectronics», which is read by Ph.D., Assoc. Prof. Shamonya V.**



**Discussion.** According to a study by California State University (USA), students use their own mobile devices in the learning process on average every six minutes. Indeed, modern teaching methods and technologies increasingly involve the use of students' personal mobile devices (laptops, tablets, smartphones or other similar devices). The BYOD strategy is being actively implemented in leading foreign universities and in the future, according to experts, will become a widespread practice. A 2013 Cisco Partner Network Survey claims BYOD is widespread in education, with 95% of educators surveyed saying they use personal mobile devices at work. Problems in information security, restrictions on access to corporate information, a variety of software and platforms currently hinder the implementation of BYOD technology not only in universities, but also in other organizations. But the benefits of this approach are significant and outweigh many of the problematic aspects. In particular, BYOD technology can significantly contribute to «attracting and retaining talented employees, increasing the productivity and mobility of employees, increasing their satisfaction, as well as reducing IT» [4].

In addition, research has shown that the mobile devices that students bring with them to an educational institution are extremely diverse, from traditional laptops to various smartphones and tablets, and even entertainment devices such as game consoles and Internet TVs. These mobile devices are not intended for personal use only. They are increasingly being integrated into the educational process. At the same time, information security continues to be one of the main problems for educational organizations. The study revealed some questionable, already implemented practices of using devices and technologies that undermine security and expose university computer networks to vulnerabilities. For the full-scale implementation of the BYOD strategy, there are many unresolved issues in the management of corporate educational networks. All this is also a significant factor, which must be taken into account in the development of the education system in the era of widespread informatization [2].

This is the beginning of a kind of «electronic evolution» of society. Further development of technologies will inevitably change the personality, and in order to avoid an insurmountable qualitative and quantitative gap between generations, it is necessary today to apply the results of such studies, for example, to change the system and standards of education [3].

All of the above allows us to conclude that significant changes in the social situation, the emergence of new forms of relationships in society, including among students, require new approaches to the learning process, the formation of its content and organization, application along with classical new forms of education, changes and updates of means and methods of teaching. Obviously, education should not only respond to external changes in society and its technological development, but also, working ahead of the curve, prepare future members of this society who would have modern thinking, an adequate attitude to life and new opportunities.

The attitude towards designing new ways of acquiring knowledge and solving pedagogical problems are the basis of the teacher's innovative activity. Pedagogical research, as an important component of pedagogical work, provides for the design and modeling of future states of the objects under study, conditions and ways of their

development. The teacher becomes a transformer of the processes under study, and the personality (student) is placed at the epicenter of pedagogical reality. The emphasis of the teacher-researcher falls on such aspects as: values and personal meanings, professional development and formation, educational space, cultural-informational and problem-innovative environment of an educational institution. All these concepts make it possible to talk about a change in pedagogical reality, which leads to the complication of the nature and content of the training of future teachers to creative activity. In the light of these tendencies, the pedagogical picture of the world appears to the modern researcher in the form of a global educational space, at the epicenter of which there is a person realizing his inclinations and abilities in various cultural and informational environments through the implementation of an individual trajectory of his development, which is pedagogically provided humanoid type of education, value-semantic content and adequate technologies of teaching and upbringing [3, p. 116].

Measures for the use of mobile technologies and services in the process of training future teachers should be based on an informatization strategy (IT strategy), which is designed to determine the role and place of mobile technologies in ensuring the activities of an educational institution and solving problems of its development for a certain period. When forming an IT strategy, it is recommended to adhere to the following principles [5].

1. It is advisable to develop mobile information services in accordance with the service model – a structured description of the list of services for the collection, processing, storage, presentation and transmission of information that will be provided to internal (students, faculty, administration and technical personnel) and external users information services.

2. All information resources of the university must be accessible through a web browser, mobile web client or special mobile applications 24 hours / 7 days a week.

3. On the territory of the educational institution, the organization of secure wireless access to information services and the Internet is required.

4. It is necessary to provide for the installation of corporate software on mobile devices of users of information systems and setting up wireless access to internal resources. At the same time, users can use personal devices, but only under the control of operating systems that are supported by the IT service of the university.

5. It should be possible to use a mobile device as a means of identification and authentication in information systems.

6. For each user of information resources, it is advisable to create an account and allocate unlimited file space in the information system of the university (personal account, e-mail, calendar, personal portfolio, document storage, electronic document management, application catalog, etc.). The account and all content posted by the user must have an unlimited period of validity and storage, and all personal information must be synchronized between mobile devices and users' PCs.

A modern teacher cannot effectively solve professional problems put forward by pedagogical reality if he does not have experience in research and innovation and is not ready to create the necessary atmosphere of scientific research in the context of practical pedagogical work based on the BYOD concept.

**Conclusions.** The innovative educational sphere, organized on the basis of the BYOD concept, stimulates the future teacher to:

- attitude to pedagogical creativity as an integral scientific and methodological space, where the standards of pedagogical activity, personality behavior are recreated, an innovative solution to professional problems is carried out, methodological support of the creative process is created, aimed at the high-quality fulfillment of a social order;
- installation and positive motivation for creative work as an important factor in the professional development of a person;
- implementation of purposeful, systematic preparation of students for scientific and pedagogical work and the formation of their readiness for creative search and innovative solutions to professional and pedagogical problems;
- satisfaction of teachers and students with relationships, interaction, cooperation and co-creation in the course of scientific research activities;
- a prosperous emotional state of students at various stages of problem-innovative activity in an educational institution;
- the focus of participants in problem-innovative activities at a positive result, the creation of a new educational product, methodological solutions and findings, the development of creative projects;
- the participants' enthusiasm for collective scientific research and creative solution of pedagogical problems;
- monitoring, assessment and self-assessment of creative achievements, the level of professionalism in the research and development of professional and pedagogical problems arising from the pedagogical reality and the needs of modernization of the pedagogical process in educational institutions of various types;
- productivity of problem-innovative activity.

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## CHAPTER 2

# INNOVATIONS IN THE MANAGEMENT OF EDUCATIONAL INSTITUTIONS

### PEDAGOGICAL EXCELLENCE OF TEACHING PSYCHOLOGICAL AND PEDAGOGICAL DISCIPLINES IN THE ERA OF DIGITALIZATION

**Olga Novak<sup>1</sup>, Lidiia Cherednyk<sup>2</sup>, Halina Chekalovska<sup>3</sup>**

<sup>1</sup>Candidate of Pedagogical Sciences, Associate Professor of the Department of Theory and Methods of Professional Training of Hryhorii Skovoroda University in Pereiaslav, Pereiaslav, Ukraine, e-mail: novakolyia@gmail.com, ORCID: <https://orcid.org/0000-0003-3187-1872>

<sup>2</sup>Candidate of Pedagogical Sciences, Senior Lecturer of the Department of Pedagogy, National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine, e-mail: Lidiya2772@i.ua, ORCID: <https://orcid.org/0000-0002-1006-1363>

<sup>3</sup>Ph.D. in Economics, Associate Professor of Department of Fundamental and Special Disciplines of Chortkiv Educational and Scientific Institute of Entrepreneurship and Business of West Ukrainian National University, Chortkiv, Ukraine, e-mail: Chekal-hal@ukr.net, ORCID: <http://orcid.org/0000-0002-1201-574X>

**Abstract.** *The present academic paper is devoted to studying the pedagogical excellence of teaching psychological and pedagogical disciplines in the era of digitalization. The relevance of the research is confirmed by modern tendencies in the development of educational technologies adapted to the conditions of quarantine restrictions as a result of the COVID-19 pandemic. The academic paper explores the methodological literature determining the features of the formation of teachers' pedagogical excellence, as well as the basic requirements for teaching pedagogical and psychological disciplines and the main trends of digitalization in the field of education are investigated. Based on the results of the analysis conducted using scientific methods of cognition of induction and deduction, theoretical aspects and practical recommendations for the formation of pedagogical excellence of a teacher of psychological and pedagogical disciplines have been determined. Features of applying digital technologies for all types of training have been defined, including as follows: lecture materials, seminars, individual and group work, independent work and assessment.*

**Keywords:** digitalization, pedagogical excellence, psychological and pedagogical disciplines.

**JEL Classification:** I 24, I 29

**Formulas:** 0; **fig.:** 3; **tabl.:** 0; **bibl.:** 15.

**Introduction.** Expanding of information capabilities and the use of modern technologies in various fields of science has led to a qualitatively high level of development of the educational process. The dynamic development of information technology has been facilitated by quarantine restrictions around the world, forcing almost all educational institutions to switch to digital technologies for teaching and assessing the knowledge of pupils and students. Despite the fact that this form of training does not satisfy a great amount of parents, pupils and students, the issue of its effectiveness depends solely on the teacher's pedagogical skills. The major problem of forming a new skill of pedagogical excellence lies in the fact that the computer literacy is not equally easily accessible and understandable to teachers of different disciplines. Whilst teachers of computer science cope with such a task without spending special labour resources, and immediately reveal their creative potential, then for a teacher of

psychological and pedagogical disciplines who have been developing traditional teaching technologies for years, the digital reality of education becomes an obstacle reducing the potential for interesting, meaningful and effective teaching of the discipline.

It is this fact that forms the relevance of the research, forasmuch as it allows developing methods, determining the techniques and methods of disclosure of pedagogical excellence not only in traditional learning, but also digital, shaping the purpose of the research.

The novelty of the academic paper lies in improving the practical recommendations for the formation of pedagogical excellence in teaching psychological and pedagogical disciplines in the context of digitalization.

**Literature review.** The issue of pedagogical excellence has always attracted the attention of numerous prominent domestic and foreign teachers and psychologists. It is worth mentioning the surnames of Bazhenova, I. (1988), Makarenko, O., Sukhomlynsky, V. (2014), Zaziun, I. (2004), etc. In the scientific works of these scholars, the issues of professional training of teachers have been highlighted, the conditions for the formation of pedagogical excellence have been considered, and its components have been determined.

Sukhomlynsky, V. (2014) has made a significant contribution to the theory of formation of pedagogical excellence. At the same time, it should be emphasised that the educator has defined pedagogical excellence in the context of educating citizens and patriots. Zaziun, I. (2004) has started a new direction of pedagogical science and become the founder of scientific school on problems of pedagogical excellence. His theory of pedagogical excellence has no analogues in the world. It is actively used by educational institutions in Japan, Poland, Russia, Belarus, etc. Zaziun's theory is based on self-improvement of the teacher, development of his individual and professional qualities.

Regarding the features of pedagogical activities in the context of digitalization, this issue is not new, however, it has acquired particular relevance in 2019-2021 (Pazuhina & Ponomariova, 2021). A number of scientific papers identify the potential of such training, determine new technologies, consider new tools for presenting material, working with students or pupils and conducting monitoring measurements of knowledge (Tserkovskij, 2013), which can be applied to distance learning taking place within the framework of quarantine restrictions as a result of the COVID-19 pandemic.

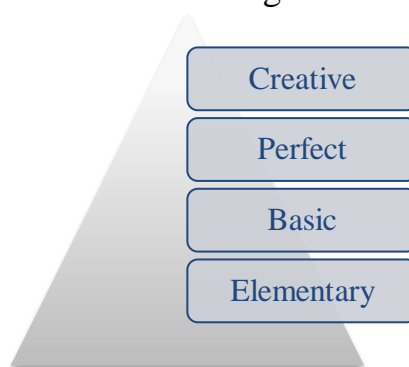
**Aims.** The purpose of the article is pedagogical performance of psychological and pedagogical disciplines in the era of digitization.

**Methods.** In the course of the research conducted, a number of methodological recommendations have been studied on the features of teaching psychological and pedagogical disciplines in secondary and higher educational institutions. Along with this, the theoretical and methodological basis and fundamentals of the concept of pedagogical excellence, its components and principles have been investigated. Taking into consideration the current conditions of pedagogical work, a number of modern scientific works on the digitalization of education, computer technology proficiency in the organization of teaching activities and interaction with students, identification of

the strengths and weaknesses of using digital technologies have also been explored. Using the general scientific methods of cognition, in particular: analysis, synthesis, induction and deduction, the information on the features of digitalization of the pedagogical work of a teacher of psychological and pedagogical disciplines has been summarized, as well as directions for the development of pedagogical excellence during the period of digitalization and distance learning due to quarantine restrictions have been identified.

**Results.** The analysis of pedagogical literature and teachings of educators - scientists has showed that the teacher - master achieves high results of professional activity, possesses an individual style of work, implements his creative potential through knowledge of the psychology of students and skilful planning of the pedagogical process (Kajdalova et al, 2009). Herewith, the pedagogical excellence is manifested in activity; however, it goes beyond it. It cannot be limited by a high level of development of special skills. The essence of pedagogical excellence lies in the personality of the teacher, in his position, ability to show creative initiative on the basis of his own system of values. In order to achieve creative excellence, it is necessary to master all the components of pedagogical potential.

The following types of excellence are distinguished:



**Figure 1. Levels of pedagogical excellence**

The elementary level of excellence is characterized by the presence of only particular professionally significant qualities. At this level, the teacher usually relies on the experience of teachers - masters and uses the established guidelines.

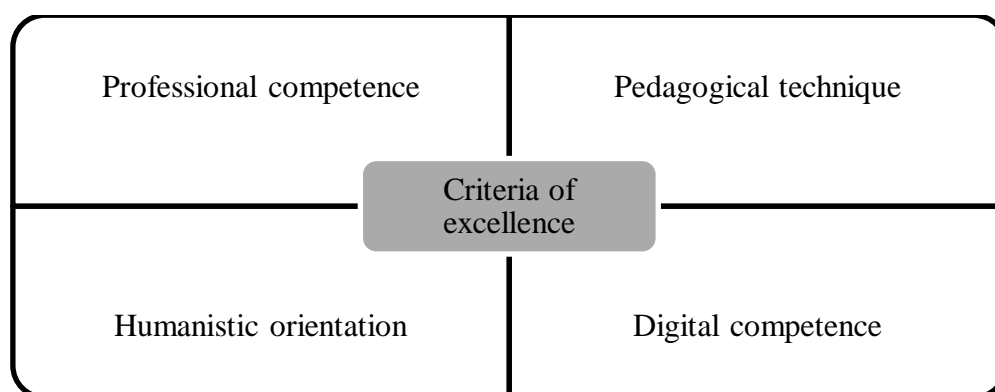
Basic level assumes that the teacher already possesses the basics of pedagogical excellence, namely: humanistic orientation, building relationships with students and colleagues on a positive basis. He has mastered the subject of teaching and methodically correctly plans the educational process, conducting it not only within the guidelines, but also using communication between students, contributing to the disclosure of their creative and professional potential.

Perfect level implies characteristic-clear definiteness of the teacher's actions, high quality of training materials, cooperation in communication, planning and organization of activities for a long time in order to search for students' creative abilities, the development of self-criticism and critical thinking.

The creative level is the highest in the pedagogical excellence. The teacher, on his own initiative, is creative in his professional activity; he is a generator of ideas and approaches to the material presentation. He is able to extend away from traditional

schemes, quickly resolve problem situations. His activities are characterized by original methods of interaction based on the desire of students for self-expression. Along with this, such a teacher is able to consider the problem as a whole; he knows how to focus on the principal issue, smoothly moving from one topic to another. At this stage, the individual style of the teacher as a master of his craft is clearly formed.

However, in order to achieve the highest level of pedagogical excellence, it is necessary to involve the components of professional competence, pedagogical equipment, humanistic orientation, development of digital competences at each stage of the teacher's professional development. In this case, all these components of pedagogical excellence should be applied to the learning process simultaneously.



