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THE USE OF DISCUSSION AS AN ACTIVE METHOD OF TEACHING A FOREIGN LANGUAGE FOR UNIVERSITY STUDENTS

Summary

The article attempts to examine the issues of usage of active methods in the process of teaching a foreign language. The definition of the term discussion is given. The emphasis is placed on the advantages of the method of discussion from the perspective of increasing of the efficiency of the educational process. The disadvantages of using this method are highlighted as well. The principles of the discussion are characterized. It is recommended to use six types of questions (according to B. Bloom) for remembering, understanding, applying, analysing, evaluating and creativity for a productive discussion process.

There are some discussion rules to follow and strategies for organizing discussions including a question strategy, a strategy for "reframing the discussion in the context of facts, prior knowledge", a strategy for activating the discussion (brainstorming, a teacher's demonstration of expected behaviour patterns and responses from participants, consideration and analysis of comments on social networks to the post with the problem being discussed, etc.). The stages of the organisation of the discussion process are clarified. The practical cases of the organization of the discussion with the use of short animated films are developed and presented.

Keywords: discussion, active method, foreign language, strategy, speaking, problem method.

Introduction

Discussion is an exchange of knowledge, an argument is an exchange of ignorance.

Robert Quillen

Speaking a foreign language is one of the most difficult types of activities for most university students of Ukrainian higher establishments. Without doubt a lot of people want to speak a foreign language fluently without long pauses, the use of gestures or native language in cases where they do not know the necessary vocabulary, lack some knowledge or skills. A number of studies have revealed the factors and reasons related to the difficulties of speaking a foreign language such as shyness, insecurity, fear of making mistakes, lack of motivation. In most cases the teacher is expected to use a miraculous technique or technology that will enable the student to communicate fluently using a foreign language. Therefore, at present teachers try to use and combine interactive foreign language teaching methods that encourage students to get involved in the speaking process and develop their skills in practice, discussing real problems of personal life or professional field in which they or their immediate environment are interested.

There are a large number of techniques, methods, strategies, technologies and approaches for the formation of foreign language communicative competence in the scientific and methodological literature: problem-based learning technologies are effective for the development of speaking skills[1]; the method of cooperative learning which involves organizing work in groups and subgroups; the project method aims at the organization of an active process of students' learning and interaction; the method of «role play» allows students to «try on» different responsibilities and roles of their future field of activity a job, to explore the effectiveness of communication strategies, helps to enhance the communication capabilities of students [2]; methods of critical thinking for the development of speaking skills include analysis, synthesis, evaluation, selection of keywords in the materials used, ranking information according to certain criteria.

Thus, there is an urgent need to use a method for the development of speaking skills which would promote the formation of foreign language communicative competence of higher education, meet the requirements of higher education standards and recommendations of Common European Framework of Reference for Languages, help to eliminate difficulties in speaking a foreign language. It is important for teachers to use the latest methods of teaching a foreign language, special teaching techniques and methods to optimize the educational process according to the level of knowledge, needs, interests of students, to find didactic tools that will encourage mental activity, motivation to learn and practice a foreign language [3].

One of the possible methods, in our opinion, is the method of discussion, which is classified as an effective active method of problem-based learning. It allows students, on the one hand, to use knowledge gained from other subjects in their specialism, and on the other –

to practice speaking, listening skills, to develop critical thinking, to show their creativity, the ability to work in a team, to interact with other participants in the process, to prove their own point of view and to show respect for the opposed opinion.

Aims, subject and method of research

The purpose of our work is to investigate the method of discussion, to describe the stages of its implementation in the classroom, to focus on principles and features of its implementation for students of non-linguistic specialisms and give the practical example of its usage. The study used a set of theoretical methods: analysis, synthesis, systematization and generalization of domestic and foreign scientific and methodological sources.

Research results

The method of discussion, namely various aspects of its implementation are presented in the works of Korotka N.V. [4] (discussion for communication skills formation), Makarova S., Uleva G. [5] (methods of discussion for university students), Sabat S. [6] (discussion for interactive teaching a foreign language), and other scholars. However, despite a lot of works of scientists regarding the problem of using a method of discussion in the process of teaching a foreign language, this issue remains relevant and challenging and requires research, in particular, the issues of choosing or developing forms of discussion organization in connection with distance learning in lockdown conditions, how to facilitate and reduce preparation time for discussion for teachers .

«Discussion (from the Latin *discussio*) means a public consideration of certain issues or controversial issues. Unlike a debate, a discussion is a form of intellectual communication whose purpose is to find out the truth. Discussion is an effective and challenging way of persuasion, because its participants try to develop a common shared position on a matter, to find ways of its solution» [7]. A group discussion is a collective discussion of a problem, the ultimate goal is to reach a certain general opinion about it. During the discussion there is a collective comparison of opinions, assessments, information on the issue under discussion. The objectives of the discussion may be different, however, the primary one is to teach students to express their opinions logically, clearly, consistently, to argue them, to reason, to respect the opposite opinion and to take into account its pros and cons [8]. Properly organized discussion will help students to critically analyze and achieve a meaningful understanding of the topic, to

establish causal, temporal, spatial relationships, etc., to evaluate their actions and statements critically, evaluate their diversity and encourage meaningful actions [9].

With regard to separate fields of study, the ability to participate in discussions and prove the truth, the reasoning of the position is important for the future professional activities, for example, for law students, managers, civil officers, administrators, governmental officials. So, let us define the advantages of the method of discussion from the perspective of increasing the efficiency of the educational process. The discussion helps students to:

- get acquainted with the diversity of opinions on a particular issue; increase tolerance for the ambiguity and complexity of problems and issues that have various solutions; express, substantiate, prove, investigate their assumptions and ideas; encourage active listening, understanding of the opposite opinion; form the possibility of researching the problem in another light, the existence of which will surprise a lot of participants; develop the quick pace of thinking, as the discussion requires a quick reaction to the statements of another participant; dig into the topic horizontally (including and researching related problems) and vertically, more detailed and profound; provide an opportunity for students to share their own experience, real-life examples, express their own opinions and position;
- gain experience of democratic discussion and ethical behavior with their opponents; form the idea that in the process of discussion one can acquire new knowledge based on existing systems of knowledge; develop the ability to communicate one's ideas clearly, logically, consistently; develop the ability to cooperative learning, the ability to work in a team; enrich the worldview as a consequence of getting to know a plenty of views and positions; develop the ability to analyze, synthesize, find a compromise, establish cause-and-effect relationships; contribute to the constructive transformation of the student's personality leading to self-realization, self-education, adequate attitude to themselves and others, adequate self-assessment.

The discussion is characterized by the principles of situationality (learning is based on and occurs through situations), purposefulness (involves not only setting goals, but also correlating the goal with the available resources needed to achieve them, identifying weaknesses that may hinder the aim), motivation (it is necessary to organize the discussion in such a way as to promote interest in the activity, stimulate responsible and adequate behavior), novelty (novelty of conditions for the formation and development of speaking skills; novelty of content or manuals and additional materials, novelty of forms and modes of activity), functionality (how to use knowledge for development, further education, future activities).

A number of researchers have linked the development of group discussion skills with the improvement of reading and writing skills [10, 11]. Some scholars point out that the

discussion can be used at the final stage of working with a topic or module, because it requires certain amount of knowledge and abilities. For example, it is possible to organize discussions for students of the specialism 181 «Food Technology» on «Meat or veganism: what do you choose?», «Healthy nutrition and diet», «Pros and cons of dairy consumption», «Advantages and disadvantages of sugar substitutes usage», «Genetically modified products – the future of mankind or a threat to humanity?» after learning topics «Milk and dairy products», «Dietary habits», «Nutrients in food», etc.

Taking into account the positive aspects of the discussion, it is necessary to emphasize the disadvantages of using this as well, based on the research of methodists and our own practical experience: the prevalence of one or more students' speaking time during the discussion; some students do not take part in the discussion at all, explaining it by insufficient level of language proficiency, lack of motivation and desire, fear of speaking in public and making mistakes; sometimes the discussion may end on the initiative of the student or the teacher for various reasons and circumstances, change the subject and move in a different direction than the teacher intended; organizing a discussion takes more time than other activities in the classroom. However, in our opinion, the most complicated stage is the evaluation of the discussion, as it is necessary to prescribe the evaluation criteria, to acquaint or discuss them with the students in advance. The indisputable problem of our time is the large number of students in groups, so the way out is to hold discussions in small groups, because not everyone will even have the opportunity to speak under such conditions, due to lack of time.

We agree with the opinion of the scholars [12], who point out the fact that productive discussion requires the use of six types of questions (according to B. Bloom taxonomy) for:

1) remembering (Can you remember? Who? What? Where? When? Why? Which? Which of the following is true... / false...?)

2) understanding (What is the main idea...? How would you briefly summarize the main idea...? How would you explain...? What facts or ideas show / depict...?)

3) applying (What approach would you use...? How would you use ?
How else would you have planned...? Can you use the facts to...?
What components would you choose to change?.)

4) analysis (What are the relationships...? Can you compare / contrast...? What idea / concept is related to...? What ideas justify / defend / justify...? How would you classify / to what category...? What conclusion can you make...? Do you see the difference...?)

5) evaluation (What is more important...? Is there a better solution to the problem...? Can you justify...? What are the pros / cons...? Disadvantages / advantages...? Why that

important / valuable? What choice would you make...? What would you recommend...? What information was used to come to the conclusion...?)

6) creativity (What is the alternative to...? Can you combine....? How do you imagine...? To create...? How would you improve...? How would you adapt... to create? How would you test / protest? Can you think of an original unusual way....?)

In order to implement the method of discussion in the educational process efficiently, it is necessary to follow certain rules of discussion:

- to implement professionally-oriented approach to the preparation of the discussion: the topic, set of questions, the direction of the discussion will directly depend on the specialism, educational programme, future job and activities; it is necessary to first determine the goals and outcomes, techniques or strategies to achieve them;
- compliance with the main topic;
- it is desirable to express one's own opinion, to support it with reasons, to give examples from one's own experience;
- it is recommended to compare one's statements with the statements of other students;
- to treat the opposite opinion of the opponents with respect;
- to follow grammatical rules of English language [13];
- to prepare students for discussion: to discuss rules, evaluation criteria, requirements in advance;
- to divide into groups or subgroups: to determine how the division into groups will take place
 - either the teacher divides, the groups can remain the same during the semester, or change each time; methodists recommend not to group people sitting next to each other, because they usually have common interests, the same views on the problem, so the discussion may be somewhat artificial;
- definitely, the discussion requires the preparation of both the teacher and the students: to process training and learning content, texts, videos or audio materials; however, not all students complete these tasks, so it is appropriate to distribute reading handouts, worksheets or watch videos before the discussion in order to facilitate the process in some way for those students who came unprepared;
- to plan, set goals and objectives: if the teacher prepares specific questions for discussion, discussion plan, it is impractical to formulate the task in the way, for example, «discuss pros and cons of vegetarians»; it is necessary to set specific tasks for the group before the discussion, and the group leader should summarize the results of the discussion, formulate the conclusions reached by the group;

- to mind time management: teachers plan a discussion for the second half of the lesson, at the end of the lesson, but it is necessary to keep in mind that the discussion takes quite a lot of time, and postpone the discussion to the next lesson is not reasonable, so a teacher should allocate enough time in the lesson plan;

- to select learning strategies for organizing discussions:

a) question strategy – correctly selected and formulated questions are the key to success of any discussion;

b) strategy «reframing of the discussion in the context of facts, information of previous knowledge», means to try to link the student's response with previously read texts, audio materials, videos and preliminary discussions of these issues in class;

c) strategies to intensify the discussion: brainstorming, demonstration of behavior patterns and teacher responses expected from participants; consideration and analysis of comments on social networks to the post with the problem under discussion; if students do not answer the questions, it is necessary to reformulate the question, explain the incomprehensible part of it, the teacher may answer first and give his/her own examples; to suggest that students think and write the answer first in notebooks, ask students why they can not answer the question;

to follow one of the ethical rules of the discussion - do not go into personals; otherwise you need the intervention of the teacher;

control, facilitation, use of measures by the teacher: the teacher controls the discussion process, regardless of the form of discussion (group or small groups). If the help is needed, the teacher interveferes and makes remarks, brings in on the discussion those who do not participate in the discussion at all [14, 15].

As for the methodology of the discussion, most scholars allocate a preparatory (educational) part which contains the processing of certain material by students – text (texts, list of questions), audio or video. At this stage, the teacher also choose the topic, key issues and questions, the type of discussion, list and practice of a set of vocabulary needed for the discussion, taking into account the level of students. The stages of the discussion are presented in Fig.1.

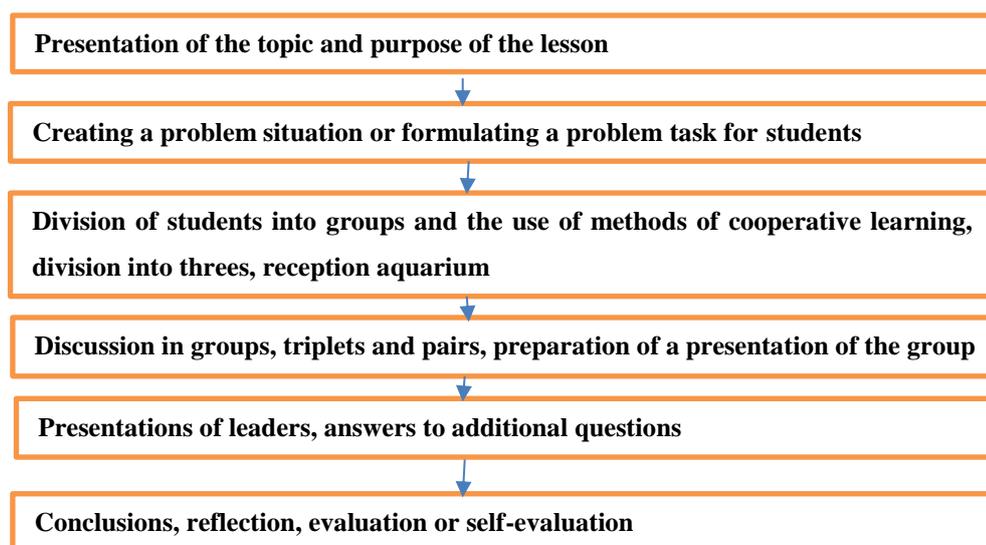


Figure 1. Algorithm for the discussion

Source: Сисоєва С.О. Інтерактивні технології навчання дорослих: навчально-методичний посібник. НАПН України, Ін-т педагогічної освіти і освіти дорослих. К.: ВД «ЕКМО», 2011. С.176

It is impossible to overestimate the contribution of music clips, posters, episodes from films, posts on social media, news, short animated films in the development of speaking skills and the creation of discussion situations. Watching music clips, episodes from films, short animated films has several advantages, in particular, they can be used at different stages of the lesson: the preparatory stage before reading or listening, at the stage of studying various grammatical structures and activating vocabulary. One of the priorities of using video in foreign language classes is to increase the motivation of higher education students to learn a foreign language, the opportunity to enrich the outlook of students, to go beyond the classroom; among other reasons: the creation of partial immersion in the language environment, the development of listening skills, improving the quality of learning material, problematization of classes and the development of critical creative thinking, the integration of media educational elements. For example, a short-animated video «School of crime» (<https://youtu.be/DO3m6vhQCsE>) was used for the practical class for the group of Law students (educational program «Criminal Justice (Court of Justice. Public prosecution. Advocacy)»), on the topic «Crimes and Punishment». Among other things, the problem of alternative punishment, its positive and negative aspects were proposed for discussion:

How old is the boy in your opinion?

What type of crime did he commit?

What was written on the wall?

- Why are the policemen called cops in the USA?
- How did he manage to escape?
- Where did he finally get?
- What was the punishment?
- What are the reasons for committing such kinds of crimes?
- What questions would you ask to this boy?
- How effective is the punishment?
- What are the positive and negative sides of the crime?
- Who is the winner and who is the loser?
- What problems of juvenile are raised in the film?
- What were some of the motives behind the crime?
- Why is the film called the school of crime? Can you give another title to it?
- What is the message of the film?
- What is the purpose?
- What is omitted? Who can benefit from it? Who can this film harm?
- What technologies are used to deliver the message?
- What helped you to understand the message?
- Think of your kind of punishment.
- Think of an alternative ending of the film.
- What would have happened if the boy hadn't been caught?
- Who is going to clean the wall in the end?

Another example of a short-animated film is «Employment» (<https://vimeo.com/32966847>), which can be offered for discussion to students of various fields of study on the topic «Employment»:

- What jobs do you remember from the film?
- What are these people responsible for (a mirror, lamp, chair, key holder, etc.)?
- Is it really bad to work as a lamp? What jobs do you associate with a function of a lamp?
- Does it have a positive or negative ending?
- What does the ending mean?
- Do you like the ending? Why? Why not?
- Is it a job to be a door mat or our attitude towards our responsibilities or attitude of other people?
- What can people do themselves to improve the situation?
- What is the solution to the problem?

It is necessary to organize the discussion in the classroom in such a way as to motivate

students and be able to evaluate it. Conventionally, the strategies of the discussion are divided into formats, 1) the first one requires some preparation from teachers and is time-consuming: planning, collection of materials; 2) strategies that can be used without preparation, if the lesson was done as planned and there is little time or activation and updating of students' knowledge. The third group is strategies that can be integrated with other learning strategies.

It is necessary to take note that preparation for the discussion takes a sufficient amount of the teacher's time. To prevent professional burnout and facilitate a teacher's preparation it is possible to use ready-made questions developed for different topics on the following websites:

- 1) <https://esldiscussions.com/>;
- 2) <https://www.englishcurrent.com/esl-conversation-questions-discussion/>;
- 3) <https://www.thoughtco.com/discussion-questions-1211980>;
- 4) <https://www.fluentu.com/blog/educator-english/esl-discussion-topics-for-adults/>;
- 5) <http://iteslj.org/questions/>.

Conclusions

To summarize, it should be noted that discussion is an important interactive method of forming foreign language communicative competence for strengthening, problematizing, complicating and diversifying the communicative component of the lesson, encouraging students to express their opinions, perspectives. During the discussion students do not only practice speaking, but also develop critical and creative thinking, abilities to present themselves, respect for others and tolerance for opposite opinions.

While organising a discussion it is necessary to take into account principles, rules, recommendations, its advantages and disadvantages to make the educational process more efficient and productive. Music clips, posters, episodes from films, posts on social media, news can become a real base for starting an interesting challenging and up-to date discussion.

Our research does not cover all the issues of organizing a discussion in foreign language classes in higher education institutions and has further prospects as for the criteria and strategies of evaluating the discussion and developing its new forms.

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REALIZATION OF THE POTENTIAL OF DISTANCE LEARNING IN THE CONTEXT OF MODERNIZATION OF THE HIGHER EDUCATION SYSTEM

Summary

In the leading countries of the world there is a tendency to organize distance education networks. The intensity of this process is due not only to the needs of the market in qualified personnel, features of distance learning, innovation in the IT sector, but also the fact that the world's largest computer companies are actively involved in curriculum development, which indicates the importance of distance learning and distance learning. for national economies.

Keywords: distance education, intensification of distance learning, e-education, academic interactions, quality of education, computer competence, technological factors

Introduction

The strategy of modernization of higher education in Ukraine is determined by the existing approaches to the level of education and the requirements for the training of a competent specialist. The first is based on the thesis of the "redundancy" of higher education. Statistical world calculations (which include indicators for Ukraine) claim the existence of the so-called "calculated balance", according to which 65% of the world's population does not need higher education [1]. The second approach is to recognize higher education as a social norm.

However, when thinking about higher education and its opportunities, first of all we should not care about its role in the modern economy, but about its prospects, ie the one that will be in 10 years. Such an approach should become a methodological guideline for the

modernization of higher education, taking into account the main goal of modern educational policy, and the priority should be not only to ensure the quality of education, but also proposals to build its content in an accessible and effective format. In the implementation of this issue program documents are important that determine the innovative development of the domestic education system, consider the implementation of the concept of lifelong learning as one of the strategic objectives

Purpose, subject and research methods

The purpose of this study is to analyze the foreign experience of distance education, as well as to identify conditions for the realization of the potential of distance learning in the context of modernization of the national higher education system. In the presented research an attempt is made to reveal the necessary and sufficient conditions for the effective implementation of distance learning as a tool to improve the quality of educational activities in foreign countries.

Research methods: categorical-conceptual analysis to clarify the basic concepts of the study; analysis of regulatory documentation to determine the institutional basis for the implementation of distance learning and the practice of distance learning.

Research results

Today in many countries of the world classes according to individual schemes (trajectories) of training are in great demand. Today, not only higher education institutions, colleges, schools, but also numerous training centers and consulting companies act as distance learning providers, as a result of which all spheres of activity are covered - from a wide range of university specialties and various MBA programs to distance learning of realtors, tour operators, hairdressers, nurses, stylists, accountants, etc. In Ukrainian education, this trend is only beginning to intensify in connection with quarantine measures.

Educational institutions in many countries around the world structure the educational process according to market needs and demand from employers. A graduate of an educational institution requires not only competencies in the professional sphere, but also free computer skills. Distance learning involves either the presence of such knowledge at the time of training or mastering them in a short time. That is, distance learning helps to develop skills of finding

the necessary information, structuring it, working with it, etc., thereby expanding the general intelligence, and thinking of the individual.

To date, the leading universities of Germany, Italy, England, and the Netherlands, which work in the field of open distance learning (ODL), have both general development trends and unique features inherent in individual countries, educational networks, or institutions.

One of the important features of the ODL are some features of the organization of its management, which are directly related to quality management of pedagogical technologies used in educational systems of different countries.

European governments are interested in developing a distance learning network but approaches to ODL and the number of students in different countries differ significantly.

In the UK, for example, distance learning is more geared towards immigrant professionals - to adapt and integrate them as quickly as possible; in Germany and the Netherlands, the emphasis is on teaching students and ODL is widely used in universities. There is no national concept of ODL in Italy, but at the state level there are programs to finance the process of computerization of educational institutions. In addition, to support distance learning a state specialized TV channel, many modern computer programs for training teachers through IT were created

In the European distance learning sector, educational institutions are divided into public and private. In addition, international and national associations of universities operating in the system of organization of ODL have been created and function successfully. Such structures are usually governed by the Board of Directors, the Strategic Committee and other bodies that are collective advisory bodies. They also manage the created units, whose functions are aimed at servicing the educational network. These usually include departments of technical and methodological support for the development and teaching of courses, as well as quality control of management of pedagogical technologies and the learning process in general, general marketing, finance and accounting and other activities.

The development of the content of academic disciplines is carried out by the joint efforts of the teaching staff or with the help of external experts.

The priority in the creation and development of distance education is to provide students, civilian and military professionals, the broadest sections of the population living in any region, equal educational opportunities. Improving the level of education of the population is due to more active use of scientific and educational potential of leading universities and academies, which are leaders in industry training centers and other educational institutions.

Distance learning involves the use of virtually any database and library, thus providing access to many sources of information on the Internet. The possibility of individualization of the educational process and professional training of specialists by drawing up individual plans for each student, systematic control and adjustment of the course of study is provided by all leading educational institutions of the world.

Today, the type of communication in the ODL is radically changing: traditional interactions are being replaced by telecommunication means, which deliver the main volume of research material to students and provide interactive communication between students and teachers in the educational process. However, it should be borne in mind that distance technologies and methods can form their own, specific form of learning only in the presence of appropriate information and telecommunications infrastructure, as well as developed computer training in educational institutions. Therefore, the most common distance learning has become in those countries where there are appropriate prerequisites for this, namely: a well-developed telecommunications infrastructure, a large area of the country and a developed system of traditional education.

Currently, the possibility of distance learning is provided by most American and European universities, in addition, the number of short-term distance courses in a wide range of disciplines is constantly growing. In the United States, about 2 million people receive higher education online each year.

Accordingly, there is a rapid development of software and hardware designed for ODL. The growth of the ODL market on average in the world in different countries is 10-20% per year. Cortona Consulting estimates that the market will reach \$ 50 billion by the end of the decade, and data from the US National Institute of Standards and Technology show that America has already reached this amount.

Today, as the global economic crisis has affected all basic spheres of society, education in America and elsewhere is becoming more self-educating for many people. If a person has the motivation to learn and the ability to learn, the path offered for education through multimedia training programs with the advice of a tutor and infrequent control measures, allows you to get a quality for much less money. Today in American universities there is a change in the role and function of the educational institution from a source of knowledge to a coordinator of knowledge. In Europe, ODL occupies a third of the education market. In Turkey, half of students study distantly, the barrier of one million students online has passed the Indian Indira Gandhi University. [2]. Distance learning is developing intensively in the CIS countries: the formation of the DN system in Belarus, Kazakhstan and other countries is actively underway.

Today in Ukraine, various educational institutions offer options for the organization of ODL, while experiencing significant difficulties in many areas of its construction and use in practice. This is, first, the lack of pedagogical staff trained for such activities, insufficient in today's economic realities of the country Internetization of the population, lack of experience, etc.

New forms of generating ideas require the reorganization of research and training of specialists focused on solving complex interdisciplinary problems.

Today, the education system of Ukraine faces the task of uniting the efforts of the pedagogical and academic community to create a single infrastructure for the implementation of ODL in a modern format and training teachers for the implementation of ODL, which would be able to support the full cycle of the educational process.

Educational institutions around the world make their adjustments in the implementation of the educational process using the latest technologies, both pedagogical and managerial, informational, organizational, technical and others. The Internet space is gradually intensifying the movement towards a single global educational community. At the same time, the global unification of educational technologies is undoubtedly still very far away, although today those wishing to study at the best universities in the world can afford it under a few conditions, including language and price. However, there is no doubt that the unique experience of the organization of ODL, which "works" in different countries, contributes to the development of a global distance learning network, which is gradually joining the new states.

Undoubtedly, with several general requirements for ODL and the conditions and resources necessary for its implementation (financial, innovation-technological, information, personnel, etc.) in educational institutions of different countries there is a unique specificity due to geographical, ethnic, social, cultural, educational traditions, historical facts, politics in the country in general and the strategy of development of the education system. All this together leaves an imprint on the approaches to the implementation of the educational process in the field of ODL and determines the degree of need for the introduction of innovative forms of learning.

The number of creative educational programs and portals around the world is growing in proportion to the ease of Internet access. Until recently, regions completely unfamiliar with the virtual network today are actively developing new IT and Internet capabilities, including in terms of education. The expansion of the information space has caused a massive transfer of education and training to the Internet, the possibilities of which promise new work and prospects for further professional and creative development. However, today, with the

intensification of the spread of Internet technology in many parts of the world, access to the Internet is still limited.

According to statistics, in 2018, of the 6.7 billion people living on the planet, only 3.162 billion (about 46%) have such access to the virtual information space. In addition, owners of Internet access are unevenly distributed across continents. If in North America three out of four people had Internet access at that time, in Asia in early 2019 - one in five people, and only one in seventeen - in Africa.

However, despite the low level of network development in Asia, today in this region of the world more than 40% of people (approximately 650 million) have access the Internet. Decades ago, such access did not exist there. Potentially further development of the Internet can make Asia a planetary center of e-education and ODL [3,4].

Often technical problems and low level of technical skills of students become the main factors of their rejection of distance form. A survey of high school students, covering such parameters as computer competence, technological factors, social presence, and characteristics of the teacher (instructor / tutor), showed:

- student computer competence is measured by the frequency of computer use, software knowledge, frequency, and type of Internet use. It is possible to predict that a student with sufficient computer literacy will positively perceive the distance learning environment;

- educational services provided based on multimedia tools, video conferencing, course management systems and interesting user interfaces, increase students' perception of distance learning. The presence of a healthy, rich, and reliable IT infrastructure makes the process of providing educational services as comfortable as possible, so technological factors have a positive effect on the perception of the full value of distance learning systems;

- social interaction is an important component of the perception of distance learning;

- a sense of collectivism and belonging to the whole (group, system, subject) are crucial for the success of distance learning.

The social context in ODL is an important element in communication technology. In essence, social interaction is the degree of perception of an individual as a real person in computer-established communications. Social cooperation provides students with opportunities to test and protect their own ideas in expanding the essence of the subject, phenomenon, process, comparing their results with others.

Thus, social interaction determines the success of ODL systems due to the following conditions:

- teacher (instructor / tutor) plays a central role in the effectiveness of ODL;

-technical competence of teachers (instructors / tutors) and their attitude to students can be determining factors in the effectiveness of ODL;

- positive attitude of the teacher (instructor / tutor) to technology, dialogic style of learning and control over technology during classes significantly affect the student's motivation to choose a distance course.

Thus, the characteristics and quality of the teacher (instructor / tutor) with information in the IT environment mainly determine the student perception of ODL [5].

The development of distance learning in the global educational space in the long run is aimed at providing an opportunity for all comers anywhere in the world to master the educational program of any educational institution in the required discipline. This approach is explained by the fact that distance learning is increasingly seen as a driving force in the country's economy. The seriousness of economic expectations from the introduction of ODL is evidenced by the fact that in the development of software for the largest educational networks in the world involved such well-known computer companies as Novel, Microsoft, IBM, Apple, DEC, Sun, and others.

As for the issue of quality management of pedagogical technologies, as shown by foreign and experience gained by national educational institutions, it is most appropriate to use computer telecommunications, which allow:

- promptly transmit information at any distance in any form and volume;
- to carry out interactive and operative feedback without which process of ODL is transformed into process of self-education;
- provide access to various sources of information;
- to organize joint telecommunication educational projects containing developments from different countries;
- request information on any relevant topic through electronic conferences;
- to carry out control measures to identify the effectiveness of quality management of pedagogical technologies used in the educational institution.

Conclusions

The experience of foreign countries can be quickly tested and applied to improve the effectiveness of quality management of pedagogical technologies used in the Ukrainian distance learning system. However, it should be noted that, despite the undoubted value of the experience gained by foreign educational systems, including in the field of quality management

of pedagogical technologies, not everything is acceptable for implementation in Ukrainian education. For example, the desire of foreign HEIs, colleges, schools to increase the number of courses to attract additional funding from both public and private entities, entails a transition from interactive learning to self-education, which reduces the quality of education, reduces student interest in passing a course, leads to the loss of the educational component in the learning process.

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CONCEPTUAL AND TERMINOLOGICAL RESEARCH FIELD OF FEATURES OF DISTANCE PROFESSIONAL TRAINING OF FUTURE SPECIALISTS OF TOURIST AND HOTEL-RESTAURANT SPHERE

Summary

The article considers the possibilities of distance learning of future specialists in the field of tourism and hotel and restaurant industry. Taking into account the results of scientific achievements, the article focuses on the differentiation of the concepts of "distance learning" and "distance education". A brief description of such distance learning tools as e-textbook, e-reference book, computer models and simulators, electronic board, computer training programs, computer test systems also are given in the article. Organizational and methodological models of distance learning are characterized and the most suitable for training future specialists in tourism and hotel and restaurant industry are identified. The forms of organization of classes that are most often used in the process of distance learning are clarified, namely: chat classes, web classes, teleconferences. Examples of such classes are the chat class "Information Exchange", the web lesson "Auction", the teleconference "Information Search".

Keywords: distance learning, distance education, means of distance learning, models of distance learning, forms of organization of classes.

Introduction

Tourism is an important sector of Ukraine's economy, which has great potential and prospects for development. One of the conditions for its success is qualified personnel, whose training is an current problem. And among the ways of solution of such problem is to empower young people to choose the form of education. In this regard, in addition to full-time and part-time forms of education, distance learning is increasingly used in higher educational institutions

of Ukraine. The specifics of this form of education especially impresses future professionals in tourism and hotel and restaurant industry, because it provides an opportunity to study when it is convenient for the student, at a pace that he chooses (within the established time), in the place where he is.

Undoubtedly, distance learning also facilitates the education of socially disadvantaged people, people with special needs and so on.

Given the above, we note that today the issue of full implementation of distance education in the higher education system becomes particularly relevant.

Purpose, subject and research method

The purpose of the article is to outline the conceptual and terminological field of research of the peculiarities of distance learning of future specialists of tourism and hotel and restaurant sphere.

Subject of research: organizational and methodological models of distance learning, the use of which is appropriate in the training of future professionals in the field of tourism and hotel and restaurant business

The study used systematic, activity approaches, as well as methods such as analysis, comparison, generalization.

Research results

According to scientists V. Kukhareno, O. Rybalko, T. Oliynyk, M. Savchenko and others, distance learning is one of the forms of education, which is definitely based on the use of computer technology. These technologies are used in traditional forms of learning (full-time, part-time), so in the general case, methods of learning using information and communication technologies are called computer or electronic learning (Computer Based Training, E-Learning) [2].

The purpose of distance learning is to provide educational services through the use of modern information and communication technologies at a certain educational or educational level in accordance with state educational standards [8].

Thus, distance learning means an individualized process of acquiring knowledge, skills, abilities and ways of human cognitive activity, which occurs mainly through the indirect

interaction of distant participants in the learning process in a specialized environment that operates on the basis of modern psychological, pedagogical and information and communication technologies [1].

Along with the term "distance learning" is often used the term "distance education".

Let's find out what they have in common and differ in their interpretation.

In the Concept of Distance Education Development in Ukraine, approved by the Ministry of Education and Science in 2000, the essence of the concept of "distance education" is defined as a form of learning equivalent to full-time, part-time, implemented primarily by distance learning technologies [4].

A number of pedagogical dictionaries define distance education as a form of learning, where communication between teacher and student takes place through correspondence, tape, audio and video cassettes, computer networks, cable and satellite television, and so on.

Thus, distance education is a concept that characterizes the provision of educational services to the general public in Ukraine and abroad, the possibility of mastering educational programs by distance learning.

In our study, we used the concept of distance learning, which means a purposeful process of interaction between teacher (tutor) and student, carried out at a distance, based on the use of computer technology and the content of which is the formation of professional knowledge, skills, skills of future professionals of hotel and restaurant business.

Focusing on the coverage of distance learning tools, we note that the priorities among them are:

- *electronic textbook* - designed for independent study of theoretical material, which allows you to work on an individual educational trajectory;

- *electronic reference book*, which allows the user at any time to promptly receive the necessary reference information in a compact form;

- *computer models and simulators, as well as designers* - provide an opportunity to consolidate knowledge and skills of their practical application in situations that simulate, increase the professional level when passing in a variety of non-standard situations;

- *electronic board* - a means of remote communication, interaction and exchange of educational information of the tutor and students in the process of separate educational process. An electronic board as a projection of an ordinary classroom board, where the teacher has the opportunity to present the material, present it in the form of diagrams, graphs, diagrams, audio and video files, vector animations, can offer individual material to each student;

- *computer training programs* - software that can be used on a remote computer;

- *computer test systems* - provide the possibility of self-control of the user and facilitate the work of the teacher during the current and final control [6, 9].

Taking into account the scientific achievements of O. Korbut on distance learning models, we will focus on identifying those that, in our opinion, are effective in training service professionals who study distance [5].

Organizational and methodological models of distance learning:

- study by type of externship, which is focused on the examination requirements of higher education institutions and is provided for students who for some reason can't attend inpatient educational institutions;

- one-university training - a training system for students studying on the basis of new information technologies, including computer telecommunications. It should be noted that such programs for various degrees have been developed in many leading universities in the world;

- cooperation of several educational institutions, which, within the training of specialists in the field of tourism and hotel and restaurant business, can be carried out between higher educational institutions of Ukraine and European countries such as Poland, Bulgaria, etc.