**Figure 2. Criteria of excellence of the teacher of psychological and pedagogical disciplines within the conditions of digitalization**

Source: Panova, N. (2015)

Professional competence in teaching psychological and pedagogical disciplines is expressed in the ability to present the content of the subject, taking into account the individual features of the student. The significant traits of a teacher are the ability to communicate, clearly teach educational material, conduct polemics, and lead a discussion, use visual aids and technical training tools. The teacher should be able to interest and support the attention, as well as analyze and evaluate the students' knowledge and skills. At the same time, taking into account all components of professional activity, the teacher should possess a working knowledge of computer and programs for distance learning and preparation for lexical, seminar and laboratory classes.

Pedagogical technique is a complex of skills and abilities, the use of one's psychophysical potential as an instrument of educational influence (possession of one's physical, mental, emotional state; voice, facial expressions, pantomime).

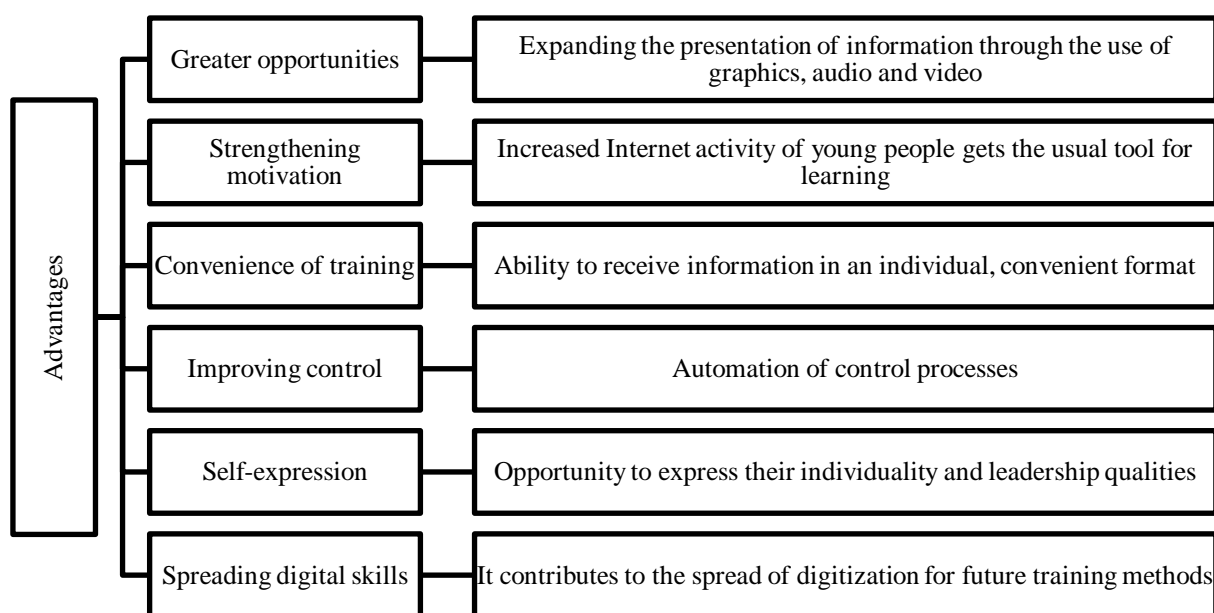
Humanistic orientation is one of the most important features of the pedagogical excellence. It is based on ideals, interests, values. Humanistic orientation implies focus on the personality of another person, the assertion of spiritual values, moral norms of behaviour and attitudes, etc. (Tiugaieva, 2019).

The formation of digital competencies currently is one of the most necessary skills of the teacher and components of the pedagogical excellence. Teaching of any discipline, especially psychological and pedagogical one, which must be based on

communicative processes, studying foreign practices and experiences, should take place not only in the usual learning environment, but also a virtual one, with the involvement of programs and digital platforms that allow not only establishing remote communication processes, but also organizing independent work of the student or the pupil, as well as providing effective process of assessment of his activities (Pashchenko, 2013). In order to do this, teachers should be fluent in applying modern proven digital tools used by teachers all over the world and allowing implementing all the teacher's plans.

Currently, it should be emphasised that the use of digital technologies in education is a debatable issue. On the one hand, there are a number of proponents of such training arguing that the potential of such a format is invaluable. On the other hand, without sufficient digital competencies and pedagogical excellence, this potential can be completely canceled out.

Ibragimova & Podrianova, T. (2015) have identified the following advantages of using a computer in the teaching of various disciplines (Figure 3).



**Figure 3. Advantages of digitalization of educational process**

The selection of digital systems should be determined by the general lesson plan in accordance with the didactic target setting. The use of digital educational resources should be connected and interact with other didactic means and forms of training activities and elements of the lesson (Poriev & Zhuzha, 2012).

Students and pupils should be prepared to work with digital resources both technically and psychologically. By the way, it should be borne in mind that studying in the framework of digital systems has a great nervous load on the student; consequently, lectures and practical classes should be structured in such a way that the student can rest from monotonous work, switching attention to another type of information.

The systematization of the stated above makes it possible to conclude that the use of digital educational resources leads to an increase in the education quality, changes



in the content of education, teaching technology and relations between participants of the educational process.

The process of teaching pedagogical and psychological disciplines in the context of digitalization and distance learning comprises various components (Lukianova, 2013).

**Features of conducting lectures of psychological and pedagogical disciplines within the conditions of digitalization.** In the process of preparing a teacher of psychological and pedagogical disciplines for lectures, it is necessary to develop infographic material that will improve the assimilation of information transmitted through video and voice platforms. In this case, the lecture material is prepared in an abbreviated, accessible form by using simple words that are easily perceived in terms of a video or indistinct audio signal.

For this purpose, one should thoroughly study several programs and tools for presentation. Currently, Microsoft PowerPoint is the most common program, allowing creating presentations that correspond to the lecture material. Practice shows that the maximum number of slides that can be perceived during the lectures should not exceed 25 units. In this case, the report itself should be designed for 20-30 minutes, after which the students' or pupils' attention level will decrease significantly, and, therefore, they need to be involved in communication and dialogue. The teacher must be able to use the platforms of voice and video information transmission and the organization of conferences, which make it possible to administer communication processes by activating students, switching attention to other students, and, as a result, to organize an interactive lesson at a professional level. In the process of preparing psychological and pedagogical lecture materials, it is very appropriate to use additional interactive materials. These can be videos of the experience of psychological and pedagogical work in other educational institutions, or from the practice of other countries, while showing the best examples relevant to the topic under consideration. It is also possible to watch videos containing useful practical information for mastering the lecture material, psychological test tasks, conduct a survey, etc.

The introduction of the lecture material can be carried out using the cloud platform Zoom, the platform for chatting online meetings and collaboration of Microsoft Teams, and other online platforms less popular in Ukraine, which include Hangouts Meet, etc.

In order to create presentation materials, one can use not only Microsoft PowerPoint, but also modern content creation platforms turning language or text into animated videos. These include Squigl, Pear Deck, EdPuzzle, etc.

After completing the lecture material, the teacher should provide a brief theoretical content of the lecture, a link to the presentation, additional links to textbooks or other training materials. These data are kept in the chat program, which students and teachers use together by agreement.

**Features of conducting seminar, practical or laboratory classes.** The feature of conducting seminars, practical or laboratory classes lies in monitoring the acquired material. Independent research work carried out in the form of essays, creative tasks of different levels, coursework, diploma, competition papers, conference reports, articles, abstracts, not only attracts students to scientific and research work, however, it also

contributes to the expansion and deepening of theoretical knowledge in the field of psychological - pedagogical disciplines, development of self-education skills. Each student should prepare for the lesson and submit the results of his work. At the same time, the teacher should set clear limits for the submission of materials in order to provide time for reading them in advance to have a field for work or study experiment. In addition, the rules for submitting materials are established, in particular, the format of the document is determined, namely: Word, Excel, PowerPoint document, video materials, etc. Interesting research results are reviewed and discussed by organizing a meeting on online conference platforms.

**Features of conducting classes-excursions within the conditions of digitalization.** Classes - excursions are perhaps the simplest and most interesting method of teaching psychological and pedagogical disciplines. Nowadays, on many online platforms, one can find 3-D reviews of various museums, places (sites) that can be visited online. At the same time, the task of the teacher is to comment on what is seen and involve students in the discussion. Taking into consideration the unlimited access over time, such tours can take as much time as needed to explore a particular topic.

**Features of conducting individual group classes within the conditions of digitalization.** In all disciplines of the psychological and pedagogical cycle, different types of individual and group independent work are used, the results of which are assessed at workshops during individual conversations with students (Zubakin & Polianina, 2019). The content of the tasks of independent work provides for the students' work not only with the text of the textbook, but also with the original sources, the analysis of real teaching practice and, as a result, preparation of his product, namely: an abstract, a pedagogical dictionary, a diagram of the relationship of concepts, a generalizing or comparative table, an analytical text, a crossword puzzle on the topic, etc. In essence, these tasks are nothing more than micro-projects performed by students on their own. The tasks offered to students have different degrees of complexity (Okulich, 2014). The student has the opportunity to choose from them those, corresponding to his capabilities and interests; he determines the terms of submission and the form of reporting by himself, coordinating them with the teacher. Communication processes with the teacher are carried out at a time strictly set by the teacher. The feature and advantage of digital support for group projects is that they can be performed jointly and simultaneously, using the services of joint interaction and work on documents, including Google Doc, Google Table, Google Presentation. This provides an opportunity to students to develop the ability to work in a team, quickly find leaders, people responsible for the project.

**Independent (individual) work.** Features of distance learning involve the implementation of independent work in mastering disciplines. In this case, the main task of the teacher is to create a clear structure of independent work, which should contain all the materials that will be submitted for control measurement of knowledge. The teacher of psychological and pedagogical disciplines should provide students not only with the research topic, but also with a list of questions, the answers to which the student should look for independently. In this case, the number of conflicts arising in

the process of evaluating independent work will be reduced (Romanovsky& Reznik, 2019).

**Features of implementing the knowledge assessment system within the conditions of digitalization.** It should be born in mind that control and evaluation activity, which makes it possible to assess the level of acquired competencies of students studying psychological and pedagogical disciplines, is of a particular importance. On the one hand, test-type assessment systems are currently used in the educational process. However, the use of test tasks not compiled directly by the teacher is a serious drawback and problem of distance learning. Test tasks should be given to students only within the limits of the material that is presented in a lecture lesson or submitted for independent study. In order to organize the test assessment, ready-made Google developments are used, as well as programs such as MyTest X, SunRav TestOfficePro, Test-W2, Ayren, and Easy Quizzy.

**Discussion.** Current conditions for conducting training significantly reduce the quality of the educational process. And even those teachers, who have worked out practical methods of high-quality teaching and interaction between students for years, give up when it comes to ensuring a high-quality educational process in the context of complete digitalization. Nowadays it can be stated that pedagogical skills require fundamentally new approaches to learning, turning all the weaknesses and shortcomings of distance education into its advantages (Zubakin&Polianina, 2019). It should be noted that it is much more difficult to achieve attention and interaction within the conditions of distance education than in the classroom, when it is possible to simultaneously cover the attention of most students. This is precisely why the pedagogical excellence of the teacher in the era of digitalization lies in creating and involving all possible tools that make it possible to keep the interest of the student or the pupil.

However, despite the recognized shortcomings of distance education, the end of quarantine restrictions cannot indicate the end of the experience of digital pedagogical technologies. Nowadays, students, due to their psychological development and constant interaction with digital technologies, have the opportunity to combine learning with digital technologies, which allows them feeling their modernity and express their essence. The principal objective of the teacher at the stage of digital learning lies in revealing the advantages of this educational process and creating a basis for the future teacher or psychologist just to be able:

- to interact freely with their clients, students or pupils, involving and applying modern information technologies;
- to constantly update their qualification level by studying the experience of other teachers and covering new, up-to-date information that meets the standards of perception of the world of youth.

The outlined benefits of digital technologies make it possible to transform training processes into a continuous learning process, during which real professionals are formed who meet the criteria of pedagogical excellence.

**Conclusion.** Based on the results of studying the theoretical aspects of developing the pedagogical excellence, the following conclusions can be drawn, namely: the

pedagogical excellence consists of four levels; in particular, the creative one is the highest, which allows teaching pedagogical and psychological disciplines by creating one's own approaches that are flexible to the features of the audience and the ability to perceive information by it. The major components of pedagogical excellence are as follows: professional competence, pedagogical technique, humanistic approach and the formation of digital competencies.

Digital technologies make it possible not only to organize additional tools to improve learning, but also to completely take over the organization of the educational process. With the help of digital technologies, teachers of psychological and pedagogical disciplines have the opportunity:

- to clearly present the lecture material and increase the efficiency of its perception;
- to organize independent work of students in individual and group format with the possibility of its analysis;
- to conduct online classes-excursions to 3-D museums and sites corresponding to the topics under consideration;
- to organize group work by joint editing of documents;
- to conduct individual lessons and extracurricular meetings at any time convenient for the teacher;
- to provide accessible materials for independent study, not limited to books and lecture materials, going beyond the standards of the curriculum;
- to accelerate and automate knowledge assessment through conducting testing.

All the actions outlined in combination with professional competence, pedagogical technique, humanistic approach make it possible to create teachers of a new level that meet the needs of society and their requirements for modern higher and secondary education.

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## VALUE CONTEXT OF THE FORMATION OF PERSONALITY SELF-ACTUALIZATION AND INFORMATION CULTURE

Oksana Filonenko<sup>1</sup>, Rostyslav Liashenko<sup>2</sup>

<sup>1</sup>Doctor of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Pedagogy and Management of Education, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine, e-mail: oksana.filonenko02@gmail.com, ORCID: <https://orcid.org/0000-0003-4453-9887>

<sup>2</sup>Candidate of Pedagogical Sciences, Senior Lecturer of the Department of Pedagogy and Management of Education, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine, e-mail: r.liashenko@gmail.com, ORCID: <https://orcid.org/0000-0003-3554-8861>

**Abstract.** Formation of personality self-actualization and information culture considered through the value context in the article. Based on the analysis of scientific literature it has been substantiated the formation of the information culture of the personality becomes one of the main tasks of social institutions of society, and the purpose of its formation is the socialization and acculturation of person in the new conditions of existence, which irretrievably change following the rapid development of information and communication technologies and based on their application all human spaces existence and activities. It has been concluded that the need for self-actualization self-develops along with the expansion of human knowledge about the world and about oneself, with the growth of subjective capabilities and the complexity of the tasks faced. The interdevelopmental relationship between the individual and society is achieved not only by overcoming negative and using positive individual assets, but due to the fact that society develops such individual characteristics that are due to social expectations, antipodes, values and only in harmony with them provide a high level of professional activity. It has been analyzed that as a product of the development of the information society, information culture is a broader concept than anthropogenic culture and includes all its main characteristics that do not contradict civilization development. At the same time there are new components serving informational culture patterns, which are characteristic only for the information society, which has been formed in general, and its information and communication technologies. It has been explained that in certain aspects the problem of self-actualization of the individual involves the development of tools and conditions that stimulate the processes of self-knowledge, goal-setting, designing prospects for individual life. The reason for self-actualization has been view as the need to reconcile the inner intentions of human and the conditions in which one lives.

**Key words:** development, information culture, personality, self-actualization, values.

**JEL Classification:** A22, I23

**Formulas:** 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 20.

**Introduction.** In the process of developing one's activity, the individual actively searches, creates and transforms the conditions for meeting socially significant needs in accordance with one's personal position, values and requirements that apply. Understanding the phenomena of "self" of the individual can be based on a complex system of personality qualities, where attitudes, interests, worldview criteria and attitudes of the individual to social values on a single basis regulate one's spiritual and subject-practical activities.

Modern society cannot develop beyond the information, the level of development of which is often associated with the level of culture development, in which a person plays the role of a creator, a distributor and a keeper of information, realizing the model "person - information - person". Thus, a special feature of this society is the formation of a new image of society and the transformation of personality. In the information

society, the process of forming a new person with one's own internal characteristics takes place, and this process can be characterized as the main socio-ontological search in modern conditions.

**Literature Review.** Scientific researches of recent years of such scientists as Bekh, I. D., Radul, V. V., Haleta, Y. V., Lebedyk, I. V., Lebedyk, M. P., Torbenko, I. O., Kharchenko, S. Ya., Yavorska, G. Kh. et al present particular interest for the study of education of values, aspects of self-education, problems of their social maturity, socialization, self-realization, and other phenomena of "self"; features of development of information culture of personality is in the field of vision of the following researchers: Jaspers, K., Atajan, A. M., Winner, N., Mamford, L., Rozin, V. M., Bodrijjar, Zh. V., Ovchinnikova, I. G., Pronina, L. A., Haleta, Y. V. et al.

In the middle of the twentieth century K. Jaspers noted that with the appearance of modern technology everything changed: it sharply increased social dynamics and became a fundamentally new factor in world history, which caused changes, not comparable to anything known to people in the last five thousand years [7].

The high dynamics of information processes in modern society implies the existence of a fundamental difference in the socialization of the individual, which should not occur in the conditions of a spontaneous impact of different circumstances of life and occasional factors of socialization (as in industrial society). Personality needs to be purposefully educated and trained for life in modern conditions [1].

Passive consumption of information through radio, telephone, audio, television, computer increasingly displaces active forms of creativity, leisure, knowledge, forms stiffness of thinking, deprives people of direct communication with each other.

"We changed our environment so radically, that now we have to change ourselves in order to exist in this environment," writes N. Winner [20, p. 43].

N. Winner noted, "all human social life in its normal manifestations is centered around the language. Language is the greatest interest of person and is the most characteristic achievement of the person "[20, p. 82].

The problem of personality self-actualization is an internal way of self-development, adequate for a person endowed with consciousness, so it is an immanent and invariant feature inherent in the whole nature, not just the nature of human. In our opinion, however there is a cultural and historical range within which the problem of self-actualization as a concomitant phenomenon, as a mandatory component of any interaction of the system with the environment becomes a problem of self-actualization as a conscious way of personality existence. Only in this case, self-realization and, accordingly, the problem of self-actualization start determining the personality lifestyle, and the multidimensional world of human becomes space for self-realization, self-realization and self-creation in its value coordinates", emphasizes Galazhinsky, Ye. V. [5, p. 41].

Dermanova, I. B. calls self-identification as one of the mechanisms of self-realization [4], while special importance in personal identity, she gives to value orientations and considers moral self-identification as an effective mechanism for personality self-realization and self-actualization.

**Aim.** The purpose of the article is to analyze and substantiate formation of



personality self-actualization and information culture considered through the context of values.

**Methods.** The development of society was relatively recently characterized as socio-cultural, but today it looks more like a technocratic one. Spiritual, intellectual potential of society is increasingly identified with information, causing changes in culture, language, and way of life and even in thinking. The information and knowledge of the individual began to substitute their knowledge, human abilities for understanding and solving problems.

It would be a simple utopia to ignore the development of technology and its effect on person and society as a whole, because it is a material means of human activity, and, consequently, of culture. One can agree with V. M. Rosin, when he writes, that human activity has two components: acts of activity that are realized on a rationalization basis, and cultural components that live by another logic. Therefore, he concludes that most of the problems that arise in society today cannot be solved by a scientific and technical method [15].

J. Bodrijjar, studying the problems of the information society, believed that modern culture is a culture of signs. However, signs simulate reality instead of reflecting it. Modern society, according to J. Bodrijjar, is filled with signs. Every day, mass communication brings to a consumer a huge amount of facts and their interpretations. Consciousness is split because one cannot understand all of this and distinguish between one's own desires from others [3]. Therefore, it is now very urgent to analyze positive and negative aspects of adaptation process.

We share A. D. Toynbee's point of view, who revealed the logical connection between the development of personality and society. He stated that a person acquires the opportunity to perform creative acts that determines the development of society itself precisely due to the internal development of a person. The transitional stage of the bifurcation point in the development of humankind has come: the stage of self-development of the individual, their ability to create the new. This is the stage of personal creativity, which is determined by the maturity of the person oneself, as well as the development of society.

Because of the information and communication technologies use, global changes in culture - processes of dialogue and interpenetration of cultures are taking place.

In the analysis of these changes, philosophy, cultural science uses concepts such as "traditional culture", "technogenic culture", "information culture", "computer culture," often not revealing them, not explaining the relationship between these concepts, the extent of their entry into the concept of modern culture, their role in its formation. These concepts are used not only in philosophy, but also in other branches of knowledge, for example, in pedagogy, where they acquire a different meaning.

Self-realization is associated with the development of criteria for evaluating achievements, with the desire for a moral ideal, with the intention to embody in their own behavior their ideas about the personality values. In fact, it is about defining oneself in the social world. "I am responsible for myself and for all," wrote J.-P. Sartre, "and I create an image of human that corresponds to my idea of what a person should be" [16, p.165].



Self-realization as a process of self-realization is the "realization of oneself" in life and everyday activity, the search for and affirmation of one's special way in this world, one's values and the meaning of one's existence at any time. Self-realization occurs when a person has a strong excitation motive for personal growth "[8, p. 52].

**Results.** The formation of a culture of a new social formation in the conditions of global processes of informatization becomes the object of the analysis of philosophy, culture studies. The notion of information culture is considered as "a branch of culture associated with the functioning of information in society and the formation of information qualities of the individual" [19, p. 57]; "a qualitative characteristic of human life in the field of receiving, transmitting, storing and using information, where universal human values are a priority" [18, p. 28]; "a level of knowledge that allows a person to freely navigate in the information space, participate in its formation and promote information interaction" [9, p. 59]; "a measure of person's, a society's or a certain part of one's perfection in all possible kinds of work with information: its receiving, accumulation, coding and processing of any kind, in creating on this basis qualitatively new information, its transmission, practical use" [17, p. 3], etc.

Based on the analysis of these and many other similar definitions, we can conclude that this concept is interpreted as a person's information culture, adaptive mechanism of its existence in the information society. At the same time, the formation of the information culture of the individual becomes one of the main tasks of social institutions of society, and the purpose of its formation is the socialization and acculturation of person in the new conditions of existence, which irretrievably change following the rapid development of information and communication technologies and based on their application all human spaces existence and activities without exception.

However, the information culture in the modern information society should be considered not only as a measure of the formation of a person for the organic entry into the information society, the space of culture of this society, but also as the level of organization of information processes; measure of satisfaction of people with information communication; the level of effectiveness of creating, collecting, storing, processing, transmitting, presenting and using information that provides a coherent picture of the world, prediction of the consequences of the decisions taken. As a product of the development of the information society, information culture is a broader concept than anthropogenic culture and includes all its main characteristics that do not contradict civilization development. At the same time there are new components serving informational culture patterns, which are characteristic only for the information society, which has been formed in general, and its information and communication technologies (communication and interpersonal communication, information security, sphere of information services, etc.).

V. K. Beloshapka proves that for every existing object in the world one can look at three fundamental points of view, according to the triad "matter-energy-information". The author emphasizes the main, dominant nature of the information aspect, noting that the information point of view on the world did not appear in connection with the invention of the computer: "the information point of view at all can hardly be recognized fundamentally new. Such views were not foreign to either a

new time or middle ages, nor antiquity. Nevertheless, if we should see all these features of the system-information point of view in the past, then only in the germinal or immature form. Language, if you will, about the knowledge of the world of person, on the degree of maturity of this knowledge" [2, p. 4].

In research, socialization is often considered successful if personality learns the right social roles, accepted in this society system of values, social norms and productive stereotypes of behavior [10].

Some scholars argue that personal activity "expresses the level of realization of functional features of social community, the level of general sociality of the personality, one's internal need, the level of acceptance of society's values..." [11, p. 6].

In the center of the pedagogical concept of self-realization and self-actualization there is the belief in individual experience of a person and one's ability to self-revelation, the ability to reveal in oneself express a unique and unrepeatable essence, in determining the direction and means of personal growth. Here the impact of socio-professional requirements is carried out on self-esteem, self-affirmation, self-determination, professional self-awareness, motivation for achievement in the profession, the goal of professional growth. The reason for self-actualization is the need to reconcile the inner intentions of human and the conditions in which one lives. The pedagogical aspect of the problem of personality self-actualization involves the development of tools and conditions that stimulate the processes of self-knowledge, goal-setting, designing prospects for individual life.

The pedagogical approach to explaining the development of professional self-actualization of the individual explains the hierarchy of activities that at successively changing stages of ontogenesis are leading to the successful solution of vocational education.

**Discussion.** In modern conditions, creation of a developed mechanism of self-regulation of society, capable of identifying, anticipating crisis situations, exacerbating social contradictions and problems, tendencies of counteraction and inhibition, and solving them, based on the principles and regularities of the information society, is needed. According to L. O. Pronina, such a mechanism of social evolution, which provides self-regulation and self-government of political, ideological, informational and public subsystems, is an information culture. Information culture promotes real understanding of the person oneself, their place and role in the world surrounding them, history, system of modern world connections [13].

Thus, the system-information point of view of a person on the world or the foundations formation of one's information culture, testifies to the degree of person's maturity.

The concept of culture characterizes a certain degree of maturity of society and person. Even the ancient Greeks, the creators of high cultural standards, that today act as aesthetic ideals, have created a system of education that aspired not only to professionalism in any field, but also focused on the formation of a person's personality with value orientations and worldview.

Interaction of informational culture and maturity of a person was distinguished by I. G. Ovchinnikov. In scientist's opinion, the information culture of someone studying in the system of continuous education has a wider significance. It contributes at the pre-university level to an increase in the level of educational readiness, social self-determination (educational maturity). At the higher level - it promotes readiness for professional activity, professional self-determination (academic maturity). At the postgraduate stage - determines readiness to improve professional skills and career development (professional maturity) [12].

According to Haleta Y. V. mastering information culture is a way to universalize human qualities, which contributes to a person's real understanding of oneself, one's place in life. An important role in the formation of information culture is played by education, which should prepare a specialist for the information community, developing one's skills and abilities: differentiation of information; selection of significant information; establishing criteria for evaluating information; creation of information and its use [6, p. 50].

Summing up the variety understanding of the content of "personality's social maturity" phenomenon V. V. Radul notes that "a person is the subject of human activity, which in one's turn is aimed at transforming the surrounding reality" [14, p. 25-26]. Every person acquires specific historical forms and ways of knowing the world and thus forms an individual, unique personality in the cultural sense, formed by one's own life experience and a way of one's knowledge [14, p. 26].

**Conclusion.** The need for self-actualization and other phenomena "self" develops along with the expansion of human knowledge about the world and about oneself, with the growth of subjective capabilities and the complexity of the tasks human faces.

Any other human activity by its nature is predominantly communicative, such that involves the exchange of essential meanings, spiritual values between people. Communication is a condition of human existence, society, a special type of their interaction, which is formed in the process of cultural development in connection with the need to transmit information in time and space through special sign systems.

The interdevelopmental relationship between personality and society is achieved not only by overcoming negative and using positive individual assets, but due to the fact that in the society develops such individual characteristics that are due to social expectations, antipodes, values and only in harmony with them provide a high level of professional activity.

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## INNOVATIVE TECHNOLOGIES IN THE PROCESS OF ENGLISH LANGUAGE STUDY BY FUTURE LAW SPECIALISTS

Yuliya Arkushina<sup>1</sup>

<sup>1</sup>Graduate student of the Department of Pedagogy and Education Management Central Ukrainian State Pedagogical University named after Volodymyr Vynnychenko, Kropyvnytskyi, Ukraine, e-mail: julianna0295@gmail.com, ORCID: <https://orcid.org/0000-0001-8157-1750>

**Abstract.** *The article reveals the peculiarities of teaching a foreign (English) language in the professional preparation of future law professionals in modern of society. Emphasis is put on the peculiarities of authentic legal texts, which are professionally focused on terminology and legal vocabulary. It is noted that there are significant differences in the legal systems of different countries, and which should be noted in the process of intercultural professional communication. The essence of methods and technologies of teaching a foreign (English) language are revealed, which are necessary for the successful formation of knowledge, skills and abilities and achieving the goals not only of a teacher but also of a student. The article reveals the essence and combination of innovative and multimedia technologies but does not deny the use of traditional technologies and methods. The main goal of the article is the analysis of existing innovative methods used in teaching a foreign (English) language. According to the authors, today English is the language of politics, business, education, industry, media, intercultural communication, as well as one of the main disciplines of educational programs. Proficiency in English is a determining factor in entering well-known universities and getting a prestigious and high-paying job. Therefore, it is not surprising that considering the process of teaching, the author draws attention to the emergence of innovative information technology. In the article the author focuses on the development of human creativity, creating real conditions for the development of intellectual and moral potential of each student. Also of great importance in the teaching of English is the selection of situations and topics for communication that meet the professional needs of this contingent of students, texts, demonstrates the professional communication of future law professionals. In the article to reveal the list of search for forms of innovative educational technologies is a necessary condition for improving the efficiency of the educational process in general and the development of personal potential of each student as a subject of educational process and self-education in particular.*

**Keywords:** *communicative competence, multimedia technologies, innovative technologies, computer technologies, case studies method, project method, collaborative learning, debate, portfolio method.*

**JEL Classification:** A22, I23

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

**Introduction.** In our modern life the development of intercultural communication, changes in the socio-political situation in the country involves training of highly qualified professionals who speak a foreign (English) language. The competitiveness of modern specialists depends not only on the knowledge of the future specialist, but also on his diverse development of humanitarian culture, creative thinking, education and, above all, knowledge of foreign languages. In the conditions of modern globalization, communication in English as an international language is an essential component of the professional activity of any specialist, including a specialist in law.

**Literature review.** Problems of communicative competence in the process of foreign (English) language with innovative technologies and methods are considered by national and foreign scientific personalities as E. H. Azimov [1], T. P. Bessarab [2],

E. V. Gulyaev [3], T. V. Zykov [4], E. O. Kochkurovo [4], A. O. Savino [5], A. P. Panfilov [8], E. S. Polat [9], O. N. Fedorov [12], J. M. Temple [13] and many others.

**Aims.** The aim of the article is to analyze innovative methods that already exist and are used in foreign language learning.

**Methods.** The research methodology is to use the methods of comparative analysis to study the methods of teaching English, methods of analysis and synthesis.

**Results.** The spread of English as a language of international communication, the growing number of English learners have led to the emergence of various methods of teaching and monitoring the effectiveness of the educational process. The use of authentic materials such as films, radio and television as additional means of teaching a foreign language has long proven its effectiveness. The advent of innovative information technologies has radically changed the nature of teaching, made it possible to make the learning process more productive and exciting. Technology is one of the most powerful drivers of both social and linguistic change. It is part of the process of globalization, affects education and culture. Currently, English is the language of politics, business, education, industry, media, intercultural communication, as well as one of the main disciplines of educational programs. Proficiency in English is a determining factor in entering well-known universities and getting a prestigious and a high-paying job. Interest in its study is growing, and the audience of users covers almost all age categories, nationalities, educational levels [3, p. 72].

Modern economics requires that graduates of higher education institutions, and in particular, future law professionals, are able to generate ideas, work in a team, including international, defend their point of view, seek useful information, both in native and business foreign language, learn the latest technologies and learn throughout life. Globalization and informatization of public life presupposes communication with representatives of different cultures, so a professional of the XXI century must speak at least one foreign language, preferably English as an international language.

The new State Educational Standards emphasize the formation of professional competencies of the learner, and professional competence as a characteristic of the quality of training is considered an integral result of the learning process. Competence is not just a set of knowledge, skills and abilities that are formed in the study of a discipline, but the ability to perform certain activities based on them, and the development of competence involves the use of modern learning technologies [12, p. 23].