Among the organizational and methodological models of distance learning, the creation of which is a promising area in the training of future professionals in the field of tourism and hotel and restaurant business should be identified as follows:

- autonomous educational institutions specially created for the purposes of distance education.

It should be noted that the largest such institution is the Open University of London, on the basis of which in recent years a large number of students are studying remotely not only from the UK but from many countries around the world;

- autonomous training systems, within which training is conducted entirely through television or radio programs, as well as additional printed manuals;

- informal integrated distance learning based on multimedia programs focused on adult learning. Such projects are usually part of a formal educational program, integrated into this program or specifically targeted at a specific educational goal.

The above models are effective in many foreign countries, so there is no doubt that their introduction into the education system of Ukraine will improve the quality of vocational education, including in the field of services.

From now on, we will find out the forms of organization of classes that are most often used in the process of distance learning.

O. Korbut's research focuses on the following:

- chat classes - are conducted synchronously with the use of chat technologies, which provide simultaneous access to the chat of all participants.

It should be noted that within many distance educational institutions there is a chat school, in which the activities of distance teachers and students are organized with the help of chat rooms.

- web-lessons - distance lessons, conferences, seminars, business games, laboratory work, workshops and other forms of training sessions conducted with the help of telecommunications and other features of the "World Wide Web".

- teleconferences are held using e-mail, which sends materials to distance learning participants in the regions [5].

Here are examples of certain types of classes that can be used in the process of distance learning by future specialists in tourism and hotel and restaurant disciplines of the training cycle [7].

Chat lesson "Information exchange". Preparation for the lesson: 1-2 weeks before it, students are given the task to choose the material - books, articles, etc., in which in one form or another information about the topic of the lesson, to consider a plan to cover a particular issue within the announced topic. Consultations are held for those who wish. One of the main tasks that the teacher faces directly during the chat lesson is to organize well the exchange of knowledge that students have acquired during training, to take care of compliance with the regulations, to filter out irrelevant information relevant, new, relevant.

Web lesson "Auction". The teacher prepares a list of questions that should be "sold" at the "auction" and to which all students should know the answers. A presenter is chosen to conduct the "auction", who randomly calls the number of the question that is "for sale", and then asks: "Who wants to buy this question?" (It is necessary to understand this question as such: "Who knows the answer to it?"), waits for the raised hands, counts: "One", - reads the question again and announces: "Two ...". If the "buyer's" hand is raised, give him the floor. Points are awarded for the answer. The answer can be clarified, expanded, deepened and for this you also get a score. When the question is completely purchased, the facilitator calls the number of the second question and so on until all the questions are solved.

Teleconference "Information Search", which can be conducted in the form of a role play. By e-mail, each of the students who play the role of bibliographers of the library in this game receives a task - to pick up literature on the topic (given its name) and electronically compile information cards, which should be annotations to books and articles. "Bibliographers"

are divided into groups that specialize in their narrow fields (areas). Each group has a senior bibliographer who collects information via e-mail, summarizes it, and reports on it during a teleconference, summarizing the work of their "employees." This is followed by a short discussion in which all participants of the teleconference take part.

In view of the above, let's find out the essence of the main features of distance learning. Among them: flexibility, modularity, parallelism, asynchrony, economic efficiency, a new role of the teacher, specific quality control of education, the use of specialized technologies and teaching aids, reliance on modern means of educational information [3, 10].

Conclusions

Thus, the desire to improve the system of professional training of future specialists in tourism and hotel and restaurant business on the basis of updating the content of education, modernization of educational technologies should help create conditions for the introduction of distance learning in higher education in Ukraine.

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FORMATION OF SELF-ORGANIZATION COMPETENCE IN PROFESSIONAL ACTIVITY OF FUTURE TEACHERS IN THE CONTEXT OF EDUCATIONAL CHANGES AND INNOVATIONS

Summary

The urgency of the problem of forming the self-organization's competence in future teachers is related to a global need to form soft skills in specialists. The article presents approaches to the research problem: systemic, synergetic, activity, interdisciplinary, subjective, competence, contextual, reflexive-resource. A model of contextual training of future lecturers to self-organization in professional activity is developed. It contains the following blocks: conceptual-target, content-contextual, organizational-activity, evaluation-effective. The results of the ascertaining and final stages of research work are given. The content and methods of the implementations' stages of the developed model are described: cognitive-oriented, organizational-activity, professional-developmental. Recommendations about directions of the implementation of research results are given.

Keywords: soft skills, competence, self-organization, teacher of higher school, contextual training.

Introduction

In the conditions of intensification of educational processes the range of professional tasks of the teacher expands, and also kinds of his/her professional activity are updated or new are created. Such circumstances require the formation of the teacher's ability to adapt and effectively integrate into the system of educational modernization, to carry out productive

professional activities. The urgency of the problem of forming the self-organization competence in future teachers is related to a global need to form *soft skills* in specialists: adaptability, flexibility, teamwork skills, interpersonal communication, creativity, critical thinking, time-management, leadership.

L. Galavska and S. Bobrova believe that the ability of teachers *to work in a team*, to adhere to the teamwork's values is one of an effective means of solving professional problems. At the same time, researchers determine the main role of the teacher-leader, who must have *effective management*, set goals and plan the work of the team and have *leadership qualities* [2]. In the context of innovative educational needs O. Bilyanovska models a portrait of a future teacher, substantiates the qualities, skills and abilities that a new Ukrainian school's teacher should have.

In particular, she emphasizes that a modern teacher must be able to quickly master modern methods of teaching and educating students, adapt them to the needs of the educational environment, create and implement their own developments, find solutions in any professional and life situations, be ready to work in unusual situations, able to predict the results of their work, interact effectively, respond creatively, think creatively, constantly improve and learn, be innovative. Researchers I. Huk, O. Teslenkov and others also emphasize the need for the teacher be able to analyze, forecast, plan, design professional activities, analyze their activities and make effective decisions, etc. These abilities reflect the teacher's ability to self-organization in professional activities.

Aim, subject and research methods

The purpose of the study was to test the objectivity of theoretical conclusions, the effectiveness of the developed model and methodological system of contextual training of future lecturers to self-organization in professional activities. The research of the problem of contextual training of future lecturers to self-organization in professional activity was carried out in the period 2013–2020 and included the following stages of research and experimental work: research-analytical (2013–2014) and research: ascertaining (2014–2015), formative (2016–2019), generalizing (2019–2020).

The experimental work was carried out on the basis of Vinnytsia Mykhailo Kotsyubynsky State Pedagogical University, Zhytomyr Ivan Franko State University, Classical Private University, Rivne State University of Humanities, Sumy Anton Makarenko State Pedagogical University, Municipal Institution “Sumy Regional Pedagogical Institute”. The

total number of respondents at different stages of the study was 797 people, including 176 lecturers and 621 undergraduates (including 121 people in the experimental (EG) and 125 people in the control (CG) groups).

In the experimental work the following methods were used: survey of lecturers-practitioners; standardized methods; methods of self-analysis and analysis of products of activity; expert assessment; comparative analysis of results in control and experimental groups.

Research results

Contextual training of future lecturers to self-organization in professional activities is part of a holistic educational system, which includes goals, objectives, methodological approaches, principles, components, conditions and results, aimed at forming the competence of self-organization in future professionals. The creation of a special author's model is caused by modern educational challenges for the formation of integrated competence in undergraduates, the content of which includes the ability of self-organization in uncertain conditions of professional activity. The realization of such a task is possible in the conditions of reproduction of a subject and social context of future work on condition of combination of educational and educational-professional undergraduates' activity through introduction of specially developed methodical system. The initial provisions of the concept are based on the implementation of interrelated conceptual components: methodological, theoretical and methodical.

The methodological concept includes fundamental philosophical, psychological and pedagogical, cultural ideas, which are based on general scientific and specific scientific approaches to the problem of contextual training of future lecturers to self-organization in professional activities. The bases of the methodological concept in the study are systemic, synergetic, activity, interdisciplinary, subjective, competence, contextual, reflexive-resource approaches.

The application of a *systematic approach* allows considering the system of contextual training of undergraduates on the principles of combining theory and practice, integrity and interconnection of its components and directing them to form in future professionals the ability to effectively organize their own work in dynamic pedagogical reality. The *synergetic approach* is based on the use of synergetic ideas to understand the features of self-developing, self-regulating systems, and provides consideration of the self-organization's competence in

professional activities as an open system that develops in accordance with pedagogical training and future professional activities.

Implementation of the *activity approach* within educational, simulation-modeling, educational-professional activity provides active involvement of undergraduates in the self-organization's situations in order to acquire the necessary knowledge, skills, abilities in educational / educational-professional activity, practical approbation of self-organization's methods and gaining practical experience. The *interdisciplinary approach* in research is used: for the analysis of semantic essence and internal structure of the concept "self-organization"; in the process of developing an educational and professional training program for future lecturers; in the formation of the training content, selection of the education content, forms, methods of teaching; takes into account the connections between the content of the curriculum disciplines.

Subjective approach provides the formation of professional subjectivity of undergraduates, self-awareness, self-change, enrichment of cognitive motives in the process of understanding the goals and content of education, reflection and self-reflection of educational activities and self, which are important for resolving conflicts between existing opportunities and those that are necessary for successful self-organization in educational / training-professional activities. The application of the *competence approach* creates favourable conditions for the formation of general and special competencies in undergraduates, which affect the development of professional orientation and competence of self-organization in professional activities.

The *contextual approach* implements the idea of creating conditions for real professional activity at the stage of professional training. This provides an opportunity for effective transition from educational to professional activities, promotes the integration of future professionals into the professional environment and the formation of self-organization's experience based on their involvement in real and simulated professionally oriented of self-organization's situations. The use of a *reflective-resource approach* creates conditions for effective analysis, use and development and enrichment of internal and external resources of each student in real or simulated professionally oriented of self-organization's situations.

Based on the generalization of scientific approaches to pedagogical modeling and taking into account research tasks, we have developed a model of contextual training of future lecturers to self-organization in professional activities. It is a holistic system of interconnected blocks: conceptual-target, content-contextual, organizational-activity, evaluation-effective (Fig.1).

The *conceptual-target* block of the model contains determinants, purpose, methodological approaches (systemic, synergetic, activity, interdisciplinary, competence, subjective, contextual, reflexive-resource), system of general pedagogical (systemic and integrity, contextual-professional orientation, problematic content) subjectivity and taking into account individual experience, resourcefulness, subjective activity, axiological orientation, feedback, innovation and variability) and specific (self-determination, self-actualization of experience, adaptability, self-organization, neutralization of dysfunctions, self-correction, reflective thinking, development) principles. The *content-contextual* block of the model includes: contexts of self-organization; the structure of the studied construct; regulatory support of the training process; educational components; didactic and methodical elements (programs, syllabuses, textbooks, educational and methodical manuals, educational and methodical complexes, etc.). The *organizational-activity block* of the model contains organizational and pedagogical conditions and a description of organizational and pedagogical tools for the implementation of methods of contextual training of undergraduates to self-organization in professional pedagogical activities.

We consider the *methodical system* of contextual training of future lecturers as a complex dynamic formation, the elements of which (content, methods, forms, means) in their relationships and interdependence provides the formation of such an integrative quality as the competence of self-organization. The methodical system consists of: *theoretical and methodical basis* (methodical support of the process of contextual preparation: educational-professional program, educational and working programs, syllabi of disciplines, instructive-methodical materials, manuals, cases); *organizational-pedagogical tools*: forms and methods; implementation methodology, which is represented by subject-reflexive and context-design strategies. The discipline “Fundamentals of self-organization in professional activity” plays an integrative role for the formation in future lecturers the self-organization’s competence in professional activity. Its information content reflects a set of necessary knowledge about self-organization as a process and personal integrative characteristics and a set of practical material for the formation of skills, abilities and experience of undergraduates’ self-organization in educational / educational-professional activities.

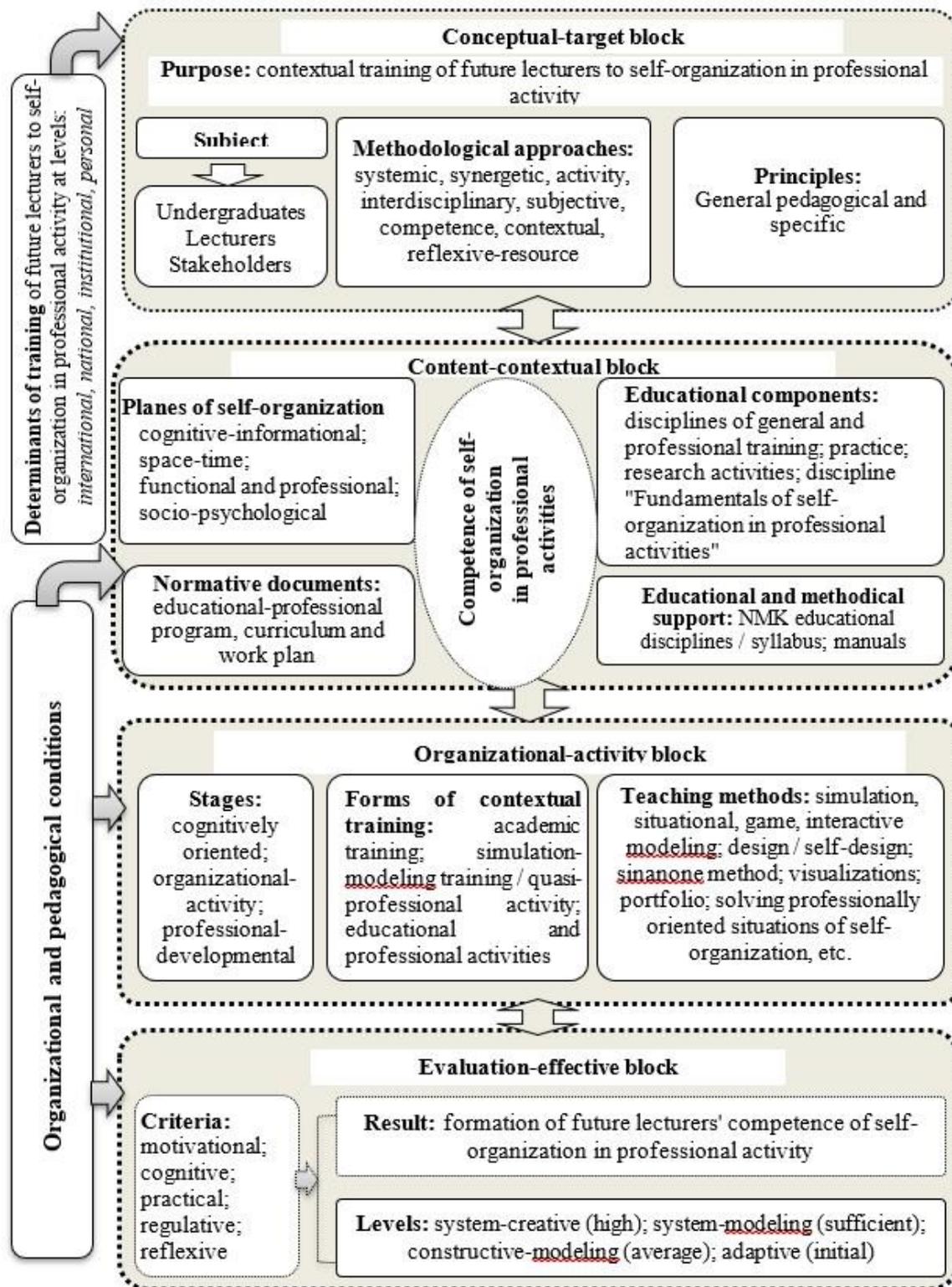


Figure 1. Model of contextual training of future lecturers to self-organization in professional activity.

Source: Developed by the author

The evaluation-effective block presents the result, which is measured by the developed criteria and manifested in future professionals by the appropriate level of self-organization's

competence. The developed model is an ideal image of a dynamic system. Model's components are interconnected, interdependent, functional, subordinated to the implementation of the pedagogical task to form in future lecturers the self-organization's competence in professional activities.

The experimental work included the following stages: ascertaining, forming and final. At the ascertaining stage, a survey of practicing lecturers and master's graduates was conducted.

It was found that higher education teachers are aware of the importance of forming an appropriate level of self-organization in professional activity (83,5% of people) and identify the following shortcomings: lack of relevant knowledge, insufficient skills of planning activities, rational allocation of internal (personal) and external resources, self-reflection, self-regulation of activity, setting priorities (79,5%). Such difficulties in the lecturers' activities were also identified (Table 1):

Table 1. Difficulties of lecturers' self-organization in professional activity

Difficulties of self-organization	Number of lecturers, %
Self-control of actions in stressful situations	40,2
Ability to delegate / refuse to perform tasks / assignments	32,4
Timeliness of professional tasks / assignments	31,1

Source: Own survey on the basis of conducted research

Graduates pointed the following organizational problems (Table 2):

Table 2. Difficulties of graduates' self-organization

Organizational problems	Number of graduates, %
Disorganization in unpredictable situations	74,2
Unproductive waste of time in most situations	61,2
Unsystematic planning	55,0

Source: Own survey on the basis of conducted research

In addition to those listed in Table 2, also revealed the inconsistency of reflective analysis, difficulties in organizing the own activities of graduates, insufficient skills to predict and specify goals in professional activities and others. To study the levels of self-organization's competence in future lecturers used the following methods: "Study of motivation to succeed T. Ehlers (modification of A. Gretsov); Test-questionnaire of motivation of success or failure of A. Rean; adaptation by V. Romek), self-certification questionnaire "Formation of abilities for self-organization in educational / professional activities", questionnaire "Self-organization in professional pedagogical activity: essence, psychological mechanisms, methods";

questionnaire of self-organization of activity (O. Mandrykova), method “Self-management: the effectiveness of application in their work” (M. Lukashevich), self-assessment of psychological adaptability (N. Fetiskin, V. Kozlov, G. Manuilov), method “Teacher's tendency to creative self-development” (I. Nikishina); Scale of inner essence, strong others and case (H. Levenson); method “Style of self-regulation of behaviour” (V. Morosanova); Reflexive self-analysis sheet; questionnaire “Differential type of reflection” (D. Leontiev, O. Lapteva, E. Osin, A. Salikhova); method of determining the level of reflexivity (A. Karpov); methods for determining the level of pedagogical reflection (O. Kalashnikov), etc.

It was found that the majority of undergraduates have constructive-modeling (37.3% in EG, 36.8% in CG) and adaptive (14.0% in EG, 14.4% in CG) levels of self-organization's competence. This made it possible to determine the directions of experimental work, to develop an appropriate model, to design a methodological system for implementing the model of contextual training of future lecturers to self-organization in professional activities.

For implement the developed model three stages are identified (cognitive-oriented, organizational-activity, professional-developmental). The purpose, forms of pedagogical activity, methods and means of work at each of the stages are determined.

The *cognitive-oriented stage* of the methodology of formation of self-organization's competence is conditionally correlated with the stage of adaptation of undergraduates in a higher education institution (approximately the first semester of master's degree, it's academic training). It aims to make students aware of the importance of self-organization for the effectiveness of professional activities, appropriate use of personal resources, maintaining an optimal balance between professional activities and recreation, prevention of burnout, the need to acquire knowledge and skills of self-organization in professional activities.

Appropriate forms (instructional session, lecture-visualization, problem lecture, practical classes, consultations, independent work), methods (motivation, self-reflection, determination of actual personal needs, forecasting, design of individual action strategy) and means (educational disciplines of general and professional training, educational environment of higher school, manuals, didactic materials) to realize the purpose of the research were used.

The organizational-activity stage of the model implementation is approximately carried out during the I-II semesters of study (the form of its reflection is imitation-modeling training). It aims to provide students with a system of knowledge and to form predictive, design, constructive, organizational, communicative, regulatory and reflective skills, to develop their ability to self-organization in educational / educational-professional activities.

Formation of self-organization's competence of future lecturers was carried out: during studying of professional training disciplines ("Pedagogy of higher school", "Methods of teaching in higher school", "Fundamentals of pedagogical creativity", "Modeling of specialists' activity", "Modeling of educational and professional training", etc.) with the integrating role of the discipline "Fundamentals of self-organization in professional activities".

The *professional-developmental stage* of implementation of the developed model conditionally lasts during the II-III semesters of study. Its purpose is to form in future teachers the experience of self-organization in the framework of educational / educational-professional activities, training and production practices, justification and partial implementation of self-organization's individual strategy.

Formative work at the organizational-activity and professional-developmental stages was carried out in the direction of: increasing the level of formation of certain components of self-organization's competence (value-motivational, cognitive, activity-practical, regulatory-volitional, reflexive-evaluation); formation of students' values and needs for its development; promoting the subjective inclusion of undergraduates in activities based on a contextual approach and expanding their self-organization's experience.

The introduction of the contextual training model of future lecturers to self-organization in professional activities shows a positive dynamics of self-organization's competence in experimental groups (Table 3).

Table 3. Indicators of self-organization's competence of future lecturers in professional activity

Levels	Ascertaining stage				Final stage			
	EG		CG		EG		CG	
	abs.	%	abs.	%	abs.	%	abs.	%
Adaptive (initial)	17	14,0	18	14,4	3	2,5	14	11,2
Constructive-modeling (average)	45	37,2	46	36,8	26	21,5	45	36,0
System-modeling (sufficient)	41	33,9	42	33,6	56	46,3	45	36,0
System-creative (high)	18	14,9	19	15,2	36	29,7	21	16,8
Total	121	100	125	100	121	100	125	100

Source: Own survey on the basis of conducted research

As can be seen from Table 3, there was an increase in indicators for system-creative (from 14,9% to 29,7% of people), system-modeling (from 33,9% to 46,3% of people) and a decrease in constructive-modeling (from 37,2% to 21,5% of people) and adaptive (from 14,0% to 2,5% of people) levels. Undergraduates of control groups such changes are insignificant:

indicators on system-creative level increased from 15,2% to 16,8%, system-modeling – from 33,6% to 36,0%, indicators on constructive-modeling level decreased from 36,8% to 36,0% and adaptive – from 14,4% to 11,2%. The statistical significance of changes in the experimental groups was revealed using the λ -Kolmogorov-Smirnov test and the φ^* -Fisher test. It was found that $\varphi^* \text{ emp. } (3,85) > \varphi^* \text{ cr. } (2,31)$ for the significance factor 0,01, which confirmed the assumption of non-randomness of higher levels of self-organization's competence of future lecturers in experimental groups compared to controls.

Conclusions

Thus, the application of the developed theoretical and methodological system showed a positive trend in the formation of self-organization's competence in future lecturers and the growth of the activity of undergraduates in the direction of self-improvement. According to the research's results, the directions of its implementation are determined: diversification of organizational forms and methods of teachers' professional training; development of individual learning strategies, which includes goal setting, design and construction of personal advancement in educational activities, a combination of active learning and individual form of training; adaptation of students to the learning process, practical activities, to the contextual conditions of the educational-professional environment; search of strategies for personal self-development, personal and professional self-improvement, self-growth, choice of ways to solve pedagogical problems.

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PECULIARITIES OF ADAPTATION OF EDUCATORS WITH SPECIAL NEEDS TO THE CONDITIONS OF HIGHER EDUCATION

Summary

The article considers the issue of social adaptation of students with disabilities to the educational process. According to the United Nations, there are about 650 million people with disabilities in the world, which is about 10% of the majority of the population. Ways to implement the principle of equality in education of persons with disabilities and persons with special educational needs are considered. Inclusive education is now being actively implemented at all levels of education. The article highlights the basic concepts related to first-year students with disabilities, and their integration into society and the educational environment. The differences in the understanding and interpretation of these concepts are shown. Factors of adaptation of students with disabilities and special educational needs are revealed. The process of forming an inclusive educational environment in a higher education institution is impossible without improving the management of inclusive education in the higher education system. In modern socio-economic conditions, students must have after leaving the school not only a high level of training, but also a set of certain personal qualities: activity, independence, creativity, self-confidence, sociability, ability to quickly and successfully adapt to new conditions. The problem of successful adaptation of students with disabilities in the learning process is largely due to the organization of the educational process of higher education, educational and extracurricular activities of students. During the implementation of integrated learning, students may have a crisis of relationships, which is facilitated by the formed negative perceptions of children with disabilities. These ideas are based on the awareness of the low level of their cognitive abilities and the observed learning difficulties.

Inclusive learning is an organization of the learning process in which all students, regardless of their physical, mental, intellectual, cultural, ethnic, linguistic and other characteristics, study together in educational organizations that take into account the special educational needs of learners and provide them with the necessary support. Inclusive education today is rightly considered one of the main priorities of the state social policy of Ukraine, which are implemented to varying degrees at all levels of education.

Keywords: adaptation, person with a disability, special educational needs, higher education institution, first-year students.

Introduction

The modern education system of a developed democratic society is designed to meet the individual educational needs of the individual. Creating opportunities in educational institutions to meet individual educational needs becomes the basis for building many learning systems around the world. At the same time, there are certain groups of children who have special educational needs not only individual but also special.

Such children have special educational needs when in the process of their learning there are difficulties and inconsistencies of children's abilities with the generally accepted social expectations. These special educational needs for the child require the institution to provide special materials, programs or services. The inclusion of people with special educational needs in the educational process is necessary for better adaptation of people with disabilities to further existence.

The problem of modern society in the adaptation of people with disabilities is extremely relevant, and this is due to the social insecurity of this category of people. An urgent problem is the process of adaptation of students with disabilities to study in higher education institutions, as their adaptation contributes to the effective process of learning and mastering their chosen profession. Otherwise, the behavior of a student with a disability will be associated with social isolation, inability to express themselves and self-realization, the emergence of negative emotional states. Thus, the study of factors influencing the social adaptation of persons with disabilities in the conditions of education in free economic education is relevant for teachers and psychologists.

Currently, the issue of inclusive education is insufficiently addressed. From the analysis of the scientific literature it can be concluded that at present the criteria of adaptability of children with special educational needs in the integrated educational process are not fully

understood and formulated, there are no effective support technologies for which the adaptation process would be more effective.

Purpose, subject, research methods

The purpose of the article is to identify the factors influencing the adaptation of students with disabilities to the conditions of study in higher education institutions.

Research results

Unfortunately, today's society is not sufficiently adapted for people with disabilities, and learning conditions are no exception. After all, higher education institutions are not fully adapted to train people with special educational needs. This is an urgent problem, because its manifestations lead to disorganization of the individual and do not allow him to become a full member of society.

Modern requirements for the educational process, the acquisition by the curator of the status of the main participant in the implementation of educational programs [4; 8] need to strengthen pedagogical research in this area in order to develop effective practical methods for the adaptation of students with special educational needs.

The term "adaptation" is used in various fields of scientific knowledge, but researchers have not yet developed a consensus on its meaning. Thus some authors consider adaptation as a process, the result of "adaptation" and others as the "interaction" of man with man (a certain team, group) or as the "interaction" of man and the environment.

The process of adaptation involves primarily the activity of the subject of activity, which requires understanding of their actions and deeds, finding their own solutions according to specific living conditions, analysis of characteristics and results of interaction (including freshman) with new people and circumstances. Adaptation is a complex, multifaceted relationship between man and the environment [3].

First of all, the definition of the term "adaptation" appeared within the biological concepts of the second half of the XVIII century. At that time, this term most often meant direct and mostly passive "adaptation" of a living being to the environment (Latin "adaptatio" - adaptation). Under this influence, the first sociological interpretations of adaptation were formed, which were reflected, for example, in the works of G. Spenser and E. Diurkheim. Spencer held the position of "extreme adaptationism." Its essence was to understand social

adaptation as a process in which the personal qualities of the individual adapt to external social relations. Spencer called an individual who has successfully adapted to the conditions of the environment while satisfying the needs of life in society a "marginal person," thus emphasizing the possibility of his full adaptation to social relations and institutions.

E. Diurkheim approached the issues of social adaptation in a slightly different way. He believed that the adaptive capacity of the individual is the ability to obey the norms of the social environment, ignoring those manifestations of individuality that may contradict these norms. Otherwise, in his opinion, there is a situation of maladaptation, which he referred to as "pathology". According to Diurkheim, the individual has only one adequate way to adapt - to master the norms of the environment and adapt to them. Later he changed his mind somewhat, noting not only the coercive nature of social norms, but also their "desirability" for individuals [7].

What both researchers have in common is the recognition of the dominance of the environment over the individual in the process of social adaptation, which quite clearly reflects the idea of adapting the adapter as a passive object of external influence. Such interpretations of social adaptation can be called socially dominant. They do not reveal the position of the subject in the process of adaptation, ignoring his individual properties and abilities.

Integrated learning involves the modification of the pedagogical process taking into account the specific needs of people with special educational needs and the creation of special educational conditions; availability in institutions of the service responsible for the organization and carrying out of actions on medical, social and professional rehabilitation. The basic document during the organization of rehabilitation of disabled people in vocational education institutions is an individual rehabilitation program for students with health problems. The individual rehabilitation program is considered as a set of optimal rehabilitation measures for a person with a disability, which is a set of medical, psychological, pedagogical, educational and socio-economic measures of social protection.

Inclusive education is a system of educational services guaranteed by the state, based on the principles of non-discrimination, taking into account human diversity, effective involvement and inclusion in the educational process of all its participants.

Inclusive education is often considered an alternative to the boarding school system, in which children with special educational needs study in special educational institutions and are forced to live in boarding schools with them due to their territorial diversity.

No child should feel any different and excluded from educational, cultural and social processes - this is the main task of inclusion [5].

The main difference between inclusive and integrative education is that attitudes towards people with disabilities and people with special educational needs should change during inclusive education.

Thus, moving through integration, we realize the right of a person with a disability to participate in society, and inclusive education is used to describe the learning process of people with disabilities and people with special educational needs.

Inclusive education is one of the main directions of reform and transformation of the education system, the purpose of which is the realization of the right to education. The transformation of the education system and the development of inclusion are based primarily on the most important international legal acts - declarations and conventions concluded under the auspices of the UN and UNESCO on human rights and the inadmissibility of discrimination for any reason.

Adaptation of freelance students to the conditions of study is an urgent problem of modern education, studied at the psychophysiological, individual psychological and socio-psychological levels. The process of psychophysiological adaptation is influenced by many factors, among which the personal characteristics of a person are important (if not decisive) [10].

Adaptation of first-year students to free economic education in a new environment for them, in the new system of education in higher education institutions is not always successful. Studies of the process of adaptation of freshmen provide an opportunity to identify the following main difficulties: experiences associated with the transition period:

- from school to adult life;
- uncertainty of motivation to choose a profession;
- Insufficient psychological preparation for independent living, the need to make decisions, take responsibility for their own actions and deeds;
- inability to carry out psychological self-regulation of behavior and activities, which is exacerbated by the lack of the usual daily control of teachers and parents;
- new conditions of student activity in ZVO are a qualitatively different system of a ratio of responsibility and dependence where necessity of independent regulation of the behavior comes to the fore; search for the optimal mode of work and rest in new conditions; adjustment of life and self-service, especially while living in a dormitory;
- lack of skills of independent work, etc.

All these difficulties are different in origin. Some of them are objectively inevitable, others are subjective and are associated with poor training, the peculiarities of upbringing in the family and school [3].

Social adaptation is a process and result of active adaptation of an individual (social group) to the requirements and expectations of participants in a new or changed social system. The subject of social adaptation can be an individual or a social group. The individual, undergoing social adaptation, socializes, incultures; undergoes labor adaptation; reconciles self-assessments and external assessments, one's own desires and expectations with the real possibilities and conditions of the social environment. The social community in the process of social adaptation harmonizes its social relations, undergoes procedures of institutionalization. As a result of social adaptation, an individual or group acquires the ability to consciously navigate situations, to resort to adequate patterns of behavior, to choose resources to meet their needs and aspirations. The main features of social adaptation: active creative involvement of the individual in social processes, willingness to interact; adaptation to interpersonal relationships inherent in the environments to which it belongs, ecological and cultural environment, etc. [1].

The adaptation process can be done in two ways. One of them aims to accommodate people with disabilities through the creation of a special living environment (wheelchairs, crutches, ramps, lifts, etc.). Another way of adaptation is through the activation of the patient's life position to overcome his "defect". It is related to the personal position of a person with a disability [9].

Both of these ways of adaptation deserve attention, because the social adaptation of a person with a disability will be impossible without providing him with means of transportation, necessary medicines, etc., those priority conditions that bring the life of a person with disabilities closer to his healthy environment. And already on this basis it is necessary to develop social activity in the individual to involve him in socially useful work, group activities, which will help to increase his self-esteem and form a sense of self-importance, and accelerate the process of social adaptation [6].

Social policy in Ukraine today is focused on the integration of people with disabilities into society. This trend is characterized by the development of many programs aimed at reducing the social distance between healthy people and people with disabilities. This does not take into account the fact that society is not ready to accept people with disabilities, give them equal rights and opportunities. This is due to the significant psychological distance between people with disabilities and healthy people, which is caused by negative stereotypes, attitudes,

prejudices and discrimination, which are prevalent in many areas of interaction with people with disabilities. It is the reduction of psychological distance, in our opinion, will lead to a significant improvement of adaptive capabilities both in society in general and in the conditions of study in free economic education in particular.

The level of social adaptation is closely related to the current needs of the individual. The process of social adaptation is continuous and is seen as a process of establishing correspondence between actualized needs and their satisfaction. Society is interested in a person who meets their needs, so the effectiveness of adaptation depends on the individual's ability to make connections, the individual's competence to act effectively in the environment, adequate perception of their position and learning new roles.

Thus, social adaptation is a continuous process of achieving correspondence between current needs and their satisfaction through an active position that the individual takes in the process of life and is measured by the quality of life of the individual. The purpose of social adaptation is to achieve similar results in life in relation to other subjects of the relationship. It is generally accepted that the social environment of the individual (micro- and macroenvironment), where special special favorable (or unfavorable) conditions are created is a significant factor for the development of the individual. If these requirements are not met, an imbalance occurs. The specificity of adaptation of a person with a disability depends not only on personal characteristics and its defect (physical, mental, sensory or intellectual disabilities), but also on the capabilities of society, its willingness or unwillingness to treat a person with a disability as an equal other rights [2].

Conclusions

Social adaptation of students with disabilities to the general system of social relations and in the process of adaptation to the conditions of study in the Free Economic Zone face various difficulties and obstacles. These include health problems, mobility problems, and negative stereotypes about people with disabilities. But we should not forget that no matter how favorable the conditions for learning and socialization, its results depend on the purposefulness of the individual.

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DEVELOPMENT OF CREATIVITY IN OUT-OF-SCHOOL EDUCATIONAL ACTIVITIES IN POLAND

Summary

The article analyzes the content of out-of-school education in Poland as one of the most important means of forming a comprehensively developed personality. The stages of formation are determined as follows: the first stage - forming (from 1882 to 1914), the second stage – development (from 1914 to 1944), the third stage – decadence (from 1944 to 1989), the fourth stage – renaissance (from 1989 to the present). Trends in the development of out-of-school education in Poland are analyzed. The experience of practical pedagogical activity on definition of characteristics of work of the teacher and introduction of methods of development of creativity in educational process of Poland is generalized.

Keywords: creativity, educational activity, development, education, out-of-school education.

Introduction

Education as an organized system of cognition, development of thinking and creativity is one of the most important means of forming a comprehensively developed personality. Out-of-school education aims at developing students' creativity, as well as designing their own approach(es) to any problem, forming the ability to deeply understand the issues under study and to generate and produce new ideas. Teachers face the problem of stimulating the development in students such a mechanism of thinking (creative), which would allow them to quickly adapt to changing requirements; independently find and analyze new sources of information; creatively apply them in professional activities.