The process of learning English as a language of law is quite difficult, because law students need in a short period of time to master the basics of legal systems not only in Ukraine but also in other countries, such as the United States or Great Britain. There is a significant difference between these legal systems. For example, the term «solicitor», «barrister» is used only in British law, «counselor» (counselor, lawyer) - in the United States and Ireland. «Solicitor» is a lawyer, a legal specialist who is engaged in office work, prepares cases in court and transfers them to the «barrister» - a court lawyer. Thus, considering the problem of teaching future law

professionals, we note that for them the basis is free orientation in different educational and legal systems.

When teaching students future specialists in English law, the teacher must motivate students to improve their knowledge, which will allow them to contact specialists from other countries, read foreign special and professional literature in original, rather than translation, which distorts the interpretation of certain phenomena, taking into account the fact that there are differences between the legal systems of countries that are not translated, but only described. For competitiveness, students must know the basics of grammar, and most importantly - the vocabulary of the legal field. After all, if a lawyer knows the grammar, morphology and syntax of English, but does not know professional vocabulary, he will not be able to build a dialogue with a specialist from another country, will be confused when discussing any situation related to his professional activities. That is why special attention in the study of English by law students is paid to the acquisition of professional vocabulary. Thus, the study of professionally-oriented vocabulary is the main goal of developing oral skills and aims to implement communication skills and normal, adequate response to professional communication, both oral (preparation of messages related to professional topics) and written (ability to compose any legal documents and resumes). It is very important to know vocabulary that has certain specifics in jurisprudence. Here, well-known words have a completely different translation, for example, bar - advocacy, bar association; battery - beatings; jury - jury trial; just - justice, justice; sentence - sentence, punishment, etc. [2, p. 138].

Texts by specialty - a source of vocabulary for students of future law professionals, an example of the use of terminological vocabulary in context. In the study of students of future specialists in English law for the formation of basic country training in jurisprudence use materials relating to basic legal sciences: criminal law, international law, civil law and many others [6, p. 496].

Analysis of scientific and methodological literature indicates that today the practice of teaching a foreign (English) language as a subject in higher education is based on several dominant scientific and theoretical approaches. We will mention only some of them, which, in our opinion, most fully reflect the specifics of the current stage in the process of learning a foreign (English) language:

- communicative approach, which is a theoretical justification of communicative teaching methods and technologies;

- cognitive approach, involving the conscious gradual development of speech skills and abilities in students, has proven to be the most effective in foreign and Western methodological schools;

- activity, which received its final scientific and theoretical reflection in the term «personal-activity approach», which in its most concise form can be reduced to a personality-oriented educational model of the educational model;

- competence approach to learning, the idea of which can be characterized by replacing the mandatory formation of knowledge, skills and abilities with a set of competencies or, according to other terminology, a set of competencies.

All these approaches today characterize the vector towards the humanization of education, which we took as a starting point for the development and use of the latest technologies for teaching a foreign (English) language for future law professionals.

We connect humanization in education, first of all, with development of creative possibilities of the person, with creation of real conditions for development of intellectual and moral potential of the personality of each student, and also in selection of situations and subjects for communication corresponding to professional needs of this contingent. texts, reflecting the situational and thematic basis of the course «Foreign language for law professionals» and demonstrating the professional communication of future law professionals.

In this article, we would like to limit ourselves to describing those technologies that have proven to be the most effective.

The first technology we would like to focus on is tentatively called «community learning» The United States, the United Kingdom and Australia have considerable experience in cooperative learning. Collaborative learning involves the interaction of all participants in the learning process, both students and teachers, working together, which contributes to their mutual enrichment. In contrast to the usual group work in joint learning, students in a team help each other in the formation of practical skills and as «experts» on a particular issue, passing new information [9, p. 37].

Collaborative learning is also used in project-based learning technology. As you know, the project is aimed at the result obtained by solving the problem. Students achieve this result on their own, and the teacher acts as an advisor and member of the assessment group. You can offer the following stages of project training:

- 1) preparatory (information retrieval);
- 2) basic (hypotheses as a result of «brainstorming», selection of the most interesting ideas and justification of the final choice, detailed elaboration of ideas in accordance with the requirements formulated earlier);
- 3) presentative (presentation of the project, its defense and opposition);
- 4) final (collective discussion of the submitted projects, announcement of the results of the external evaluation, formulation of conclusions).

When creating projects, the individual characteristics of each student are revealed, the ability to work independently to find ideas based on international experience, the ability to argue in a business foreign (English) language and answer questions is developed. Independent work of students in foreign (English) languages of future law professionals is one of the mandatory requirements for the organization of the educational process and is designed to promote the creative potential of the student and the skills of self-organization and self-education, which provides continuous personal and professional growth [5, p. 145; 13, p. 203].

Also in the educational process began to introduce technology, which was developed on the basis of assessment of skills and abilities assessment - center, which we will also take a place in the article and briefly describe. As part of academic activity, which is an essential attribute of the educational process, especially for future law professionals, was developed and tested technology for assessing the quality of knowledge of students and their classmates, who demonstrated higher academic



achievement in the training module. Such students, if they wished, were rigorously selected with the help of teachers and approved for the role of assessors. Four commissions were set up (three student assessors each). The members of the commission were responsible for one or another type of control of various speech skills. Each commission had an assessor who assessed grammar, vocabulary and, finally, the ability to answer questions on the subject. Each of the assessors had a clearly developed by teachers' scale for measuring the quality of speech knowledge, skills and abilities that were tested. It is important to note that teachers only monitored procedures and were more likely to act as assistants rather than the traditional supervisors. This technology allows you to quickly and efficiently test the degree of learning material by students, especially speaking, which usually takes a long time to test, on the one hand, and on the other - helps to increase student motivation and improve the quality of knowledge of both assessors and students who are evaluated.

The next educational technology, which has recently become increasingly popular and is often used by teachers in the study of various disciplines, is debate. Debates have been known as an important attribute of democracy since ancient times. As an educational technology and a special form of intellectual play, debates are used in many educational institutions both in our country and abroad. Recently, teachers are introducing two forms of debate in the educational process:

- 1) fragmentary incorporation of elements of debate into the educational process - this technology works more effectively when students already have the necessary stock of special vocabulary, and they feel confident and can demonstrate knowledge of the facts on the topic they are studying;

- 2) the form of boundary control as the final stage in the study of the module - the use of technology takes at least two academic hours. All the time in the intensive mode, students compete in eloquence with the use of special rhetorical techniques, which provides a fairly high level of foreign language proficiency.

In groups with a lower level of training, the teacher must conduct significant preparatory work on the introduction of vocabulary in accordance with the proposed topics for discussion, practice skills of discussion using speech clichés to express and defend their own opinions, arguments or counter-arguments and so on.

The technology demonstrates high efficiency, as the main responsibility for conducting lies with the shoulders of students, who, in turn, must show increased motivation and interest in the preparation and organization of debates. Teachers thus achieve good results, giving students the opportunity to show initiative, organizational skills, demonstrate the ability to work independently, set goals and make decisions.

Research shows that the most effective learning technology is the analysis of practical professional situations (cases). In education, case-study technology opens up new opportunities for the formation of professional competence, as the solution of practical situations in the profile of the specialty is directly related to classes in the subjects of the professional cycle. Today, higher education institutions need cases with pronounced educational objectives, with the analysis of moral and ethical, moral and legal, socio-political and other situations [4, p. 109]. It is desirable that the proposed professional situations were based on modern realities, and one of the factors in

choosing a possible solution was to take into account foreign experience. Discussion, analysis, finding ways and means of solving various problems play an important role in including a young person as a specialist in an active position in the public life of the country during his studies. Solving the professional problem of the case in business foreign (English) classes, students use elements of all the above technologies - cooperation in discussing the problem, creating a project to predict solutions, use information from the Internet and so on [14, p. 204].

**Discussion.** The basis of «case-studies» is a real business problem situation, which is proposed for solution. The use of this method in the process of teaching English business has a number of advantages:

- the training organically combines purely professional information with the possibility of motivated use of a foreign (English) language in the process of solving a problem situation;
- case method allows you to stimulate mental activity related to analysis, generalization, abstraction, forecasting, hypothesizing and decision making;
- modeling the process of production activities of the specialist, «case-studies» aims at independent choice of means and methods of solving the problem;
- the use of «case-studies» provides the maximum intensification of the learning process, makes the speech interaction of students more effective, involving them in individual, pair, group and team work.

Modern educational standards also require a revision of the teacher-student interaction model. In modern requirements, such relations must be built on mutual trust and respect. Requirements for the student must be clearly stated, the system of evaluation of his achievement must be developed in detail and brought to his attention. The teacher, in turn, should be responsible for the quality of the educational process, listening to the initiative of the student, to build relationships with him on the basis of partnership.

The teacher monitors the student's academic achievements and the formation of the academic rating is based on data on personal achievements of students.

The tool «Portfolio», which is developed on the basis of the curriculum of the discipline «Foreign (English) language» can be a tool for the formation of such relationships. Following the traditional guidelines for the development of this technology, the «Portfolio» should include a section «Student Passport», which includes personal data of its owner, last name, first name and patronymic of the student. In the next section «Speech Passport» the student describes the personal goals of learning English, indicates his level of language proficiency and notes the difficulties he experiences in carrying out various types of speech activities. Such information allows the teacher to help the student to design an individual learning trajectory, to determine his personal learning route. The next section of the portfolio «Biography of the language» defines a specific task that the student must cope with for a certain period, for example, to study the sections of English grammar and the like. In the section «Dossier» the student records his achievements, indicates the number of points he receives for performing the tasks provided by the curriculum of the

discipline. Thus, the portfolio is one of the effective tools for assessing individual student achievement and a means of interaction between student and teacher [8].

Important in the study of English is the independent work of students, when planning which must take into account the individual characteristics of each student. The effectiveness of independent work is influenced by the fact that the teacher manages it. Such guidance can be provided both directly in the classroom and by preparing students with a variety of learning materials that they use in independent work. The availability of quality materials for independent work (including additional materials), which have a communicative focus, and the availability of the necessary materials by right, compensates for the absence of a teacher during independent work. As the practice of teaching English shows, the use of educational materials with a focus on independent work is a way to optimize the learning process. An important role in this process is played by multimedia tools, which characterize the great didactic potential.

Multimedia technologies are information technologies that combine audiovisual information on several media (text, video, audio, graphics, etc.). At the same time, an interactive dialogue with user systems and various forms of self-employment is being implemented.

The use of multimedia technologies in the educational process allows to improve the process of limited combination of traditional and innovative forms and methods of teaching; implementation of educational, informational, game, modeling, design and analytical functions; implementation of such general didactic principles as clarity and accessibility; expediency of systemic transition from education to self-education; positive emotional background for learning; combining theory with practice.

Training students of future law professionals in the educational space of today involves the development and improvement of motivational and informational readiness, which future law professionals must apply in practice. In the modern educational process, the possibilities of computer technology and the Internet are often used as an information base. Students of future law professionals can visit forums where experts in their field communicate, watch video casts in English to learn legal terminology, news resources for law professionals who reveal in English the main events in the world and related to legal issues. Also, the advantage of innovative technologies is access to court proceedings in real time. The latest technologies allow you to record, collect and analyze real material, as well as provide an opportunity to virtually participate in professional situations [1, p. 255].

Educational programs can be used to introduce new material: the program «Professor Higgins. English without an accent». A great help in learning and consolidating grammar is the interactive course «Round-up» (published by Pearson Education Limited Longman), which consists of several discs of different levels. Exercises are placed on grammatical topics. The advantage of this course is the ability to check your own answers and computer calculation of the results of tasks. The interactive course «Way Ahead» (published by Macmillan), which consists of six

levels, includes games, crossword puzzles, interesting and exciting exercises to consolidate grammatical and lexical material in the form of games.

Now let's move on to the question of how to use the Internet when learning English. Today, new methods of using Internet resources are opposed to traditional foreign language teaching. In order to learn to communicate in a foreign language, it is necessary to create real, real life situations that will simulate the study of the material and produce adequate behavior specific to a particular situation.

When preparing a message, students «filter» a large amount of information, if necessary, listen to music, and often view photos. Such tasks for students can be used in the preparatory stage of the lesson, for example, in combination with the project method, allowing future professionals to put into practice their knowledge, skills and abilities. This is one of the forms of organization of research and cognitive activities, in which group activities are successfully implemented, allowing to increase the motivation to learn a foreign (English) language. The focus of this work process is the student himself with the opportunity to freely express their views and practically apply the knowledge of a foreign language.

For example, in any class, group it is possible to hold a tournament in naval combat with the help of the program «Seabattle». With the help of an interactive whiteboard, students can enjoy sinking their opponents' ships while answering questions on English vocabulary and grammar. We can also use phonetic games in the process of teaching English. There is a good series of educational games «Learning English Letters» [11].

The use of such techniques of teaching educational material in pedagogical activities provides an opportunity to:

- present the material more clearly, with the least amount of time;
- find basic and additional materials for classes or elective courses;
- save time for speech practice;
- to organize individual, group and frontal work with a group of students, to simplify the control of educational activities;
- to interest students, increase their motivation, involve them in the creative learning process.

The proposed methods are combined into three-level technology, which is designed to work with students who have problems with mastering communicative competence, representing a complex that can be divided into three parts.

At the first stage of training it is advisable to use tasks that contribute to the development of vocabulary and vocabulary: educational games, work with dictionaries of all types, practical tasks for website development, synchro, plans for conversational topics [10].

At the second stage, it is advisable to use tasks for the use of speech situations (models), composing dialogues, interviews, discussions, virtual trips, excursions [15].

At the third stage, students are sufficiently prepared to speak in a foreign (English) language (have the necessary and sufficient vocabulary), must correctly construct statements (in English, the sequence of words is very important, this is the specifics of the language). You can go directly to speaking. And at this stage it will be advisable to

use such methods as compiling system-forming tables (compiling a conversational topic and working with the text), creative task, blended learning, practical solution of the case problem [7].

**Conclusion.** In conclusion, it should be noted that in the modern methodology of teaching business foreign (English) there are the following trends:

1. Focus on the theory of the four components of successful communication in international business. The following components are:

- speech competence of the participants of the communicative act;
- professional competence in matters of professional activity;
- information and communication competence;
- intercultural competence.

2. The use of new pedagogical technologies as a case method in particular.

3. Increasing the requirements for pedagogical skills of teaching business English. A teacher of business English in the modern world needs a symbiosis of skills and knowledge, such as:

- standard professional and methodological skills that allow to form and develop the linguistic and communicative competence of students;
- ability to understand the various subtleties of modern legal events and phenomena and the realities of the legal environment of the world;
- knowledge of ethnocultural features of participants of speech interaction.

The legal professional must realize that the word is not only a communicative and aesthetic phenomenon, but also a weapon. Improper use can lead to severe moral and in some cases legal consequences. The communicative competence of a specialist in law involves fluency, the ability to select and use modern vocabulary, to speak correctly, at the right pace, competently. Speech mistakes lead to sad consequences, sometimes even discrediting the specialty. Thus, speech culture, communication skills, become not only a personal matter, but the prestige of the specialist, the prestige of the specialty.

The process of changing the educational environment of information and communication technologies involves changes in traditional education. There is individualization of education, involvement of parents in the educational process, refusal to divide the educational process into classroom and independent work, monitoring and self-monitoring, changes in the evaluation mechanism, redistribution of methods of mastering the material to increase part of research and practical work.

Thus, the search for new forms of innovative educational technologies is a necessary condition for improving the efficiency of the educational process in general and the development of personal potential of each student as a subject of the educational process and self-education in particular.