Analysis of the formation and development of out-of-school education in Poland indicates the presence of its scientific and theoretical substantiation in the works of the following Polish researchers: Ya. Venhrynovych, S. Voloshyn, R. Vruchynskyi, S. Kavula, S. Kovalskyi, S. Mieshalskyi, V. Okon. The tradition of deliberately organized out-of-school activities with children in Poland dates back to the era of the National Education Commission (Komisji Edukacji Narodowej). The Statute of the commission (1783) identified the upbringing of a full-fledged person as: healthy, virtuous and cultured, happy in personal life, a useful member of the community and a good citizen. [4].

Purpose, subject, research methods

Aim of research is to analyze the development of out-of-school education in Poland as one of the most important means of forming a comprehensively developed personality.

Subject of research is out-of-school education in Poland.

Research methods – in the process of scientific research and in order to substantiate the obtained results, the following theoretical research methods were used: analysis, comparison of scientific publications on the development of out-of-school education in Poland, generalization of practical pedagogical experience to determine the characteristics of the teacher and creativity.

Research results

It is worth mentioning the activities of such selectives for young people as "filomati", "filareti", "illuminati" ("radiant", "promienisti"), which offered cultural pastime with self-educational, ideological and social work.

In the second half of the XIX century there is a tendency to weaken the influence of the family as a natural educational factor. Parents were employed in factories and other enterprises, so they could not devote enough time to the upbringing of their children.

The progressive part of Polish society sought to establish appropriate educational institutions in which children could spend their free time out of school. During this period, the first out-of-school educational institutions appeared, the purpose of which was to prevent socially undesirable actions and increase the chances of creative development.

Stage I (forming) – from 1882 to 1914.

In 1882 the Society of Summer Colonies (Children's Camps) named after V. Markiewicz (Towarzystwo Kolonii Letnich im. St. Markiewicza), who cared for visually impaired children, was founded;

- in 1888 the park of motor games, entertainment and physical training for children, school and craft youth with permanent pedagogical care was established in Krakow (Dr. Heinrich Jordan City Park) [2];

- shelters (ochronki), Jordan Gardens, playgrounds and entertainment sites, including kindergartens named after Wilhelm Rau were created (W. Rau);

- Sokół gymnastics associations (Sokół);

- Young Men's Christian Association (YMCA) – an international charity that founded clubs for young people, organized international camps;

- Union of Polish Scouts (Związek Harcerstwa Polskiego) – its members exploited hikes and excursions, which served as the preparation of children for socially useful activities.

Stage II (development) – from 1914 to 1944.

Society of Pals (Towarzystwo Przyjaciół Dzieci) was established in 1914 in Kraków aiming at organizing the social upbringing of children in areas that were not covered by the school curricula. Its purpose and features are described as follows: "Lots of space, clean rooms, all kinds of materials and accessories, writing and drawing paper, books to read. And, at the same time, complete freedom, the opportunity to do what the child likes best, the unobtrusive help of older people, professionals, who are always ready to provide advice and guidance"[1, p. 17].

The Society of Children's Friends (SCF; Towarzystwo Przyjaciół Dzieci – TPD in Polish) has organized the first out-of-school educational institutions in Krakow ("hearths"), Warsaw, Helenow and Lodz.

SCF in Golenow operated various forms of organized life of children, namely: self-government councils, friendly courts, literary, gardening, library and other selectives. Skating and tobogganing classes, excursions, motor games, work in the garden, etc. were also organized in different cities.

SCF has organized a residential complex in Warsaw, which possessed the following features:

– such active consulting offices (poradnie) as «Children's health» («Zdrowie Dziecka») «Upbringing Council» («Poradnie Wychowawcza»);

– preschool educational establishment (przedszkola);

- SCF school;
 - B. Limanovskyi gymnasium;
 - a room for schoolchildren («svitlyticia»), in which there were groups (rhythmic, singing, dancing, orchestral, musical, etc.), a library with a reading room, a puppet theater.
- SCF in Łód organized numerous "hearths" that lasted for many years and covered several thousand children.

Stage III (decadence) – from 1944 to 1989.

In 1944 the activities of the SCF were resumed and mostly aimed at organizing emergency care for children affected by the war. From 1945 the Ministry of Education took care of children on the basis of a resolution of the Council of Ministers, and focused its effort on the organization of out-of-school institutions, at the same time, the Union of Polish Youth (UPY) and the Ognyszche (hearth) Association took care of the leisure of children and youth. In 1951 there was an acting "Palace of Youth" (specialized institution that served a basis for different creative activities of children, students and youth) in Katowice; in 1955 similar establishments appeared in Warsaw and Szczecin.

In the 60s of the twentieth century there were 2 Palaces of Youth in Poland, 119 **Houses of Youth and Culture** and **Houses of Culture** for children and youth, Technical Station for youth in Gliwice, Youth Agrobiological Station in Wrocław, 275 Jordanian gardens, 98 station rooms, 12560 Interest Groups in various schools [3, p. 4].

After the democratization and decentralization of public life, there was a **tendency** to decline and disband many preschool institutions.

Stage IV (renaissance) – from 1989 up to nowadays.

Since 1989 out-of-school activities are organized independently from school curricula by different establishments, which can be distinguished into several groups according to their specific features, type of ownership and funding, goals, etc.

The first group includes out-of-school institutions, which are subordinated to the departments of education and higher education:

- Palaces of Youth (Palace młodzięży);
- Houses of Culture for Youth;
- Houses of Youth and Culture;
- specialized out-of-school institutions;
- centers of out-of-school labor (Ogniska pracy pozaczkolny);
- Jordan Gardens (Ogrody Jordanowskie);
- playgrounds for games and entertainment (Place gier s zabaw);

- rooms at the railways stations for youth;
- physical education centers;
- interschool sports clubs.

The second group contains: institutions of departments of culture and arts with corresponding sections for children and youth (houses of culture, clubs, libraries), specialized establishments of trade unions and similar legal entities, including other types of out-of-school institutions.

Out-of-school activities are considered as one of the main links of sustainable education in the system of upbringing of a fully-developed personality, which conducts the full realization of his/her potential and inclinations while creating conditions for the development and maintenance of talents. Providing opportunities for the choice of activities in which the child is interested, creates the necessary conditions for the manifestation of his/her natural abilities [5, p. 8–13].

It is known that in out-of-school activities vividly reveal the natural needs of children, such as self-affirmation, communication, physical exercises. Also, they allow children to act in new social roles, as well as to drift away from being mere students, for out-of-school institutions create particularly favorable conditions for "I-model" formation and substantiation. This area of topical communication, in which the needs for new contacts and acquaintances are met, provides for gradual expansion of the worldview of schoolchildren, and amplifies the ability to conduct independent creative search, which contributes to the development of creativity and deepening of the emotional perception of modern life.

In Ukraine, there is a wide network of out-of-school institutions that are aimed at meeting the needs of children in additional education and meaningful leisure. It includes: children's sectors, specialized departments, Houses and Palaces of Culture, parks for children, Palaces of Children's and Youth Creativity, centers of scientific creativity, scientific-creative and educational-research centers, centers of tourism and local lore, centers of aesthetic education, stations and clubs of young naturalists, Small Academy of Sciences, etc.

The teaching staff of an out-of-school educational institution is responsible for the development of the intellectual, emotional, moral and spiritual spheres of an individual, as well as it should promote his/her professional self-determination and self-realization. Moreover, work on the problem of developing personal creativity must be carried out, thus, their most important task is to form an educated, worthy citizen of the country. Therefore, the development of the child's personality, preparation for further sustainable education and employment form the priority goals of out-of-school institutions.

Methodologists together with the leaders of groups actively cooperate with teachers of other out-of-school educational institutions, as well as consult children and their parents on the issues that would aid to maximal development of the personality of the student and teacher [7]. Depending on the use of various forms and methods of organization of independent research activities, the pupils of the selectives of scientific and technical spheres gradually undergo qualitative personal changes that lead to:

- accelerated development of intellectual and creative abilities, the formation of a high level of creative activity and individualization of own style of cognitive activity;
- formation of research strategy of cognitive activity, compilation of a set of research and communication skills, mastering the skills of personal self-determination, self-realization and self-development.

The creativity development program prioritizes the role of the teacher, for he/she encourages students to perform tasks aimed at developing their intellectual abilities, therefore emotional and creative potential of the educator must be combined, which leads to accumulation of a large amount of knowledge and professional experience that can be used to successfully achieve educational and developmental goals directed at unlocking and forming the true capabilities of children. However, one of the primary objectives of a teacher is to be a leader, a guide for his/her students, thus it implies certain requirements that the educator must meet. Moreover, he/she must be:

- 1) democratic;
- 2) not authoritarian;
- 3) with acting abilities (can shift the roles/provide examples);
- 4) charismatic;
- 5) emotional;
- 6) tolerant;
- 7) with flexible mind and way of thinking [8, c. 82–87].

In the process of organizing independent information search, research and experimental activities of the child, corresponding skills are formed:

- *intellectual* – analysis, synthesis, comparison, generalization and systematization; abstraction, description of the studied objects, establishment of causal relations; problem statement and making hypothesis, search and use of analogy, deductive inference and proof presentation;
- *practical* – use of educational, informational and additional literature, selection of materials for the experiment, registration of research results, etc.;

– *self-organization and self-control* – planning of search and research work, rational use of time and means of activity, check of the received results, self-assessment [6, p. 206–207].

The formation of a system of independent *research and gnostic skills and abilities* of the *creative personality* during the selectives of scientific and technical profile promotes the development of a high level of his/her creative activity, as well as constant focus on the cognitive susceptibility of a child.

The main purpose of the selectives of arts and crafts is to stimulate the development and realization of a creative potential of an individual, form corresponding skills, establish and direct the desire for novelty, the ability to apply theoretical knowledge in practice, moreover, teachers create conditions for the development of creative personality and the formation of artistic taste, as well as initiate involvement of children into studying customs and traditions of their country [9, p. 238].

Conclusions

Thus, proper analysis of the formation and development of out-of-school education in Poland indicates that out-of-school activities are considered as one of the main links in sustainable education of a fully developed personality, which allows to conduct the fullest realization of his/her abilities and inclinations, as well as creates conditions for developing and maintaining students' interest in science, technology and art.

Creative educators should conduct out-of-school classes aimed at unusual and yet effective ways and means of presenting the material, moreover, developing children's ability to identify and creatively solve real life and professional problems. This feature is a necessary characteristic of a competitive specialist, capable of offering his/her services at the modern labor market. Therefore, out-of-school institutions should not only provide information, but also teach children and youth to analyze and evaluate upcoming data, as well as to ask questions in order to properly verify it.

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FORMATION OF CREATIVE ACTIVITY OF AN INDIVIDUAL AND DEVELOPMENT OF HIS/HER PRACTICAL SKILLS BY THE MEANS OF INTEGRATED COMPLEX APPROACH WHILE PERFORMING PAINTING ART TASKS

Summary

The problem of forming creative activity of an individual and the development of his/her practical skills is a complex multifaceted process that requires time to solve and a clear management system through an integrated approach, thus due to the development of modern science and altering the nature of psychology and pedagogical creativity, training of specialists capable of creatively solving painting art problems acquired special significance.

Keywords: painting art, creativity, artistic creativity, practical skills, integrated approach.

Introduction

In the process of assimilation of social norms, values an individual forms his/her own interests, needs, which turn into internal motives, determining his/her behavior and activities to a particular type of creativity. Thus, this provision allows us to consider the interest and need for artistic creativity as the dominant motives influencing the formation of creative activity (CA) of an individual and the development of his/her practical skills manifested in various types and forms of training. The formation of practical skills in solving painting art problems on the transfer of color relations by means of painting in students of creative specialties is part of the educational process, therefore, with the help of a comprehensive approach during the study of theoretical material in painting art, the creative activity of an individual is formed, shaped and his/her practical skills are developed.

Aim, subject and research methods

Aim of research is investigate creative activity of an individual which is shown in all spheres of social life and manifests itself differently in various kinds of activity.

Subject of research is organization of activities of students in the process of creating an individually new creation, in which the subject (student) invests his/her knowledge, skills, abilities acquired in the classroom in a new situation, while showing an emotional and evaluative attitude to the work during the painting tasks.

Research methods: in the process of scientific research and in order to substantiate the results, the following theoretical research methods were used: analysis, analysis of scientific publications, generalization of practical pedagogical experience (as a tool to determine creative activity).

Research results

Based on research conducted in the field of philosophy, psychology, pedagogy, creative activity is considered as an integral concept, which can be manifested as a temptation to creativity, and as a stable property of the individual, which characterizes the subject at the time of creative activity.

Philosophical consideration of the essence of the creative process allows us to identify the main feature of the definition of creativity, which is, according to many researchers, the significant importance of this phenomenon in any sphere of human activity; moreover, P. P. Kramar clarifies that creativity is a kind of a development characteristic of human being.

In psychological and pedagogical science, the concept of creativity is defined as the limit of human activity, which is its highest form of activity and a condition for improvement.

The most definitive, in the context of our study, definition of creativity is given by V. S. Kuzin: creativity is a complex complicated process that involves the mobilization of all major mental processes of man... art is an activity in which a person creates new, original works that have social significance [6].

According to the definition of Ya. A. Ponomarev, creativity is a necessary condition for the development of matter, the formation of its new forms, along with the emergence of which change the very shape of creativity [9].

Ya. A. Ponomarev identifies the following stages of creativity (tab. 1).

Table 1. Characteristics of stages

№ s/n	Stages	Characteristics of stages
1	First stage (conscious work)	special state of activity, which is a prerequisite for an intuitive glimpse of a new idea, i.e. the ability to see a problem that requires a creative approach
2	Second stage (unconscious work)	unconscious work on the problem, the ability to mobilize personal and social experience to hypothesize and solve the problem
3	Third stage (transition from unconscious to conscious)	as a result of unconscious work in the realm of consciousness comes the idea of invention, discovery, initially in a hypothetical form; special observations, experiments and their generalization in the form of conclusions and hypotheses
4	Fourth stage (conscious work)	development of the idea, its final form and verification

Source: Own survey on the basis of conducted research

Cognitive interests and the development of students' practical skills are in a state of development. Abstract thinking and critical thinking reach a high level. Student age is favorable for creative activity, namely the development of active, independent, creative thinking, so it should be stimulated in every possible way. Thus, it's characterized by a natural sensitivity of visual perception, which develops in the process of activity (sense of rhythm, shape, line, color, proportion), highly developed figurative memory, sensorimotor properties of the hand.

The development of the emotional sphere of an individual is obligatory, for emotions express the artistic and aesthetic qualities and impact CA. All this must be taken into account in an integrated approach when performing painting tasks. Based on the psychological and pedagogical concept of personality formation with a comprehensive approach, in the process of training we assume that the more successful acquisition of knowledge and methods of work involves the organization of creative cognitive process of artistic creativity, in which educational material becomes the subject of activity of each student.

During the formation of creative activity of an individual and the development of practical skills, the method of teaching painting art is a basic component, which is built from a group of methods, the main of which is a comprehensive one. It's based on not only providing help by the teacher to the student in analyzing the structure of the work process, as well as identifying its composition, but also in achieving student's understanding of the meaning and significance of the process of work itself, including its final result. Therefore, there are groups of methods associated with the theoretical study of painting – didactic and analytical, which are related to creative practice. During the study of the theoretical part, educational process should be based on such didactic principles as step-by-step advancing, systematic review of the

material, consistency, accessibility of data and improved knowledge acquisition.

To intensify creative activity, creative thinking, development of artistic vision, it is necessary to exploit the method of comparison, the subject of which may be different variations of the same plot, artistic image, etc. Students should seek to find elements of originality in reflecting their ideas and ways of achieving them. Students should also pay attention to examples of how famous artists used paintings to convey the image, build the features of composition, as well as manipulated color and color interaction in the picture.

With a comprehensive approach when performing painting tasks, first of all, the basic means of creating artistic painting should be the following: contrast, rhythm, chiaroscuro and color. While carrying out painting procedures, the analysis of drawing itself is of great importance for the development of practical skills. In the process of analyzing the structure of a work of art, the artist's choice of certain visual aids, an understanding of the nature of the holistic perception of a painting is formed. The creation of a holistic form is influenced by theoretical knowledge of composition and color. It is important to consider the importance of each of the areas, as underestimation of one of them leads to one-sidedness, especially at the initial stage of training.

Comprehensive study of theoretical issues of painting art is an important component of students' learning, which contributes to the search for individual creative handwriting and original artistic ideas. It should be noted that the creation of a painting is influenced by the personal experience of an artist. The considered factors determine the meaningful side of the work, form the student's worldview, develop his/her artistic taste. Low level of knowledge of the basic theory leads to randomness in the process of work and the technical inability to realize certain ideas, as well as low probability of mastering the formative means. Creative activity helps the student to develop imagination, conveys understanding of methods and composition of painting, promotes formation of artistic individuality.

An integrated complex approach plays an important role for the implementation of student's ideas during the process of performing painting tasks. Moreover, it is important to pay attention not only to the content of the painting, but also to the technologies, expressive means and methods of execution in order to achieve the task. The creation of the works of art in classroom is influenced by the artistic taste of the student by nature and is manifested in the choice of a clear perspective with the characteristic features of lighting, rhythmic arrangement of the objects of production.

When performing practical tasks, color is a fundamental component of painting and a basic artistic and theoretical subject, the main link for all special disciplines and the key to

mastering the experience of practical activities, the development of practical skills in painting. Along with the transfer of knowledge about the functional side of color, it is necessary to promote the development of color thinking of students through acquaintance with the techniques of famous artists, the richness of color palette, as well as modern techniques and ways of coloring. Students should pay attention to the role of color in the holistic construction of the work using subtle color combinations or strong contrasts. "The color of the picture is determined by the peculiarities of the color of the depicted objects, chiaroscuro, the spectral composition of a lighting, the general tone, depending on the degree of illumination at different times of day and weather conditions, the property of vision that perceives changes in color and light" [10].

The harmony of color combinations is determined by the appropriate state of illumination. Colors that convey the subject of the image in certain lighting conditions and taken in relation to each other, create a color integrity of the image. Determining the color scheme of individual objects in the spatial environment, the student must seek in the image to coordinate all parts of the production, to subordinate the light color gradations of individual parts of it.

Pedagogical activity of such artists as P. P. Chystiakov and D. N. Kardovskyi had a significant impact on the problem under consideration. According to the P. P. Chystiakov's definition, color relationships is a color form in the color space, so each stroke must be "painted and sculpted." Chystiakov taught to compose color, light and shadow first on the palette, and only then to transfer the color to the canvas [3].

D. N. Kardovskyi believed that it was necessary to learn to convey the shape of the object with a brush in one color, thus he recommended to take two colors first: one dark (mars or umber) and light (white).

M. P. Krymov put the foundation of learning the art of painting in the transfer of color and tonal relations; he believed that even if not exactly accurate colors are taken, but the proportional color relations are clearly defined, the veracity of the image will be achieved: "The right tone placed in the right place will do the trick everywhere: in the picture; and with the form; and in the air; and within space" [4].

M. P. Krymov also believed that the perception of color is an individual phenomenon that can not be taught, but the correct perception and transmission of tone can and should be taught. The basis of learning is the conscious assimilation, understanding and accumulation of knowledge about color.

H. V. Bieda defined the concept of "tonal and color relations" in his theoretical works [2]. For endurance of proportional tonal and color relations and transfer of the general tonal and

color condition at the very beginning of work H. V. Bieda advised to establish tonal and color scale on a palette. As we can see, it is the fidelity of tonal and color relationships that forms the basis of a holistic color image.

During the first years of study students gain basic professional skills and theoretical knowledge, on the basis of which practical skills are developed and their further learning is built.

Many artists-teachers dealt with the problems of painting at the initial stage of the studies. The result of their research was the fundamental works devoted to the teaching of painting, and numerous studies that consider the process of teaching painting from the standpoint of determining color relationships, etc.

To improve the quality of creative work, the teacher must set clear goals and specific objectives. The formation of CA of an individual and the development of practical skills of the student will contribute to a comprehensive approach, which, in combination with scientific and methodological forms, stimulates motivation. That is why the student must be given the right to evaluate his/her own work, to identify those points that could be brought to a qualitatively higher level. At the same time, other students should also seek to evaluate the work of their classmates, which will develop their analytical skills and form artistic taste. An effective way of learning is the method of personal demonstration by the teacher of the process of performing work on the example of their own creative activity.

The integrated complex approach is the basis of practical training of students, which substantiates and enhances knowledge, abilities, skills to see and transfer a various state of nature depending on lighting conditions and environment. An important role in the learning process is played by educational productions, which should be diverse in subject matter, educational and creative tasks, involving in composition and color, as well as they are to meet aesthetic requirements, serve the development of practical skills and amplify creative activity of students [7].

Practical classes in the "Painting art" discipline for the consistent consolidation of theoretical knowledge, practical skills involve the improvement of independent educational and creative work in painting both at home and under the guidance of a teacher. The development of artistic and creative abilities of students through the intensification of independent art activities in painting requires further, more in-depth work, so the main beacon for students are didactic principles of consistency, systematicity, scientificity, accessibility.

Focusing students' attention on the technical side of creating a painting is also justified by the fact that the color qualities of the work of art are highly dependent on the professional

use of the properties of materials. The concept of "painting technique" includes a set of skills, methods and techniques used in the performance of a work of art. The quality of a painting is closely linked to the student's practical skills, i.e. how he or she masters the material chosen. In addition, the skillful use of specific resources depends on the ability to holistically and figuratively see the depicted object, its shape, select the most necessary features to identify creative ideas, ignoring minor details. In painting technique a great role is played by brush work in applying paints on canvas, skillful transfer of shape and color of depicted objects, achieving a certain texture of the colored surface, which largely depends on the artist's temperament, experience, confidence with which he applies color to plane [10].

Practical skills should help to identify the artistic idea in the composition, the expressiveness of all plastic and color means of painting. The method of applying paints is of great importance in the transfer of the author's creative idea, as dense or layered transparent application of paint slightly changes the impression of color, even if in all these cases the student used the same paint.

Practical skills in painting, in addition to the possession of artistic material, depend on the ability "to see" the future composition before applying paint, identifying overall color of the picture in advance. The ability of a holistic artistic perception of reality largely depends on the experience gained in the art of painting.

During the formation of creative activity of an individual and the development of practical skills integrated complex approach is used in Zhytomyr Ivan Franko State University at the Department of Fine Arts and Design; problem groups have been created in order to substantiate the effectiveness of the method chosen.

Important goals and objectives of the problem groups "Oil Painting" and "Composition in Art" are the following:

- comprehension of centuries-old experience of the European schools of painting, study of classical methods of painting of old masters;
- mastering the best traditions of world art;
- enrichment of personal artistic practice, development of artistic skills.

The work on problem groups allows us to conclude that the use of an integrated complex approach can be exploited to not only teaching pedagogical skills, but also acquiring practical skills needed to perform painting tasks.

Conclusions

During the formation of creative activity of an individual and the development of practical skills, the method of teaching painting art is an essential component, which is based on methods, the main of which is the integrated complex method. The development of CA of an individual is more effective and aimed at achieving the goals, objectives, content, methods, conditions, forms and means of independent learning of painting and promotes not only the development of practical skills, but also lays the foundation for basic special competencies. The formation of such personality traits as the desire for creative achievement, self-education, self-improvement, ability to self-analysis, purposefulness, cooperation in creative activities, ability to work, allows the graduate to adapt to different conditions of their field of activity. With the help of an integrated complex approach in the study of theoretical material and in the process of creating an individual new work of art in which the subject (student) invests his/her knowledge, skills, abilities acquired in painting classes formed creative activity and develops practical skills.

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TESTING AS THE FORM FOR KNOWLEDGE CHECK OF HIGHER EDUCATION SEEKERS UNDER DISTANCE LEARNING CONDITIONS IN UKRAINE

Summary

The current level of development in the field of computer technologies gives a wide range of opportunities for learning efficiency increase and assures its qualitatively new level. An integral part of the reform in the system of higher education is distance learning which continues to gain importance nowadays.

The objective of the research is to analyze the application peculiarities of different kinds of testing during classes in Ukrainian language (for professional purposes) as the form for knowledge check of higher education seekers under distance learning conditions in Ukraine. The defined objective assumes the performance of the following tasks: to analyze and generalize current studies concerning application peculiarities of different kinds of testing; to prepare the systematic description of testing structure charts of the discipline “Ukrainian language (for professional purposes)” for higher education seekers in the Moodle system. The subject of the research involves testing as one of the most efficient method for assessment of the level of language communicative professional competence formation of the higher education seekers during Ukrainian language (for professional purposes) classes. Research methods reflect the nature of the given article. They include empirical methods, in particular observation and description; theoretical methods, in particular analysis, generalization, classification etc.

The problem of application of testing for knowledge control and assessment was the key topic in the studies of many scientists including Ukrainian researchers: O. Dzhadan, N.

Holokoz, R. Kyzyma, N. Kozhemiako, I. Mezhuieva etc. and foreign observers: D. Vilford, D. Hlass, F. Devidson, Dzh. Stenli etc.

The educators' concern in testing as in the method of learning individualization comes from the efficiency increase of the educational process and optimum favorableness for individual work of every education seeker. In situations of total transition toward distance learning at all the institutions of education the importance of testing as the form of knowledge check continues to increase and requires improvement.

According to the didactic aim of the Ukrainian language (for professional purposes) classes different types for knowledge control of education seekers have been applied. Consequently, depending on the type of control: precheck, current check, thematic check, final check – different kinds of testing have been applied. The article contains the illustration of testing structure charts of the discipline “Ukrainian language (for professional purposes)”.

The application of testing as the system of tasks with specific presentation and contents has been justified during Ukrainian language (for professional purposes) classes in case of distance learning at institutions of higher education in Ukraine. Testing is a necessary step for the development of methods of higher education seekers' knowledge control and assessment. The research prospects of the other aspects of defined problem are completely valid.

Keywords: distance learning, higher education seekers, Ukrainian language (for professional purposes), matching test, multiple choice test.

Introduction

The current level of development in the field of computer technologies gives a wide range of opportunities for learning efficiency increase and assures its qualitatively new level. An integral part of the reform in the system of higher education is distance learning which continues to gain importance nowadays.

Today, the world is experiencing a Covid-19 pandemic. This virus has affected various aspects of human life, not leaving aside such an area as education. Distance learning should not be seen as an innovation caused by a pandemic. The term distant education was first used in the catalog of correspondence courses at the University of Wisconsin in 1892 [7, p. 243]. In the dictionary of the Ukrainian language, distance learning is interpreted as learning through correspondence, television, radio, Internet, telephone with limited contact with teachers [1, p. 300]. If in the past distance learning concerned a limited number of students, today

modern distance learning unites students of all levels of education: from primary, secondary to higher education.

The pandemic has led to significant changes in education during 2020 worldwide. The vast majority of countries have closed all educational institutions for at least some time, while the rest of education has stopped in some areas. According to UNESCO, in April 2020, all schools were closed in 191 countries, home to more than 90% of all potential students on the planet [<https://cedos.org.ua/uk/articles/>]. Ukraine has closed all educational institutions to attend since March 12, 2020, when the epidemic began in the country. According to the Resolution of the Cabinet of Ministers № 211 of March 11, 2020, quarantine was introduced throughout the country, and students were prohibited from attending educational institutions at all levels. Finally, in full-time secondary schools, the school year ended remotely. Other levels of education have resumed after quarantine restrictions have been eased. Currently, since the beginning of the pandemic in higher education institutions of Ukraine, we are witnessing the third wave of distance learning.

The main types of distance learning classes are: lecture, seminar, practical classes, laboratory classes, consultations and others. The educational process of distance learning is carried out in the following activities: independent work; training sessions; practical training; final control

Aim, subject and research methods

In terms of distance learning, testing is one of the most effective means of organizing the verification of the level of formation of language and communicative professional competence in applicants for higher education. The importance of using tests is due to the fact that this form of knowledge testing is the optimal means of individualization in the educational process, the most common means of monitoring knowledge of the Ukrainian language (for professional purposes).

The objective of the research is to analyze the application peculiarities of different kinds of testing during classes in Ukrainian language (for professional purposes) as the form for knowledge check of higher education seekers under distance learning conditions in Ukraine. The defined objective assumes the performance of the following tasks: to analyze and generalize current studies concerning application peculiarities of different kinds of testing; to prepare the systematic description of testing structure charts of the discipline “Ukrainian language (for professional purposes)” for higher education seekers in the Moodle system. The

subject of the research involves testing as one of the most efficient method for assessment of the level of language communicative professional competence formation of the higher education seekers during Ukrainian language (for professional purposes) classes. Research methods reflect the nature of the given article.

Research methods reflect the nature of the given article. They include empirical methods, in particular observation and description; theoretical methods, in particular analysis, generalization, classification etc.

Research results

The problem of application of testing for knowledge control and assessment was the key topic in the studies of many scientists including Ukrainian researchers: O. Dzhadan, N. Holokoz, R. Kyzyma, N. Kozhemiako, I. Mezhuieva etc. and foreign observers: D. Vilford, D. Hlass, F. Davidson, Dzh. Stenli etc. It should be noted that the researcher N. Kozhemiako compared and characterized the features of pedagogical and linguodidactic testing. In particular, the pedagogical test is a system of tasks of a specific form, content, arranged in increasing complexity, which allows to qualitatively measure the level of training of students and assess the structure of their knowledge. And the linguodidactic testing is prepared in accordance with certain requirements of a set of tasks that allow to identify the level of their linguistic or communicative competence in test participants [5, p. 113]. In his publications O. Jadan, analyzing the advantages and disadvantages of using tests as a form of control in the teaching of humanities, defines tests as standardized tasks designed to measure in comparable values of individual psychological personality traits, as well as acquired knowledge, skills and abilities [2, with. 73]. Exploring the existing forms of test tasks and requirements for them, I. Mezhuieva considered the principles of composition of tasks in test form and the history of the origin and development of tests in pedagogy [6, p. 394–395]. R. Kyzyma and V. Yakovchuk, characterizing the types and methods of constructing test tasks, distinguish in the test control the possibility of using problem and program lectures to increase the importance of independent work of students and improve the quality of their education [3].

Professor of the Department of Foreign Languages, Polissya National University, Doctor of Pedagogical Sciences. Klimova K. Ya. notes that "... Test control of knowledge, skills and abilities of students (English" test "means" test, test ") has taken its rightful place in pedagogy, because the advantage of tests as the most common tool is obvious: they attract simplicity procedures, the result provides a quantitative expression and provides opportunities

for mathematical processing... Functions of test control: 1) diagnostic, due to the monitoring mechanism (collection, analysis and interpretation of results to determine the level of linguistic and communicative professional competence); 2) educational (the student consolidates the received knowledge in the course of performance of test tasks and expands them during self-check and check); 3) organizing (the teacher makes adjustments to the organization of the educational process: new technologies, teaching aids, concepts); 4) educational (development of memory, stimulation of interest in learning, desire for self-improvement, self-learning, especially in the process of transition from tests of the I level of complexity to the II, III levels, development of creative abilities) "[5, p. 47–48].

Teachers' interest in the form of testing as a means of individualization of learning is explained by the increase in the efficiency of the educational process and the optimal favorableness of independent work of each student. And in the conditions of total transition to distance learning of all educational institutions, the importance of using tests as a form of knowledge testing is growing and requires improvement.

According to the didactic aim of the Ukrainian language (for professional purposes) classes different types for knowledge control of education seekers have been applied. Consequently, depending on the type of control: precheck, current check, thematic check, final check [5, c. 113] – different kinds of testing have been applied.

Preliminary testing is usually conducted in the first practical lesson and aims to systematize statistical information about the achievements of each student in a particular subject, such as the Ukrainian language in the program of secondary school. Preliminary tests give the teacher the opportunity to predict and plan educational activities, to introduce an individual approach to the study of the Ukrainian language (by professional direction) by students.

If the current testing is conducted in practical classes to adjust the learning activities of students and stimulate interest in learning, the tests of thematic control involve checking, assessing and correcting the acquisition of knowledge after studying a topic [5, p. 113]. Thematic control tests are also called final modular testing. The discipline "Ukrainian language (for professional purposes)" provides 120 hours, it is 4 credits or 4 content modules, so when studying this discipline, students must complete the tasks of four final module tests [4, p. 90, 122, 158, 200]. Final testing is scheduled at the end of the semester to assess the language and communication skills of the student.

There are many solutions for distance learning systems with excellent technical capabilities, availability and level of complexity of various functional components, such as

Oracle (i-Learning), IBM (Learning Space), Open Source tools: Moodle, ATutor, Dokeos, Claroline, etc. However, we would like to consider the distance learning system used by Polissya National University of Zhytomyr - the Moodle system.

The expression "Moodle" is an acronym for "Modular Object-Oriented Dynamic Learning Environment". The very name of the system suggests that it consists of a set of functional elements of the modules. Each module is responsible for performing certain functions, for example, the Forum module allows you to create forums and exchange messages in an online course, and the Test module allows you to create and run tests. The Moodle system provides an opportunity to use the following types of tests in Ukrainian language classes (for professional purposes): to establish correspondence between concepts, tests such as multiple choice, essays.

For example, here are the structural pattern of tests in the discipline "Ukrainian language (for professional purposes)" for applicants for higher education:

Test №1 to establish correspondence between concepts.

Source: Own survey on the basis of conducted research

<i>Choose the appropriate interpretation for each term</i>	
<i>1. Statement</i>	<i>A) a document in which a person reports the main facts of his biography in chronological order;</i>
<i>2. Autobiography</i>	<i>B) a document that summarizes personal, educational and professional information about the person;</i>
<i>3. Characteristic</i>	<i>C) a document addressed to the institution or authorized person, which sets out a request with its brief justification;</i>
<i>4. Resume</i>	<i>D) a document that assesses the business and moral qualities of the employee signed by the head of the organization.</i>

Answer: 1C, 2A, 3D, 4B

Test №2 to establish correspondence between concepts.

Source: <https://glazastik.com/%D0%BF%>

<i>Match the appropriate passage to each style</i>	
<i>1. Journalistic style</i>	<i>A) And now, brethren, if I come unto you, and speak in an unknown tongue, what profit hath ye? So you also, when you speak the words of an incomprehensible language, how will you understand what you are saying? You will speak to the wind. And</i>

	<i>if I do not understand the meaning of words, then I will be a stranger to him who speaks, and he who speaks will be a stranger to me.</i>
2. <i>Scientific style</i>	<i>B) Verkhovna Rada of Ukraine, realizing that Ukrainian is a determinative and main sign of identity of Ukrainian nation, that was historically formed and during many centuries continuously lives on own ethnic territory, presents swingeing majority of population of country and gave the official name to the state, and also is the base system-forming constituent of Ukrainian civil nation, accepts this Law.</i>
3. <i>Formal business style</i>	<i>C) Few languages in the world can boast of such a turbulent history as our Ukrainian language. Few of them withstood the foreign pressure of such tension and fury. And so, under the conditions of survival, the Ukrainian language developed kindness instead of revenge. Today the national language of Ukrainians has acquired the status of the state, it is being studied, revived and improved.</i>
4. <i>Confessional style</i>	<i>D) The Ukrainian language is the state language of the Ukrainian people, our state symbol. Along with Polish, Slovak, Czech, Bulgarian, Serbian and other languages, it is one of the languages of Europe. This family of languages is the most studied and widespread. These languages are spoken by most of the world's population. Together with Russian and Belarusian, the Ukrainian language forms the East Slavic group of languages.</i>

Answer: 1C, 2D, 3B, 4A

The multiple choice test involves selecting one correct answer from several suggested ones or selecting several correct answers.

Test №3, which involves choosing one correct answer from several proposed.

Source: Own survey on the basis of conducted research

3. *Which section of linguistics studies the principles of word formation in dictionaries?*

A. *Grammar*

B. Spelling

C. Lexicography.

Answer: 3C.

Test №4, which involves the selection of several correct answers from several proposed.

Source: Own survey on the basis of conducted research

4. *The division of documents into types (groups) is not carried out on the following grounds:*

A) functional purpose

B) the duration of storage

C) the beauty of design

D) name

F) origin.

Answer: 2 A, C.

Test № 5. In tasks 10-14, choose one correct, in your opinion, variant of word usage, marked with the letters A, B, C or D.

Source: <https://mova.gov.ua> › [diyalnist-i-proyekti](#) › [ispit-na-riv...](#)

When perfecting your epistolary art, don't forget that **10**___ type of business letters as confirmation letters. You are an energetic, purposeful person, predictable, worried about your own authority and the prestige of your company. You are used to success **11**___ down to the smallest detail to avoid unnecessary misunderstandings. And you, **12**___, You know that the written confirmation of a previous agreement, arrangement or invitation sent is beneficial to you for several reasons. First of all, such a letter confirms yours resume **13**___ a business partner who treats those with whom he or she deals with due respect. Secondly, you have the opportunity to unobtrusively invite potential partners to cooperate and confirm your **14**___ in her.

10	A	secondary	B	accidental	C	topical	D	important
11	A	numerate	B	rely on	C	consider	D	to calculate
12	A	habitually	B	usually	C	notably	D	unlikely
13	A	testify	B	certified	C	experienced	D	educated
14	A	interest	B	benefit	C	adherence	D	awareness

Answer: 10 D, 11 C, 12 V, 4A.

The Moodle system allows you to write creative tasks with applicants, including essays. For example, applicants are given homework to write an essay on one of the suggested topics (the topic is quotes from famous people):

- *"The only true luxury is the luxury of human communication" (Antoine de Saint-Exupéry);*

- *"Language is the embodiment of thought. The richer the language, the richer the thought" (Panas Mirnyi);*

- *"Nations do not die of heart attacks. First, he takes away their language" (Lina Kostenko);*

- *"It is not the stronger or smarter who survives, but the one who responds best to the changes that are taking place" (Gordon Dryden);*

- *If you have patience and diligence, the sown seeds of knowledge will surely give good seedlings. Learning - the root is bitter, so the fruit is sweet (Leonardo da Vinci);*

- *Science is made up of facts, like a house of stones, but a set of facts is not yet science, just as a pile of stones is not yet a house. (Poincaré)*

- *The mind always likes to do something, and when it does not have the good, then it will turn to the bad. (Grigory Skovoroda).*

Elements of distance learning are increasingly used in courses of disciplines. Thus, given the current situation not only in Ukraine but also around the world, distance education is developing, improving and covering different groups, because the modern economy - "knowledge economy" is characterized by a paradigm – "lifelong learning". It should be emphasized that the distance course, compared to traditional learning, requires from the teacher more flexibility, more careful planning, support of students. There are supporters and opponents of distance learning. MOODLE may not be effective enough as an independent form of learning, but it is a very serious support tool for any education and innovation in the learning process.

Conclusions

The use of tests as a system of tasks of specific design and relevant content in the teaching of the Ukrainian language (for professional purposes) is appropriate, given the distance learning in higher education institutions of Ukraine. Testing is a necessary step towards the

development of methods for monitoring and assessing the knowledge of higher education students. Prospects for the study of other aspects of the problem outlined by us seem quite real.

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**FORMING COMPETENCIES OF RECEIVERS OF HIGHER
EDUCATION OF TECHNICAL SPECIALTIES IN THE CONTEXT OF
ENVIRONMENTAL CONSERVATION IN CONDITIONS OF
CONSTANT DEVELOPMENT OF THE SOCIETY**

Summary

Modern problems of the society are the men's consumer attitude not only to social and moral, but also to natural resources. Focusing on the progressive global approaches to building the education sector in Ukraine, special attention is paid to the issue of its quality, which is becoming a national priority, of the realization of citizens' rights not only to receive education at the appropriate level of training of a competitive specialist, but also sets priority in the direction of environmental protection. In particular, the Law of Ukraine “Upon education” states that “...the purpose of education is the comprehensive development of a man as an individual and the highest value of society, their talents, intellectual, creative and physical abilities, the formation of values necessary for successful self-realization, competencies, training of responsible citizens who are capable of making a conscious public choice and directing their activities towards the benefit of other people and the society; enriching on this basis the intellectual, economic, creative, and cultural potential of the Ukrainian people, raising the educational level of citizens to ensure sustainable development of Ukraine and its European choice” [1]. It is also emphasized that the bases of the state policy in the sphere of education and the principles of educational activities are the “formation of a culture of healthy living, environmental culture and environmental friendliness; scientific nature of education; diversity of education as a result of acquired competencies that allow future professionals to successfully fulfil themselves and carry out their further professional activities in accordance with the requirements of the modern world”. Therefore, the priority area of the educational process is

the training of specialists in technical specialties for their professional activities through using the systems of scientific, methodological and educational measures and events aimed at developing the environmentally conscious personality.

Keywords: educational process, receivers of higher education, technical specialties, competence, ecological consciousness, scientific creativity, environmental conservation.

Purpose of the work

Raising the level of environmental awareness of receivers of higher education of technical specialties, in particular the “Transport technologies (in road transport)” specialty by acquiring competencies in the context of preserving the environment as a result of educational activities in conditions of a sustainable development of the society.

Introduction

Today, when training a competitive specialist, the higher education should focus on the European educational standards aimed at ensuring the quality of environmental facilities next to active economic activities. It should be noted that about 60% of the information a person receives on a daily basis relates directly to the environmental quality issues. This fact confirms the need to change or reassess priorities in order to form a new environmental thinking in higher education students through the educational process and professional skills of lecturers [2].

The main feature of the environmental awareness is the understanding that the nature and society are jointly evolving, and therefore an important step in building an environmentally conscious model of behavior in the receivers of higher education is not only the introduction of technical specialties of environmental disciplines in the curriculum, but also the implementation of the student research work with an environmental opinion of solving the economic problem of a particular industry. What is meant here is a combination of science, environmental consciousness of the future specialist and the solution of the existing problem. Thus, the science is a special form of human activity, the purpose of which is to receive new knowledge for its further practical use in production. Besides, the new Law of Ukraine “Upon Environmental Impact Assessment” (No. 2059-19 dd. 23.05.2017), which contains modern European views upon environmental impact, provides for taking into account environmental considerations when experts making decisions on the planned economic activities that can significantly affect the quality of the environment objects and human health [3]. That is why this Law prohibits

starting any activity without prior assessment of the possible impact on the environment, and joining of specialists and ecologists will allow making the right decision and simplifying the dialogue between the public and industry.

This is precisely why the training of environmental awareness of thinking in the receivers of higher education in technical specialties, has an exceptional importance and will further contribute to the greening of decision-making in various fields of activities, and in particular in the “Transport technologies (in road transport)” specialty. Because the extremely rapid transformation of modern society and its transition from industry to information and communication causes the intensification of all means of communication without exception. An integral part of communication technologies is the transport systems, in the structure of which the road transport occupies a determinative place. Increasing the volume of passenger and freight traffic, the intensification of traffic flows inevitably requires development of the entire infrastructure of the road transport complex as a whole. The central object of this infrastructure is not only the transport, but also a network of high-quality roads that should ensure environmental and technogenic (man-caused) safety, economic feasibility, technical reliability and functioning timeliness of the entire road transport complex.

Presenting the main material

According to the educational-professional program “Transport technologies (in road transport)” of the first bachelor's level of higher education by specialty 275 “Transport technologies (in road transport)” of knowledge field 27 “Transport”, the higher education students receive a bachelor's degree in transport technologies (in road transport); the main emphasis is made on the ability to carry out production, organizational management and innovation activities related to the organization of road traffic, organization of efficient and safe carry of goods and passengers in the field of transport technologies [4]. The specialist is able to perform the stated professional activities: production and technological; design and technological; organizational and management ones. Accordingly, the integrated competence of the student is the ability to solve complex specialized problems and solve practical problems in the field of transport using theories and methods of the modern transport science based on a systems approach and taking into account the complexity and uncertainty of transport systems. Formation of competencies of receivers of higher education in the context of environmental conservation is given within general and special competencies of the educational-professional program. Accordingly, the purpose of the educational program of the second (master's) level of

training of higher education students by this specialty is to ensure the acquisition of competencies in applying principles and methods of management of transport systems and technologies [5]. Training outcomes at this level of education also provide for the ability to preserve the environment (Table 1).

Table 1. Program competencies of receivers of the first (bachelors) and second (master's) level in the context of environmental conservation

Program competencies of receivers of the first (bachelor's) level	
General Competencies (GC)	Special Competencies (SC)
GC 2. Ability to preserve and increase moral, cultural, scientific values and achievements of society based on understanding the history and laws of development of the subject area, its place in the general system of knowledge about nature and society, and in the development of society, techniques and technologies; ability to apply various types of forms of physical activities for active recreation and leading a healthy lifestyle.	SC 9. Ability to assess: <ul style="list-style-type: none"> - operational - technical and economic - technological - legal - social - Environmental components of transport management.
GC 9. Skills to carry out safe activities.	
GC 10. Aspiration for preserving the environment.	
Program training outcomes (PTO) of applicants of the second (master's) level	
POT 10. Develop and use transport technologies taking into account the requirements for environmental protection.	
Training outcomes (PO)	
PO 5. Ensure safety of people and the environment during professional activities and implementation of projects in the field of transport systems and technologies.	
PO 12. Manage complex technological and production processes of transport systems and technologies, including unpredictable ones and those that require new strategic approaches.	

It should be noted that the security (support) of the program training outcomes of the receivers of higher education in the field of environmental safety and environmental conservation, is also possible through scientific and research work that is an integral part of the modern academic education. In particular, Figure 1 shows an example of a scientific and research work regarding the development of a system of protection of roadside landscapes against negative impact of the road network; and research of the impact of the road upon the environment [6, 7].

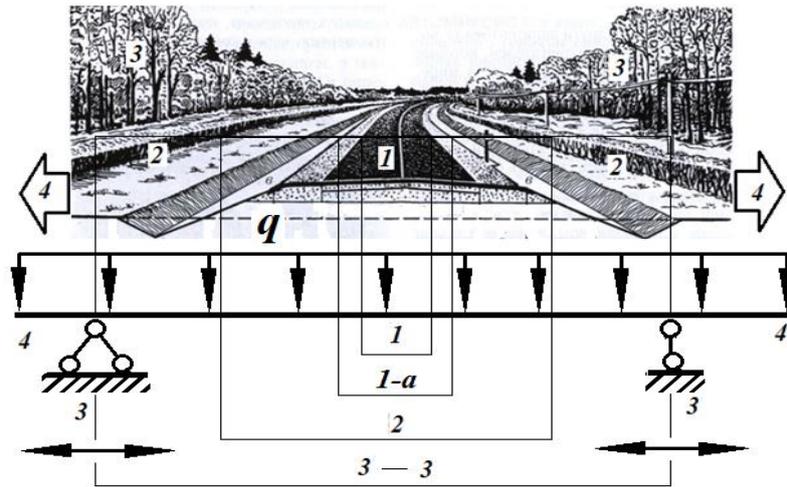


Fig. 1. Zoning of the structure of the road cross section cutting: 1 – roadway; 1-a – roadbed; 2 – passing-by and technological lane; 3 – adverse side of forest gas-dust-shelterbelts; 4 – road influence lane
(in-house studies)

Figure 2 shows an example of a simulation experiment for optimization of structural parameters of the cross-sectional cutting of automobile passing-by and technological lanes in terms of reducing the impact upon roadside landscapes, which is realized in the form of a double-seat beam with the length of the passing-by and technological lane in accordance with the roads (Fig. 1), where the intensity of traffic flow was simulated by the corresponding distributed load q , and the geometric coordinates of the beam seats (supports) corresponded to the coordinates of the sides of shelterbelts adjacent to the road.

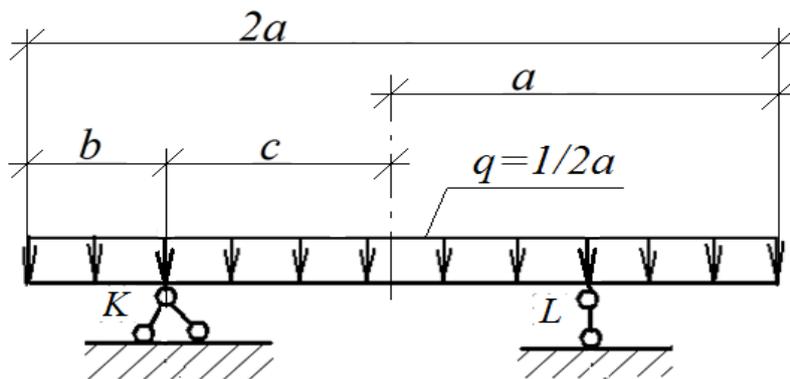
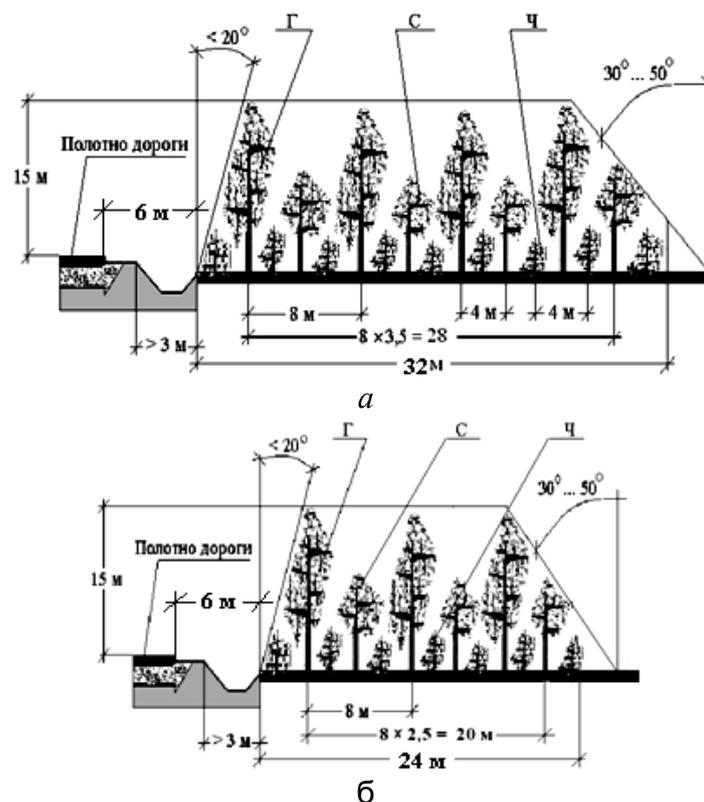


Fig. 2. Structural scheme of a simulation experiment
(in-house studies)

The results of the carried out experiment made it possible to clarify the main design parameters of the transverse profile of the components of the passing-by and technological lanes of the roads of the relevant categories, and to develop options for shelterbelts (Fig. 3) [8].

In addition, an important role in forming the competencies of the receiver of higher education in the direction of environmental conservation is played by the scientific activity of the student. It should be noted that, first of all, it is an intellectual creative activity that is focused on developing creative abilities of the higher education receiver, the level of which will be determined by the scientific professionalism of the future specialist, including competencies aimed at environmental protection shown in Table 1.

In general, students' scientific and creative activities are usually deemed as a process of creating a new solution to a problem using non-standard methods and specific approaches, and include preparatory and incubation phases, aspects of insight and verification. Here, the important moment is exclusively the first phase, which begins with awareness of the problem, and is formed based on analysis of the existing facts and events, including negative ones. It should be noted that the ability to feel, find and pose problems is the main features of creative thinking of students, and the formed environmental thinking will make it possible to take into consideration the requirements for the quality of environmental objects during implementation of activities [9].



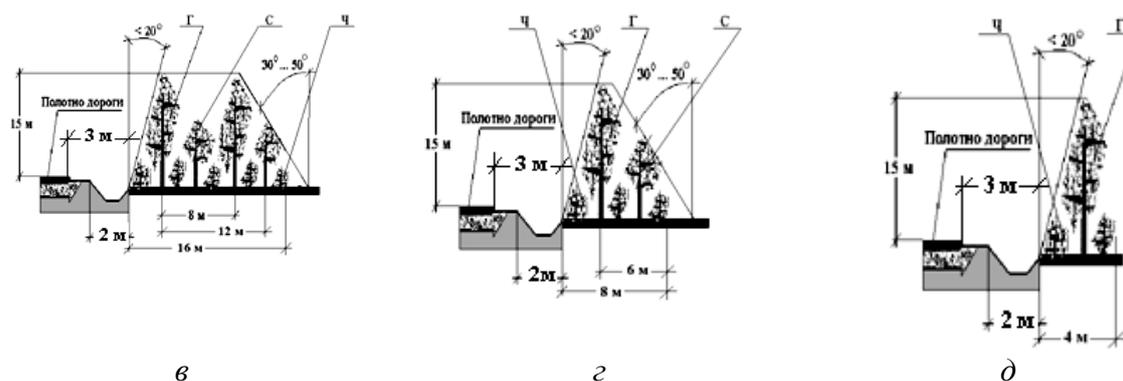


Fig. 3. Fractal-invariant models of forest gas-dust shelterbelts of roads: а – categories 1а, 1б; б – category 2; в – category 3; г – category 4; д – category 5. (in-house studies)

The following heuristic methods can be used in students' scientific creative works, which will lead to the desired result [10]. In particular, these are as follows:

- a blind search model, known as a trial-and-error method [11];
- a labyrinth model, where the problem is a kind of a labyrinth, and the process of finding a solution is considered as going through the labyrinth. At the same time, this model clearly demonstrates the existence of several ways to solve the problem and trains to focus on the most profitable option, i.e. the inventor's developing the necessary priorities for independent decision-making, in our case it is the focus on environmental conservation, which is an extremely important competence for a future professional of the transport technologies specialty;
- a structural-semantic model that reflects semantic relations (common, connected) between objects that are within the field of problem solving. In our case, it is the continuity of the objects of the "car-road-environment" system.

Conclusions

Forming competencies of the receivers of higher education of technical specialties in the context of environmental protection is an important direction in the development of the modern education and economic sector. New approaches to improving the greening of higher education should be based on the principles of systematic and scientific nature, since the training of qualified competitive specialists in technical specialties is a leading and relevant link in meeting the demand in the domestic and foreign labor markets. In this case, focusing on the European educational standards, along with the professional competencies of technical specialists stands the ability of future professionals to carry out their activities taking into

account the interests aimed at environmental protection, and the greening of education creates responsibility for preserving the environment in conditions of sustainable development of the society.

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SEARCH FOR ORGANIZATIONAL AND METHODOLOGICAL CAPABILITIES OF HIGHER EDUCATIONAL INSTITUTIONS IN UKRAINE TO IMPLEMENT THE PRINCIPLES OF DUAL EDUCATION

Summary

The topicality of the study may be seen in the expansion of practice-oriented higher education, the desire of many educational institutions to train professionals whose level meets the contemporary requirements of the labor market, as well as the necessity to find opportunities for rapid employment of graduates. The aim of the study is to analyze the body of research on the possibilities and effects of the introduction of dual education. Research methods include analysis, generalization, systematization of scientific achievements, experience and results of empirical studies of Ukrainian and foreign scholars. The main research results, which form the novelty of our study, include the list of organizational and methodological capabilities of higher educational institutions: introduction of disciplines whose programs are focused on the dual model of learning; organization of professional (undergraduate) practical training; using the resource for conducting practical parts of term and diploma papers in the process of real work; socio-cultural activity of students (their involvement in social projects, work in NGOs, volunteering); internships in the specialty. The identified effects of organizing the educational process with regard to the principles of dual learning (increasing academic performance, development of a number of cognitive skills, soft skills, as well as sustained interest in continuing education, including master programs) emphasize the need for further systematic research aimed at solving this issue.

Keywords: organizational and methodological capabilities, higher educational institutions, principles, dual education, effects of dual education.

Introduction

Organization of higher and vocational education in dual form has been actively discussed in recent years in Ukraine. Interest in this topic has arisen and is stimulated by several factors which are important for the educational system. In particular, it has become obvious to many educators and graduates of higher and vocational educational institutions that obtaining a certain professional specialization does not guarantee a successful career. Graduates have a problem with employment, which, according to M. Rostan, A. Stan (2017) [16], is primarily caused by the lack of cooperation and ties between educational institutions and actors of the labor market. The report of the European Commission states that young people face these specific problems, as they are new to the labor market and the employer is more interested in experienced professionals, so young people are often forced to have temporary / part-time employment [5].

Another factor that encourages the development of dual education is the current state of Ukraine's declining innovation, the reason for which can be seen in the inconsistency of the quality of education to the requirements of employers and the goals of innovative development of the country [V. Novikov, Yu. Kariahin, V. Chernychenko, 2020] [13]. Thus, in 2019, among 129 countries in the global ranking of innovations Ukraine was only on the 47th place compared to 43rd place in 2018, and the total volume of sold innovative products decreased by 84%.

The answer to these challenges and the way to establish cooperation between educators and employers (with many beneficial results for all parties involved the process) is the implementation of the idea of dual education. The benefits of this form of education have been reflected upon by many scholars. Thus, Z. Kocsis and G. Pusztai [7] argued that dual education has a number of advantages for all the three aspects of the training process: namely, educational institutions, students and employers. The authors note that the advantages for educational institutions may be the following: increasing competitiveness in the market of educational services, giving access to up-to-date information on the current state of development of professions, expanding opportunities for applied research etc. For students they mention the following benefits: increasing their chances of getting the first job after graduation, availability of work experience before the end of training, receiving a salary. P. D. Koudahl, 2010 [9] notes that the advantages of the dual form of education are a significant increase in the mobility of graduates in the labor market. The benefits for businesses include the opportunity to train employees that exactly match "the order" of a company, to select the best graduates and thus improve the image of a company.

Systemic steps of the state and the vast majority of research in the problem field are focused on studying the effects of dual education on vocational and technical education. However, higher education which is quite flexible to perceive all the recent changes and focuses on finding resources to obtain the benefits of dual education, has only started a systematic search for optimal organizational and methodological models necessary to implement the principles of duality in the educational process. Therefore, the discussion concerning the ways to find and understand the possibilities of higher educational institutions in the context of this study is rather timely.

Aim, subject and research methods

The aim of the paper is to review current domestic and foreign research on the implementation of the principles of dual education, to present the results of reflecting upon own empirical experience of building educational process using elements of duality, to identify and analyze the effects of dual education, as well as its risks for all of the participants of the training process.

The research subject is the process of implementing dual education.

Research methods: analysis of publications on the organization of dual learning, generalization of results; finding in the general content some specific organizational and methodological decisions on the implementation of the principles of duality in higher educational institutions; concretization of the empirical research results from the angle of the studied problem; generalization of own pedagogical experience, systematization of the scientific research results by sections.

Research results

The works that were considered within the problem field of this research represent a certain range of definitions used by the authors, namely: "duality – methodological characteristics of education" (L. Martseniuk, O. Gruzdiev) [12], "dual system" (I. Savchenko) [18], "principle of dual education" (P.D. Koudahl) [9], "elements of the dual form of learning" (T. Herliand, I. Drozich, N. Kulalaieva, etc.) [6], etc. The article uses the notion "principles of dual education" as the key term; it seems to be the best option in the context of insufficient study of the problem. Under *the principles of dual education*, we understand the essential features that underlie the development of the theory and practice of dual education. The list of

these principles includes the existence of an agreement (conclusion of an agreement) between all parties to the dual process; students practicing in real production conditions, where the educational process is carried out in tandem by teachers and instructors (mentors) from the place of work (I. Savchenko, 2018) [18], evaluation of learning outcomes according to real indicators of professional training confirmed in production conditions (O. Korkuna, I. Korkuna, O. Tsilnyk, 2018) 98].

During 2016-2019, we developed and implemented in the educational process a number of measures that used the principles of dual education. The actual research work was carried out on the basis of Khortytsia National Academy (Zaporizhzhia) with students majoring in the specialty 231 "Social Work" (n = 37) and focusing on the preparation of graduates for work in early social rehabilitation institutions; the results of this research were also published in our Ph.D. thesis [20] and a number of academic papers [21, 19]. In the process of research work the idea of breaking the process of personal and professional development of students into stages was implemented. Taking into account the general dynamics of student development and the available educational resources we aimed at building the optimal educational process allowing future social pedagogues to develop readiness for work in early social rehabilitation centers. In our opinion, taking into account the stages of personal and professional development of future graduates of the higher educational institution is also important for understanding the results of research work in the context of implementing the principles of dual education.

The first stage – propaedeutic (I-II years of studying, semesters 1-4) is aimed at acquainting students with the specifics of the chosen specialty. At this stage attention is focused on the activation of the motivational sphere of students, their professional orientation and development of an active professionally-oriented position. The introductory practical training is provided during the first years of studying; in course of this practical training students have the opportunity to observe work of specialists in their workplace and certain socio-cultural activities (involvement in the functioning of the higher educational institution, participation in projects, volunteer work, etc.). This involvement forms the basis for further developing the practice-oriented process and implementing the principles of dual education.

The second stage – orientational (III year of studying, semesters 5-6) is aimed at students understanding the range of opportunities for socio-pedagogical activities and mastering basic knowledge of socio-pedagogical work in various social institutions with different groups of clients. Change in developmental tasks determines the appropriate selection of organizational and methodological measures. In order to achieve the goals of students' awareness of the range of opportunities for socio-pedagogical activities and the development of the focus on mastering

the chosen specialty, we used the resources of socio-pedagogical practical training of students. In particular, the implementation of this practical training in the specialty 231 "Social Work" can be carried out on the basis of various organizations in the social sphere and in the spheres of health and education: namely, departments of social protection, youth and sports, health, education and science; social rehabilitation centers; regional and city employment centers; administrative service centers; directorate of the pension fund; centers of social services for children and youth and centers of medical services of different levels; educational institutions of different levels; penitentiary service, as well as public organizations and communities, etc.

In addition, at the second stage of students' personal and professional development it is advisable to work with them on individual professionally significant topics; this work is carried out in the form of term papers. Such works can motivate students to realize the benefits of a particular specialization, find personal interests in it and organize real empirical research. In this respect when reflecting on the principles of dual education, teachers can help students to implement their research ideas not only on paper but also in the real process. It should be noted that for some students the topic of their term paper in the third year of studying can be decisive in choosing a specialization and, accordingly, the desired place of work. At this stage, socio-cultural activities, cooperation of students with public organizations and other institutions also retain their influence.

The main stage (IV year of studying, semesters 7-8) is aimed at systematizing knowledge about the content, directions and techniques of social pedagogy, the development of professionally important skills and the formation on this basis of ideas about the vision of oneself as a specialist. In our opinion, this period of personal and professional development is the most favorable for organizing the educational process in dual form. Such an organization should be desirable for students (they should show a conscious desire to shift to such a form of learning) and be as individualized as possible. Moreover, this process does not necessarily require either a total change of educational programs or even their transformation into dual ones. Only certain subjects may require changes (this might be determined either by the choice of students or by the decision of the department). In the course of our research work, students were offered an optional course "Organization of Work in Early Social Rehabilitation Institutions", which was designed taking into account the principles of dual education. The program content of the course is based on the logic of inducting general ideas about the holistic system of early rehabilitation into specific elements of the content and techniques of a social pedagogue. The curriculum of the course comprised 14 lectures, 22 practical classes and 36 hours for independent work. The optional course is based on two thematic modules: the first

module "Socio-pedagogical Aspects of the Activities of Early Rehabilitation Centers" reveals theoretical foundations of this type of professional activity. The practical classes provided by the program are held in the classroom. The second module "Organization of Socio-pedagogical Work in the Centers of Early Social Rehabilitation" activates students' professional interest in practical activities, reveals some technological and methodological issues regarding the implementation of rehabilitation measures. The practical classes provided by the program of the course took place in the Center for Early Social Rehabilitation. The optional course in the academic year of 2019-2020 was synthesized with the elective course "Social Work in Rehabilitation Centers". The total number of hours for the course was 90, of which classroom work comprised 34 hours. Among the forms of work which the program of this course provided were lectures and practical classes. Some of the practical classes were conducted in the classroom, whereas some of them were provided in the Center for Early Social Rehabilitation of the Khortytsia National Academy.

At the third stage of the students' personal and professional development organization of professional (undergraduate) practical training of a dual nature is possible, as this training has all the characteristic features of dual education. In addition, research work of students can be used as a valuable resource, which allows you to delve more objectively into topics that are interesting for students, to implement in the real process and instrumentally measure its effectiveness.

Thus, in the course of our research we singled out some opportunities for higher education institutions to implement the principles of dual education. These organizational and methodological activities were performed gradually in accordance with the logic of expanding practice-oriented activities of students. In our opinion, it is possible to find features of dual education in certain subjects and programs which are focused on the dual model of learning (at the request of students), professional (undergraduate) practical training, finding resources for practical parts of term and diploma papers in the real process of work, sociocultural activity of students (participation in social projects, work in NGOs, volunteering). Internships also provide additional resources for the organization of end-to-end practical trainings [22]. In the studied context, we share the opinion of a group of researchers (N. Svitailo, O. Kuppenko, V. Dementov) on the need for higher educational institutions to plan and implement various forms of work in their educational process, which would not change it radically, but would fit within the approved curriculum and ensure the acquisition by students of the necessary practical skills and competencies, give future professionals necessary professional experience, strengthen ties with employers. We also agree with L. Krymchak [10], who notes that the introduction of dual forms

of higher education should be meaningful and take into account Ukrainian traditions and customs, ensuring the level of increase of practical significance in the higher education system of Ukraine.

To determine the importance of each of the abovementioned organizational and methodological tools we developed criteria, indicators and levels of development, and in accordance with them conducted diagnostic research (summative and control ones). As a result of the conducted study significant changes were revealed in the qualitative indicator of *the orientation on social and pedagogical work* in institutions of early social rehabilitation. Changes took place at all levels of development, the quantitative indicators of the high level increased significantly by 10.8% (from 0% to 10.8%) and the average level – by 27.02% (from 2.7% to 29.7%). There is also a positive trend in the growing quality of *the stability of motivation* to work in early social rehabilitation. There are also changes at all levels of development: the high level increased by 5.4%, and the sufficient level increased by 32.43% (from 5.4% to 37.83%). Quantitative indicators of *systematic character and the scope of knowledge* of early social rehabilitation have also undergone significant changes. Here significant changes occurred in the high level of development which increased by 27.02% (from 0% to 27.02%), and in the sufficient level which also increased by 32.4% (from 5.4% to 37.8%). Less pronounced, but also significant changes occurred in the qualitative indicator of the *productivity of future social educators' skills* in early social rehabilitation. Here the high level increased by 13.5% (from 0% to 13.5%) and the sufficient level increased by 21.6% (from 18.9% to 40.5%). There is also a positive trend in the quality of future social educators' *ability to tackle the technological issues* of early social rehabilitation. Shifts occurred in the following percentages: the high level of development increased by 10.8% (from 0% to 10.8%), the sufficient level increased by 24.3% (from 0% to 24.3%). Significant changes are also observed in the indicator of future social pedagogues' *readiness for creative self-realization* in the domain of early social rehabilitation: high level increased by 10.8% (from 2.7% to 13.5%) and the sufficient level – by 29.7% from 5.4 to 35.1%).

To find out a wider range of effects than those that were singled out in our study, we analyzed the published results of researches on the problem of dual education by other Ukrainian and foreign scholars. Thus, according to studies by Brahimy et al. [2] students who participate in dual education have *higher average scores*. These findings are supported by the results of an empirical study by Z. Kocsis, G. Pusztai [7], who found out that 74.4% of students studying by the dual form of education show higher average academic performance compared to only 55.6% of such students among those who studied by the usual form of education.

Subjective assessment of student performance also shows quite positive results, as more than half of students (56%) believe that they have become much more successful at university, but 23% of respondents believe that their performance has increased only in practical forms of work. 31% of teachers who participated in the survey also noted that students in dual education were more efficient and successful than other students who were engaged in the traditional form of education. Z. Kocsis, G. Pusztai identify another effect of dual learning – *the growth of students' cognitive interest* and the desire to continue their studies, especially in the master program. According to E. Török (2015) [23], students of dual form of education seek to improve their knowledge. Dual education as an innovative form of training specialists in higher educational institutions helps to increase the *level of students' motivation to study* [11].

Some researches show a significant impact of dual education on the development of non-cognitive skills. D. Autor, F. Levy, R. J. Murnane [1] concluded that the constant increase in the number of tasks that primarily require social and non-cognitive skills is a resource for developing students' abilities, in particular, modeling high quality interpersonal interaction and understanding of the social environment. Among the effects of dual learning, researchers also note *getting acquainted with corporate culture, interaction in the workplace, teamwork* [14], *emotional regulation, moral sensitivity and communication* (Campbell 2018) [4].

Z. Kocsis and G. Pusztai note that students gain experience in developing various *soft skills* by conducting semi-structured interviews with students (n = 10) and employees of partner companies (n = 11). For instance, they quote the interviewees: "After the first semester, they communicate more, *become more confident, fit in better with the team*. There is a student who at first had a cursory idea of technical drawings and now has his own project" (mentor); "At a certain level I was ready for the future working life, knew how to allocate my time, how to take responsibility, if I promised to do something, I would have to do it" (student) [7].

Thus, by analyzing the results of diagnostic and empirical research, we have identified positive significant effects from the implementation of dual education for higher education students. These positive effects are academic success, development of a number of cognitive skills, professionally significant non-cognitive skills and soft skills. However, our review of scientific papers also allows us to outline the range of issues and possible difficulties in the organization of higher education on the principles of duality.

Thus, according to L. Martseniuk and O. Gruzdiev [12], it is negative for students to receive a lower salary when performing the same duties as experienced workers; lack of a guarantee of employment from the employer after the end of the training also has some negative impact. The empirical research by Z. Kocsis and G. Pusztai also revealed the problem of

conflicting attitudes of some students towards dual learning. The survey (n = 286) proved that 14% found it difficult to focus on learning because they had some additional workload associated with the dual form of education. So, when mastering the educational program of the specialty they prefer the usual form of education.

For institutions and organizations, the challenge may include the appointment of mentors for students or the probable decline in the image of the institution or organization due to poor performance of duties by students. In our opinion, for a better understanding of the view of employers, it is important to refer to the results of a study conducted as part of a pilot project on the introduction of dual education in Ukraine. O. Buchynska, O. Davlikanova, H. Hofstetter, L. Lylyk [3] presented the results of a survey of institutions and organizations (n = 400) and found that 80% of all respondents see some benefits of dual education, but as of the year 2020 46, 7% of respondents are not ready to become partners of educational institutions for the implementation of dual education, while only 27.5% are ready to do so. 6.25% of respondents do not see any obstacles that could hinder the introduction of dual education. Others listed several challenges, namely, the volatile situation in the country; low quality of education provided by universities; lack of guarantees that students will remain working in the company or even stay in the country; reluctance of employers to participate in time-consuming initiatives.