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## CHAPTER 3

### THEORY AND METHODS OF VOCATIONAL EDUCATION

#### METHODS OF PREPARATION OF FUTURE PRIMARY SCHOOL TEACHERS FOR IMPLEMENTATION OF THE CONTENT OF EDUCATIONAL BRANCHES OF "NATURAL" AND "CIVIL AND HISTORICAL" IN THE CONDITIONS OF DISTANCE LEARNING

**Tetyana Vasyutina<sup>1</sup>**

<sup>1</sup>Candidate of Pedagogical Sciences, Associate Professor, Professor of the Department of Pedagogy and Methods of Primary Education M. P. Drahomanov National Pedagogical University, Kyiv, Ukraine, e-mail: tetyana.vasyutina@gmail.com, ORCID: <https://orcid.org/0000-0003-0253-1932>

**Abstract.** The article highlights the methodological features of the organization of training of students majoring in "Primary Education" in distance learning. On the example of such disciplines as: "Fundamentals of Science and Civic Education", "Methods of teaching the educational field" Civil and Historical", "Methods of teaching the educational field "Natural" is shown the organization of pair and group forms of work on their study in Google Meet, use of interactive board Jamboard, application for the current assessment by means of Kahoot, it is also described the method of conducting virtual tours using the Google Arts and Culture application. Particular attention in the process of synchronous and asynchronous modes of student learning is paid to the organization and coverage of the results of research project works on various topics, performed both individually and in pairs. Important in the organization of high-quality preparation of students for the course "I explore the world" (both full-time and remotely), is their ability to operate the application. Google Art and Culture. Thus, in the methodology of teaching natural education, students, mastering the theoretical and methodological principles of this process on the materials provided, learned with this application to organize their own virtual tours with students and predict post-excursion work. Timely feedback between the teacher and the higher education seeker is also important. Qualitative success of students during distance learning is based on the joint and comprehensive efforts of the administration of the educational institution, teachers and students, support staff. For scientific research in the context of the researched problem, in our opinion, it will be valuable to investigate the introduction of open world-class software products for teaching students majoring in "Primary Education", interactivity.

**Keywords:** training of future teachers, educational fields "Natural" and "Civil and historical", distance learning.

**JEL Classification:** JEL I0; I20

**Formulas:** 0; **fig.:** 0; **tabl.:** 1; **bibl.:** 25

**Introduction.** The introduction of quarantine restrictions in the field of education has pushed the pedagogical community to seek new forms, methods and means of teaching students at different levels. In this regard, attention to distance learning has increased from educational institutions of various forms of ownership, which provided educational services mainly in person. This led to the direct development and application of the latest educational programs, Internet resources, the creation of electronic libraries, retraining for distance learning. This technology in quarantine has proven to be one of the most effective in terms of access to equal education, coverage

of the largest number of students in subject areas of knowledge, the ability to properly train professionals in any field. For future primary school teachers, the quality organization of distance learning in their preparation for professional activities in general and the implementation of the content of educational areas of the State Standard of Primary Education [1] in particular, is of paramount importance.

At the heart of distance learning is the independent work of the learner, who is able to control himself, can work on schedule, having a set of special learning tools (high-speed Internet, laptop, etc.) and the ability to contact the audience and teacher. In the context of training future primary school teachers, where significant curriculum credits are allocated to classroom teaching and teaching practice, the problem of distance learning has become particularly acute. Therefore, it is important to create such an educational environment in which the individual curriculum of the student will be implemented, the scope of his work and teacher will be fixed, the main goal of the Standard of Higher Education of Ukraine of the first (bachelor) level in specialty 013 "Primary Education" will be fulfilled [18].

**Literature review.** In the context of our study, the achievements of scientists can be presented in the following areas: 1) the content of disciplines that provide training for future primary school teachers to work in the profession and methods of teaching them; 2) opportunities for distance learning for quality mastery of these disciplines. In the first direction, we find valuable the work of Barrett M. [2] Niemi R.G. et al [3], Brander P. et al [4], Gollob R. et al [5], for the formation of the content of civic education in Ukraine, methods of forming civic competence in future teachers (Mompont-Gaillard P. [6], David L. [7], Kodotchigova M. [8], Vasiutina T. [9]) and their preparation for the formation of this competence in students (Vasyutina T. [10]). Regarding the second direction, long before the pandemic in the world and domestic practice there is a lot of research related to the peculiarities of the organization of distance learning (Aud S. [11], Burgstahler S.H. [12], Moiseeva Y. ), comparative analysis of the results of its introduction in education and business (Kubatko O. V. and others [14], Kulaga I.V. and others [15]), difficulties in implementing distance education in Ukraine (Tolochko V. . [16], etc.), software for it (Thee Learning Guild's Handbook of e-Learning Strategy [17]), etc.

**The purpose of the article .** To highlight the methodological features of distance training of future primary school teachers to implement the content of educational areas "Natural" and "Civil and Historical".

**Methods.** In our study, the following methods were used : analysis of modern experience in the organization of distance learning in higher education institutions; forecasting the use of Google services and applications as an aid to the Moodle system in order to improve the quality of the educational process; survey of students on the effectiveness of the forms of work, methods and tools used.

**Results.** Comparative studies of scholars of various specialties show that distance learning, which is based on an open educational platform (such as Moodle) and complemented by modern services for synchronous and asynchronous work, can be as effective as classroom. Yes, Google forms, Kahoot! [19]. To complement the material of the topic are interesting Google Art and Culture, videos from the YouTube channel



in the form of QR-codes. For simultaneous (synchronous) work, Google Jamboard [20], Google Meet are effective for mastering the material from the discipline. Thus, it is possible to say that if the selected digital resources and applications meet the objectives of the lesson, then, as shown by our observations and the results of current and final certification of students, the quality of learning natural, social and methodological topics will increase.

In the process of distance learning of disciplines that prepare students for the implementation of the content of educational areas "Natural" and "Civil and Historical", increased attention was paid to the quality of accompanying materials to lectures and practical classes. With clear and vivid presentations with photos of real students studying the integrated course "Exploring the World" (the content of which is formed by the above areas of the State Standard of Primary Education) and videos in the form of QR-codes according to the topic, the teacher gives students the opportunity to such an unusual learning format (Google Meet) to understand all topics easily, clearly and quickly. Particular attention is paid to video materials that provide an opportunity to understand a natural phenomenon ("Universe. Earth - the planet of the solar system", "Earth's atmosphere") or the educational process at school (for example, children's simulation of volcanic eruptions for methods of studying natural content in the course of YADS).

With the Kahoot! future teachers have the opportunity in small groups to independently create tests on various topics of the educational component "Fundamentals of Science and Civic Education". In this way, they once again learned the material of the topic and at the same time learned to work with the service. For example, according to a survey of students, testing their knowledge of "Plan and Map" with this service is a very interesting experience, because the program is modern and has many features: the use of pictures in surveys, which have two groups: quiz and truth / falsehood; link to YouTube video, where you can choose a certain segment of playback, interesting rating and bright interface, etc. (Polishchuk V., etc.) [21, p. 258].

Using the Google Jamboard application has ample opportunities to organize pair and group work while controlling the teacher in Google Meet. For example, studying the topic "Plant Groups", students receive links in the chat to their Jamboard and simultaneously work on four interactive whiteboards: "Forest Plants", "Steppe Plants", "Reservoir Plants", "Meadow Plants". At this time, the teacher has the opportunity to monitor the quality of work, make corrections, help students if necessary. In this way there is a synchronous interaction, with the possibility of general discussion in Google Meet. According to future teachers, such a service is interesting to work with, useful for developing skills of cooperation and mutual organization in remote conditions. Among the shortcomings of this application, students pointed out the inability to discuss in the process of working directly with members of a particular group, because they were heard by everyone who was active in Google Meet. As for the teacher, the disadvantage of working with this application is the significant time spent on preparatory work for the lesson.

Important in the organization of high-quality preparation of students for the course "I explore the world" (both full-time and remotely), is their ability to operate the

application Google Art and Culture. Thus, in the methodology of teaching natural education, students, mastering the theoretical and methodological principles of this process on the materials provided (Vasyutina T. [22]), learned with this application to organize their own virtual tours with students and predict post-excursion work.

The organization of project activities of both students and teaching them to organize this activity in students (Vasyutina T. [23]) with the help of digital resources and applications, also revealed both positive and negative sides. On the positive side, higher education students spent time together looking for interesting information, conducting experiments, demonstrating the ability to lead a constructive discussion, the ability to plan their work and time (because some projects were long-term). The difficulties they encountered were related to communication problems with their project partner due to the lack of a stable Internet and ignorance of the programs needed to work with the collected videos to prepare the final presentation of the final results remotely (Misyuk M. [24 , p. 147]).

**Discussion.** According to the analysis of domestic experience in the organization and development of distance learning, most Ukrainian higher education institutions with the introduction of quarantine restrictions use the open educational platform Moodle for the organization and maintenance of distance learning. According to its structure, training courses are built in the form of a modular system and contain the following elements: theoretical material (lecture texts), practical tasks (tasks, questions, tests for self-examination) and knowledge tests (tests, virtual laboratory and course work, etc.), videos (video lectures) (World experience, [15, p.24-25]). In our case, to ensure compliance with the group schedule, recording the work of teachers and students of the dean's office, the content of Moodle is supplemented by video lectures, which should be held only (!) In Google Meet from a corporate account. As our experience has shown, only some of the students in the class are active, the rest are passive students, at best with the camera on. Therefore, to qualitatively prepare students for the implementation of the content of educational areas of the State Standard of Primary Education, we have supplemented the educational platform with additional software products that we used in parallel and which, in our opinion, improved the educational process, improved the quality of work and students. Such software products were: Jamboard, Art and Culture, Forms, Kahoot !, QR-codes. Some examples of their use and forms of work with them are presented in table 1.

**Conclusion.** Thus, the study allows us to state that distance learning of disciplines that prepare future teachers to implement the content of educational areas "Natural" and "Civil and Historical" can be effective only with the active participation of students in the educational process. Such activity can provide a selection of additional software products to the main one with which the higher education institution works, which will include interaction in group and pair work, implementation of projects, the opportunity to present the results of their work during video chat. Timely feedback between the teacher and the higher education seeker is also important. Qualitative success of students during distance learning is based on the joint and comprehensive efforts of the administration of the educational institution, teachers and students, support staff.

**Table 1. Methodical features of the organization of distance learning by bachelors of primary education of disciplines of natural and professional orientation**

Educational components (disciplines)	Topics of classes where Google applications were used and forms of organizing student activities	Project works and forms of organization of students' activities
Fundamentals of science and civic education	Jamboard application. Pair: "Plan and Map". Group: "Fruits and seeds", "Natural groups". Individual: "Man as a biological and social being", "Inventions of mankind".  Art and Culture application "Inventions of mankind", "Ecology and geography of plants"	Individual projects. "Influence of abiotic factors on the germination of seeds of monocotyledonous and dicotyledonous plants (for example, beans and wheat)", "Precipitation and their species". Weather ", " Air masses and fronts. Cyclones and anticyclones ", " Local, zone and summer time. Calendar ", " Evidence of the Earth's rotation around the axis ", " My school local history corner ". Paired projects. "Exogenous and endogenous relief processes", Group projects "Continents and oceans of the Earth",
Methods of teaching natural education,	Jamboard application. Group: "Methods and techniques of teaching the educational field" Natural ", "Methods of working with cartographic manuals"	Individual projects. "Methods of organizing a virtual tour with the application of Art and Culture in the natural museums of the world and post-tour work"
Methods of teaching the educational field "Civil and Historical"	Jamboard application. Individual: "Methods of organizing project activities of students of social science content"	Individual projects. "Didactic opportunities of the educational platform <a href="http://www.living-democracy.com.ua">http://www.living-democracy.com.ua</a> in teaching junior high school students the basics of civic education"

\* The table was created by the author based on the analysis of his own experience of teaching these disciplines during distance learning 2020/2021 academic year.

For scientific research in the context of the researched problem, in our opinion, it will be valuable to investigate the introduction of open world-class software products for teaching students majoring in "Primary Education", interactivity.

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## DEVELOPMENT OF SOCIAL AND PROFESSIONAL MOBILITY OF STUDENTS IN THE PROCESS OF PROFESSIONAL TRAINING

**Tetyana Babenko<sup>1</sup>**

<sup>1</sup>*Candidate of Pedagogical Sciences, Docent of Pedagogy and education management department, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine, e-mail: babenkot80@gmail.com, ORCID: <https://orcid.org/0000-0001-5085-2779>*

**Abstract.** *Modern university graduates must be prepared for the changing tendencies in the labor market in order to be successful. The article gives an interpretation of the concepts of «social and professional mobility of students», «development of social and professional mobility». Science and technologies develop so rapidly that qualification received after graduating from a higher education establishment is not a guarantee of employment in this field. The article describes abilities and personal qualities (initiative, creativity, social and professional activity, ability for risk, self-organization, independence, volitional self-control, determination, self-confidence, openness to something new) which create the student's social and professional mobility. Modern challenges require the search for new effective educational technologies. That's why much attention is paid to rethinking the organization and content of the educational process of higher school on the basis of innovative technologies. Project activities let students to form and develop skills which are necessary for the development of social and professional mobility including: identifying the problem that must be solved; setting the goals and planning the main kinds of activities; reflections; searching for information; communication and interaction; practical application of knowledge in typical and atypical situations; presentation of the results of their activities. It is determined that the participation of students in social projects, on the one hand, is a condition for the development of their social and professional mobility, and on the other hand, is an indicator of its maturity, understanding that everyone is responsible for their city, state, people and it is impossible to build the life beyond the society. There are the examples of social projects in the article.*

**Keywords:** *social and professional mobility, student, professional training, educational environment, project, project activity, social project.*

**JEL Classification:** JEL I0; I20

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**Introduction.** The current stage of development of society is characterized by dynamic and intense changes covering all spheres of human life. Science and technologies develop so rapidly that qualification received after graduating from a higher education establishment is not a guarantee of employment in this field. Modern university graduates must be prepared for the changing tendencies in the labor market in order to be successful. It means that they must react to changes adequately and effectively, master new professions, new horizons within the existing profession, be active, be able to adapt to new conditions quickly and effectively.

Responding to the demands of the time, higher school should train a new generation of professionals who are interested in their permanent education and development, able to adapt to changing conditions and content of professional activities, to build their careers, to expand their professional opportunities mastering new spheres of professional activity.

Modern challenges require the search for new effective educational technologies. That's why much attention is paid to rethinking the organization and content of the educational process of higher school on the basis of innovative technologies. One of

the conditions for achieving the goal of modern vocational education – training a competitive, creative, socially and professionally mobile specialist – is to involve students in project activities.

**Literature review.** The problem of mobility is studied by representatives of different sciences. At the philosophical level, social and professional mobility was studied by M. Weber, B. Gershunsky, I. Vasylenko, I. Frolov, M. Scheler and others. At the sociological level, the problems of population mobility were studied by D. Goldthorpe, L. Liesokhina, R. Erickson, A. Mudryk, and P. Sorokin. Psychological aspects of social and professional mobility were studied by L. Goryunova, E. Zeyer, A. Markov, A. Maslow, N. Pryazhnikov, K. Rogers, and T. Titarenko. Research about development and formation of mobility of individuality at the pedagogical level were made by L. Amirova, L. Goryunova, L. Mitina, Yu. Klymenko, R. Prima, Ye. Rapatsevych, Yu. Sachuk, L. Sushchentseva, O. Sharov and others.

The works of A. Vdovychenko, V. Guzeev, S. Izbash, O. Kobernyk, N. Matyash, O. Piekhot, O. Pometun, Ye. Polat, V. Slobodchenkov, S. Sysoeva, L. Khomenko I. Shendryk and other scientists are devoted to the research of theoretical bases of project activity.

**Aims.** To analyze the content and possibilities of project activities in the development of social and professional mobility of students.

**Methods.** The following methods are used in the article: theoretical (analysis, synthesis, classification, comparison, generalization, systematization) for the study of pedagogical literature and clarification of the essence of social and professional mobility of students and the content of project activities; empirical (observations, conversations, expert assessments) to determine the abilities and qualities that form the social and professional mobility of the student.

**Discussion.** It should be noted that in the modern scientific literature there is no common definition of social and professional mobility. Scientists consider the issue of social and professional mobility very broadly, from the standpoint of self-realization of personality in modern conditions to a basic competence of modern people, as a personal quality and as an indicator of the quality of education. The pedagogical conditions for the formation of professional mobility of future professionals are determined nowadays, the problems of the development of academic mobility of students are studied etc.

The concept of «mobility» has been actively studied recently, only in the second half of the XX century, but it was introduced into scientific world almost a hundred years earlier. P. Sorokin presented the concept of «social mobility», meaning the social movement not only of individuals, groups, but also social objects (values), everything that was created or modified in the process of human activity. To explain the movement in the parameters of social space, the author used the terms «horizontal social mobility» and «vertical social mobility». P. Sorokin associated the first concept with a change in the social status of people, with the career growth of a specialist, and the second one was considered as one that realized at the same status level. Horizontal social mobility involves the transition of an individual from one social group to another located at the same level of social stratification [12].

At the present stage, social mobility is no longer related to social status, but characterizes the way of social functioning of human being.

The analysis of researches of essence of social and professional mobility [1; 2; 4; 5; 6; 7; 8; 11; 13] and our research give us the possibility to determine that the components of social and professional mobility of the specialist are the ability to operate effectively in a changing professional environment, to navigate in a changing information environment, to monitor and to assess the environment, to react according to the situation and the goals activity, to adapt to changing conditions and to influence of the surrounding reality, the ability to continuous self-improvement. Among the personal qualities and features that form the ability and readiness for social and professional mobility are: initiative, creativity, social and professional activity, risk-taking, self-organization, independence, volitional self-control, determination, self-confidence, openness to something new.

Personal qualities and abilities that help a person to move from one level of professional activity to another one are not innate, so it becomes possible to form them with educational instruments.

The development of professional and social and professional mobility, is primarily the formation of competitiveness of graduates in the labor market after comprehensive training, combines narrow professionalism on the one hand and universal skills on the other hand [13].

Personality develops in activity. Therefore, involvement in project activities is aimed at stimulating students' interest in different problems and solving these problems through activities. We consider the development of social and professional mobility as a specially designed and projected process of consistent change of personality that includes mental processes, social and personally active components, which are the elements of personal innovations (personality traits, value-semantic constructs, personal worldview). These innovations determine behavior.

In our opinion, project activity is an effective tool for the development of social and professional mobility of students. Designing acts as a creative, innovative activity because it is always aimed at creating an objectively and subjectively new product [4]. The main task of the project activity is not only the acquisition of knowledge, but also the opportunity to navigate in social, economic, informational events and phenomena, as well as to gain experience of life in our society.

The realities of nowadays require new social experience to form socially active leaders, responsible and proactive professionals. Project activities can be an environment in which students work in various fields, such as organizational, social, scientific, charitable, explanatory, informational spheres. Project activities play important part in formation of personal qualities necessary for self-affirmation and development of volitional skills in interaction with society.

We have to focus on the principles of work at project, their implementation help to effective development of social and professional mobility and to: activity in defining the task and its development; the practical nature of the project, its relevance, feasibility, students' interest in their work, the combination of theory and practice, knowledge and skills; ability to implement the project, independence, creativity,

teamwork. The variety of goals and objectives of social projects lets us to distinguish cognitive, educational, socializing and developmental functions. Cognitive function helps to increase motivation to acquire new knowledge, develops skills to produce, argue and prove their ideas. The developmental function involves the development of creative and research abilities, the formation of communicative skills, the development of critical thinking, skills of analysis and reflection. The educational function provides awareness of one's own actions regarding self-discipline and responsibility, promotes the formation of universal values and the formation of an active life position. The socializing function involves the development of communication skills in society, independent view of events and phenomena, understanding their capabilities their own role during working in a team.

Project activities let students to form and develop skills which are necessary for the development of social and professional mobility including: identifying the problem that must be solved; the goal setting and planning the main kinds of activities; reflections; searching for information; communication and interaction; practical application of knowledge in typical and atypical situations; presentation of the results of their activities.

Focus on self-development, self-actualization, self-discovery that allow a person to become an active subject of life and professional self-realization is in demand today at the level of personal and social goals. We agree with researchers in the field of modern pedagogy and psychology that without the manifestation of man himself, without his self-expression there is no and cannot be a person. They emphasize the dependence of the life of each of us on self-discovery, on the ways we choose to do so. This is especially important when it comes to teachers and future teachers. After all, it is these people who carry patterns of behavior, self-expression to the younger generation. From them children will perceive possible models of self-expression, self-presentation. Therefore, a person engaged in pedagogical activities and interacts with the younger generation, should bring them the best examples of self-expression, «correct» ways and methods of self-expression, demonstrating a high level of culture of self-expression.

The formation of these competencies largely depends on the available opportunities for students to present in the learning process to others what is important, meaningful, valuable, essential for him personally – from the availability of opportunities for self-expression. Therefore, one of the important tasks of teacher training is the development of his activity, which is manifested in the desire to adequately realize their inner world through external manifestations.

In our opinion, social projects have a special place in the development of social and professional mobility of students. A social project is a project that is useful for other people, society. Such community-based activities are important for every society, because they improve its general condition and teach people to focus their efforts not only on their own needs, but on the common wealth.

O. Pometun defines social projects as a set of practical actions for solving specific social problems of the local community. She notes that the participation of young people in such projects helps to develop their emotional and evaluative attitude to



public life, personal activity, the desire for civic action and effective communication [10]. In the context of our research, the opinion of S. Liesnikova is interesting, she says that project activities are effective elements of social initiative. According to her, a social project is an individual or group activity aimed at positive transformation of the social environment and living conditions of adolescents by methods which are available to them. [8].

Participation of students in social projects, on the one hand, is a condition for the development of their social and professional mobility, and on the other hand, is an indicator of their maturity, understanding that everyone is responsible for their city, state, people and that it is impossible to build a comfortable life beyond the society. Here are examples of social projects, the implementation of which helps to form a free, responsible personality: projects that develop youth activity, develop skills and abilities related to public life («Youth government in the community», «Student Government», «Leadership School»); projects that help to improve social competence («Conducting sociological research», «How to be successful», «Doing good things with your own hands»); volunteer projects «Help for Defenders», «Let's give a family to a homeless animal», «Street Children», «For you, heroes!», «Help for retirees of the local community»; environmental projects «Let's make the city streets green», «Ecological trail», «How many leaves may be burnt in autumn?», «Disposal of energy – saving light bulbs» («Stop global warming – plant the tree»).

**Conclusion.** Article gives the interpretation of the concepts «social and professional mobility of students», «development of social and professional mobility». We described the abilities and personal qualities (initiative, creativity, social and professional activity, ability for risks, self-organization, independence, volitional self-control, determination, self-confidence, openness to something new) which form the student's social and professional mobility. We proved that project activity is an important condition for the development of social and professional mobility of students in the process of professional training. It is proved that students' participation in social projects is an indicator of their maturity, understanding that everyone is responsible for the fate of their city, state, people and that it is impossible to build a comfortable life beyond the society. We show examples of social projects.

The prospects for further research in this direction may be realized in the development of criteria and indicators, determining the levels of social and professional mobility of students.

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## CONTENT-PROCESS ASPECTS OF PROFESSIONAL SELF-CREATION OF FUTURE EDUCATION MANAGER

**Tetiana Dovha<sup>1</sup>, Yaroslav Haleta<sup>2</sup>, Olena Habelko<sup>3</sup>**

<sup>1</sup>Doctor of Pedagogical Sciences, Associate Professor, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine, e-mail: [t\\_dovga@ukr.net](mailto:t_dovga@ukr.net), ORCID: <https://orcid.org/0000-0002-4219-0194>

<sup>2</sup>Doctor of Pedagogical Sciences, Associate Professor, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine, e-mail: [yaroslavhaleta@ukr.net](mailto:yaroslavhaleta@ukr.net), ORCID: <https://orcid.org/0000-0003-0484-529X>

<sup>3</sup>Candidate of Pedagogical Sciences, Associate Professor, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine, e-mail: [lena\\_gabelko@i.ua](mailto:lena_gabelko@i.ua), ORCID: <https://orcid.org/0000-0003-3769-3616>

**Annotation.** The article is devoted to the problem of professional creation of a future education manager. The content of the concept "education management" is disclosed. The specifics of the specialty "education manager" are shown and the need for training management personnel for all links of the education system in the country is substantiated. The author's approach to the content of professional training of future managers is presented, in particular, the necessity of solving the problem of professional self-creation as a promising direction for improving the quality of professional training of qualified specialists for the field of education management is substantiated. The content-procedural aspects of the professional self-creation of future education managers have been analyzed and interpreted. For this purpose, such personal self-processes as: self-organization, self-regulation, self-presentation, self-image, self-management, self-marketing are considered. They ensure the effectiveness of professional creation of a specialist in the sphere of management. Under the influence of these self-processes, favorable conditions are created for the personal and professional development of a future manager in the field of education, prerequisites for career growth and profitable promotion of a specialist in the labor market in conditions of educational competition arise.

**Keywords:** education system, education management, future education manager, content of professional training, self-processes, personal development, professional self-creation.

**JEL Classification:** JEL I0; I20

**Formulas:** 1; **fig.:** 0; **tabl.:** 0; **bibl.:** 15

**Introduction.** The changes taking place in the economic, political and cultural life have put the Ukrainian society in front of the need to renew the education system. Modern educational reforms presuppose significant changes in all levels of education, and, above all, they concern the training of qualified specialists.

The sphere of education today is in need of specialists who are able to change themselves under the influence of the changes taking place in society. Only a self-sufficient, successful person will be able to adapt to the difficult conditions caused by the crisis in the life of society and realize himself in professional activities related to the provision of a wide range of educational services. The desire for self-development and self-improvement should become an integral feature of a modern specialist. In this regard, the training of a future education manager in higher education institutions should be aimed at forming the personality of a professional who owns the technologies and techniques of effective self-creation.

**Literature review.** The works of N. Bunyak, M. Grineva, A. Guba, L. Danilenko, V. Zhigir, L. Karamushka, N. Kolominskiy, V. Kryzhko, V. Maslov, N. Lukashevich

E. Pavlyutenkov, M. Potashnik, V. Simonov, I. Tomashevskaya, V. Sharkunova, E. Shtepa and others. The issues of training future education managers were considered in their works by V. Berek, L. Karamushka, L. Kravchenko, V. Kryzhko, V. Oliynik. E. Pavlyutenkov, V. Pikelnaya, V. Prikhodko, E. Khrykov, V. Yastrubov and others. The results of scientific research in the field of self-processes show that many modern authors (N. Bilyk, M. Borishevsky, A. Markova, A. Mudrik, V. Mukhina, A. Novskaya, A. Ostapchuk, L. Serdyuk, T. Tsymbal, etc. .) are interested in both the process of self-creation and related processes (self-construction, self-design, self-change). Other self-processes are constantly in the field of view of scientists: self-organization (N. Afanasyeva, L. Bobrova, A. Derkach, N. Dudnik, M. Dyachenko, A. Ishkov, L. Kandybovich, E. Klimov, M. Lukashevich, L. Fadeeva , V. Filonenko and others); self-regulation (K. Abulkhanova-Slavskaya, A. Bandura, A. Brushlinsky, M. Grineva, V. Ivannikov, O. Konopkin, B. Lomov, V. Morosanova, G. Prygin, S. Rubinstein, etc.); self-presentation (E. Goffman, W. James, I. Jones, C. Cooley, D. Myers, G. Mead, T. Pittman, M. Snyder, R. Chaldini); self-manager (N. Bunyak. V. Ischenko, N. Lukashevich, S. Simodeiko, I. Tomashevskaya, T. Tsymbal, G. Chaika, E. Shtepa, etc.).

**Aim.** The article assumes the analysis of the content-procedural aspects of the professional self-creation of the future education manager as a prerequisite for improving the quality of his professional training in the context of higher pedagogical education.

**Methods.** The main method used in article is semantic analysis of themain to understand the subject area.

**Results.** In the psychological and pedagogical literature, there are the following variants of the definition of the concept "education management".

Management in education is a conscious interaction of a leader with other people (subordinates, partners, leaders, students, parents) aimed at ensuring their active, coordinated participation to achieve the set goal [10].

Educational management is defined as the theory and practice of managing educational systems in order to ensure the end result (formation, self-development of the individual) based on the development of scientific and pedagogical potential, high quality of the educational process on the way of transforming the system from traditional management to self-organization [6].

An education manager is a profession, a type of activity, the basis of which is knowledge and abilities, with the help of which it is possible to manage and guide educational processes [8, p. 32].

The future education manager must know the basics of pedagogical management (planning and organizing training, developing educational and methodological support, assessing the quality of the educational process, etc.) and self-management (planning one's own activities, rational use of time, mastering the techniques of mental labor, etc.). In order to profitably present himself as a person and a professional, in the conditions of educational competition, he must constantly strive for self-improvement and self-creation.

**Self-creation.** The theoretical foundations of the process of a person's self-creation are the philosophical category of "I-concept" and the phenomenon of "self". The core of the "self" is the "I-concept" - a relatively stable, more or less conscious, experienced as a unique system of ideas of the individual about himself.

The components of the phenomenon of selfhood are numerous processes, which are denoted by complex words with the prefix "self", which gives them meaning: 1) the orientation of something towards oneself, proceeding from oneself or fulfilling for oneself; 2) turning to oneself, into oneself. Self-processes indicate the activity of the individual in various types of activity, and the development of the self is the ultimate goal of self-improvement of the individual.

Activation of personal potential in the process of a person's self-improvement and self-development leads to the emergence of autopsychological competence, which is associated with the processes of self-knowledge, self-esteem, self-control and self-regulation of behavior, state. This competence reflects the readiness and ability of a person to purposefully work to change personality traits and behavioral characteristics. It contributes to the formation of effective strategies for career and life development, optimal models of self-organization of life and professional activity.

Self-creation is one of the many self-processes that contribute to a person's achievement of perfection. Let us analyze the phenomenon of self-creation in the context of various scientific opinions and establish its connection with other self-processes that have a significant impact on the development and improvement of the teacher's professional image.

Ukrainian psychologist M. Boryshevsky interprets the process of self-creation as "an internal, active principle, a kind of entelechy of personality development" ability that provides the possibility of continuous changes in the structure of the personality as a dynamic, self-regulating and open system".

According to the apt remark of the scientist, self-creation is engaged by the one who does not consider himself perfect, but strives for this, knowing that this process is endless, but gracious, since it creates a feeling of progress, achieving something new [4, p. 43–44].

L. Serdyuk considers the self-creation of personality as a self-determined, complexly organized phenomenon, conditioned and mediated by a complex of interrelated personality parameters, in particular, the value of self-development, the integrity of the perception of the life path, self-acceptance, self-confidence, readiness for self-change, etc. Basic vectors of the process model self-creation of the personality is the need for self-development (self-realization), self-acceptance and life perspective of the personality [12, p. 14].

Self-creation is manifested in the active and meaningful actions of a person, aimed at himself, to develop qualities that correspond to a given situation, ideals, life goals of a person, from this it follows that a person himself is the author of his own changes.

Self-creation as self-change is not a change of oneself in relation to the external objective world, but an internal transformation leading to self-affirmation and self-development of the individual.

In the process of self-creation as self-movement, a person changes not only

himself, but also the external environment, the conditions of his life. Self-creation, self-formation of a person occurs in spite of external and internal opposition. Self-alignment of the individual takes place according to his own project, personally chosen by means and materials, on a certain moral basis.

Thus, in the psychological and pedagogical literature, the category of "self-creation" is understood as the transformative activity of a person, coupled with self-awareness of oneself as a subject of professional activity, self-realization of natural and creative potentials, provided by means of self-organization, self-education, personal and professional self-improvement, conscious self-reflection, self-regulation, self-control and self-government in the process of educational creative activities aimed at achieving an effective result.