The challenges for higher educational institutions comprise the necessity of a global revision of curricula and study schedules, creation of new educational and methodological complexes in the situation when standards for their creation are absent; the threat of excluding certain general intelligence subjects from the list of disciplines provided by educational programs; possible reduction of the staff of scientific and pedagogical workers; the need for independent search for partner institutions and organizations.

We can also point out some risks that the state may face when introducing dual education. Since the introduction of a dual education system requires an increase in the number of training institutions in the professions that are needed in accordance with regional development strategies [15, 6], on the one hand, the problem will be to address the issue of "unclaimed" educational institutions. It will be necessary to decide whether they should be closed or transferred to another region or whether they will have to change their profile. On the other hand, it is important to find resources for the formation and discovery of the necessary specialties for the region. But can such regulation be considered as a restriction of the students' right to education in accordance with their interests and preferences?

Conclusions

In the current situation when it is necessary for graduates to meet the requirements of the labor market and we may observe the growing value of having competencies rather than just possessing a diploma, there is a need to understand the capabilities of higher educational institutions to organize the educational process on the principles of duality. It seems to us that this process will be different in terms of its organization and content from dual learning used in vocational and technical education. After all, a specialist with higher education is expected not only to have specific skills in the workplace, but also the ability to professionally assess an atypical situation, implement management functions, carry out long-term planning, assess and respond to market changes, etc. Therefore, the set of possible tools for the organization of higher education should be as wide as possible and should not be limited to the dual form only. This form of learning should be in demand by higher education students in accordance with their professional interests and preferences; it should also meet the needs of their specialization. The means of implementing the principles of dual education (practice, internships, dual training courses, research work, socio-cultural activity, etc.) considered in the article are already integrated in the methodological system of higher educational institutions and demonstrate excellent prospects for expanding practice-oriented learning. Our review of the results of diagnostic and empirical research which aimed at determining the effects of dual education for students (academic achievement; development of a number of cognitive skills, professionally significant non-cognitive skills and soft skills; a strong interest in continuing education, especially for master programs, etc.) is a valid argument for continuing to study the organizational and methodological capabilities of higher educational institutions to implement the principles of dual education. They should be systematic and organized, taking into account the national characteristics and needs of each specialization. In addition, clarifying the specific features of the dual process in higher educational institutions of Ukraine can be the basis for determining more accurate terminology (dual system, elements of dual education, elements of dual form, principles of dual education, etc.), which will essentially define this process.

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THE MAIN MECHANISMS OF PREPARING PRIMARY SCHOOL TEACHERS FOR TEACHING CHOREOGRAPHY

Summary

The article analyzes the problem of professional and pedagogical training of future primary school teachers for teaching choreography. The main mechanisms of its realization are determined, in particular the forms and methods used during the study of disciplines of the choreographic cycle. The basis of systematization of methods of professional and pedagogical training of future primary school teachers to teaching choreography relies on theoretical and practical components. There are three groups of methods of professional and pedagogical training of future primary school teachers to teach choreography. The fact that the relationship of these groups of methods provides a holistic act of professional and pedagogical training of future primary school teachers to teaching choreography has been identified and confirmed.

Keywords: professional and pedagogical preparation of primary school teachers for teaching choreography, choreography, teaching methods, methods of professional and pedagogical training.

Introduction

One of the most important tasks of schools and pedagogical science, as stated in the State Standard of Primary General Education (2019), Concepts of Artistic and Aesthetic Education of Students in Secondary Schools (2004) and State Comprehensive Program of Artistic Aesthetic Education of Students in Secondary and Out-of-school Educational Institutions (2004), is to carry out aesthetic education of a child. The New Ukrainian School

(NUS) directs the educational process starting from the first school steps up to the development of students' emotional intelligence, communication and creative abilities, which lay the foundation for personal self-realization of the child in society, his/her success in life. The importance of such tasks is emphasized in the State Standard of Primary Education and the current Standard of Educational Programs in the Field of Art Education. Thus, important means of their implementation is the involvement of the younger generation in the art of choreography. At the present stage of development of the educational sector in many secondary schools, the content of education is expended by introducing choreography as a subject or integration into the course "Art" in order to aestheticize and ensure the physical development of the child.

The issue under study is now relevant in the context of training future primary school teachers to ensure the formation of moral, physical and mental health in primary school children. A study of the practice of secondary schools indicated that at the stage of transformation of the system of education the current level of readiness of primary school teachers to teach choreography does not correspond to its real potential in solving the burning issues.

Aim, subject and research methods

In the scientific literature, the research of the problems of choreographic art is carried out in the historical-analytical (S. D. Bezklubenko, P. M. Bilash, T. O. Blahova, H. V. Borymska, A. I. Humeniuk, S.A. Lehka, M. M. Maksymova, T. S. Pavliuk, V. V. Pastukh, Yu. O. Stanishevskiy, V. O. Shkorinenko and other), problem-theoretical (K. Yu. Vasylenko, M. P. Zahaikevych, O. P. Kolosok, A. M. Kryvokhyzha, V. M. Psiutynska, T. S. Tkachenko, T. M. Churpita, L. Yu. Tsvietkova and other), folklore-ethnographic (V. K. Avramenko, V. M. Verkhovynets, R. V. Herasymchuk, V. M. Hnatiuk, A. I. Humeniuk, M. V. Lysenko, P. P. Chubynskiy, Yu. M. Churko, V. O. Shukhevych, D. I. Yavornytskyi and other) and educational-methodological (T. K. Bashnikov, O. I. Bocharov, A. Ya. Vahanova, O. V. Lopukhov, O. V. Shyriaiev and other) spheres. General theoretical foundations of professional training of a teacher-choreographer were studied in the works of H. O. Berezova, L. A. Bondarenko, O. A. Burlia, A. Ya. Vahanova, Ye. P. Vakulina, S. H. Zabredovskiy, Ye. V. Zaitseva, R. V. Zakharova, S. L. Zubatova, F. V. Lopukhova, A. M. Messerer, A. P. Tarakanova, T. S. Tkachenko, V. I. Uralska and other.

However, the theory and practice of professional training of educators, in particular primary school teachers, which is aimed at preparing them for teaching choreography as a

subject, is insufficiently developed and requires a comprehensive study, which, in its turn, presupposes the creation of a qualitatively new model and its implementation in higher educational institutions. Therefore, *the aim of the article* is to determine the main mechanisms of implementing the training of primary school teachers to teach choreography, in particular the forms and methods used in the study of disciplines of the choreographic cycle in the context of the problems under study.

Thus, in accordance to the context given, *the subject* of the research determines the forms and methods of preparing primary school teachers for teaching choreography.

The following *research methods* were used to solve the set research tasks: *theoretical* (analysis, synthesis, comparison, generalization), which were exploited in order to study the scientific literature on the topic, as well as to conduct a categorical analysis of basic concepts and outline the relationship between them; *empirical* (questionnaires, observations, surveys, self-assessment, testing), which were used to determine the state of readiness of primary school teachers and students of higher pedagogical educational institutions to teaching choreography.

Research results

The organizational basis for the preparation of primary school teachers for teaching choreography are forms of education. Thus, the multifaceted nature of the research tasks required the use of such forms of organization of the educational process that provided its theoretical (different types of lectures) and practical orientation (different types of practical classes). Multiple types of lectures became the organizational basis of theoretical training: informational, lecture-conversation, problem, lecture-discussion, etc.

Carrying out practical classes based on the technological approach gave the chance to organize educational process integrally by means of use of a number of particular forms (seminars, laboratory employment, independent work, individual employment, consultations, master classes, viewing video materials, educational excursions, folklore expeditions, various kinds of special choreographic practices). Some of them require in-depth consideration and review.

Seminars as a form of organization of educational and cognitive activities of students are closely related to lectures and serve as their logical continuation. The topics of seminars are arranged in accordance with the content of the lecture course and are aimed at consolidating the knowledge gained in lectures and during independent work. Moreover, seminars stimulate the development of coordination techniques, musicality and expressiveness of performance;

students are also offered to get acquainted with the methods of studying choreographic figures, compounds and compositions, the principles of construction of individual parts of the lesson [1].

The integration of theoretical knowledge, practical skills and abilities of students takes place during laboratory classes. Laboratory classes in the disciplines of the choreographic cycle allow the students to master practical techniques of performing dance elements, figures, assimilate methods of their study. They provide for the formation of students' basics of the necessary skills, namely pedagogical, performance and practical in order to technically perform corresponding dance figures, organize them into compositions, as well as to record, disassemble and read dances on video records [2].

An important form of organization of educational process in higher education is the independent work of students, which involves in-depth study of theoretical and practical material, improvement of professional skills and abilities formed during auditory classes. The organization of this type of students' activity must be arranged in creative and exploratory way, aimed at continuous self-education and self-improvement. Implementation of the tasks and objectives defined by the curriculum requires systematic work of students to deepen their own level of knowledge and to upgrade and polish practical skills, which includes: designing and updating textbooks, manuals, exercise-books, additional literature; compiling dance combinations, doing practical exercises and performing dance movements to better master them; improving technical and performing skills; attending various art events, concerts of choreographic groups; using computer information resources; watching educational videos [3].

Individual work of students includes consultations with the teacher, elaboration of additional educational-methodical and scientific literature on preparation of separate subjects, viewing of video materials that gives the chance to expand and deepen knowledge of discipline. It is conducted with each student in order to determine the level of awareness of certain theoretical provisions of the course, practical mastery and improvement of the performance level, identifying problem situations and finding ways to solve them [2].

An effective form of training future teachers of choreography is to conduct master classes, which involves inviting a well-known mentor or performer to share his/her creative pedagogical experience with the audience, as well as to show his/her technical skills.

Also, watching pre-recorded videos (performances of famous dance groups and soloists, master classes of choreographers, master classes in various styles of dance art, etc.) is an important form of training future teachers of choreography.

Ensuring a high level of professional and practical training of future teachers is directly related to the organization of pedagogical practices at different levels (educational-methodological and sustainable production), and its leading task is determined by the formation of students' professional skills of organization and implementation of creative training procedures, as well as staging choreographic processes in the system of general and out-of-school education. Different types of special choreographic practices (educational-methodical practice in choreography, educational folklore practice, educational-training choreographic meetings, industrial pedagogical choreographic practices) give students the opportunity to enrich their professional experience, demonstrate acquired practical skills in teaching methods [4].

The introduction of forms of education is based on the use of a system of methods. Method (from. Methodos – the path to the goal) is: a way of knowing the phenomena of nature and society [5]; way of activities aimed at achieving a certain goal [6]. The general features of the method are: its reflection of purposeful activity; being a type of system of actions [5]. Thus, it allows to consider methods as certain ways of purposeful activity during training. The method of teaching is a certain way of purposeful realization of the learning process, achievement of the set goal.

As one of the mechanisms of realization of the researched problem, teaching methods are multidimensional entities of education (multidimensional pedagogical phenomenon), which need classification.

There is a number of classifications of teaching methods based on various indicator: by the source of transmission and perception of information (S. Petrovskiy, Ye. Holant); by the properties of cognitive activity (I. Ya. Lerner, M. M. Skatkin); by didactic purpose and tasks (M. O. Danylov, B. P. Yesypov); by holistic approach to business (Yu. K. Babanskyi) [1]; by the nature of the interaction between the learner and his/her attitude to the content, sources, means, forms and methods of teaching (S. I. Zmiiov), and other.

The process of professional and pedagogical training of future primary school teachers to teach choreography requires the use of theoretical and practical methods for the acquisition and application of obtained knowledge in practice, as well as transforming them into skills and abilities [7].

Due to the fact that in choreographic activity in addition to its theoretical basis a practical orientation is clearly expressed, which balances the emphasis between theory and practice alongside with the systematization of methods of professional and pedagogical

preparation of future primary school teachers for teaching choreography, including its theoretical and practical components.

In this regard, we distinguish three groups of methods of professional and pedagogical training of future primary school teachers:

I. Methods of stimulating and motivating professional-pedagogical preparation of future primary school teachers for teaching choreography;

II. Organizational methods of professional-pedagogical preparation of future primary school teachers for teaching choreography;

III. Methods of control and self-control of professional-pedagogical preparation of future primary school teachers for teaching choreography.

The presence and interrelation of these groups of methods provides a holistic act of professional-pedagogical training of future primary school teachers to teach choreography.

Consider them in more detail:

I. Methods of stimulating and motivating professional-pedagogical preparation of future primary school teachers for teaching choreography provide cognitive, volitional, emotional activation of students' creative and intellectual potential in the process of professional training, as well as they contribute to the formation of professional interests from the standpoint of personal and social significance.

The stimulating influence on the educator leads to the development of motivation for choreographic activities, i.e. to the internal stimulation of professional and pedagogical training of future primary school teachers to teach choreography [8].

According to the nature of activity, all methods of stimulating and motivating professional-pedagogical preparation of future primary school teachers for teaching choreography are divided into two groups: theoretical and practical. Since future primary school and choreography teachers are often unaware of the importance of theoretical training for professional choreographic activities, teaching methods that stimulate them to acquire theoretical knowledge are important in the context of our study.

In this case, in addition to explaining the professional and personal significance of theoretical preparation for choreographic activities, it is advisable to use methods that create situations of interest, stimulate curiosity, cause emotional impact on the student and thus stimulate him/her to acquire the necessary knowledge [9].

Teaching methods that stimulate educators of primary school and choreography to initiate and conduct practical activities in the process of professional-pedagogical preparation for teaching choreography are aimed at improving their technical skills and emotional

expressiveness during the choreographic text. Moreover, creating a situation of cognitive novelty, conducting master classes, watching and attending performances by famous bands are of significant importance for the success of the entire educational process.

II. Organizational methods of professional-pedagogical training of future primary school teachers to teach choreography provide processing the content of the course under study.

Lecture, story, conversation and explanation, which are widely used in the study of all disciplines of the choreographic cycle, are important among the theoretical methods of organizing professional-pedagogical preparation of future primary school teachers to teaching choreography in the context of our research.

Thus, for high-quality fundamental training of future primary school teachers who will teach choreography in addition to strong acquisition of knowledge, skills and abilities, it is important to develop the creative potential of the specialist, as well as to master the practical methods of professional training that can be divided according to the manifestation of creative potential into two groups: 1) **reproductive**, which include: retelling, performing exercises, performing combinations and sketches, choreographic compositions, are purely reproductive in nature and perform only educational function; 2) **active**, which are of particular interest for our study, for they are used by the teacher in the process of learning practical forms of professional training of primary school teachers, through the use of which the dynamic process of forming high-quality individual choreographic signature is conducted [10].

Active teaching methods encourage students to intensive mental and practical activities in the process of mastering the material. Active learning involves the use of a system of methods aimed not only at the teacher's presentation of ready-made knowledge, their memorization and reproduction, but at the independent work of students while mastering practical and theoretical knowledge, improving skills and abilities [2]. Active methods of professional training of primary school teachers of choreography include: method of demonstration, tutoring, improvisational method, game method, concentric method, method of analysis of pedagogical situations, modeling of fragments of choreographic classes, method of micro-teaching, method of musical accompaniment.

III. Methods of control and self-control of professional and pedagogical preparation of future primary school teachers for teaching choreography provide the function of control and self-control during the study of choreographic disciplines. They are also divided into two groups: theoretical and practical.

Theoretical methods of control and self-control of professional and pedagogical preparation of future primary school teachers to teaching choreography are used to test students'

choreography

knowledge of a theoretical nature in the learning process (current control/assessment) and upon completion of the course (final control/assessment). These methods can be divided on the basis of techniques (actions and operations) of receiving feedback in the course of professional-pedagogical training into:

1. Oral control/assessment methods (survey, test, exam).
2. Written control/assessment methods (written test, final written test).
3. Self-control/assessment methods.

Using practical methods of control and self-control (assessment) of professional-pedagogical preparation of future primary school teachers to teaching choreography, the educator assesses students' knowledge and skills in the technique of performing movements, combinations and sketches, methods of creating their own sequences based on studied movements (current control/assessment); performance techniques and methods of staging combinations, sketches, choreographic compositions (final control/assessment).

An important place among the practical methods of control and self-control in the process of professional training of future primary school teachers belongs to the method of self-control (self-assessment), which aims to form students' ability to consciously regulate their own choreographic activities, improve it, prevent errors and inaccuracies.

Conclusions

1. The basic mechanisms of realization of preparation of future teachers of primary school for teaching choreography, the forms and methods used while studying disciplines of a choreographic cycle in particular, are defined.
2. The theoretical and practical components are based on the systematization of methods of professional and pedagogical training of future primary school teachers to teach choreography.
3. Systematic application of the above-mentioned groups of methods and forms used in the process of studying choreographic disciplines will ensure the integrity of the process of preparing future primary school teachers to teach choreography and improve the overall effectiveness of the educational procedures.

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INNOVATIVE APPROACHES OF TEACHING THE DISCIPLINE “TECHNOLOGIES IN TOURISM ACTIVITY”

Summary

This article is devoted to the study and generalization of the peculiarities of the implementation of innovative methods and techniques in higher school pedagogy in the training of specialists in the field of tourism and hospitality.

Methods: dialectical method, general, theoretical and empirical methods.

Results: the methods under consideration are proposed to be used at different stages of the educational process both independently and in combination with others. On the basis of Zaporizhzhia National University it is proposed to create a "Laboratory of Innovative Technologies in Tourism". The use of innovative technologies and the simultaneous digitalization of tourism education doesn't contradict the state standards of higher education in the field of training "Tourism", but, on the other hand, is based on the competence approach of the standard in the formation of basic and professional competencies.

Keywords: digitalization of tourism, innovative technologies in tourism, practice-oriented learning, professional competencies in tourism, flexible skills, competence approach, problem-based learning, project-based learning, interactive technologies, innovative pedagogy in tourism, virtual reality, tourism.

Introduction

Tourism is closely linked to technical progress and innovative technological solutions. The tourism and hospitality industry are inextricably linked with the digital economy and at the

same time the processes of digitalization of pedagogy. In this regard, the requirements for graduates of tourism at all levels (secondary vocational education, bachelor's degree, master's degree) are high and must meet domestic and international standards of modern development [3]. In the context of globalization, a graduate of "tourism" at all levels must have a number of general and professional competencies to have a competitive advantage over the labor market.

Purpose, subject and research methods

The purpose of the article is to study and generalize the features of the implementation of innovative methods and techniques in higher school pedagogy in the training of specialists in the field of tourism and hospitality. The subject of the study is the educational process of students majoring in "tourism" at Zaporizhzhia National University. Different methods of scientific cognition are used in the research: dialectical, general, theoretical and empirical methods.

This study is devoted to the development of theoretical and methodological and practical recommendations for the application of practice-oriented and personality-oriented approaches in tourism education. The working hypothesis of the study is a set of theoretical provisions and practical conclusions, according to which the development of professional competencies of those who study Tourism can be achieved by combining academic and practice-oriented interdisciplinary training. In addition, with the use of classical and innovative pedagogical technologies, as well as through the organization of research work of students, which is a significant competitive advantage of graduates in the labor market in the field of tourism and hospitality.

The theoretical and methodological basis of the study were the concepts and hypotheses presented and substantiated in the classical and modern scientific literature, research on the problems of pedagogy in tourism. The information and empirical base of the study was formed on the basis of legal and open information sources, state standards of higher education in Ukraine, which regulates the documentation and practical recommendations of the UN World Tourism Organization (UNWTO), the European Tourism Commission (ETC), the World Tourism and Travel Council (WTTC), materials of monographic researches of native and foreign scientists studying questions of tourist pedagogics [4].

The scientific novelty of the research lies in the development of the concept and theoretical and methodological substantiation of the application of innovative pedagogical technologies and the implementation of a systematic innovative approach in tourism pedagogy.

Research results

In modern conditions, not only responsible, mobile and creative staff who are well oriented in tourism, products and services that can build communication in a foreign language is valued on the labor market, but increasingly psychologically stable professionals capable of daily and dedicated professional self-development, highly developed analytical abilities, prone to synthesis, identification of patterns that can think big and at the same time make quick decisions. The concept of flexible skills (from the English term "softskills" - soft, super-professional skills) also includes focusing on tasks, speed of reaction, attention to detail and good memory.

At the same time, the trends of recent years, which correlate with technological progress, innovations in information and mobile technologies, global digitalization of the economy, including tourism and hospitality, are reflected in the personnel policy of tourism companies: along with multifunctional managers (IT, bigdata-analysts, event-managers, MICE-managers, medical tourism managers with medical education, etc.), which is especially noticeable in the labor market in the tour operator and hotel-restaurant sectors [7].

Order of the Ministry of Education and Science of Ukraine "On approval of the standard of higher education in the specialty 242" Tourism "for the first (bachelor's) level of higher education from October 4, 2018 №1068 clearly defines a number of competencies that a bachelor in" tourism "must have:

- 1) ability to act socially responsibly and consciously;
- 2) ability to think critically, analyze and synthesize;
- 3) the ability to search, process and analyze information from various sources;
- 4) ability to work in an international context;
- 5) the ability to develop, promote, sell and organize the consumption of a tourist product, etc.

Thus, the role of higher education in the educational process is growing, and traditional teaching methods are combined with innovative ones to get the best effect and the formation of the necessary professional competencies in graduates of "tourism".

This need is caused by the successful development of the tourism and hospitality industry. Law of Ukraine "On Tourism" Information of the Verkhovna Rada of Ukraine, 1995, № 31, p.24) (as amended № 768-IX of 14.07.2020) and "On Approval of the Strategy for the Development of Tourism and Resorts until 2026", approved by the Order of the Cabinet of Ministers of Ukraine of March 16, 2017 № 168-r, indicating the priority of tourism

development in Ukraine, aim to develop research, create and implement comprehensive tourism projects, develop tourist areas of special preferential regimes, promote the formation of highly qualified personnel reserve in tourism [11].

Supporting the tourism industry at the legislative level is extremely important, as the law orients students, graduates and young people to international professional standards, enables small businesses to develop, regulates knowledge transfer methods based on economic, pedagogical, psychological and geographical sciences using an interdisciplinary approach. All this can be a serious help in the formation and promotion of quality and competitive tourism product in domestic and international tourism markets, improve the quality of tourism services and increase the availability of tourism services, recreation and health for citizens of Ukraine and foreign guests.

At present, significant experience in the field of theory and practice of tourism pedagogy has been accumulated, native methods of teaching tourism disciplines have been developed.

The effectiveness of training is determined by the use of modern innovative teaching methods and various forms of their implementation. Many research papers are devoted to the problems of higher education and professional pedagogy in tourism. Particularly acute issues of competency approach and problem-based pedagogy in tourism began to rise during the country's passage through the financial and economic crises of 2008 and 2014. The crisis situations of these years have significantly affected the pricing policy in both international and domestic tourism. They changed the behavior of buyers, largely affected the principles and processes of formation of tourist packages and mutual settlements with the host party abroad [4]. This, in turn, is reflected in the requirements for professional competencies of the personnel reserve of the tourism sector both at the state level of government and in business enterprises of tourism, hospitality and related industries.

However, the high pace of digitalization, which covers not only the field of tourism as a production and organizational process, but also the field of tourism pedagogy, requiring the same dynamic transformations from pedagogical forms.

Students and teachers are increasingly using mobile, computer, remote technologies and Internet resources. Everywhere and more and more intensively introduced new interactive forms of learning that improve the quality of education: multimedia lectures, business games, solving situational problems, debates, seminars [6, 7].

Innovative methods of tourism pedagogy.

Conventionally, teaching methods can be divided into traditional and innovative. In this article we will consider in detail innovative. The project method became the most widespread

among innovative technologies at this stage of teaching. It includes a creative task, where the teacher acts as a consultant-expert in the field of tourism and hospitality, and the student shows such qualities as the ability to find information, analyze, edit, summarize, draw conclusions, make a forecast and as a result present their research with reasoned defense. project. In tourism operations, the project method is used, for example, to create thematic maps by country with the selection of beaches, hotels, necessary infrastructure (hotels, tourist information centers, souvenir shops, tour desks, theaters, restaurants, rental outlets, etc.). The project method can also be used to create special routes along hiking trails [19].

Brainstorming is becoming an integral component and technology that is actively used in seminars of professional tourism disciplines, such as "Technology of tourism". It reveals a real problematic production situation and the immersion of a student or group of students in it. The purpose of the method is to help students develop professional competencies in a multitasking environment, to apply non-standard thinking, to react quickly, to set priorities in the work process [15].

This goal is achieved through problem statement, generation of ideas, discussion between supporters and opponents in the process of grouping, selection and evaluation of ideas. In this situation, the teacher acts as an expert in industry and production, processes and evaluates the solutions proposed by a student or group of students. The situation can unfold between a travel agent and a client, a restaurant administrator and a guest (group of guests).

The problem can be posed through the offer of an unusual situation in which the travel agent and the tour operator get. Students are offered one of the possible situations as a warm-up: "refusal to check in", "double booking", "bankruptcy of the tour operator", "flight delay", "lost luggage", "travel and check-in with pets".

The task of students is to propose an algorithm of actions of a representative of a travel agency in order to solve the problem that has arisen and to minimize material and moral losses of the consumer of the tourist product (or a separate service). Students are informed in advance that this problem should be solved in 10-15 minutes so that the reputation of the seller is not damaged, and the tourist could get a paid product and service as soon as possible. The group is divided into mini-groups of 3-4 people, each of which should provide as many ideas as possible. Minigroup leaders select the best solutions. Ideas can be standard and unusual (for example, to offer a glamping system as compensation for refusing to check into a hotel). Then the teacher-expert evaluates the proposed solution and proves the possible algorithms for further developments [17].

“Technologies in tourism activity”

As practice has shown, business training in the format of the game is also effective in classes on developing professional competencies. The main task of the game is the development and consolidation of previously acquired knowledge, skills and abilities of independent work, organization of group and collective activities. In the field of tourism, a business game is applicable, which will allow the student to try on the role of a guide, travel agent or tour operator, administrator or director of a hotel, restaurant, transport agency. In the process of this business game there is an active exchange of creative and non-standard ideas that will help expand your horizons. The game can be not only a problem of the nature of "client-manager", but also students have the opportunity to work on a large project, such as "development of the tourism sector in the settlement - region - country", designing the role of tourism manager.

As a result, the graduate can most specifically determine their preferences in the labor market [11].

An example is the game on "Visa formalities". Students are divided into two levels of groups. The first group should describe the procedure for providing visa support to foreign citizens and for entering the territory of Ukraine for tourism purposes. The second group characterizes the peculiarities of registration and submission of visa documents to the Schengen countries. Students must answer a number of questions, while assessing the completeness, speed, accuracy of the answer. Approximate list of questions [8].

1. Name the types of invitations for a tourist trip.
2. List the data about the tourist, which are included in the application form for a visa.
3. Explain how a group visa is issued?
4. Determine the validity of the visa and the stay of tourists.
5. Explain the main purpose and objectives of visa centers in the regions of the country.
6. Indicate in which cases the consulate may refuse to issue a visa.
7. Explain where a foreign tourist can get a travel voucher.

The questions are composed in large volumes in order to fully reveal the subject of the game, to draw conclusions about the assimilation of educational material. The winning team receives an incentive and can suggest a theme for the next game [19].

Such game techniques are most effectively implemented at the bachelor's level. However, the adapted game form of the real production situation is also of interest to undergraduates, students of advanced training courses, as well as applicants for second higher education programs. In this case, the game methods are selected in accordance with the competencies of the course participants, their training, travel history and personal preferences.

Score-rating system for assessing student knowledge This assessment technology is a set of measures aimed at systematic control, timely adjustment, career guidance and stimulation of independent and group activities of students. The main advantage of the method is the discipline of students, the ability to organize not only group but also individual work, providing teaching materials. Evaluation and support of stable work is done by stimulating points. Yes, any student can calculate and evaluate their capabilities, increase performance to the desired grade. This method of control and encouragement of employees is actively used in the organizational and management system of the travel company. An example is seasonal certification, which usually takes place in a test-evaluation form. As a result of acquiring a certain score, the agency not only confirms the qualification, but also has the opportunity to earn an additional bonus: payment of an advertising package from the supervising operator, information or familiarization tour (fam-trip), advanced training at the university, free distance learning, online training.

Interactive and video technologies. They are needed to unload lecture material and switch students' attention. The use of this technology in higher education helps to establish a student-teacher relationship, and the latter has the opportunity to assess the level of mastery and monitor the knowledge gained by the student. Assessment and control of knowledge is carried out by online testing or performing a system of tasks from a separate section. In addition to the obvious clarity and illustrativeness, this technique activates the independence of students, allows you to quickly absorb quality information. This technology is especially important for students majoring in Tourism. Listening and watching story videos in foreign language classes of professional communication gives the opportunity to hear the correct language, learn to understand the interlocutor and build a dialogue through professional communication. The videos contain visual material about the climatic features of destinations, the state of tourist infrastructure, give students the opportunity to get acquainted with the technology of sales and features of service at all stages of the production process, tourism and hospitality of different countries [6].

The use of Content Language Integrated Learning (CLIL) technologies, subject-language integrated learning, can increase the level of motivation to learn a foreign language and master professional competencies within the framework of all-level training of specialists in the field of tourism. The term CLIL was first introduced by David Marsh in 1994. The dual purpose pursued by this method provides the complexity of the simultaneous development of professional skills. in the field of tourism and successful and dynamic development of communicative competence using as a native, as well as the first and second language of

professional communication [3, 5]. Students successfully achieve the dual goal of this approach - to increase the level of professional knowledge within individual disciplines and at the same time develop communicative competencies.

The interdisciplinarity of this approach makes it possible to bring applicants closer to the real production situation with further employment in tourism and hospitality.

The "CV" method is suitable for the final courses in the field of "Tourism" and becomes one of the most important methods of training before entering the labor market. In conditions of high competition, the student must be able to identify, clearly articulate and present their professional strengths. The big advantage of this is the practical application of communication skills with the future employer, the opportunity to look at their characteristics from the outside, to assess their capabilities in the field of tourism and hospitality [12].

Development, adaptation, implementation in pedagogical activity and use of innovative technologies in tourism is extremely necessary.

The latest methods and forms of material supply include:

- 1) global e-learning complex (which includes electronic educational platforms, modules and distance learning courses);
- 2) use of social networks;
- 3) use of cross-platform applications for instant messaging;
- 4) use of conference call, teleconference, online or off-line video broadcast;
- 5) use of cloud storage;
- 6) use of cloud interrogative systems and software customers;
- 7) podcasts that teach channels, video hosting;
- 8) mobile applications: development of unique cross-platform training applications; integration of already developed courses posted on educational portals mobile environment;
- 9) the use of simulators;
- 10) development of technologies and areas of application of artificial intelligence;
- 11) work with virtual assistants;
- 12) use of cross-platform, mobile and game applications;
- 13) application of technologies 5.0 [20].

The subject of a separate study may be innovative technologies for teaching tourism disciplines in a VR environment (virtual reality) using innovative technical means, such as wireless headsets for smartphones, VR glasses, and other devices that create virtual reality and support AR (augmented reality, augmented reality - technologies that complement reality with virtual elements) [5].

These technologies can significantly increase students' awareness of tourist attractions, destinations, tourism potential of countries and regions.

The augmented reality environment is aimed at improving the quality of tourism education through specially developed software, and can also be used in the field of remote consumption of tourist and excursion services. The application of this technology correlates with global trends in the digitalization of industrial, economic and innovative processes. The problems of application of innovative technologies of augmented and / or virtual reality (AR, VR) in the educational process include the following:

- 1) high cost of equipment;
- 2) rapid moral and technical aging of equipment, caused by high rates of technical development;
- 3) long term development of unique software;
- 4) the high cost of software.

A promising area in innovative tourism pedagogy is to teach students IoT technologies (Internet of things - (placement of sensors on objects connected to the Internet and connected to the user through mobile applications), as well as training to create virtual tours and participate in digitization and / or or digitization of tourist facilities.

The list of standard tools that can significantly reduce the time of the teacher to prepare for classes in tourism disciplines, includes the following technical means:

- 1) interactive boards for operative navigation on the content of profile tourist sites, visual demonstration of design and modeling processes in tourism;
- 2) training versions of professional software from developers; devices for video and conferencing with representatives of travel companies, providing communication with potential employers, as well as partner universities in order to develop communication skills in students, including a foreign language of professional communication [16].

The use of the above-mentioned innovative pedagogical technologies and tools changes the role of the educational process in the teaching of tourism disciplines in higher education. The student gets the opportunity to most widely, capaciously and quickly learn the necessary material, learn to think creatively, find a way out of a problematic situation, to rebuild under rapidly changing conditions. The teacher is assigned the role of coordinator and consultant, which maximizes the independence and activity of students, helping to develop professional competencies in those who study the specialty "Tourism", to increase the competitiveness of future professionals [2, 8].

Conclusions

Thus, both positive and negative sides of the use of innovative technologies have been formed. As practice shows, bachelors in "Tourism" are more willing and effective to master professional skills after practical acquaintance with design, tour operator, exhibition and congress activities (internships, temporary employment, work on the stands of international exhibitions and fairs, attending international master classes involvement in the organization of international conferences and seminars).

Such practices provide an understanding of the real job responsibilities of production, which, in turn, affects the motivation of applicants in terms of professional competitiveness and self-realization [1, 5].

To increase the efficiency of the learning process and solve the main problems of forming foreign language communicative competence in bachelors in "Tourism" in higher education, it is necessary to rethink the presentation format and pay special attention to teaching culture, providing continuous self-education and training of tourism teachers [3].

It is also worth noting that it is necessary to create opportunities for the integration of innovative technologies in the organization of classes in certain disciplines ("Technology of tourism"), and in the study of a comprehensive training module.

The experience of leading domestic and foreign universities, which train specialists in "Tourism", "Hotel and restaurant business", shows that the institute of tourism laboratories at specialized faculties optimizes and improves the quality of the educational process. For example, the "Laboratory of Innovative Technologies in Tourism" may become a structural unit of the Faculty of Physical Education, Health and Tourism of Zaporizhzhia National University and have the function of providing assistance and assistance to university management, faculty, and undergraduate and graduate students. performing the tasks facing them, namely: conducting all types of laboratories, practical, disciplinary and interdisciplinary training and research work of applicants in the field of training "Tourism". The main objectives of the tourism laboratory can be:

- 1) consolidation and deepening of theoretical knowledge in specialized disciplines;
- 2) study and testing of a specific production process;
- 3) consolidation of practical skills and competencies, as well as experience of independent activity;
- 4) acquisition of the necessary practical skills to perform the final qualification work (diploma work, bachelor's thesis, master's thesis);

5) raising the culture of tourist consumption and promoting the principles of sustainable tourism development.

Such tourism laboratories allow to fully reveal the abilities of students, solve the problem of low student motivation, provide interdisciplinarity of practice-oriented learning, reduce the burden on teaching staff, help organize learning time more rationally and most effectively consolidate professional competencies of students.

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ORGANIZATION OF AN EMPIRICAL STUDY OF THE PROBLEM OF DEVELOPMENT OF STATE ANXIETY SELF-REGULATION IN PSYCHOLOGISTS-TO-BE IN THE CONDITIONS OF LEARNING ACTIVITY

Summary

The article describes the process of organizing an empirical study of the problem of state anxiety self-regulation in future psychologists in the context of learning activity. It is determined that such a process was introduced through the organization of a psychological experiment. The experiment was implemented by four successive stages, detailed in the article: preparatory, organizational, basic, and final. It was found that such organization of the process of the empirical research contributed to the achievement of the goal, problem solution and verification of the formulated experimental hypotheses.

Keywords: anxiety, state anxiety, self-regulation, experiment planning, psychological experiment.