Representatives of psychological science believe that the process of self-creation of a person is realized through the interaction of various self-processes. Let us consider those that, in our opinion, have a systemic influence on self-creation and ensure the integrity and effectiveness of the result obtained - these are self-organization, self-regulation, self-presentation, self-image, self-management, self-marketing.

In this regard, we believe that self-organization and self-regulation are aimed at streamlining volitional and psychological aspects of activity; self-presentation and self-imaging contribute to the creation of a favorable impression of the individual in society and at the same time act as a means of his personal and professional development; self-management and self-marketing create the prerequisites for the career growth of an individual and provide favorable conditions for his profitable promotion in the labor market in the context of educational competition. As a result of the impact of these processes, professionally significant personality traits are formed: purposefulness, organization, responsibility, efficiency, etc.

**Self-organization.** Self-organization - clear planning of your life, your affairs for the day, week, month, year, and for the future. It is rational use of your time and energy. Such an organization of their activities, which gives not only concrete results, but also brings satisfaction from the process itself, mobilization of oneself to achieve the goal and, if necessary, the ability to relax, relieve muscle and emotional tension, using the techniques of auto-training, relaxation [1, p. 120].

The modern reference literature contains various formulations of this concept.

Self-organization is the activity and ability of a person associated with the ability to organize oneself, which are manifested in purposefulness, activity, validity of motivation, planning their activities, independence, quick decision-making and responsibility for them, criticality of assessing the results of their actions, a sense of duty "[14, p. ... 329].

The analysis of scientific works on the problem of self-organization of the individual made it possible to identify its various types, and this, in our opinion, confirms the multifaceted and interdisciplinary nature of this concept.

In particular, professional self-organization is considered as an important personal characteristic, as a systemic quality that ensures the effectiveness of activity, regardless of its content and specifics, and manifests itself in the motives of behavior, and is also realized in orderly activities.

Psychologists assign professional self-organization the role of a special psychological phenomenon, the essence of which is the desire of a specialist for constant professional self-development, self-improvement and self-preservation in a situation of variability of the professional space, is a mechanism for the formation and development of a professional self-concept, as well as a means of implementing the self-concept in professional activity and turns out to be in the totality of the processes of self-preparation (self-knowledge and self-development) and self-realization (self-expression and self-affirmation).

Scientists pay attention to the connection between self-organization and volitional qualities of the individual. In their opinion, the personality as a self-governing system is characterized by: self-organization (the ability to organize oneself and one's activities in order to realize one's existing potential as fully as possible), self-discipline (the ability to control one's behavior, subordinate one's activity to established goals), self-motivation (motivation of oneself to activities, the desire to reveal their potential), self-control (assessment of their own actions, adjusting their own behavior) [3, p. 187].

The authors who reveal the issues of self-organization often touch upon the issues of self-regulation of activity, since they see a lot in common in the content of these two self-processes.

**Self-regulation.** A. Bandura reveals the essence of the concept "self-regulation" in the context of the social-cognitive theory of personality. According to the authoritative scientist, self-regulation is a cognitive characteristic of a person, which provides the ability to assess and correct their own behavior based on internal standards [2].

Self-regulation is the process of managing one's own psychological and physiological state, as well as actions; the ability to manage their own mental states and behavior in order to optimally act in difficult situations; the ability to manage environmental events and your own behavior; expedient self-organization of behavior, an objective assessment of the actually achieved results.

The works by Ukrainian scientists are devoted to the study of the issues of self-regulation of subjects of pedagogical activity (V. Bondar, I. Bekh, S. Goncharenko, M. Grineva, I. Zyazyun, N. Evtukh, S. Maksimenko, N. Nichkalo, E. Pekhoty, O. Pometun, L. Romanishin, S. Sysoeva and others).

M. Grineva considers self-regulation as the ability of a person to see the ultimate goal of activity, independently find the best ways to achieve it and achieve implementation, as the ability of an individual to create a program of activity and, on this basis, to manage his actions. According to the scientist, the result of self-regulation is the education of purposefulness, organization, the ability to control oneself, while self-regulation is a component of general giftedness, the fundamental principle of "general abilities". [5].

O. Konopkin defined the concept of "self-regulation of pedagogical activity", which is actively used in psychological and pedagogical research. By self-regulation of a teacher, a scientist understands the creation of desired or necessary states that would ensure the effectiveness of pedagogical actions, a psychologically comfortable atmosphere during pedagogical interaction, the development of reflection, endurance,

the ability for introspection, self-control, and self-organization [11].

Scientists have come to the conclusion that self-regulation in educational and pedagogical activities is associated with the need to overcome the stresses caused by these types of activities and is aimed at optimizing the emotional sphere of the mental states of students and teachers.

For this purpose, it is necessary to use techniques to relieve emotional tension, normalize mental and physical conditions, and restore personality resources. Also, methods are used to improve the behavioral skills of communication, self-confidence, the development of positive thinking.

**Self-presentation.** The term "self-presentation" was first used in 1959 by Erving Goffman, the author of the concept of "social drama". His work is widely known - "Presentation of Self in Everyday Life" [E. Goffman, 1959], which still remains fundamental for the analysis of the phenomenon of self-presentation.

Self-presentation (English - self-presentation, Amer. - own-presentation) is interpreted as "showing oneself to other people." According to the English version, it is the management of the impression of oneself using numerous behavioral strategies. In the American tradition, it is a form of social behavior, demonstratively accentuated by the subject in the process of interpersonal communication. For quite a long time, the concepts of "self-presentation", "self-disclosure", "self-presentation" were more familiar to our country.

Some scholars consider self-presentation in the context of social perception (as a process of purposefully drawing attention to the peculiarities of a person's appearance and behavior); in the context of communicative behavior (as an effective means of creating a certain impression among others and organizing their own behavior).

Foreign and domestic specialists have developed strategies and techniques for effective self-presentation that can be used by representatives of any profession.

The name of the American psychologist R. Cialdini is associated with extraordinary techniques for managing personal impressions:

1. The technique of enjoying reflected glory ("basking in reflected glory") - using someone else's success to present oneself.

2. Technique of harm ("sabotage") (blasting) - deliberate exaggeration of shortcomings (situation, object, another person, etc.) to improve their status, their growth in the eyes of others, which allows you to control the impression of others.

The listed strategies and techniques are based on the fact that successful self-presentation is the presentation of a selection of features introduced into the behavior of an individual through the prism of his social experience in order to attract the attention of the audience with the subsequent management of the impression of himself.

Summarizing the opinions of different scientists, one can define the essence of self-presentation as an intentional human behavior based on internal motives or on the requirements of the situation, aimed at creating a concrete (positive) impression of oneself among others.

**Self-imaging.** In order to comprehensively study the phenomenon of self-creation, M. Borishevsky uses the concepts of "inner image" and "social image" in his



works. By social image, a scientist means image. According to his observations, "... chronologically, the first thing for a person who takes the path of self-improvement is a change in the social image - image. Expanding social ties and increasing their diversity by including the individual in new social situations and activities create new internal opportunities for self-creation "[12, p. 28].

The word "image" (English - image, Latin - imago) means "statue", "idol", "assimilation", "metaphor", "icon". The most commonly used meaning in speech is "image". Hence, the image is a certain synthetic image that is created in the minds of people in relation to a specific person, organization or other social object; includes a significant amount of emotionally colored information about the object of perception and encourages certain social behavior.

Distinguish between personal (individual, personal) image and professional image (image of a specialist, professional). In social and humanitarian studies, the concepts of "self-image", "self-promotion" and "personal brand" are also used.

As A. Klipikova notes, if the image that a person provides to the world around him is formed spontaneously, unconsciously and reflects the level of his self-esteem, we are talking about self-image. The impression of a person, based on spontaneous self-image, can range from strongly negative to excellent. If the means of forming the image are used consciously, purposefully and thoughtfully, they talk about a personal brand. Formation of a personal brand requires focusing on the needs of the audience and the situation, which means that a person strives only for positive manifestations of his own "I". A comparative study of the concepts of "self-image" and "self-presentation" allowed the scientist to draw the following conclusion: self-presentation is built taking into account external requirements, and the image of a person is determined by his inner world [9, p. 96].

In our opinion, both concepts - "self-imaging" and "self-presentation" are associated with the activity of creating and presenting the audience with their own image. In modern society, the image is an indicator that helps people interact. This process involves, on the one hand, the person who creates his own image, on the other, the one who perceives this image. Of course, the process is mutual, and this allows you to create an impression of others, to understand by external manifestations - by dress, speech, non-verbal signals, manners - their life positions, values, to determine possible models of their behavior.

The process of creating an image is called imaging. The imaging procedure uses a complex of theoretical knowledge from the field of psychology, psychotherapy, ethics, aesthetics, orthobiotics, conflictology, medicine and, at the same time, it relies on practice-oriented areas: rhetoric, plastic, gesture, etiquette, cosmetology, fashion, fashion design and accessories, hairdressing, body and face building, etc.

Self-imaging is the process of creating your own image with specified properties, as well as transforming an existing image in order to achieve the set goals.

Creating your own image is a long and complex process, the success of which depends on the conditions and technologies for its formation. Determination and analysis of the mechanisms for building an image, knowledge of its essence and characteristics provide opportunities for the successful reproduction of social

stereotypes in one's own image and the effective implementation of certain behavioral models.

**Self-management.** The concept of "self-management" was introduced into scientific circulation by the director of the German Institute for the rational use of time, Lothar Seivert, who interpreted it exclusively as "consistent and purposeful use of proven working methods in everyday practice in order to optimally and meaningfully use your time."

Self-management is a consistent and purposeful use of effective methods, techniques and technologies for self-realization and self-development by a person of his creative potential. The goal of self-management is to make the most of your capabilities, consciously manage the course of your life, taking into account external circumstances, and timely solve problems in your personal life and at work. The main functions of self-management include: goal setting, planning, decision-making, implementation of plans, control, communication and information.

Important aspects of personality self-management are the rational use of time, avoidance of stressful situations, correction of behavior in stressful situations, the ability to interact with team members, self-presentation, gaining approval of one's actions from others, and effective use of one's own capabilities. A feature of self-management is that a person is a subject and an object of management at the same time.

There are several directions for the development of self-management:

1) time management - the technology of rational distribution and increasing the efficiency of time use;

2) stress management - a set of measures to prevent the occurrence of stressful situations and rehabilitation of the individual after their occurrence, as well as to strengthen its stress resistance;

3) team management (team management) - a modern approach to team building, management of changes and conflicts in the team, increasing the efficiency of teamwork;

4) impression management - the technology of forming a positive impression of yourself; a set of methods and principles for the formation of an attractive image;

5) resource management - the ability of a person to demonstrate competence in self-development [15, p. 128].

We support the opinion of scientists that self-management is especially important for managers who must not only manage their lives, ensure their growth, but also rationally organize the work of their immediate subordinates, create a favorable environment for their development. Indeed, not only the effectiveness of the team headed by them depends on the effectiveness of their activities, but also the activities of the organization as a whole [3, p. 187].

Thus, possession of self-management skills provides an individual with the opportunity to "consciously create his own life." Self-management ability is a versatile tool for self-creation.

**Self-marketing.** Self-marketing (from the English self and marketing) is an interconnected set of activities that includes an objective assessment of their knowledge and skills, business qualities and psychological characteristics in a certain

environment, in relation to a specific workplace, as well as a set of methods and means for self-improvement, to improve the quality and level of their knowledge and skills, to develop their personal business qualities and psychological characteristics in the necessary direction.

The goal of self-marketing is to know and effectively realize oneself. Determine your sides, interests, inclinations, opportunities, qualities. To highlight to the employer exactly what will arouse his interest and desire to take on a job. In the modern world, there is a constant competition for the best job. The job of any job seeker is to be a winner.

D. Dmitrieva understands self-marketing as a complex of interrelated actions, which includes an objective assessment of one's knowledge, skills, abilities, personal and business qualities in relation to a specific workplace, as well as a set of methods and means for self-improvement and self-presentation.

The main goal of self-marketing is to promote itself in the labor market and profitably sell its labor. According to the researcher, self-marketing is one of the means of successful employment and career growth of a young specialist [9]. Recently, programs called "self-branding" (self-promotion, creation and "promotion" of oneself as a professional) have gained popularity in the world community. Such programs help graduates of higher educational institutions to decide on their first job, contribute to the career advancement of a young specialist - it is advisable to draw up and update them every five years. The program should contain specific actions, measures to improve professionalism and acquire skills, improve qualifications, class and create a name in the professional community, as well as methods, deadlines and budget for their implementation [13, p. 149-150].

Since self-promotion involves the open presentation of evidence of their competence and qualifications in order to be appreciated and, thanks to this, to receive advantages in the selection of candidates for appointment to a position, receiving encouragement, etc., a young specialist needs to master the means and techniques for implementing the program self-promotion in the profession.

**Discussion.** The study of published scientific works on the problem of personal and professional self-creation showed that their authors (M. Borishevsky, A. Ostapchuk, L. Serdyuk, T. Tsymbal, etc.) consider this phenomenon from the standpoint of psychological science. We set ourselves the goal of studying the phenomenon of self-creation and the accompanying self-processes in order to further apply this knowledge for the formation and development of personal qualities of future specialists in the field of education management. In our opinion, these should be qualities that characterize a future manager as a self-sufficient and competitive person with professional skills and personal characteristics necessary for a modern specialist in any industry in a market economy.

For example, the knowledge and skills of self-management and self-marketing are necessary for applicants for higher education already during their studies at the university. It was also noticed that their role significantly increases at the stage of employment and career building, since new opportunities open up for the development of business qualities and professional abilities of the future manager, improving his

skills of self-management and management of other people and production processes in general. The elements of self-presentation and self-imaging are important for every young person who wants to show their external and internal qualities in such a way as to gain credibility with the management and subordinates, to be confident in themselves and their actions in order to meet the tough conditions of competition in the educational services market.

In our opinion, an urgent need for the higher education system is the introduction into the educational process of the university of a cycle of special educational disciplines aimed at developing and improving the personality of the future professional: "Theory and practice of self-management", "Competitionology", "Imageology", etc.

**Conclusion.** In modern conditions of reforming the education system in Ukraine, the relevance of educational management is increasing and the need for high-quality training of qualified specialists for the field of education management is growing. A promising direction for improving the quality of professional training of future education managers is to solve the problem of professional self-creation of specialists of this profile in the conditions of university education. The content-procedural aspect of the professional self-creation of the future education manager is a set of interrelated self-processes: self-organization, self-regulation, self-presentation, self-image, self-management, self-marketing, which ensure the effectiveness of professional creation of a specialist in the sphere of management. Under the influence of the indicated self-processes, favorable conditions are created for the personal and professional development of the future manager in the field of education, the prerequisites for career growth and profitable promotion of a specialist in the labor market in conditions of educational competition arise.

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## STRUCTURAL-FUNCTIONAL ANALYSIS OF ECOLOGICAL COMPETENCIES OF THE FUTURE BIOLOGY TEACHERS

Maryna Khrolenko<sup>1</sup>

<sup>1</sup>Candidate of Pedagogical Sciences, Associate Professor, Associate Professor at the Department of Theory and Methodics of Teaching Natural Sciences Oleksandr Dovzhenko Hlukhiv National Pedagogical University, Hlukhiv, Ukraine, e-mail: marina.khrolenko@gmail.com, ORCID: <https://orcid.org/0000-0002-2118-1977>

**Abstract.** We analyzed the approaches to defining the structural components of the ecological competence of the future biology teachers. It was found out that the separation of a single conglomerate, which includes cognitive, motivational-value and activity components are common in the interpretation of the structure of the analyzed competence. The rest of the components regarding the name and sense varies depending on the context of the scientists' consideration of the problem, author's vision of the research concept, etc. Ecological competence of the future pedagogs is defined as the ability to realize the own potential in active and responsible way (knowledge of ecology, skills, experience) for successful professional activity in the spheres of ecological education and upbringing of the pupils; to acknowledge the own role and the responsibility in renewal, reserving the environment, "greening" the consciousness of the pupils; to perform ecologically efficient activity, to solve ecological tasks practically in the professional and household spheres according to the principles of the stated development gained ecological values, motives of interaction with nature, beliefs, ideals, etc. Ecological competence is considered as an integration formation, where each component is in mutual unity, conditionality with others has its own functional value. We reasoned the defining of the ecological competence functions of the students of the pedagogical specialties: coevolutionary-biosphere, educational, practical-regulatory, activity-normative, professional-orientation. We defined the structural components of the future biology teachers' ecological competence: knowledge-content, motivational-valuable, activity-technological, professionally-reflexive. The content, functions, interconnections of each component of the ecological competence were outlined. It was emphasized on the importance to take into account all the functional senses, interconnections of its structural constructs while the formation of mentioned personal quality. Underestimation of any component is going to influence the efficiency and the end result of the whole process.