Introduction

Anxiety is the initial situational emotional response to various stresses, and therefore, it becomes part of the emotional experiences of people involved in any significant activity, including learning. This statement becomes especially significant in the context of the formation of psychologist's-to-be personality: The Standard of Higher Education of Ukraine in the field of knowledge 05 "Social and Behavioral Sciences", in the speciality 053 "Psychology" [12] states that one of the special (professional, subject) competencies of

psychologists-to-be is the ability to personal and professional self-improvement and self-development. That is why the development of skills and abilities to self-regulate state anxiety, as one of the components of professional competence, should become the basis for qualitative improvement of the system of training psychologists in higher education institutions. Self-regulation of state anxiety is one of the main components of a specialist-to-be "survival" in modern conditions; a decisive factor influencing their success in the process of life organization and creativity.

Theoretical analysis of the problem of state anxiety carried out in our previous works [2], allows us to define it as a temporary stable state that occurs in response to stress and objectively causes unrest, mental stress and is characterized by a complex structure, whose basic structural components are: cognitive, neurophysiological, and behavioral.

While studying the features of the state anxiety manifestation in psychologists-to-be in the process of learning, several important points were identified: situations that provoke state anxiety among psychologists-to-be were considered as causes of this condition [1]. Among the causes of state anxiety of future psychologists, there are situations related to knowledge testing, including exams, tests, modular tests, public speeches, etc. (T. Chelyshkova, N. Khasanova, O. Kondash, I. Volzhentseva, O. Faustova and Yu. Shcherbatykh) [1]; the source of anxiety is learning activity (O. Groysman, G. Ldokova, L. Ulanovska, O. Kuznetsov, V. Stonogina, S. Chopov) [1]; state anxiety has a negative impact on students' academic performance (N. Diomidova, O. Kuznetsov, V. Shapovalova). In the process of state anxiety occurrence in psychologists-to-be, there is a need to develop the ability to self-regulation; individual and stylistic features of self-regulation of educational activity regulate and determine state anxiety in psychology students (V. Morosanova, K. Fomenko, and others).

Such theoretical generalizations provided the blueprint for formulating a number of assumptions: the content and structure of state anxiety are related to the form of organization of learning and cognitive activities of psychologists-to-be and are different at rest (normal situations during lectures) and stressful exam situation; psychologists'-to-be state anxiety is characterized by nonlinear dynamics during degree learning; the content, intensity and structural features of state anxiety in a normal learning situation (for example, during lectures) and in a stressful situation (for example, during an exam) are related to the personal characteristics of psychologists-to-be; the level of state anxiety is determined by the ability of psychologists-to-be to self-regulate their own mental states; in the conditions of specially organized technology and the program on development of state anxiety self-regulation, it is

possible to essentially optimize the composition and structure of mental states which are actualized at psychologists-to-be in the course of degree learning.

The formulated assumptions allowed to carry out empirical research of the problem of development of state anxiety self-regulation in psychologists-to-be in the conditions of learning activity.

Aim, subject and research methods

The study aims to describe the stages of the empirical study of the problem of state anxiety self-regulation in psychologists-to-be in the context of learning activities.

The subject of research is the process of development of state anxiety self-regulation in psychologists-to-be in the conditions of educational activity.

Research methods: empirical research was conducted at the Municipal Institution of Higher Education "Khortytsia National Educational Rehabilitation Academy" of Zaporizhzhia Regional Council (Zaporizhzhia, Ukraine), Municipal Establishment "Kharkiv Humanitarian-Pedagogical Academy" of the Kharkiv Regional Council (Kharkiv, Ukraine), National University "Zaporizhzhia Polytechnics" (Zaporizhzhia, Ukraine), Bogdan Khmelnytsky Melitopol State Pedagogical University (Melitopol, Ukraine).

Research results

The planning of the organized empirical research included certain stages: preparatory, organizational, main, and final. There is a brief description of each of these stages.

At the *first, preparatory, stage* of the empirical research, an organizational and methodological approach to solving the problem of state anxiety self-regulation in psychologists-to-be was elaborated.

Thus, the following assumptions were tested in our empirical study:

1. The content and structure of state anxiety are related to the form of organization of learning and cognitive activities of psychologists-to-be and are different at rest (normal situations during lectures) and stressful exam situation.

2. Psychologists'-to-be state anxiety is characterized by nonlinear dynamics during degree learning. The increase in state anxiety is due to changes in the conditions of learning activities, intensification of independent learning work, inclusion in new forms of learning work, the actualization of professional choices at the final stage of the bachelor degree program.

The decline in state anxiety may be due to a crisis of professional self-determination, a decrease in the importance of higher education in certain periods of degree learning or in certain groups of psychologists-to-be.

3. The content, intensity and structural features of state anxiety in a normal learning situation (for example, during lectures) and in a stressful situation (for example, during an exam) are related to the personal characteristics of psychologists-to-be (coping strategies, basic beliefs, irrational attitudes, trust in the world, in people, in themselves; optimism, subjective well-being).

4. The level of state anxiety is determined by the ability of psychologists-to-be to self-regulate their mental states.

5. In the conditions of specially organized technology and the program on development of state anxiety self-regulation, it is possible to essentially optimize the composition and structure of mental states which are actualized at psychologists-to-be in the course of degree learning.

At the *second, organizational, stage*, a representative study population was formed. It consisted of 275 first- and fourth-year psychologists-to-be from four higher education institutions: Municipal Institution of Higher Education "Khortytsia National Educational Rehabilitation Academy" of Zaporizhzhia Regional Council, Municipal Establishment "Kharkiv Humanitarian-Pedagogical Academy" of the Kharkiv Regional Council, National University "Zaporizhzhia Polytechnics", Bogdan Khmelnytsky Melitopol State Pedagogical University. Diagnostic materials were collected during the 2019-2020 academic year.

At this stage, psychodiagnostic techniques relevant to the aim of the study were also selected. Methods to record the manifestations of state anxiety in psychologists-to-be were chosen.

The choice and substantiation of methods of research of *state anxiety* in psychologists-to-be were carried out based on our theoretical analysis of the problem and our preliminary research. The package of psychodiagnostic tools includes a number of psychodiagnostic techniques.

The State-Trait Anxiety Inventory (designed by Ch. Spielberger and customized by Yu. Khanin) [4]. The method is an informative means of self-assessment of the level of state and trait anxiety (as a stable personal characteristic). It was designed by Ch. Spielberger and customized by Y. Khanin [4].

Student Manifest Anxiety Scale (questionnaire by J. Taylor modified by G. Gabdreieva) [5]. Manifest Anxiety Scale by J. Taylor was modified by G. Gabdreieva. The

new technique was called the 'Student Manifest Anxiety Scale'. The methodology is focused on a specific research population and includes 30 statements that are relevant to the student's life (success, relationships with classmates, teachers, preparation for classes, response to control and evaluation methods) [9].

Manifest Anxiety Level Scale (questionnaire by J. Taylor modified by T. Nemchinov) [10]. The questionnaire aims to determine the level of anxiety and consists of 50 statements. The questionnaire modification is used in the process of both individual and group examination [10].

Questionnaire for the assessment of acute physical fatigue [8]. It is aimed at determining the degree of physical fatigue. The technique is used to diagnose this type of fatigue not only during heavy physical exertion but also in the process of performing work that involves intense dynamic and static loads. The questionnaire consists of 18 short statements, aimed at identifying both direct symptoms of physical discomfort and manifestations of mental instability and exhaustion; emotional and motivational assessments [8].

Maudsley Medical Questionnaire (by H. Eysenck) [11]. The method is aimed at determining the level of anxiety, frustration, aggression and rigidity. The methodology consists of 40 statements and has 4 scales: anxiety, frustration, aggression and rigidity. The results are processed by calculating the sum of points on each scale. The result indicates the level of manifestation of anxiety, frustration, aggression or rigidity [11].

Coping Inventory for Stressful Situations (by N.S. Endler and J.D.A. Parker, customized by T. Kriukova) [3]. This questionnaire was designed by Canadian scholars Norman S. Endler and James D.A. Parker in 1990 and customized by T. Kriukova in 2001. The method allows determining the following coping strategies of the individual: problem-oriented strategy; emotionally-oriented strategy; avoidance strategies; distraction; social distraction (search for social support).

World Assumptions Scale by R. Janoff-Bullman, modified by M. Padun, A Kotelnikova [7]. The methodology is a self-report consisting of 32 statements. Obtained data are processed according to the key and are interpreted within three basic judgments: the world is benevolent; the world is meaningful; the self is worthy. Some questions are inverted [7].

Inventory for Irrational Beliefs Diagnosis by A. Ellis [13]. The method is designed for general diagnosis in the field of beliefs in cognitive-behavioral therapy and other areas. This method examines four groups of irrational attitudes: "catastrophization", "self-responsibility",

"duty to others", "evaluation attitude"; it also determines the level of frustration tolerance of the individual, which reflects the degree of frustration and overall assessment of rationality of thinking [13].

Methodology "Style of self-regulation of learning activities - SSUD-M-2011" [6]. The questionnaire can be used for psychologists-to-be, but to a greater extent, it corresponds to the peculiarities of school students' self-regulation. The methodology is represented by scales of planning, modeling, programming, evaluation of results, flexibility, independence, reliability and responsibility, each of them is evaluated on a dichotomous scale and is represented by 9 statements.

The selection of methods and their corresponding empirical indicators took into account the requirements for reliability, validity, objectivity, representativeness, clarity, and unambiguous instructions for the diagnostic procedure, the ability to compare the results obtained using a particular method with the results of other researchers. Diagnosis took place both in groups and individually.

At the *third, main, stage*, the empirical study was conducted, during which indicators corresponding to the employed empirical procedures were recorded. Primary empirical data of psychodiagnostic were mathematically and statistically processed, using probabilistic logic and probabilistic models. Methods of mathematical and statistical data processing include:

- 1) descriptive statistics aimed at calculating the measures of the central trend (average) and scale (standard deviation) and checking the normality of the distribution of the indicators;
- 2) parametric Student's t-test to identify differences between two dependent variables – indicators of state anxiety during lectures and exams;
- 3) one-factor analysis of variance, which tested the hypothesis of the impact of a single factor on the dependent variable, in our case – the impact of the training course on the level of development of state anxiety in the totality of all its parameters;
- 4) Pearson's chi-square test to identify the peculiarities of the distribution of the studied population by the level of the studied features – state anxiety and its manifestations;
- 5) correlation analysis which is the calculation of linear correlation coefficients r_{xy} by K. Pearson, designed to identify consistently variable variables – indicators of state anxiety and its manifestations;
- 6) exploratory factor analysis, which compressed the array of source data to more economically describe them (with minimal loss of source information); it was possible to move from many source (external) variables to a small number of latent factors that determine these external variables;

7) multiple regression analysis, used to study the simultaneous and consistent influence of many independent (source) variables on one dependent with the subsequent construction of linear regression equations of type

$$Y = b + b_1x_1 + b_2x_2 + \dots + b_px_p + e,$$

where, Y is a dependent variable (in our study, it is factors of psychology students' state anxiety manifested at lectures and exams); b - free member; b₁, b₂, ... b_p – model parameters (in our study, they are psychological features that affect state anxiety); e – prediction error; multiple regression analysis enabled to predict the actualization of state anxiety based on a set of studied psychological characteristics. Data were mathematically processed and the results were graphically presented using the statistical software package Statistica 6.

Besides, this stage involved the introduction of technology for the development of state anxiety self-regulation in psychologists-to-be. In this context, the technology of development of state anxiety self-regulation in psychologists-to-be means a comprehensive system of technological procedures aimed at developing state anxiety self-regulation in psychologists-to-be.

The technology aims to develop state anxiety self-regulation in psychologists-to-be.

The technology of state anxiety self-regulation involved the implementation of successive stages: diagnostic, preparatory, main, final (control).

The main component of the preparatory and main stages of the technology of state anxiety self-regulation in psychologists-to-be was the program "State anxiety self-regulation". The program was aimed at expanding the knowledge of psychology students on the peculiarities of the application of methods of state anxiety self-regulation and at forming the skills of state anxiety self-regulation.

The program "State anxiety self-regulation" consisted of two modules: "Theoretical foundations of the problem of state anxiety self-regulation" and "The development of state anxiety self-regulation". The purpose of the first module "Theoretical foundations of the problem of state anxiety self-regulation" is to form a focus on activating in psychology students for the duration of the program; to provide students with information on methods of state anxiety self-regulation; to form in psychologists-to-be the awareness of the need to reduce state anxiety. The expected results of this module are the psychology students' attitude to the successful application of methods aimed at state anxiety self-regulation, the result-oriented performance of psychology students, knowledge of methods of state anxiety self-regulation formed in psychology students. The purpose of the second module "The development of state anxiety self-regulation" of the program is the external regulation of voluntary action by

psychology students on the use of methods of state anxiety self-regulation (e.g., with the help of a teacher); independent regulation of voluntary action by psychology students, i.e., when the exercise is accompanied by a certain volitional effort and a sense of self-confidence; voluntary regulation of actions by students-psychologists in the process of applying methods of state anxiety self-regulation. The expected result of this module is the formation of a certain dynamic stereotype (strengthening of temporary nerve connections in the cerebral cortex, the development of a certain system); automating the process of choosing methods of self-regulation in a particular situation, which can cause state anxiety.'

The main methods of developing state anxiety self-regulation during the program were: autogenic training, visualization, methods of progressive muscle relaxation, normalization of breathing, self-suggestion, techniques of positive thinking.

At the *fourth, final, stage* there was a qualitative analysis and interpretation of the obtained results. The research procedures were comprehensive. In the process of verification of hypotheses of the empirical research of the problem of development of state anxiety self-regulation in psychologist-to-be in the conditions of learning activity, it was revealed:

1) the structure and content of psychologists'-to-be state anxiety depend on the learning situation. The factor structure of state anxiety in psychology students in the exam situation and during lectures differs in content (in the conditions of lectures where knowledge is acquired, the cognitive component of state anxiety psycho-emotional manifestations dominates. In the examination situation, where psychologist's-to-be knowledge and competencies are assessed, the personal component of psycho-emotional manifestations dominates);

2) the nonlinear nature of the micro-age dynamics of state anxiety in psychology students in the conditions of lectures. Manifestations of state anxiety increase during study at a higher education institution, except for the third year, which can be considered as a specific period of reassessment of higher education importance, the crisis of professional identification of psychologists-to-be;

3) in the conditions of lecture, manifestations of state anxiety in psychology students are determined by some personal predictors: learning anxiety of psychology students is manifested with the actualization of pessimism, low self-esteem, less self-confidence, more frequent use of avoidance as a coping strategy, dominance of low trust in the world, attitudes about one's duty set by others, neglect of real solutions to the problem as a strategy to overcome stress. Psychology students' state anxiety at the exam is also due to a number of personal predictors: stress and anxiety at the exam due to low levels of subjective well-being and

frustration tolerance, reduced ability to self-regulate their mental state, self-doubt and neglect;

4) after the introduction of the technology and program for the development of state anxiety self-regulation, statistically significant differences in the indicators of state anxiety in psychologists-to-be of the experimental and control groups were revealed. Negative dynamics of state anxiety manifestations in psychology students of the experimental group during the implementation of the program was registered against the background of the absence of statistically significant changes in the control group.

Conclusions

Thus, on the theoretical basis, the empirical study of the problem of state anxiety self-regulation in psychologists-to-be in conditions of learning activities was organized in four successive stages: preparatory, organizational, main, and final. The obtained empirical results testify to the achievement of the research aim and the solution of the set tasks. This result was facilitated by the effective organization of the process of empirical research on the development of state anxiety self-regulation in future psychologists-to-be in the context of learning activities.

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DEVELOPING PEDAGOGICAL SKILLS OF A TEACHER OF A PROFESSIONAL PRE-HIGHER EDUCATION INSTITUTION AS A BASIS OF HIS COMPETENCE

Summary

The article considers the peculiarities of pedagogical skills development of teachers of professional pre-higher education institutions, presents different ways of developing pedagogical skills in the conditions of professional pre-higher education. The theoretical bases for researching the essence of pedagogical skills of teachers of establishments of professional pre-higher education are analyzed. The structure of pedagogical skills is substantiated, the ways of improving the professional competence of teachers by passing foreign internship, self-education, development of scientific creativity, application of interactive learning technologies, modern information and computer technologies are offered.

The pinnacle of professional and personal development, formation and improvement of the teacher is the achievement of the highest level – pedagogical skills.

Keywords: pedagogical skills, professional competence, professionalism, self-education, self-improvement, interactive learning, internships, information structuring, innovative technologies, information-digital and vocational training.

Introduction

Outstanding teacher, philosopher, thinker Zyazyun I.A. (1938–2014) substantiating the essence of pedagogical skill as a dominant component of pedagogical action, drew attention to

the fact that the uniqueness of the pedagogical profession hides a well-known paradox [1]. On the one hand, it belongs to the mass, widely demanded professions, and on the other hand, has an extremely large number of requirements for the performer. And although the profession of a teacher is not defined as a creative profession, in fact the volume of such actions which require the teacher's own position, formulation and extraordinary solution of the problem, expression of individuality, ability to improvise, willingness to impress, arouse special aesthetic experiences and actions is so great that there is no coincidence in comparing a teacher to an actor, a manager, a politician and a director, etc.

Pedagogical skill is manifested not in theoretical knowledge, but primarily in the ability to apply it in specific activities. Externally, skill is manifested in the successful solution of various pedagogical tasks, a high level of organization of the educational process, but its essence is in those qualities and personality traits of a teacher, which give rise to this activity, ensure its success. These qualities should be sought not only in the skills, but also in the fusion of personality traits, its position, which allow the teacher to act productively and creatively.

With the adoption of the Law “On Professional Pre-higher Education” in Ukraine there was a need for radical changes in the activities of teachers of professional pre-higher education, aimed at improving the quality and competitiveness of education, solving strategic challenges facing the national education system in new economic, social and cultural conditions, its integration into the European educational space.

To achieve this, teachers need to constantly improve their pedagogical skills, which can be manifested in the successful creative solution of various pedagogical tasks, in the effective achievement of methods and goals of educational activities.

Aim, subject and research methods

The purpose of the article is to explore the features and ways to improve the pedagogical skills of a teacher of a professional pre-higher educational institution, to identify the main components of teacher skills, to analyze what forms of methodological work and teaching methods are used to develop and improve teaching skills in professional pre-higher educational institution.

Subject of research: pedagogical skill of a teacher, ways to improve pedagogical skill.

Methods of research: analysis, synthesis, comparison, generalization.

Research results

Pedagogical work of a teacher of a professional pre-higher educational institution is a special form of professional activity, the content of which is teaching, education and development of students, promoting the formation of their professional knowledge, skills and abilities, active life position, which will allow future graduates to actively participate in social, cultural, economic and other spheres of society. The result of teaching is the development of the student, his personal, intellectual improvement, self-determination, the demand for a specialist not only in the national labor market but also in the international. Therefore, institutions of professional pre-higher education are the basis for higher education, as well as for the international competitiveness of the country.

Indicators of professional readiness of a graduate of a professional pre-higher education institution, ultimately transformed into professional competence, are considered as the basis for the development of pedagogical skills of the teacher. The substantiated structure of pedagogical skill of a modern teacher of a professional pre-higher educational institution includes:

- professional competence (system of necessary knowledge, skills and abilities, mastery of modern technologies and strategies for solving didactic problems, presentability of personal experience, ability to obtain and transform the necessary information, etc.);
- readiness for creative professional activity (motivated professional self-determination, ability to reflect, experience of pedagogical work, professional mobility, availability of the program of self-improvement, etc.);
- pedagogical abilities (perceptual, creative, communicative, emotional-regulatory); personal qualities that have professional significance (purposefulness, tolerance, honesty, optimism, etc.);
- pedagogical technique (speech, facial expressions, dramatization, organization of pedagogical interaction, adequate communication, etc.) [2, p. 178].

Under the professional competence of a teacher we understand the integrated personal formation, based on theoretical knowledge, practical skills and personal qualities that have professional significance, and experience that ensure readiness to perform pedagogical activities at a high level of self-organization. As for pedagogical skills, in the Ukrainian pedagogical dictionary this concept is defined as a characteristic of a high level of pedagogical activity, which is based on a high professional level of the teacher, his general culture and pedagogical experience.

Pedagogical skill, based on skills, qualifications, according to Makarenko A.S., is the knowledge of the pedagogical process, the ability to build it, to set in motion [3]. Therefore, pedagogical skill is often reduced to the skills and abilities of pedagogical technique, while it is only one of the components of pedagogical skill, which is manifested from the outside. Makarenko A.S. claimed that “pedagogical skill can be brought to a great degree of perfection, almost to the degree of technique ...” [3, p. 368-369].

Among the abilities due to which Makarenko A.S. achieved success in solving pedagogical problems, first of all it is worth mentioning the ability to feel and understand the depths of the human psyche, its features. “I was able to recognize,” wrote the teacher, “their feelings from the signs I know: from the depths of their eyes, from the blush of embarrassment, from distant attention from around the corner, from a slightly hoarse voice, from jumping and running after the meeting” [3, p. 442]. Thanks to his observation, the teacher-innovator could brilliantly diagnose a situation that provided an accurate prediction of the mood or behaviour of a teenager or adult. Such a subtle and deep knowledge of the pupils' personality is explained by the pedagogical intuition and talent of Makarenko A.S. – he made a lot of efforts to fix and patiently accumulate knowledge about each pupil.

Sukhomlyns'kyi V.O. paid special attention to the improvement of the teacher's pedagogical skills. The provisions of his works on the ways of forming the pedagogical skill of a teacher are of great importance. Sukhomlyns'kyi V.O. considered the improvement of pedagogical skill on the basis of constant spiritual growth of a teacher, his knowledge and culture to be the main inexhaustible problem. The teacher stated: “In individual work with an experienced teacher, the task of the principal is to find together with him (often more due to the abilities of the teacher than the principal) the area of creativity, which begins further improvement of pedagogical skills. And there are no limits to perfection in our work” [4, p. 74].

Undoubtedly, the problem of pedagogical skills at all stages of development of the education system in Ukraine was in the centre of attention of scientists, educators and psychologists. Many modern Ukrainian scientists study the problem of pedagogical skills – Zyazyun I. A., Kyrychuk O. V., Madzihon V. M., Oliynyk V. V. and others.

Pedagogical skill in the research of scientists is considered as a high art of motivated educational activity based on the acquired system of knowledge, skills, abilities, personal qualities and pedagogical experience and is manifested in the complex solution of problems of education, upbringing and development on a reflexive basis. Pedagogical skill is considered as a complex, dynamic, integrated personal formation, which includes a strong human desire to

work in the pedagogical field, the presence of special knowledge, skills and abilities, a set of individual mental and characterological features that ensure high efficiency of its further professional functioning.

Pedagogical skill include: personal component, as the unity of the motivational component (professional and pedagogical orientation) and individual psychological characteristics (general, professional and pedagogical abilities); information-theoretical component: special, methodological, psychological-pedagogical knowledge; activity component that combines pedagogical technology and technique.

Pedagogical skill is positioned as a set of goals, the achievement of each enhances the art of a teacher, namely: the style of pedagogical communication, language culture, public speaking, the image of a teacher, his intellectual erudition, stress resistance, and so on. Obviously, it is expected that all goals a teacher works on improving them are equal.

The modern teacher should direct his activity on the formation of scientific thinking, the development of inner personal need for constant self-development, self-education throughout his life. The urgency of this problem is emphasized in recent documents on the reform of the education sector, in particular in the Law of Ukraine "On Professional Pre-higher Education" and the Draft Concept of Education Development of Ukraine for the period 2015-2025. Thus, the law states (Articles 61, 62, 64) that scientific and pedagogical, pedagogical workers have the right and obligation to constantly improve their professional and general cultural level and pedagogical skills, to ensure continuous professional development [5]. Outlining modern approaches to the organization of the educational process, the Draft Concept of Education Development of Ukraine for the period 2015-2025 emphasizes the need to develop by 2016 a set of fundamentally new models of professional development of teachers, based on multivariate schemes of organization and content of education, promotion of best educational practices. It is also proposed to introduce a set of measures aimed at encouraging academic mobility of teachers (international and domestic), expanding the practice of creative vacations and internships (including abroad) [6].

Taking into account the new requirements for professional pre-higher education in the context of reforming society, critical analysis of the quality of work of pedagogical staff of professional pre-higher education institutions necessitate a new approach to the organization, structure, content, forms and methods of improving teachers' pedagogical skills. Advanced training, internship of teachers of professional pre-higher education institutions are designed to solve the problem of meeting the professional and educational needs of teachers of various educational institutions, which is associated not only with the deepening and updating of

knowledge on the subject, but, above all, with the solution of specific issues of teachers regarding the mastery of pedagogical skills, management skills and abilities, the use of pedagogical technologies.

Multifaceted internships (scientific, educational, cultural aspects), in particular abroad, could make this form of professional development effective and efficient in terms of developing the professional component of the teacher in the context of internationalization, one of the goals of which is to improve the quality of education and research through the participation of students and teachers in the international process of knowledge exchange and work practice [7]. However, internships in other educational institutions remain practically the only possible form of professional development of a teacher of a PPE institution. Sometimes this internship is mostly formal. In fact, there have been no significant changes in the professional or methodological level of this teacher's work. This is especially observed in the work of older generation teachers, who are brought up on the principles of ideological, authoritarian pedagogy and psychologically unable to apply pedagogical innovations in their work [8, p.113].

Skills can also be improved through self-education: acquiring new professional knowledge through the study of scientific literature, preparing publications and speeches at scientific conferences, developing methodological support for disciplines taught by the teachers, and improving knowledge, skills and abilities in pedagogy. But self-education cannot replace specially organized advanced training, a mandatory component of which is the deepening of psychological and pedagogical training, acquaintance with new teaching technologies, mastering the methods and techniques of professional pedagogical activity, improving computer literacy and Internet skills.

Pedagogical self-education is a clearly planned system, the purpose of which is to implement the achievements of pedagogical science in the educational process. The main condition of pedagogical self-educational activity is self-control, not external control. The content of self-education should correspond to the professional level of the teacher, his interests and inclinations. When starting self-education, it is necessary to assess your ability to improve pedagogical skills, abilities and the use of various forms of self-educational activities. The latter is one of the priorities for teachers today in education.

The profession of a teacher is inconceivable without constant self-improvement: a teacher must be a role model for his students. It is well known that a teacher is able to educate and teach his students while working on his own upbringing and education (Ushyns'kyy K.D.), otherwise, no innovative activity in the institution will take place.

Continuous personal and professional self-development of a modern teacher is based not on his acceptance of certain methodical guidelines or instructions, but on such an approach, when he “comes to it independently”.

If you look more deeply at self-education, it becomes clear that it is quite a lot of work on yourself – self-organization, self-development, human self-improvement; we know this from the biographies of a number of world-famous and many little-known people, the results of their activities clearly show the great forces in human development that are inherent in their work on self-organization, self-education and self-development (Jean Jacques Rousseau, Maxim Gorky, Leonardo da Vinci, Michael Faraday, Antonie van Leeuwenhoek, Konstantin Tsiolkovsky, Thomas Edison and other great “self-taught”).

The essence of self-education is the conscious self-organization of the process of learning, acquiring the necessary skills. It promotes the development and improvement of qualities, abilities, skills of the individual to use the methods of self-education, self-learning and self-development. It should be noted that even knowing well the methods and techniques of self-study, techniques of working with the book, it is impossible to achieve serious results if a person does not have enough willpower to work with educational literature. Therefore, it is necessary to engage in self-education. It happens that when working with textbook or scientific reports, a person may not always be able to focus on what he has read and memorize the necessary information; in this case, self-development techniques can help, in particular, the development of memory, attention, the use of mnemonic rules, and so on.

Today, a teacher can be considered to have professional skill if he is a teacher-researcher who not only has deep special knowledge, has mastered the technology of scientific creativity, but also received a thorough psychological and pedagogical training, freely, normatively uses the national scientific language in all its styles, presents analytical and synthetic information and adequately teaches it both in writing and orally.

The professionalism of the teacher should work according to the following scheme: constantly learn by himself, share his achievements (findings) with his colleagues, capture them by his interest in the profession, do not rush to evaluate but to prompt and guide. This approach stimulates the search for new ideas, tools and ways of working.

In the conditions of transformation processes in institutions of professional pre-higher education, short-term internships for teachers in European universities could provide a significant breakthrough in the level of professional work of teachers. Such an internship would provide a useful exchange of scientific ideas, research methods, pedagogical experience, as well as contribute to the implementation of one of the basic principles of modern European

educational policy – the mobility of teachers and students. It enriches the individual person's experience, gives the opportunity to learn more about other models of knowledge creation and its dissemination, allows him to expand his contacts and communication, improve foreign language skills, i.e. to become more competitive in the labour market as a specialist, researcher, teacher, employee. Mobility contributes to the fact that education is open to new trends; knowledge becomes a transnational phenomenon, so such a form of professional development as an internship abroad is the most effective and optimal for the development of pedagogical skills of a teacher of professional pre-higher education institution.

Another important component of the development of pedagogical skills of the teacher is the structuring of information in the process of communicating it to students; organization of various types of student activities to achieve goals; organization of his own activity and behaviour in the process of direct interaction with students.

Regarding this component, students have the largest number of remarks to the teacher, namely the use of common forms and methods of work, the same structure of each lesson and the monotony of the content of educational material during lectures. In order to overcome these disadvantages, interactive learning technologies are offered, especially in practical classes. These technologies allow students [9, p.67-68]: to develop a strategy and tactics to achieve goals; to find independently possible resources to solve the problem; to learn to formulate, express and defend their own opinion, to listen to another person, to respect his views; to model different social situations and enrich their own experience by "acting them out"; to find common solutions to problems, to learn to build relationships and activities in a group; to carry out project activities, to implement plans, to develop skills of independent work.

Designing the use of interactive technologies in the institution of professional pre-higher education, the teacher must clearly define the objectives of teaching, promote comfortable conditions and mutual respect, form the motivation to learn and take into account the potential of the audience [10, p. 221].

The complex use of active forms and interactive technologies contributes to the consolidation of theoretical knowledge, equipping teachers with the necessary methodological arsenal for solving modern educational problems; forms the ability to reflect, the ability to use the information obtained in new conditions, as well as to improve the intellectual, ideological and communicative qualities of a teacher.

Also, increasing the pedagogical competence of teachers today is improving their skills in conducting classes by using distance learning technologies. Distance communication requires from a teacher high knowledge, skills and abilities to work with modern digital

technologies, as well as effective organization of learning, which consists in the originality of presenting the information.

During the online lesson, in order to keep the students' attention, a teacher should use as many multimedia tools as possible, so the following functions are added to the classic model of a teacher:

- teacher-moderator;
- teacher-animator;
- teacher-speaker of the webinar.

In today's realities, teachers need to improve their pedagogical skills through mastering new educational technologies; create conditions for the formation and development of skills of independent cognitive activity of students.

The use of modern information and computer technologies in the process of organizing work on the study and generalization of advanced pedagogical experience is one of the necessary conditions for professional growth of a teacher. As it is generally known, there is no method of teaching and education that would be universal for all teachers: each teacher can become an innovator, find his own approaches that will meet his personal qualities, due to the uniqueness of a creative personality.

Only on the basis of deep and comprehensive mastery of knowledge about the person – in philosophy, sociology, psychology, pedagogy, methodology of teaching the subject – a teacher can get the opportunity to master high professional skills. And high pedagogical culture, a necessary component of which is information culture, gives the teacher the opportunity to competently choose effective forms and methods, means of teaching and education, which is the basis for improving the educational process.

Conclusions

The development of pedagogical skills of a teacher is a process of personal growth and the process of professional development of personality. Mastering pedagogical skills by a teacher is a necessary long creative process, which is based on the following regularities: it is conditioned by the needs of socio-economic and cultural development of society; strategic objectives of integration of education into the European educational space and modernization of education in Ukraine.

A special place in the ascent of a teacher to the pinnacle of skill is given to practical activities, in the course of his direct inclusion in the performance of professional functions.

Therefore, the effective organization of the mechanism of improving professional competence and increasing the level of professionalism of a teacher in the information and educational space of the institution of professional pre-higher education is a necessary condition for increasing the professional qualifications of the entire teaching staff.

One of the leading conditions for the development of pedagogical skills is the teacher's ability to use modern innovative technologies. In the conditions of distance learning a teacher is required to have high information-digital and professional training. For the organization and effectiveness of distance learning it is necessary to involve competent teachers capable of self-development and self-improvement.

Thus, the main criterion of teachers' pedagogical skills should be the end result, i.e. an increase in professional knowledge, skills and abilities of future professionals, in moral readiness to solve non-standard problems posed by modern market conditions.

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THE ACADEMIC SUBJECT “HISTORY” IN THE WORLDVIEW FORMATION OF THE MODERN STUDENTS

Summary

Humanitarian disciplines in higher education are designed, first of all, to form the world outlooks of the guidelines of young people. Ukraine is now going through hard years, we have to live in a period of radical rethinking of values, social theories and social practice. Therefore, it becomes especially important to study the disciplines of the social and humanitarian cycle in national higher educational institutions. The current educational system is defined as one that overrides the demands of a globalized society for human education and pedagogical influence on it and the readiness of higher education and the scientific and pedagogical community to respond to the challenges of the present day. Of particular importance is the reorientation of the mindset of the modern teacher to awareness of fundamentally new requirements for their scientific and pedagogical activities in the context of the European measurement of scientific, pedagogical qualities and professionalism while preserving the best mental characteristics of Ukraine.

There is a demand for high-quality scientific and methodological support of the process of personal formation and professional development of a new teacher, educational process facilitator, qualified consulting and project management specialist, medical competent organizer of a comfortable educational process.

Keywords: education, high school, humanism, competency

Introduction

The development of innovative educational space requires the development and gradual implementation of a new vision of education, innovative educational technology and achieving a qualitative change in the way teachers work, their style of professional life and mentality. The complexity of the problems that humanity faces in our time make us talk today not only about preserving, but also about expanding the scale of education, improving its quality, because the further civilization moves along the path of its historical development, the more people are without education are forced out beyond normal living conditions. Therefore, with all the economic difficulties that exist in our country today, society and the state must do everything possible to prevent infringement of the rights of our fellow citizens to receive education, a decrease in its quality level. A disdainful attitude towards this will inevitably lead to the intellectual and cultural degradation of society, incompatible with the conditions of sustainable development, national security and, most importantly, the concept of the national development of Ukrainian society. Therefore, it would not be an exaggeration to say that all strategies for the future begin today at school, in a higher educational institution.

Aim, subject and research methods

The priority of the innovative model of development of state institutions and the rapid dynamics of the educational process under the conditions of the sectoral modernization is caused by the general need for these changes in order to corrigue the educational process, to provide quality consulting support for continuous educational process and innovative process of implementation of competence-based, integrated and inclusive approaches to learning, implementation of distance education model. Need qualified advisory support for the procedure of development by the educational institution of internal documents, educational programs, the author's and integrated courses.

The humanities should play an important role in technical universities, where they sometimes occupy a secondary, subordinate position.

Research results

In the world educational practice over the last decade, two opposite and, at the same time, inextricably linked trends have emerged. On the one hand, the role of education in the life

of society is constantly growing. On the other hand - there is a crisis of society, which is often due to the deficit primarily financial support. Here we can observe two conceptual approaches in the interpretation of the crisis. The first is based on the fact that the existing education system does not provide the level of quality of youth training required by modern post-industrial and social technologies [1].

The second concept sees the origins and content of the crisis in the dehumanization of education, its transformation into an instrumental category of industrial and market relations. Education loses its humanistic meaning and turns into utilitarian teaching of a narrow range of professional knowledge and skills.

The humanistic concern about the education crisis is not the snobbish mentality of the intelligentsia working in education. This concern expresses not only anxiety about education, its condition and prospects, but also disturbance about the fate of the country. The dehumanization of education is, at the same time, the dehumanization of society and its institutions. This process undermines national security, the prospects for social progress, narrows the horizons of democracy and levels its values, transforming a person's life into functioning with the spiritless Technosocium.

The leading countries of the world have achieved their high technological and economic development thanks to the creation and effective government support of their own intellectual potential. Lagging behind in this area makes the country more dependent on more developed states and creates for it a dangerous situation of becoming a secondary country. A high intellectual level is determined by such factors as the ability of society to create new technologies, put forward new ideas, and concentrate the achievements of world civilization. But the formation and development of a viable intellectual potential of society is impossible without the comprehensive development of the moral and cultural aura.

Education can be considered as one of the factors of national security, sustainable socio-economic development, ensuring for the country and the people a proper status in the world human community, which is changing dynamically. Education is the main indicator of the quality of our lives. It is the core of economic power and security, creative potential, science, culture, art just when public policy is based on its priorities.

A massive, public education system has developed in our country. While it has many drawbacks, the accomplishments are still astounding. The intellectual potential of Ukraine, despite the destructive tendencies, is completely based on the this system. But the old education system was leveled by technocratic orientations and mono-ideologization. Rigid centralization of management and control suppressed academic freedom. In the structure of higher education,

humanitarian specialties were clearly on the periphery. The elimination of the educational sphere on the periphery of state policy and public attention leads not only to social degradation, cultural impoverishment, but also to dehumanization, weakening of national security, and a reduction in the possibilities for the country's democratic development.

Dehumanized education can become a factor of social instability and even a mechanism of integration of people into a dehumanistic or pseudo-humanistic society, the features of which are visible in modern Ukraine [2]. Modern education, if it is filled not only with intellectual but also with moral content, forms an inalienable need for ethical and civic reform, is a factor of democratic progress, national security and social dynamics. The humanistic traditions inherent in education should not be discredited and leveled, but enriched, thus giving society the opportunity to approach education not from a mercantile market position, but as a factor in Ukraine's exit from the crisis, not only survival but also vigorous comprehensive development.

The discussion between "humanitarians" and "technicians" has deep roots both in Ukraine and abroad. However, if the developed countries of the world constantly spend significant funds on the development of science (including the humanitarian cycle), the Ukrainian government in most cases subsidizes only those studies that have a quick practical result. Moreover, both among the political and economic elite, and in Ukrainian society as a whole, there is a conviction that the development of the humanitarian sphere of science directly depends on the socio-economic situation of the country. It seems to us that there is a tangible mutual influence of the former and the latter. Without significant attention from the state to humanitarian education, purely applied branches of scientific knowledge will not give the expected result.

It is with the social and humanitarian disciplines that the formation of the worldview of the future specialist, his beliefs and preferences is associated. Without them, the development of sustainable interests of society, the formation and maintenance of its high moral and legal culture, the formation of humanism is impossible. Any country that shares the values of the developed countries of Western democracy and is ready to strategically cooperate with them should be guided by such socially significant things.

In our opinion, a special place in the implementation of such complex and important tasks belongs to the study of the historical experience of their nation. It is the foundation of culture, traditions, national psychology, the existing political and socio-economic system.

At first glance, the role of the humanitarians in human society is less noticeable than that of applied scientific disciplines. This is due to the peculiarities of assessing the results of the work of the humanitarians, blurred boundaries between fundamental and practical research,

the descriptive nature of their products. At the same time, the humanitarians have a much larger public echo, in comparison with natural and precise scientific searches, they can cause a powerful social resonance, and have significant cultural consequences.

Now, in a period of comprehensive crisis, it is especially important to promote the disciplines of the humanities on the example of a particular person: an acquaintance, colleague, neighbor, and so on. Professors of the Department of Theoretical and Legal and Social and Humanitarian Disciplines, State Agrarian and Engineering University in Podilya organized the work of several groups of humanitarian orientation, which are aimed at working with students who combine professional education with an active public position, have hobbies related to history, history, philosophy, and are socially active.

The practice of compulsory study of one's own family tree in preparation for seminars on "History" by students seems to be successful. The implementation of such a seemingly simple task actually requires a rich professional methodological toolkit and carries a significant educational burden. It presupposes a certain level of possession of archaeographic and archival knowledge, familiarity with national historiography, local history and regional studies.

Working on the story kind of introduces the young person to the past better than professional lectures and other classroom work at the university. It is impossible to learn about the great-grandfather who was tortured in Magadan or who died from the Holodomor and thus hesitation in the existence of the terrible Stalinist repressions will disappear. Often, studies of one's own genealogy (in fact, the main topic of studying history in Western Europe and the United States) lays the foundation for a person's further self-improvement, forms his hobbies and determines his way of life. With such conditions, individual hours should become an important link in the educational process in universities. Individual work in the form of scientific research seems to us the most effective method of teaching, in particular in the disciplines of the social and humanitarian cycle. Due to it such qualities as patriotism (without the prefix "hurray"), intellectualism, general culture of the individual become decisive in the period of socialization of the young generation of people with higher education.

Life requires not only the creative development of political science, sociology, philosophy, culturology, history as sciences, but also bringing their achievements to society as a whole. Tadeusz Kotarzynski noted: "Science is any knowledge that has matured to the point that it can be taught as a separate discipline at the higher school level" [3]. Under such conditions, much depends on the quality of history teaching.

In modern conditions, there is a need not only to increase the level of teaching humanities in agricultural higher education, but also, perhaps, a radical change in the forms and

methods of their study. In higher education, it is advisable to apply the principles of knowledge acquisition based on the variability of teaching material and the specifics of the educational institution.

Within the framework of the curriculum, it is necessary to find an opportunity to allocate special humanitarian courses taking into account the agricultural profile of the university. For example, the National Agrarian University provides special courses "History of the formation of the Ukrainian model of agricultural development (from ancient times to the present)", "The place and role of the peasantry in the socio-political development of society". The courses "Agrarian History of Ukraine" and "History of Land Relations of Ukraine" are taught at the State Agrarian and Engineering University in Podilya. Students of the Faculty of Engineering and Technology are taught a special course "History of transport modes".

The level of students' assimilation of knowledge and the formation of worldview guidelines also depends on the availability of textbooks, teaching aids, and appropriate methodological developments. In addition, it is important to strengthen the educational moments, and due to S.L. Frank "... the only positive opinion available to us about the content of history is that history is the process of educating the human race"[4].

Thus, life requires an increase in the study load on the study of disciplines of the humanities, because they bear the greatest burden on the education of the individual and the citizen. Of course, this is a question of the future of any state.

One of the main tasks of our education system in the 21st century is to promote the formation of a civil society in Ukraine - a society of equal opportunities, political and economic freedoms. It is education that is designed to balance the growing inequality of people, it is precisely education that can and must oppose the inequality of circumstances of equality of starting opportunities for a generation that is entering an independent life. Otherwise, we will face not just an exacerbation of social contradictions - Ukraine has already gone far along the path of fragmentation of society, when it breaks up into many enemy political, national, oligarchic groups and clans. This really acting trend must be balanced and its vector direction changed in the opposite direction by providing quality education for all, which must act as a social force consolidating society. An important role in this process is played by the academic mobility of the scientific and pedagogical staff and higher education students.

Conclusions

Only the historical changes that took place in the early 90s opened the way for the implementation of modern approaches to the development of the domestic system of higher education. Higher educational institutions have received real independence in solving really creative problems of education, upbringing and training of personnel. The non-state education sector was legalized and began to develop dynamically, political oversight over the activities of educational institutions became a thing of the past. There is no doubt: the culture, state and society within the framework of the activities of higher educational institutions are undergoing radical changes. First of all, it is globalization, democratization, mass character, technologization, humanization. These fundamental changes are clearly affecting the realm of higher education. The high quality of education is achieved through a thorough individualization of training, when the core of the student's curriculum is the required disciplines, and then he/she forms its variable part, which reflects the specialization of training according to the structural-logical scheme [12]. Since European standards require a significant increase in the amount of students' independent work, it must be provided with the necessary organizational and methodological support.

Development of academic mobility will help accelerate integration of the country into the European educational space, improve educational technology, and raise the quality of Ukrainian education to the world level, Innovative development of the university science and its integration with production, considerable sums to the state budget which can be invested in the development of the national education system, improve the quality of labor resources of the country and employment opportunities of Ukrainians, etc.

Recommendations on the development of academic mobility as a means of Ukraine's integration into the world scientific and educational space

For Ukraine the achievement of effective international academic mobility in the context of the Bologna process is realistic only under the condition of creation of a productive system of national academic mobility, Its legal and normative basis, organizational and economic mechanism, identification of sources of funding and readiness to partnership of subjects of the process of academic exchanges.

Given the European experience of academic mobility, there is a range of tasks, to be resolved at the state level and become the basis for the elaboration of a strategy of development of academic mobility in higher education as one of the forms of its integration into the world educational and scientific space:

- Legislative and regulatory support for academic mobility includes appropriate updating of state legislation on higher education; visa support for academic mobility; protection of the rights and safety of international students; Development of university internal regulatory support for academic mobility taking into account the specific nature of educational institutions; creation of mechanisms for the implementation of various forms of academic mobility consistent with the EU legal provisions and international law norms.

- Infrastructural and material-technical support for academic mobility requires the creation of appropriate structural units in the HEI staff list, which must organize and find sources of funding for international training, internships and exchanges, providing informational and advisory support for programs and grants for academic mobility, assistance in filling out the necessary documents, visa support, health insurance, etc; Development of HS infrastructure, first of all, gurtozhetiki, well-equipped auditoriums, etc.

- Providing human resources for academic mobility. A great problem is the loss of effective structures and methods of training teachers and supervisors for working with foreigners, especially at preparatory departments. There is a strong need to return such training areas, in particular, in philological universities.

- Information support and support of academic mobility requires the creation and continuous updating of the luggage information network, which should accumulate and disseminate relevant information on academic mobility for all participants in the educational process through the Internet site, information seminars for certain grant and exchange programs; Creation of effective mechanisms for advertising the benefits of studying in Ukraine for foreign students, etc.

- Financial support of academic mobility requires increasing the state financial support for the participation of talented and socially unprotected students in foreign educational programs; Development of programs of state and private crediting and subsidizing of academic mobility; search for grants; solution of financial aspects of academic exchanges within the partnership of higher educational institutions of different countries.

- Adaptation programs for the participants of academic exchanges provide for the creation of appropriate infrastructures (first and foremost a daily mentorship) to support the adaptation of foreign students: legal awareness, medical support, organization of leisure and accommodation, courses on language and general cultural adaptation, etc. The priority of the innovative model of development of state institutions and the rapid dynamics of the educational process under the conditions of the sectoral modernization is caused by the general need for these changes in order to corrigue the educational process, to provide quality consulting support

for continuous educational process and innovative process of implementation of competence-based, integrated and inclusive approaches to learning, implementation of distance education model. Need qualified advisory support for the procedure of development by the educational institution of internal documents, educational programs, the author's and integrated courses.

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SANATORIUM SCHOOL AS A TRAINING BASE FOR TRAINING SPECIALISTS FOR THE SYSTEM OF INCLUSIVE EDUCATION OF UKRAINE

Summary

Introduction: In the system of training specialists to work with children with disabilities, it is important to undergo professionally-oriented training on the basis of institutions of various types, including sanatorium schools that function in the education system of Ukraine and implement a set of educational and rehabilitation tasks. Undergraduate training on the basis of a sanatorium school allows students (future teachers, teacher's assistants, correctional teachers and social educators) to form professionally significant competencies that determine the level of readiness of graduates for further work in schools with inclusive education.

Aim of the study is to assess the effectiveness of students' pedagogical training on the basis of the sanatorium school (on the example of the sanatorium school, which operates in the structure (on the example of a sanatorium school functioning in Municipal Institution of Higher Education «Khortytsia National Educational and Rehabilitation Academy» of Zaporizhzhia Regional Council, Ukraine).

Research method: The research was conducted with students (216 people) of the Department of Rehabilitation Pedagogy and Social Work of Municipal Institution of Higher Education «Khortytsia National Educational and Rehabilitation Academy» of Zaporizhzhia Regional Council. In the course of the research the methods of questionnaires and expert evaluation were used (to assess the effectiveness of students' pedagogical training).

Research results: The obtained empirical data allow to state that students of pedagogical specialties who had pedagogical training on the basis of sanatorium school of municipal institution of Municipal Institution of Higher Education «Khortytsia National Educational and Rehabilitation Academy» of Zaporizhzhia Regional Council consider it valuable experience for the professional development. These empirical data are generally consistent with the results of expert evaluation, according to which the heads of undergraduate pedagogical training noted the high or medium level of professional readiness of most students to work in inclusive classrooms.

Conclusions: The results of the study confirm the expediency of organizing pedagogical training of students of pedagogical specialties on the basis of sanatorium schools, the contingent of which consists of children with disabilities. Gaining practical experience working with pupils of this category will allow the students in the future to work in the system of inclusive education as teachers of inclusive classroom, teacher's assistant, correctional teacher and social educator, successfully fulfilling the relevant functional responsibilities.

Keywords: inclusive education, children with disabilities, sanatorium school, pedagogical competence.

Introduction

Among the priority vectors of Ukraine's European integration, the development of a barrier-free society is of special importance. It gives opportunities to citizens with special needs to exercise their basic rights, in particular, educational rights. Successful education of children with disabilities in Ukrainian schools presupposes the professional readiness of teachers to organize inclusive education. Its further development is envisaged by the current reform carried out according to the Concept of State Policy "New Ukrainian School".

Ukrainian researchers study a wide range of issues related to the development of inclusive education in Ukraine: modernization of Ukraine's inclusive education system in accordance with European standards [8], methodology for inclusive education [10] and evaluation of its effectiveness [7], organization of education for children with special needs [4], training of correctional teachers to provide comprehensive assistance to children with special educational needs in inclusive schools [9], prevention and correction of bullying in inclusive children's groups [6].

One of the main issues in the organization of inclusive education is to ensure the professional readiness of teachers to work in children's groups, where children with special

needs study together with healthy peers. The UNESCO Global Monitoring Report on Inclusion and Education, published in 2020, focuses on training teachers to implement inclusive education. The Report states: «Lack of preparedness for inclusive teaching may result from gaps in teachers' knowledge about pedagogies and other aspects of inclusion. Teacher education can address issues ranging from instructional techniques and classroom management to multi-professional teams and learning assessment methods. To be of good quality, teacher education must be relevant to teachers' needs, cover multiple aspects of inclusive teaching for all learners and include follow-up support to help teachers integrate new skills into classroom practices» [3].

Modern research pays sufficient attention to the analysis of managerial-organizational and content-methodical aspects of teachers' practical training to work in inclusive schools. Presenting the modern system of teacher training for inclusive practice in the UK, N. Alexiadou, J. Essex note: «Teacher education programs in England are expected to prepare future teachers for inclusive practice, and to deal with diversity of their pupils in all its forms». Scientists claim that the problem of teacher education should be considered not only in a narrow practical context (as preparation for work in an inclusive classroom), but in a broader socio-cultural context (as a factor in changing social policy on inclusion): «Teacher education needs to develop professionals who view teaching as partly a political activity and be prepared to examine their practice through engagement with their pupils in all their social, cultural, and ethnic diversity» [1].

Spanish scientists J. Leiva-Olivencia, M. López-Berlanga, A. Espigares, F. Lirola based on the results of an experimental study conclude that teacher training remains one of the main essential pedagogical elements for the improvement of quality and inclusion in the education system. Training in educational inclusion should not only be essential for specialist and support teachers, but also for all teachers in general. In this sense, support teachers together with classroom teachers can jointly establish a systematic, operational, and planned accompaniment within the regular classroom that leads to emerging models of co-teaching [5].

I. Helleve, L. Eide, M. Ulvik consider an important aspect of practical training of teachers to gain experience in responding to unforeseen situations, that are real cases requiring immediate decisions. Every situation that occurs in a classroom is unique, and the development of diagnostic and critical judgement has to be based on the analysis of authentic situations from practicum. Analysing cases gives student teachers a possibility to reflect upon authentic situations and discuss different ways of making the diagnosis [2].

In the system of training specialists to work with children with disabilities, it is important to undergo professionally-oriented practice on the basis of institutions of various types, including sanatorium schools that function in the education system of Ukraine and implement a set of educational and rehabilitation tasks. Teacher practice on the basis of a sanatorium school allows students (future teachers, teacher's assistants, correctional teachers and social educators) to form professionally significant competencies that determine the level of readiness of graduates for further work in schools with inclusive education. Given the lack of scientific data on the effectiveness of training for the system of inclusive education in the process of pedagogical practice on the basis of the sanatorium school, it is important to conduct empirical research in this area.

Aim, subject and research methods

Aim of the study is to assess the effectiveness of students' pedagogical practice on the basis of the sanatorium school (on the example of the sanatorium school, which operates in the structure (on the example of a sanatorium school functioning in Municipal Institution of Higher Education «Khortytsia National Educational and Rehabilitation Academy» of Zaporizhzhia Regional Council, Ukraine).

The research was conducted with students (216 people) of the Department of Rehabilitation Pedagogy and Social Work of Municipal Institution of Higher Education «Khortytsia National Educational and Rehabilitation Academy» of Zaporizhzhia Regional Council. In the course of the research the methods of questionnaires and expert evaluation were used (to assess the effectiveness of students' pedagogical practice).

Research results

The empirical study was conducted during April and May 2021, when quarantine restrictions in Ukraine were relaxed, so after the period of distance learning, the educational process in schools was renewed. A 2-week pedagogical practice was organized for the Department of Rehabilitation Pedagogy and Social Work students who study in the specialties "Primary Education", "Special Education" and "Social Pedagogy" at Municipal Institution of Higher Education «Khortytsia National Educational and Rehabilitation Academy» of Zaporizhzhia Regional Council. The practice took place in the sanatorium school, which is also part of this educational institution and is the basis of practice for future teachers. The contingent

of students of the sanatorium school consists of children with disabilities. Working with children of this category, students comprehensively used the knowledge of correctional pedagogy, special psychology, rehabilitation, neuropathology, neuropsychology, pathopsychology, as well as relevant techniques and technologies in the field of work.

The program of pedagogical practice for future teachers and teacher's assistants who study in the specialty "Primary Education" provided for them to gain practical experience in teaching subjects, working as a teacher's assistant, diagnosis of age characteristics of students taking into account their nosologies, providing differentiated and individualized learning, the use of interactive and computer technologies, technologies to create a situation of success, productive, problem-based and multilevel learning. Practice leaders attached special importance to the use of projective-reflexive technology, aimed at intensifying the educational and cognitive activities of children with special needs, their mastery of rational algorithms for performing intellectual operations with a consistent transition from reproductive to creative activities. Projective-reflective technology is successfully used by teachers of the sanatorium school, who conducted demonstrations and consultations for trainee students on the application of this technology in working with children, taking into account their special educational needs. The technology provides a special organizational structure of the educational process, which includes 5 stages: 1) teacher's preparatory work; 2) activity planning; 3) organization of educational activities; 4) expert assessment of students' knowledge; 5) summarizing the results of activities for the assimilation of educational material of the content module. The introduction of projective-reflexive technology involves the use of such components of educational and methodological support as an approximate algorithm for student self-analysis, algorithm for student workbook on the subject of projective-reflexive learning technology, homework algorithm, questionnaire for rapid questioning of students.

During the period of pedagogical training on the basis of the sanatorium school students studying in the specialty "Social pedagogy" learned to use the technology of planning the life of children's groups. The purpose of the technology of planning the activities of children's groups is increasing of the subjective status of each child in the conditions of educational process by involving them into group life planning process. The technology includes four stages: goal setting, group planning, implementation of the life plan of the children's team and analysis of the results of the work.

A comprehensive and interdisciplinary approach to the organization of the practice of future social educators allowed to provide the necessary professional specializations, in particular the readiness of the student to implement socio-pedagogical support of an inclusive

educational process. Timely and qualified socio-pedagogical support is an important factor in attracting a child with special educational needs to the general education class, as in most cases there is an urgent need for additional work with the child to intensify his or her social and communicative development, adequate mastery of social roles, promoting successful social self-presentation in the conditions of the reference group.

An important area of professional readiness of students majoring in specialty "Social Pedagogy" to successfully work in an inclusive educational institution is their preparation for interaction with parents of students with special educational needs, as well as with parents of their healthy peers. Such systematic interaction is an important factor in ensuring the high quality of inclusive education, as the parent's position largely depends on the student's willingness to accept the philosophy and values of inclusive education, to realize their social importance and humanistic significance. With this in mind, during the period of pedagogical practice, students received thorough preparation for cooperation with the families of students in the following key areas: studying the living conditions and determining the social and educational potential of students' families; inclusion of parents and all adult family members in the educational process as equal participants; integration of the efforts of the teaching staff and the parent community in creating a set of favorable conditions for the effective operation of the educational institution; formation of socio-pedagogical culture of the modern family; organization of psychological and pedagogical self-education of parents.

For students majoring in specialty "Special Education" the priorities of pedagogical practice was to improve the ability to use the Tomatis method of auditory training, methods of application of audiostimulation training programs, methods of application of correctional and developmental computer systems, methods of work in the neurodynamic room, technology of using the computer auditory simulator "Visible speech", as well as other special techniques and technologies.

A separate component of students' practical training was the development of their readiness to effectively perform the functional responsibilities of a rehabilitation teacher in the restoration and further development of psychophysical functions of children with special educational needs by means of correctional and developmental work. Given this, the priorities of pedagogical practice on the basis of the sanatorium school were to direct the professional potential of students to perform the following key tasks:

1. Social, emotional and physical development of children with disabilities, the formation of adaptive (communicative and cognitive) skills.
2. Development of children's positive self-perception and self-control.

3. Coordination of correctional and rehabilitation work with the needs of the child's family through constant cooperation with the parents.

4. Teaching children the ability to use various tools and equipment (eg, brushes, scissors, etc.).

5. Development of self-care skills of junior schoolchildren with complex psychophysical disorders (eating in the school canteen, dressing, undressing, putting on shoes, finding and using materials and toys, etc.).

6. Development of basic learning skills (writing, drawing, reading, designing) and fine motor skills.

7. Ensuring the adaptation of students to the conditions of the educational process.

At the end of the period of pedagogical practice of students on the basis of the sanatorium school of the Municipal Institution of Higher Education "Khortytsia National Educational and Rehabilitation Academy" of the Zaporizhia Regional Council an empirical study was conducted. It included students's survey and expert evaluation by leaders of undergraduate pedagogical practice of its success by each student (taking into account feedback from teachers-supervisors - employees of sanatorium school). As part of the survey, students assessed its impact on improving their professional readiness to work in inclusive classrooms.

14.8% of students said that the most important result of pedagogical practice on the basis of the sanatorium school for them is gaining experience in using modern correctional and pedagogical methods and technologies for working with children with special needs. For 13.9% of students, the main value of pedagogical practice was to gain experience in building effective communication with children, taking into account their special needs. 13% of students noted the readiness to interact with parents of students with special needs, considering it an important result of pedagogical practice. 12.5% noted that thanks to pedagogical practice they learned to plan and organize work with the children's group in such a way that the special needs of all children were met. 11.1% of students learned to provide individualization of the educational and socialization process of each child with special needs through the projecting individual trajectory of learning and development (together with the child, parents and other specialists of the sanatorium school). 10.2% noted that in the process of practice they learned to work more effectively in a team, as part of the teaching staff of the sanatorium school. 9.7% of students note that the main result of pedagogical practice was an increase in motivation to provide qualified assistance to children with special needs. 7.9% of respondents learned to diagnose children competently, determining their special educational needs. Another 6.9% of students

attributed the improvement of skills and abilities to work with documentation to the main result of the practice on the basis of the sanatorium school (Figure 1).

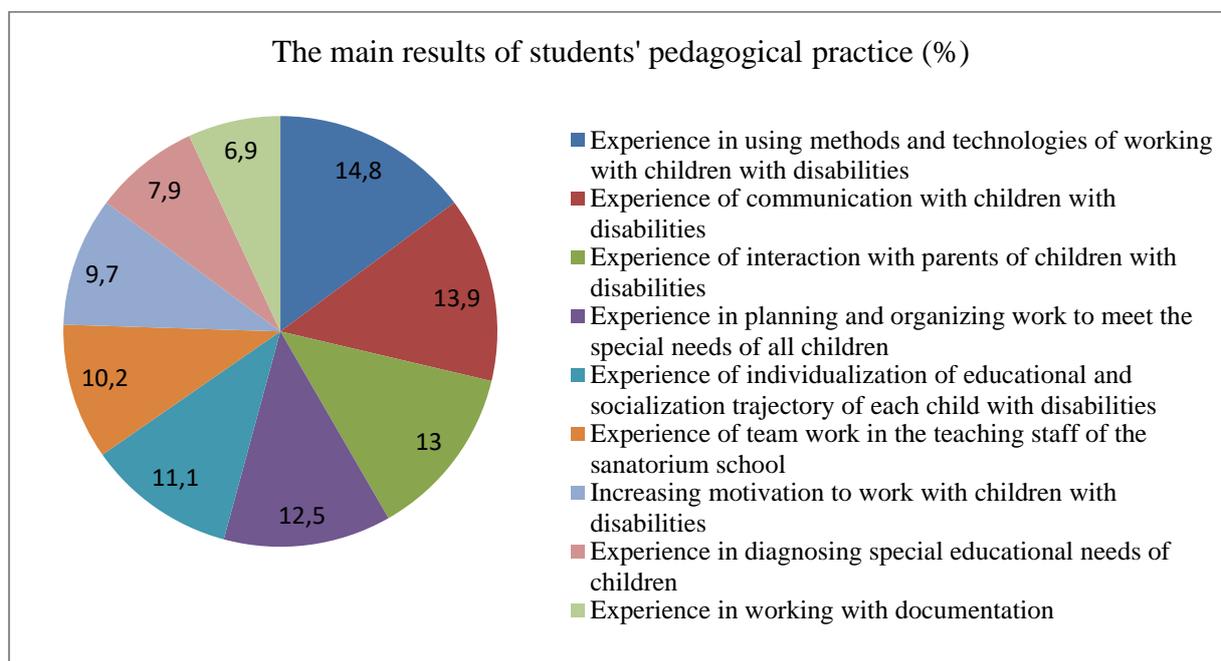


Figure 1. Distribution of students' answers to the questionnaire on the main results of pedagogical practice, important for improving professional readiness for work in inclusive classes (%).

Source: Own study.

Leaders of undergraduate pedagogical training (teachers of the Department of Rehabilitation Pedagogy and Social Work of Khortytsia National Educational and Rehabilitation Academy), when evaluating the success of the internship by each student, taking into account the feedback from teachers-supervisors (teachers of the sanatorium school, who coordinated the pedagogical training of students), noted that 74.6% of students' professional readiness to work in inclusive classes has increased significantly to a high level, 23.5% of students stated an average level of professional readiness in this area, 1.9% - a level below average (Figure 2) .

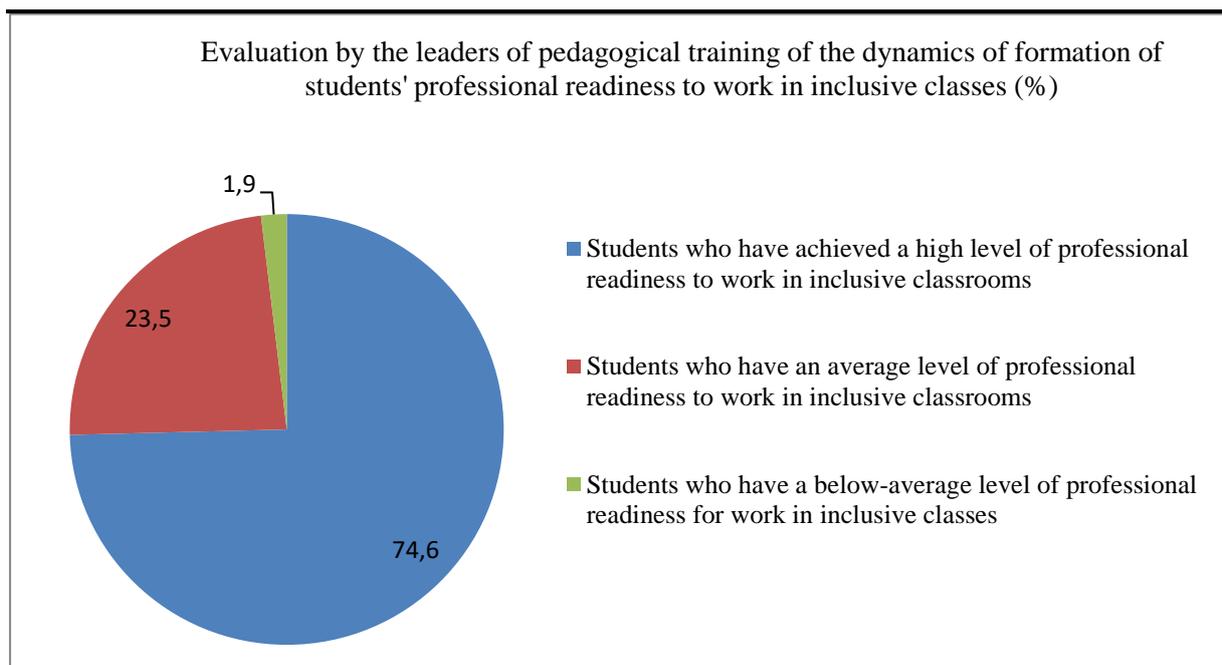


Figure 2. The results of expert assessment by the leaders of pedagogical training of the level of professional readiness of students to work in inclusive classes (%).

Source: Own study.

Discussion

The obtained empirical data allow to state that students of pedagogical specialties (future teachers, teacher's assistants, correctional teachers and social educators), who had pedagogical training on the basis of sanatorium school of municipal institution of Municipal Institution of Higher Education «Khortytsia National Educational and Rehabilitation Academy» of Zaporizhzhia Regional Council consider it valuable experience for the professional development. Concretizing the positive results of pedagogical training, students include not only the readiness to work with children with special needs in the system of inclusive education, but also the optimization of interaction with parents of these children, the development of professional communication with teachers of sanatorium school, and their own professional development (increase of motivation and improvement of organizational and pedagogical competences). These empirical data are generally consistent with the results of expert evaluation, according to which the heads of undergraduate pedagogical training noted the high or medium level of professional readiness of most students to work in inclusive classrooms. Personalized analysis showed that 1.9% of students received below-average grades from training leaders mainly due to situational reasons (unpredictable personal problems that did not allow them to fully concentrate on pedagogical training). Additional questionnaires of

these students allowed to establish that they are aware of the presence of these results of pedagogical training and are ready to compensate them in the process of further successful training and pedagogical training on the basis of other educational institutions.

Conclusions

The results of the research confirm the expediency of organizing pedagogical training of students of pedagogical specialties on the basis of sanatorium schools, the contingent of which consists of children with special needs. Gaining practical experience working with pupils of this category will allow the students in the future to work in the system of inclusive education as teachers of inclusive classroom, teacher's assistant, correctional teacher and social educator, successfully fulfilling the relevant functional responsibilities for providing each child with special educational needs with individualized assistance to intensify social and communicative development, adequate mastery of social roles, internalization of socially significant communicative norms. By mastering key competencies in the process of practical activities, the level of students' readiness to respond professionally to social demands of stakeholders and comprehensively direct their professional potential to bring Ukraine's inclusive education system closer to European standards of humanistic society, open to all citizens and responsible for those categories of children and youth who need additional support in the educational and socialization process.

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LEGAL EDUCATION IN THE CONTEXT OF SHAPING A COMPETITIVE PROFESSIONAL

Summary

In today's globalized world legal education is intended not only to provide knowledge, form skills and abilities of the future practitioner, but also to contribute to the development of personality, responsible, above all, for their own activities in front of the world and society, as a carrier of humanistic values. This article argues that the modern legal education must promptly respond to the emergence of new professions and make the appropriate changes in the content and structure of the educational process. Legal science is intended to play an important role in shaping the personality not only of the future lawyer, but also of a real professional of any other sphere of activity.

Keywords: legal science, legal education, educational technologies, professional and pedagogical mobility, knowledge, skills, competencies, expert

Introduction

Law is a unique institution of civilization, the carrier of the highest social principles, which can realize the historical purpose of society. Only a society in which the law thrives can ensure the self-expression of the individual and satisfy its needs. The legal order is the basis of the life of society. Proceeding from this mission, the legal education provides for the formation of the environment for effective search, acquisition and development of legal knowledge and skills during life. The content of legal education should ensure the implementation of individually-oriented learning, including the transfer and assimilation of existing knowledge, as well as the creation of new knowledge during training and professional activities.

Formation of profound knowledge and skills has always been and continues to be topical. Applying legal doctrines and principles, as well as understanding the specifics of the use of particular legal institutions in a particular legal system or in the context of comparative legal regulation. It is also important to be able to use theoretical knowledge from social, humanitarian and other fields in the process of law enforcement activities, to be able to interpret the results of expert interdisciplinary research.

Aim, subject and research methods

Rapid social, economic and technological development of society sets new challenges for the system of higher education. It appears to be not enough to give the student a certain amount of knowledge, which can be laid in the standards, educational and methodological books. It is necessary to develop the student's self-determined, critical thinking. Moreover, under the conditions of increasingly rapid development of science and technology, the practitioner is compelled to seek the information he needs not only in domestic, but also in foreign journals, to be constantly up to date on the latest achievements of foreign scientists and practitioners.

Legal science is intended to play an important role in the formation of personality not only a future lawyer, but also a real professional of any other sphere of activity. Improvement of the quality of legal education should be carried out in accordance with the principles established in the "Standards and Recommendations for Ensuring the Quality of European Higher Education". The analysis revealed that students have problems in communication, physical and psychological training, and feel the need to realize themselves as a worker, person, and citizen. This confirmed the assumption about the necessity of special training in socio-cultural, civic, psychological, and personal areas [1, S. 289].

Research results

Legal knowledge is a necessary element of the general culture of man, and jurisprudence is a mandatory discipline in higher education. Today we need a qualitatively new approach to the choice of the content of legal training, methods and techniques of training not only qualified lawyers, but also specialists in other fields of knowledge. University graduates, regardless of their qualifications after graduation, together with the acquisition of special disciplines and

legal knowledge must be deeply aware and learn to live in accordance with the legal, moral, social and political values of a democratic society.