**Keywords:** ecological competence, future biology teachers, structure, the components of the ecological competence, functions of the ecological competence.

**JEL Classification:** JEL I0; I20

**Formulas:** 1; **fig.:** 0; **tabl.:** 1; **bibl.:** 17

**Introduction.** A teacher of the 21<sup>st</sup> century should become a person with a new ecological philosophy, new ecological culture based on the knowledge and respect for the principles of nature growth. This process should be started with formation of the ecological imperative as a necessary determinant of the evolutionary project of mankind that is able to organize balanced development of the human and nature [1]. Ecological competence is a vital component of the future teachers' ecological imperative. Ecological competence is the ability to realize the own potential in active and responsible way (knowledge of ecology, skills, experience) for successful professional activity in the spheres of ecological education and upbringing of the pupils; to acknowledge the own role and the responsibility in renewal, reserving the environment, "greening" the consciousness of the pupils; to perform the ecologically efficient activity, to solve ecological tasks practically in the professional and household

spheres according to the principles of the stated development gained ecological values, motives of interaction with nature, beliefs, ideals, etc [2].

Ecological competence is an integrative creation, a set of certain components that are in mutual unity, conditionality and connection. At the same time, each component of the studied competence has its own features, sense and functional meaning. It is important to take into account all the functional senses, interconnections of its structural constructs while the formation of mentioned personal quality. Underestimation of any component is going to influence the efficiency and the end result of the whole process. Due to that, the research of structural and functional analysis of the future biology teachers' competence becomes actual.

**Literature review.** The scientific research of O. Hryniuk, D. Yermakov, O. Kolonkova, N. Kurylenko, S. Levkiv, H. Naidonova, O. Prutsakova, N. Pustovit, L. Rudenko, S. Shmaliei, etc. are aimed at the study of the structure of ecological competence of students of general secondary education. Component composition of the ecological competence of the future specialists of various specialties is studied by Ya. Absaliyeva, Yu. Boichuk, O. Hurenkova, V. Lukianova, L. Lukianova, S. Lutkovska, O. Mateiuk, I. Munasypova-Motiash, A. Khrypunova. The issues raised in the work outline the importance of the study of the content, functional relationships of the structural components of the environmental competence of students of biological specialties (L. Tytarenko), future teachers of natural sciences (L. Nikitchenko, I. Siaska), future biology lecturers (N. Baiurko, Ya. Lohvinova), future biology teachers (I. Koreneva, S. Rudyshyn, V. Samilyk, Yu. Shapran).

Despite a significant contribution of the scientists to the research of the problem of the structure of the students' ecological competence, the research results of the state of its theoretical and practical level proves the necessity to continue scientific research in a certain direction.

**Aims.** The aim of the study is to clarify the component composition of the future biology teachers' ecological competence, to define the content, structural-functional correlations of its components based on the analysis of the study research of structure of environmental competence of an individual.

**Methods** of the research: content analysis of scientific research on the problem of structural organization of ecological competence of the individual, synthesis, generalization, systematization.

**Results.** The content of the ecological competence allows to define the components that the studied phenomenon consists of. Peculiarities, functional connections of the ecological competence components should be taken into account while the formation of the mentioned future teachers' feature. Therefore there is a need to outline the functions of ecological competence.

D. Yermakov emphasizes the multifunctionality of the pupils' ecological competence which outlines its general educational character. The scientist claims that for the proper understanding of ecological competence the important role play its functions such as: biosphere, methodological, integrative, systemic, cultural, social, prognostic, practical, value-based, the function of professional self-determination [3, p. 21]. While the study of the ecological competence of the pupils of general secondary

education, N. Kurylenko distinguishes such functions of the studied competence: moral and ethical, hygienic, integrative systemic, social, prognostic, practical, economic, developmental, of professional self-determination [4, p. 33-34]. I. Siaska adds worldview-orientational, socio-cultural, socio-economic, practical-domestic, professional self-realization, public-educational functions to the ecological competence functions of the future natural sciences teachers. Such functions are gained while professional training [5, p. 167].

Summarizing, based on the analysis of the literature sources we outline such eco-competence functions of the future biology teachers: coevolutionary-biosphere (provides for the actualization of ideas about the priority of coevolutionary development of society and the biosphere as an absolutely necessary condition for harmonization and comprehensive development of the global system of correlative relations «man-nature», preservation of life on Earth), educational (implementation of enhanced environmental education, development of environmental literacy, education of students), educational (provides for the activity of future teachers in the formation and development of students' responsible and caring attitude to the natural environment, awareness of the value of nature, compliance with norms and rules of rational use of nature, etc.), practical-regulatory (provides for the application future teacher of certain mechanisms of regulation of relations in the system «man-nature», approaches to solving environmental problems of various scales), activity-normative (implementation of active, ecologically safe activity according to the principles of sustainable development and norms of rational nature use, mastering of norms of ecologically competent behavior), professionally orientational (ability to form adequate ecological ideas of student youth, a system of skills, abilities and strategies of interaction with nature, development of their ecological competence, culture).

Analysis of the component composition of the studied skill proved the fact that most of the scientists distinguish knowledge and skills, values and motives, practical activity and behavior in the researched skill. In most cases, future biology teachers' ecological competence consists of several components (from 3 to 6). The system-forming base consists of such components as: cognitive (cognitive, cognitive, information-experiential), motivational-valuable (axiological), activity (activity-behavioral, operational, practical). The other components of the eco-competence differ but generally, they provide for the acknowledging and realization of ecologically aimed professional skills.

Besides all the mentioned components of the future biology teachers' ecological competence I. Siaska defines reflexive-evaluative component as well. The scientist sees a formation of the reflexive-evaluative component of the ecological competence in the ability to adjust their own behavior and activities in the environment, predict its consequences and be responsible for it on the basis of self-reflection, self-regulation and development of environmental self-awareness [6, p. 158].

While studying the formation characteristics of ecological competence of the future teachers of natural sciences while professional training L. Nikitchenko defines a creative component in the structure of eco-competence except for cognitive and activity ones. In the author's opinion, a creative component «is aimed at acknowledging



a person as a part of nature, the ability to change positively through the formation of the internal ecological consciousness» [7, p. 222].

L. Lukianova defines the fourth normative component besides the three traditional ones. It provides for assimilation and implementation of a system of environmental norms, laws, regulations, rules on the activities and behavior of each individual as a citizen in general, and the specialist in particular [8].

Yu. Shapran defines motivational-valuable, cognitive-activity and personal-reflexive component in the structure of the analyzed competence. We agree with the scientist regarding the importance of distinguishing of the personality-reflexive component of the future biology teachers' ecological competence as it is «a set of important personality's traits for environmental performance - cooperation, humanity, responsibility, communicative, empathy, optimism, emotional stability, reflection, etc.» [9, p. 322].

While studying the formation of the ecological competence of the students of biological specialties of universities, L. Tytarenko claims that a person's ecological competence is based on the combination of information-experience, motivational-valuable, behavioral-activity components. The scientist pays attention to integrative components that are system-creating for environmental competence: readiness to make environmentally sound decisions and take responsibility for their own activities in the environment [10, p. 41-42].

N. Baiurko considers the readiness of the future biology teachers to form the eco-competence of the pupils of the main school as a united characteristic of students. She distinguishes the functioning of axiological-motivational, knowledge-informational and technological-reflexive components in its structure [11].

Ya. Lohvinova offers a three-component structure of ecological competence of the future biology teacher for consideration. The scientist sees it as a set of correlations of such components as: value-motivational, cognitive, activity. At the same time Ya. Lohvinova is persuaded that «the cognitive component is a basis of responsible person's attitude to nature, ecological thinking, practical skills of ecologically appropriate behaviour in the system «human-nature», motivation and active participation in environmental activities, awareness of the involvement in the preservation, reproduction and protection of the environment» [12, p. 39].

I. Koreneva, S. Rudyshyn, V. Samilyk claim that value orientations, motivation and responsibility for the own behavior play a great role while formation of ecological competence of the future biology teachers. Therefore, scientists structurally fill eco-competence with the following components: cognitive, value-motivational, activity-practical [13]. We completely agree and extrapolate the opinion of I. Koreneva to the ecological competence that the isolated components are formed and function on two interrelated levels: personal and professional [14].

Based on the own teaching experience, content filling, functional meanings of the future biology teachers' ecological competence in the process of analysis we outline the following components: knowledge-content, motivational-valuable, activity-technological, professional-reflexive.

We consider the knowledge-content component of the future biology teachers' ecological competence as a set of natural-scientific, psychological-pedagogical ecological knowledge, which is the basis of ecological worldview, understanding of natural-scientific picture of the world, essence and methods of ecological education, as well as the ability to master, operate with this knowledge and apply it in everyday life and professional activity. The content of this knowledge is generalised in Table 1.

**Table 1. Content of knowledge of the knowledge-content component of ecological competence of future biology teachers**

Type of Knowledge	Meaning
Natural Science Knowledge	Representation of natural science picture of the world, knowledge of the universal laws of nature, nature-appropriate systemic principles of building life.
Psychological and Pedagogical Knowledge	Knowledge of age features, psychological patterns and mechanisms of student development in the conditions of educational process, the basics of teaching skills, organizational forms, methods and techniques of implementation of environmental education of applicants general secondary education.
Ecological Knowledge	Knowledge of basic environmental concepts, laws and patterns, features of human interaction and nature, the basics of environmental safety, legal basics of protection and rational use of natural resources, sustainable development of man and nature.

Not only the content of the knowledge but its quality as well plays a great role in the process of eco-competence formation of the future biology teachers. The quality has a number of indicators that are expressed, first of all, by completeness, generalization and systematization on the subject-content level.

The basis of ecological knowledge should be understanding nature as the highest value that will promote the formation of life and value orientations of man, in particular, a responsible and humane attitude to both nature and man [15, p. 3]. This knowledge is a specific form of unity of the sciences that study the complex relationship of man with the environment. The basis for the formation of this knowledge is the integrative processes that occur in modern science: generalization, consolidation and unification of different knowledge, the growth of their information capacity. Ecological knowledge is characterized by correlations between knowledge that create it: interaction, interaction, interconnections, interpenetration, mutual enrichment [16, p. 13-14].

We consider value-motivational component of ecological competence of future biology teachers as a set of values, motives, interests, needs that determine the attitude of students to nature, awareness of their role in the natural environment, personal involvement in solving environmental problems, environmental strategy, professional behavior and activities.

The value attitude to nature is formed in the process of ecological education and upbringing, it has the following characteristics: awareness of the functions of nature in human life and its self-worth; a sense of personal involvement in the preservation of

natural resources, responsibility for them; the ability of the individual to coexist harmoniously with nature; competence behavior; critical assessment of consumer-utilitarian attitude to nature, which leads to a violation of the natural balance, exacerbation of the ecological crisis; the ability to resist such attitudes in accessible ways; active participation in practical environmental activities: implementation of environmental activities on their own initiative; feasible environmental education [17, p. 152].

Ecological needs play an important role in the process of forming students' ecological competence: knowledge, preservation of the natural environment, communication with nature, implementation of ecological activities, dissemination of ecological knowledge, development of ecological culture of students, etc. The needs are the basis for the formation of the motives of ecological activity. Motives as internal forces for action activate the cognitive activity of future teachers, stimulate interest in ecological and pedagogical activities, show a desire to apply the acquired ecological knowledge in practice, encourage active ecological activity. Having taken M. Veber's classification as a basis, Ya. Lohvinova proposed to distinguish traditional, affective, value-rational and whole-rational motives of future biology teachers [12].

L. Tytarenko defines two stages of motivation in the process of ecological competence formation of students of pedagogical universities. We agree with the scientist that the first stage is characterized by motivation to encourage future teachers to increase the level of their environmental education and competence (motives of self-education, cognitive professional and value motives). Motivation to choose environmentally friendly activities in the environment, behavioral options that cause the least possible damage to nature (motives for nature conservation, universal value of nature) are the features of the second stage [10, p. 34].

The activity-technological component plays an integrative role in the structure of ecological competence of future biology teachers. It is a kind of indicator of the level of professional knowledge, professional orientation of applicants for higher pedagogical education, the level of environmental competence.

This component of students' eco-competence is focused on the application of knowledge in life and professional activity, on the development of intellectual and practical skills in the process of performing various types of cognitive activities, in the process of active participation in practical, seminar and laboratory classes, pedagogical practice, writing scientific research [14, p. 113].

The technological component of this component involves mastery of methods and techniques for the development of environmental competence of students of general secondary education. The activity-technological component of the studied quality contains the following skills of future biology teachers: to assess the current ecological situation, to carry out safe ecological activities (professional and domestic), to follow the rules of behavior in nature, rational use of nature and nature protection, to solve educational ecological problems, to use pedagogical techniques for the formation and the development of students' environmental competence.

Professional-reflexive component. After a person's acceptance of the values of natural objects on the basis of formed motives, reflection plays an important role.

Reflection is the ability of a person to perceive himself with other eyes, as if from the outside, as well as self-observation and correlate their actions and deeds with universal norms which is manifested in feelings of pity, empathy, the desire to help not only other people but also natural objects [17, p. 164].

Yu. Boichuk outlines a special pedagogical type of reflection. The researcher defines a pedagogical reflection as a «teacher's awareness of himself as a subject of activity: his own characteristics, abilities, how he is perceived by students, parents, colleagues, administration. At the same time, it is the awareness of the goals and structure of one's activity, the means of its optimization» [16, p. 15–16].

To sum it up, we consider the professional-reflective component of environmental competence as the ability to consciously control the results of their professional activities in environmental education of students, the ability to self-knowledge and self-development.

**Discussion.** Summarizing the analysis of the specified problem allows to reach a conclusion that nowadays there is no unified approach to determining the structure of the ecological competence, it is dynamic. Most often scientists distinguish between cognitive, value-motivational and activity components. Regarding the name and content filling the rest of components vary depending on the context of the scientist's consideration of the problem, the author's vision of the research concept, etc. The results obtained during the structural-functional analysis of ecological competencies, in comparison with the previously mentioned works of other researchers, relate to the clarification of the structural and functional components of eco-competence of the future biology teachers': knowledge-content, motivational-valuable, activity-technological, professional-reflexive.

**Conclusions.** In the end, we may claim that the ecological competence of future biology teachers as a complex structure is the result of their professional training. Ecological knowledge, skills, values, needs and motives, activities and behavior in the natural environment, awareness of the results of their own professional activities in environmental education of students, which corresponds to the knowledge-content, value-motivational, activity-technological and professional-reflexive components harmoniously combine and interact in the holistic structure of the studied competence. All these structural components of the studied phenomenon are in mutual unity and conditionality, permeated by functional connections. In the process of formation of eco-competence of future teacher`s it is necessary to take into account the content, functions, features of interaction of its components. Underestimation of any component will reduce the effectiveness of the molding action.

We connect the prospects of further scientific research in the chosen direction of research with studying the criteria, indicators and levels of formation of environmental competence of student`s institutions of higher pedagogical education.

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