The future specialist must be aware of the levels of his professional competence. The study of educational experience of different countries, analysis of a wide range of research on communication and international integration, the use of empirical methods allows to determine the real state of the problem of forming the readiness of future professionals to implement international programs. During the implementation of the Bologna Declaration, systems of educational tools emerged to increase the competitiveness of professionals. These are:

- instrumental competencies that require the following skills: the ability to understand and generate ideas; reason and interpret legal norms; create presentations and design work strategies; make decisions and solve problems;
- communicative competencies (ability to analyze and synthesize; ability to organize and predict; skills to operate with information);
- interpersonal (ability to work in a team; ability to work with experts in other subject areas; ability to work internationally; ability to criticize, self-criticism); systemic (ability to apply knowledge in practice; adapt to new situations, ability to develop and manage projects, ability to take initiative) [2, S. 27]
- Separately, it is important to say about the importance of the formation of students broad general knowledge and understanding of the interaction of law with his future professional activities. Because the very science of law develops general and specialized skills, namely: analytical, critical and creative thinking; critical evaluation of different opinions and positions; the ability to intelligently formulate and articulate their opinions or decisions; the skill of correctly applying legal norms in complex situations; The competence to provide the legal expertise and correct execution of relevant procedural documents; the ability to participate in a well-reasoned professional debate, keeping an open mind; to reconcile parties with opposing interests; to understand the interests and motives of other persons' behavior [3]

For the quality of legal education important value is the efficiency of scientific research and the use of their results in the educational process. And this puts and appropriate requirements to the teachers of legal disciplines, which are required to have a good knowledge of the subject of academic disciplines in such aspects as:

- ✓ theoretical treatment of legal categories;
- ✓ the history of genesis and formation of peculiarities of legal regulation;
- ✓ law-making, including explanatory materials to normative legal acts;

- ✓ court practice and problems of law enforcement;
- ✓ comparative analysis of the states of different legal systems;
- ✓ international law and the law of the European Union;
- ✓ current issues, which are analyzed in special literature.

The teaching of legal disciplines should not become a mere rendition of the text of legal sources, but it should encourage students to find arguments for resolving issues in the process of law enforcement. So, in order to transfer the legal knowledge the teacher must have and know the legal ideology, which covers the systematic identification of legal attitudes, ideas and demands of different social groups, and which is based on the relevant social and scientific knowledge.

When the legal basis of profound socio-economic transformations is established in the state, the problem of training specialists, who know the legal norms, who can apply them, who understand the meaning of law in society, becomes particularly important. Therefore, the main tasks facing the teacher of legal disciplines are:

- identification of basic educational materials (legal and scientific sources, law enforcement practice materials, etc.) and a short analysis with a voice on the evaluation of the most important information;
- identification of the main concepts from the basic educational materials and their discussion in the most relevant aspects;
- identification and negotiation of problems that arise from the basic educational materials;
- an indication of the sources for solving the broken problems [4].

Considering the conceptual tendencies of Ukraine's higher education development the advantage should be given to the management concept of the educational process organization - the modeling of the creative educational environment by the teacher and the students' self-directed work [5]. Under such conditions the teacher must become a catalyst of students' educational activity, which would encourage the generation of creative ideas, ensure professional self-fulfillment of personality and form their qualification level.

Nowadays, curricula provide for a limited number of hours devoted to the study of legal disciplines. At the same time, the amount of educational information flow is increasing, and increasing the number of hours and the introduction of optional courses does not provide the possibility to cover all aspects of training and equip the future professionals with all the knowledge and skills, which will make them competitive in an increasingly globalized world. As a result, higher education institutions prefer active methods of learning, which are focused on the formation of students' self-determination, discernment, variability, critical thinking.

The organization of the educational process in modern conditions requires the integration of different technologies, creative approach to the use of each of them, as well as the creation of new educational technologies. Modern teaching technologies are focused on the individual, creating the conditions for their self-expression and self-development. The desire to constantly optimize the educational process taking into account the peculiarities of postindustrial (informational) society leads to the need for new learning technologies. The realization of this aspiration enriched the pedagogical theory and practice of teaching by such technologies as: individually focused, group learning activities; developmental learning; formation of a creative personality; learning as research; modular-rating learning, etc.

That is why the need for modernization of legal education arose. It was requested to revise the definition of legal education "as a system of standards for the content and methods of teaching legal disciplines". The goals of the reform were: to develop a scientifically based forecast of public demand for legal personnel at different educational levels and the mechanism for determining, based on a regional approach, the total volume of the corresponding state order; to determine the optimal measure of higher educational institutions that the main objectives of the project are to develop the training of lawyers based on the needs of the regions; to implement new specializations in accordance with the needs of various spheres of legal practice [3].

The level of professional readiness depends on the level of professional knowledge and skills, the complexity of professionally important motives, the level of development of self-discipline in updating knowledge and improving skills. The goal of students' self-study training is to master the materials mentioned by the teacher and to use these materials in practice. Analysis of the draft concept of the reform of legal education in Ukraine prioritized not the "European standards of higher education", and the current Law of Ukraine "On Higher Education" and the legal assets under this law.

Proceeding from the realities of today, it is important to focus attention on the following aspects of the development of legal science, in particular, and in the general educational process in general:

1. Particular attention and significant time should be devoted to ensuring that students understand the principle of the rule of law (property rights) and its elements by studying doctrinal works of foreign and domestic scholars, court decisions of international, domestic and foreign courts, as well as documents of the Venice Commission, for example: The Lawyers' Memorandum, which was adopted by the Venice Commission at its 106th plenary session (2016);

2. To ensure that students have a basic understanding of the application and the interpretation of legal norms. In the context of the need to work in conditions of legal ambiguity, special attention should be paid to the interpretation of legal norms and the doctrine of the law by the judge;
3. Ensure that students have a thorough understanding of the European Convention for the Protection of Human Rights and Fundamental Freedoms, its protocols ratified by Ukraine, the practice of the European Court of Human Rights (ECtHR), etc;
4. Ensure students' knowledge of the main methods of judicial review and resolution of legal disputes. At the same time, special attention should be paid to alternative ways of dispute resolution, online dispute resolution;
5. To develop and implement in the educational process of solving complex legal cases, which would combine the private and public law warehouse. When working out complex cases, clearly structure the task for its solution (e.g., to carry out legal qualification of the actions of a person, to identify the legal requirements, to qualify spurious legal relations, to identify specific features of the violated right, etc.);
6. To introduce a systematic solution of situational problems (cases/cases/cases) in the educational process in the practical exercises, including through the analysis of court broadcasts, in the areas of civil, administrative, constitutional and criminal procedure;
7. To ensure that students are properly trained in the language, and that they are competent in legal writing;
8. To use in the educational process a low level of interactive and practice-oriented teaching methods (in particular, role-playing games, such as simulation of court hearings, debates, press conferences on legal issues, etc.) [5]

To implement these tasks, a close tandem between the teacher and the student is important. The professional and pedagogical mobility of the teacher is an important indicator of the quality of the educational process and is realized through his/her personal and personal characteristics, which:

- integrates his experience of professional and pedagogical activity;
- determines his or her conscientious attitude towards his or her pedagogical work and its results;
- forms a professional and pedagogical outlook and attitudes focused on continuous self-development, creativity, and professional and creative potential.

Considering the specifics of the teacher's professional activity, we can define the structure of qualities of a professionally pedagogically mobile teacher, which should include:

- 1) pedagogical component (ability to organize own professional activity and educational activity of students);
- 2) the skill component (a set of specialized knowledge and skills that depend mainly on the basic education, the ability to use them in professional activities);
- 3) project component (ability to project own professional and pedagogical activity on educational and cognitive activity of students);
- 4) the psychological component (knowledge of patterns of psychological processes and personalities, the ability to use this knowledge in the educational process);
- 5) the motivational component (the attitude to professional development, the ability to recognize one's own motivation for professional activity);
- 6) reflexive component (ability to reflect on own professional and personal abilities);
- 7) adaptive component (ability to adapt to the conditions of professional activity);
- 8) creative component (creative attitude to professional activity, ability to master the ways of creativity).

So, professionally and pedagogically mobile teacher is a professional in his work, he is motivated to work, creativity, quick adaptation to work with students.

In order to successfully solve the above tasks at the current stage of higher education, the main thing is to introduce innovative interactive teaching technologies in the educational process, which will ensure the success of the educational process:

- didactic conditions for the formation of professional skills and abilities in seminars;
- the gradual inclusion of students in different types of educational and cognitive activities, in which the reproductive methods of educational work are replaced by productive and creative methods in succession;
- structural and functional implementation of the system of methods and forms of learning, diagnosis of students' cognitive abilities, purposeful selection of the content of the educational material;
- structuring the content of the cycles of activities in accordance with the instructional and technological charts, which are intended to ensure the technology of self-directed performance of the tasks aimed at shaping the very cognitive activity[6, S.71].

So, professional readiness is the result of professional training and personal self-identification, professional education and self-education. It is ensured in the process of obtaining higher education and is the result of the development of a person, taking into account the requirements, which are determined by the factual orientation. [7, S. 27].

Conclusions

Establishment of a democratic legal state requires a significant increase in legal awareness of the citizens, their legal culture, their poor adherence to the requirements of the law, professional implementation of the law. The main thing in achieving this goal is the knowledge of law, as one of the forms and means of implementation of constitutional provisions. The formation of highly qualified specialists in various spheres, which would meet today's needs - the main task facing education today, and a very important place in this context is given to legal education. Awareness of the law is a person's acquisition of diverse legal knowledge in order to use it in all spheres of life for the fullest possible realization of rights, freedoms and legitimate interests.

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IMPROVING THE EDUCATIONAL PROCESS DURING THE STUDY OF CHEMICAL DISCIPLINES

Summary

The specific of organization of independent work of students is considered at the study of chemical disciplines. Forming of independence on audience employments and at implementation of home tasks, motivation and control after implementation. Features of statement of problem questions are considered at teaching of chemical disciplines. The problematic approach as key in practice of formation of the modern expert, capable it is independent, creatively to think, offer non-standard methods of decision of tasks.

Keywords: problem questions, motivation, non-standard decisions, creative thought.

Introduction

Our world is mainly the world of chemicals and their transformations, the most of the processes of the surrounding world are chemical. Chemistry belongs to the natural sciences. The peculiarity of chemistry in natural science is that it considers matter and the processes of its transformation at the level of atoms and molecules. Chemistry has always been and remains a practical science. During its formation and development, it is closely related to chemical technology. To control the transformations of substances, it is necessary to understand the nature of these transformations. Chemistry contributes to the formation of human worldview, a deeper understanding of the processes taking place. The course "Chemistry" is a basis for the study of special disciplines such as materials science, mechanics, electrical engineering,

agronomy, agroecology, pharmacology, soil science. Therefore, research and creation of methods of teaching this difficult and very necessary discipline is relevant today for professionals.

The goal of the study is to present the main problems that connect the teaching of chemical disciplines with the real questions facing the agro-industrial sector today

Research results

Chemicalization is the introduction of methods of chemical technology and products of the chemical industry in the national economy in order to intensify it and increase efficiency. Chemicalization of biology and agricultural sciences means the application of chemical concepts, laws and research methods in these fields of knowledge. The chemicalization of agricultural sciences began earlier than the chemicalization of biology.

Agrochemistry and soil chemistry are the first to arise and developing. From the middle of the XIX century. geochemistry is formed. Geochemistry has put on a scientific basis the question of the cycle of substances and anthropogenic deformations of the cycle of the biosphere. Somewhat later, the chemistry of the hydrosphere and atmosphere. Using their achievements, ecology is developing intensively. The application of chemistry in biology is a very large-scale phenomenon in the sense that chemistry has become the basis of all life sciences. The first scientific discipline close between chemistry and biology was biochemistry, which was formed as a science at the turn of the XIX-XX centuries.

By studying the chemical composition of substances that are part of cells and organisms, biochemistry has become the progenitor of new chemical disciplines, such as bioinorganic, bioanalytical, bioorganic chemistry, molecular biology, enzymology, genetic engineering and more. This complex of chemical sciences about living matter forms the scientific basis of industrial and agricultural biotechnology, medicine and ecology. Therefore, the study of chemistry creates a scientific basis for understanding and mastering the following disciplines of the natural cycle, which form the basis of training in agriculture.

Chemicalization of any part of the national economy is economically due to the fact that the use of chemical materials and processes reduces material and energy costs, reduces capital costs and reduces human labor costs. All this in general means that the chemicalization of production leads to a sharp increase in productivity. As a result of the growth of ties of agricultural production with mechanical engineering, chemical industry, processing, transportation and storage of agricultural products, the agro-industrial complex of the country

was formed, which includes: industries that provide its means of production: agricultural machinery, machinery for feed production, engineering for food industry, microbiological and feed industries, also chemical companies for the production of mineral fertilizers and chemical plant protection products; direct agricultural production: crop and livestock production, production and technical, agrochemical, irrigation and reclamation and veterinary and sanitary services of agriculture; industries that provide procurement, transportation, storage and processing of agricultural raw materials into food products and consumer goods.

The industries of the national economy that are part of the agro-industrial complex use either chemical technology or chemical products. But in addition to the use of chemical products and methods of chemical technology, there is also indirect chemicalization. Chemicalization of agricultural production is the use of chemicals and processes to increase soil fertility, increase production efficiency and increase agricultural productivity. However, the application of mineral fertilizers is an artificial intervention in the ecological system that disturbs its balance. If such an intervention is carried out in compliance with the norms, terms and methods of fertilizer application, then agroecosystems respond with high yields. If these requirements are not met, ie fertilizers are applied in excess, too often and incorrectly, agroecosystems lose fertility and complete degradation can occur. In general, the use of chemical fertilizers in agricultural production is equivalent to the development of new continents. But the wrong, illiterate use of chemicals means a chemical war against oneself.

At the moment, the chemicalization of agriculture includes the use of various chemicals and products. These are mineral fertilizers and pesticides – chemical means of protecting plants and animals from pests and diseases. This is chemical reclamation – liming of acidic and gypsum saline soils. Also these are feed additives in animal husbandry and the use of plastics in agricultural engineering.

Fertilizers are compounds that contain chemical elements necessary for plant nutrition, which are used to increase soil fertility. The industry produces nitrogen, phosphorus, potassium and complex fertilizers containing several nutrients and microfertilizers (compounds of boron, copper, zinc, nickel, molybdenum, manganese and cobalt). Reasonable and correct use of mineral fertilizers not only increases yields, but also improves the quality of agricultural products. For example, in strict compliance with the required ratio of nutrient components of fertilizers and the optimal timing of their application increases the protein content in the grain, improves its amino acid composition.

Up to 24% of the world's crop is lost each year due to pests, weeds and diseases. The total damage to agriculture is estimated at tens of billions of dollars annually. Widespread use

of industrial technology for crop treatment is difficult to imagine without the use of pesticides - plant protection products against pests and diseases and herbicides - weed control.

Herbicides have a selective ability to destroy certain weeds. Systematic application of such strong chemicals requires their accurate dosing. Special measures are also needed to prevent the accumulation of substances harmful to humans and animals in soils, plants and agricultural products.

Pesticides are a collective term that covers chemical compounds of various classes used to control pests in agriculture and other industries. The negative effects of pesticides include the death of wild animals when treating fields with pesticides; mass reproduction of pests after application of pesticides; the emergence of pests resistant to pesticides.

However, humanity cannot abandon pesticides now, but it is possible to reduce their impact on nature if we use an integrated pest management system that includes various methods.

A significant role in the diets of farm animals is played by feed additives, such as phosphates, urea, vitamins, feed microbiological protein, premixes - mixtures of trace elements, vitamins, enzymes, antibiotics. The use of these substances allows to achieve a fuller assimilation of plant foods by animals, to get higher quality products.

To increase the shelf life of feed in livestock use chemical canning, as it provides good preservation of nutrients, inhibits the development of putrefactive bacteria, prevents unwanted enzymatic processes. Chemical additives in ensiling grass, corn, sunflower and legume-cereal mixtures improve feed quality and significantly reduce nutrient losses. In order to increase the content of digestible protein in the diets of livestock and poultry use feed yeast, proteins of microbial origin, urea and other substances.

More complex processes are used in industrial and agricultural biotechnology. Industrial biotechnology is based on biochemical processes occurring in microorganisms, individual cells or tissues. The result is feed protein, various hormones, enzymes, vitamins, amino acids, bioactive and medicinal substances, many organic substances, the biotechnological synthesis of which has been cost-effective.

The possibilities of agricultural biotechnology are extremely diverse. It accelerates the selection of plants and animals, reproduces plants using cloning, reproduces valuable animals by transplanting elite embryos, creates special technologies for the production of microbiological plant protection products and much more.

Chemical disciplines should form a theoretical basis for special disciplines that form a highly qualified specialist in their field, such as materials science, mechanics, electrical engineering, explosives, agronomy, agroecology, pharmacology, soil science.

Effective training requires significant theoretical training information on the structure of substances, mechanisms and regularities of their transformations, which in the future will allow to design for specific production facilities of certain industries. Today it is difficult to realize in full. The trend of recent years is to reduce the training period. This has led to a sharp decrease in classroom hours, which deprives students of educational information. Learning acquires signs of formalization.

The negative impact on the functioning of the structural components of the pedagogical system has a significant reduction in the educational and logical-mental level of applicants, especially in chemical disciplines. There is a decrease in the level and quality of educational activities in schools and colleges, low staffing, lack of competitive selection for agricultural specialties. Today, first of all, we have to close the gaps in the knowledge of applicants for high school, so as not to demotivate further with the study of complex provisions of special training topics.

One of the main problem of modern education is the formation of a creative personality of a specialist capable of self-development, creative and innovative activities. The solving of this problem is impossible only by transferring knowledge in a ready form from the teacher to the student, the listener.

It is necessary to create conditions for the transfer of the student from a passive consumer of knowledge to their active creator, who is able to competently formulate the problem, analyze and suggest optimal ways and methods of solving it. Therefore, it should be recognized that the independent work of students is not only an important form, but to some extent the basis of the educational process.

Self-dependent work should be built so that the student develops the ability to self-improvement, self-development, creative and practical use of acquired knowledge. That is, to develop the ability to learn.

On the other hand, this type of educational work is one of the weaknesses in the practice of higher education. It is well known that for some time due to the lack of modern literature in Ukrainian in one discipline or another, the student was forced to rely entirely on the teacher's lectures, thus, he did not learn to use the library, modern media.

Therefore, there must be both motivation and methodological support for students and some control over the quality of independent work. The concept of independent work includes

any activity related to the formation of thinking of the future professional. The implementation of independent work takes place not only through classrooms - lectures, practical, laboratory work, consultations, but also in the library, when performing educational and creative tasks.

When studying the discipline "Chemistry" in lectures, inter-thematic relationships are constantly monitored, each subsequent theme is a logical continuation of the previous one. Special sections of chemistry are studied only after the basic laws of chemical transformations. In laboratory classes, students independently perform various versions of experimental work, summarize and systematize the results. The offered experiments are indicative and interesting, give the chance of practical use of the received knowledge.

In order to effectively master the material, the curriculum provides questions for self-study, which students study using the library. There is also a collection of test tasks for self-control, with which students can navigate the study of the material, as well as assess the level of knowledge acquired by them.

Thus, students' self-dependent work can be both in the classroom and outside it. Although, when considering the issue of independent work in the first place, we mean extracurricular work. An understanding of the educational material is necessary for better mastering of knowledge in the process of classroom classes. But often, in order to understand, it is first necessary to memorize the study material. In particular, this trend persists in the study of the discipline "Chemistry". Basic concepts, some mass of material just need to be memorized. And this, in turn, causes negative consequences, the reluctance of students to learn what they did not understand in class.

Therefore, to improve independent work requires serious motivation, certain incentives, or, conversely, sanctions for failure to do independent work. Of course, a good motivating factor is preparation for effective professional activity, so when studying the discipline "Chemistry" students are offered not only general theoretical topics, but also special sections, such as modern energy sources, batteries, fuel chemistry and environmental protection.

Subject Olympiads are held to interest students, but, unfortunately, this factor does not cause aspirations to improve the level of training in most of them. The strongest motivating factor in the study of the discipline is the rating system, in particular, the presence of a certain number of points for performance, including independent work. Therefore, to build the educational process on the basis of independent work of students, it is necessary to develop such methods and forms of classes that are able to ensure the level of independence of students, have a high level of motivation and information support of the educational process.

Problem-based learning is one of the most promising methods of forming knowledge and skills of a modern student. It can be considered as a way of solving problems by non-standard methods, in the process of which the future specialist develops the necessary skills. Asking problem questions always requires finding new, often atypical solutions. The main thing in problem-based learning is the process of choosing the optimal solution. And the task of the teacher is to help the student himself to logically come to the solution of the problem, thereby gaining some knowledge. The problematic approach in the teaching of educational material is that the teacher does not provide information, knowledge in the finished form, but offers a problem, question, encourages to look for ways to solve them. And solving the problem requires creative thinking.

Thus, students form a creative approach that allows them to correctly formulate the problem, analyze the data obtained, draw conclusions. The student in the process of problem statement does not become a passive consumer of information, but participates in such a way of presenting the material, which contributes to its best assimilation. Thus, during the solution of the problem the activity and independence of students increases, their skills and creative abilities develop.

The main goal of problem-based learning is the development of cognitive interest of students as future professionals, the formation of non-standard thinking. It is important at this stage to ask questions that are inextricably linked with the practical activities of the student. Having in store the skills of a problem-based approach to solving problems, the student will be able to design ways to solve a specific problem to new situations, in the future will be able to easily find solutions to real issues encountered in the work process, as well as build new, original solutions.

An important factor in asking problem questions is the motivation of students to acquire knowledge. The formation of motivation in the problem approach occurs through the connection of the material that is taught with the future professional activity of the student, with the opportunity to apply the acquired knowledge and skills in practice.

In problem-based learning in the process of active search for knowledge, interest in learning arises in connection with mental activity. The student is usually interested in information that he understands or that can be grasped through mental work. Thus there is a cognitive motivation that activates the learning process, student abilities and improves learning efficiency. After all, only those activities in which there is interest can be successful. The application of the problem approach in the presentation of the material is possible when there

is, for example, a contradiction between the theoretical model and experimental data, the lack of known ways to solve such problems.

The main forms of problem-based learning in the teaching of new material is recommended problem-based teaching and conversation. If students do not have enough knowledge to actively participate in solving problems, problem-based teaching is carried out by the teacher. As a rule, this form of education is used in lectures. In particular, when studying the discipline "Chemistry" in lectures, inter-thematic relationships are constantly monitored, each subsequent topic is a logical continuation of the previous one. Thus, it is possible to ask problematic questions, the answer to which must be sought from already known material.

The chemical experiment, which is the basis of laboratory-practical training, is quite successful for asking problematic questions. During the laboratory work it is possible to create problem situations that require active participation of students in solving the educational problem. These can be analysis, explanation of the results of the experiment, conclusions in laboratory experiments, solving certain problems of an applied nature, and so on. Students have the opportunity to visually perceive the fact of a chemical reaction and draw conclusions about the interaction of components, generalizations and predictions of the properties of elements and their compounds.

Each chemical experiment is accompanied by a question, analysis of known data on the interaction of substances, observation of the reaction and the conclusions of the experiment. For example, in the experiment "Comparative activity of Potassium and Sodium", students first analyze the properties of elements according to their place in the periodic table, then perform the experiment and confirm the data on higher activity of Potassium. After performing the experiment, conclusions are drawn about the change in the activity of metals within the entire group I of the periodic table.

Experiments of some practical value, such as "Galvanic cell operation", are effective. Students make a copper-zinc galvanic cell, measure its electromotive force and predict the possibility of making elements based on other metals. In this case, the issues of both the efficiency of the galvanic cell, the types of current sources and their disposal, environmental safety, etc. are raised. In the course of such a lesson the student learns to see, compare, analyze, and sometimes predict the results. This forms the structure of scientific knowledge: problem statement, hypothesis formation, experiment, conclusions, or statement of a new question. Thus, problem-based learning is defined as a number of problem-solving tasks, the consequent solution of which leads to the achievement of the didactic goal.

Conclusions

The main criterion for evaluating a modern specialist is the ability to think independently and in a non-standard way, to solve the tasks set before him. Therefore, the formation of a creative approach, independence and diversity of approaches to solving problems is a key position of modern education. In this regard, problem-based learning can be called developmental, because its goal is to form knowledge, hypotheses, their development and solutions. An important aspect in the formation of a modern specialist, the expansion of his worldview is a deep understanding of natural processes occurring around and in the living organism in particular. An important aspect in the formation of a modern specialist, the expansion of his worldview is a deep understanding of natural processes occurring around and in the living organism in particular. The effectiveness of solving some questions has certain prerequisites, which consist in additional motivation by the student's interest in the subject of research. Practical tasks have this mechanism that cover a wide range of related themes. Setting such tasks activates the student's analytical abilities, creative approach in solving them, which should be key to modern education. One of the effective factors in involving students in educational and scientific work is individual work. In a modern higher school, the teacher is the organizer of the student's cognitive activity. Learning, the student must carry out independently, but with the help of certain methods offered to him.

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PROFESSIONAL REQUIREMENTS FOR A FOREIGN LANGUAGE TEACHER'S COMPETENCE IN THE CONTEXT OF INTERNATIONALISATION OF HIGHER EDUCATION

Summary

In the context of internationalisation of higher education institutions the components of professional skills and requirements for professional competence of a foreign language teacher have been characterized in the article. The professional competence of a foreign language teacher is an integral quality of the personality. It is manifested in a set of competencies such as: professional (didactic, psychological, methodological), linguistic (philological), communicative, informational, socio-cultural, project, reflective. These competencies ensure the efficiency of the professional activity of a foreign language teacher and meet the requirements for the foreign language teacher's professional competence in the context of internationalisation of higher education institutions.

Keywords: competence, internationalisation, higher education, foreign language.

Introduction

Global changes in political, economic, cultural and other spheres of the society have a great impact on the training of specialists in various fields. Nowadays the society demands from the young specialist readiness to solve the problems of theoretical and practical significance, further professional and career growth, competitiveness in the changing conditions of the labour market. The current stage of development of higher education is characterised by a radical

change in the socio-cultural and educational context of foreign language teaching. First of all, it is explained by the growing need for intercultural communication and integration of all social spheres. In its turn, this encourages modern pedagogy to rethink educational concepts, requires significant changes in approaches to foreign language teaching, revising its purpose and content, introducing new technologies, improving teaching methods and techniques, finding new, effective teaching forms in internationalisation of higher education institutions. The expected efficiency of the educational process is possible only in case of the high professional competence of each foreign language teacher. Consequently, the issues of professional competence and its components, as well as teachers' creative approaches to their professional activities do not lose relevance.

Purpose, subject and research methods

Issues of further development of the theory of professional competence in general and its separate components, the actualisation of this theory considering representatives of various professions are constantly in the centre of scientists' attention. Competence is one of the main conditions for the development and awareness of the motives of professional activities, the focus on self-affirmation in the professional sphere, the realisation of creative and scientific potential, the growth of authority.

In the context of internationalisation of higher education institutions issues of a foreign language teacher's professional competence have been researched by such scientists as V. Barkasi [1], S. Ivanenko [4], M. Kokor [5], V. Kostenko [10], I. Solohor [10], O. Vlasiuk [11]. The competence approach in education, as an important factor in ensuring quality training, has been viewed in works of D. Lenzen [7], S. Nikolaieva [9], O. Voloshyna [12]. The problem of forming a teacher's professional competence, its essence and structural components have been described by O. Bihych [8], H. Boretska [8], N. Borysko [8], N. Kucherenko [6], O. Muliar [3], T. Zhalko [3]. And meanwhile, the issue of the components of a foreign language teacher's professional competence has not been enough studied, therefore today there is a contradiction between the society's requirements for foreign language teachers and the quality of their professional training in higher education. The solution of this contradiction has encouraged choosing this topic of the article.

The purpose of the article is to characterise the components a foreign language teacher's professional competence and requirements for the professional competence in the context of internationalisation of higher education institutions.

Research results

The gradual transformation of Ukraine into a more open society has stimulated the broad development of international cooperation. It has significantly strengthened the recognition of the need to master one or more foreign languages of international communication by various social groups, which, in turn, affected the social status of a foreign language as an academic discipline and placed even greater responsibility on the professional competence of foreign language teachers. Moreover, the spread of new information technologies, among which computer networks and the ability to access the Internet play a significant role, places special demands on the training of foreign language teachers, linking their image with the professional of an innovative type.

In the conditions of the new educational paradigm the training of teachers of a new type becomes the main condition for the revival not only of education but also of the entire national culture, its integration into the European community.

The current social situation raises the issue of teacher training in a qualitatively new way – in the context of internationalisation of higher education institutions. It requires scientific reconsideration of the system of values, formation of teachers' professional competence, actualises the search for optimal organizational forms of this process in higher education.

The Council of the European Union has determined key competences which professionals need today. They are literacy competence, multilingual competence, mathematical competence and competence in science, technology and engineering, digital competence, personal, social and learning to learn competence, citizenship competence, entrepreneurship competence, cultural awareness and expression competence [2].

In light of the above mentioned we define a foreign language teacher's professional competence as the unity of the psychological, theoretical and practical readiness and ability to conduct successful pedagogical activities in foreign language teaching.

According to S. Nikolaieva, a foreign language teacher's competence is formed by: four blocks of competences: 1) foreign language communicative competence, which includes language, speech and socio-cultural competencies; 2) professional competence, combining philological, psychological, pedagogical and methodological competencies; 3) foreign language professional-communicative competence, in which language professionally-oriented competency, speech professionally-oriented competency and socio-cultural professionally-oriented competency are synthesised; 4) general competence, which combines instrumental, interpersonal and systemic competencies [9]. These competencies are considered essential for

a foreign language teacher in higher education, but their list needs to be supplemented and expanded given the peculiarities of the educational process at higher education institutions.

The communicative competence is the most researched. The foreign language communicative competence includes the ability to perform a speech act, which implements communicative-speech behaviour on the basis of phonological, lexical-grammatical, sociolinguistic knowledge and skills according to the outlined tasks, problems and situations. However, this competence not only implies mastery of all types of speech activity, but also the culture of written and oral communication [7].

In the conditions of internationalisation of higher education institutions and expansion of intercultural contacts, the sociocultural competence of a foreign language teacher comes to the fore, because it should encourage students not only to master a foreign language as a means of communication, but also to interact efficiently with other languages and cultures. In this context the content of the concept of “culture” contains information about the social environment, cultural stereotype of the society, the content and internal hierarchy of its social memory (value system, national heroes), practical semiotics (rules of conduct), ethnopsychological characteristics of the nation, spiritual culture (worldview, religious and moral characteristics), paremiology, connotations [6].

Actually, a foreign language teacher’s professional competence involves an organic combination of knowledge of didactics, psychology and methods of teaching a foreign language in general and its specific functional registers. This competence is also widely known in the field of innovation in the field of specific teaching methods, in the use of various modern educational technologies, teaching tools, forms and methods for work with students.

In higher education a foreign language teacher’s professional competence is largely formed by the qualities which promote communication with students, determine the speed and degree of mastery of the relevant necessary skills. Such highly qualified and competent teachers understand their social responsibility, successfully plan and continuously develop their activities and perform as key figures in forming the professional competence of students.

Information competence is defined as an integral component in the structure of professional competence of a university lecturer and considered as: 1) the ability to search independently and process the information necessary for qualitative and quick solution to professional tasks; 2) the ability to group activities and cooperation with the use of communication technologies for achieving professionally significant goals; 3) readiness for self-development in the field of information technologies and awareness of the need for continuous training and self-realisation in the process of the professional activity [8].

Taking into consideration that a defining characteristic of a university teacher's professional activity appears as a high degree of combination of scientific and educational components with involvement of students in researches, then project competence is not only the ability to design educational process and predict its results, but also to design and predict scientific activity and scientific work of students.

Effective, productive research activities are possible under the conditions of the formed cognitive-intellectual and research competence. The first covers a set of theoretical knowledge, practical skills, attitudes, experience, personal qualities which enable conducting search, heuristic activities, acquiring new knowledge, making decisions independently. The second involves mastering scientific thinking, the ability to observe and analyse, to hypothesize for solving controversial issues, to conduct research, analyse scientific literature. A teacher's reflective competence is the ability to analyse the results of activities, to form an individual pedagogical style, to achieve adequate professional and personal self-esteem, to project their efforts in the field of professional growth and continuous self-improvement [10].

Thus, the analysis of the scientific literature has helped us to find out that there are different approaches to disclose the essence and content of the concept under consideration. In our opinion, a foreign language teacher's professional competence is an integral entity of the personality, which includes a set of cognitive-technological, social, multicultural, autopsychological and individual components needed for successful teaching, taking into account the specifics of the discipline taught. The specific of a foreign language teacher's competence is the existence of the formed foreign language communicative competence, which is a part of the cognitive-technological component.

A graduate who has received a master's degree in pedagogy must be ready to solve educational and research problems focused on research work in the subject area of knowledge; use modern technologies of collection, processing and interpretation of the received experimental knowledge; apply modern research methods in psychological and pedagogical education; analyse academic outcomes in different types of education institutions; design and implement the teaching of new content of disciplines in practice; diagnose the educational attainment. The graduate's activities are aimed at psychological support of educational systems by providing psychological assistance to participants in the educational process at education, research institutions, families, etc. Graduates with a master's degree in this area must be prepared to perform the following professional activities in accordance with the level of their qualification: scientific-research; teaching; correctional-developmental; consulting; cultural-educational; organisational-educational; socio-pedagogical [1].

We interpret professional competence as a set of theoretical knowledge of pedagogy, psychology, methods of foreign language teaching, applied linguistics and skills of their practical use. The concept “knowledge” as a component of a foreign language teacher’s professional competence can be defined in terms of its content and means of its knowledge transfer. The content of professional knowledge is a conceptual-factual component of educational material, that includes interrelated facts, patterns, theories, generalisations and terms.

In current conditions of open access to almost any information, the professionalism of the teacher’s knowledge is already determined not only by the content of this knowledge, but also the ability to transfer it in a way which promotes interaction, discussion, dialogue, argumentation. It follows that, along with knowledge of scientific facts, the teacher needs knowledge of interactive technologies for data processing.

That is why basic teacher preparation is often seen as “practical theorizing”, which focuses on solving the fundamental problem of the relationship between theory and practice in teacher training. According to this viewpoint the professional training of future teachers is associated with the critical study, improvement and experimental use of ideas from various sources, including, on the one hand, knowledge and skills of experienced teachers, examples of pedagogical work, on the other – a variety of theoretical and research literature, i. e. theorizing practice and practicing theory [12].

It should be mentioned that the process of acquiring professional knowledge is closely related to the development of professional thinking, through which students are able to identify significant peculiarities of pedagogical facts, phenomena, situations, argue them, predict the outcome, and make their own decisions. According to the hierarchy of mental actions, there are five levels of students’ professional knowledge:

- understanding: students can define and interpret the essence of basic professional concepts on basis of their categorical analysis;
- application: students use knowledge of the essence of basic professional concepts in standard situations under the guidance of a teacher;
- analysis: students compare the main categories, determine the relationship between them, use the acquired knowledge in non-standard situations;
- synthesis: students establish logical and structural dependency between the basic pedagogical concepts, develop reference schemes of questions, make speeches, messages;
- assessment: students assess the value of the material in a holistic system of professional knowledge, based on clear evaluation criteria [11].

Consequently, the main property of professional knowledge is the awareness of the motivation to choose teaching methods. Skills in the system of professional training of foreign language teachers is the ability to perform pedagogical actions independently on the basis of mastering tools and techniques and the application of acquired knowledge in practice.

Modelling the content and structure of teaching activities has made it possible to identify eight types of skills: 1) design (the ability to design, plan any type of work); 2) adaptive (the ability to apply your plan in specific educational conditions); 3) organisational (the ability to organise any type of work); 4) motivational (the ability to motivate students to conduct educational activities); 5) communicative (the ability to communicate); 6) the ability of control and self-control; 7) cognitive (the ability to conduct research work); 8) supplementary (the ability to sing, draw, play a musical instrument, etc.) [4].

The modern approach implemented by the Council of the European Union is based on the communicative needs of students and the use of tools and methods which will help students satisfy these needs and meet their characteristics as students. However, it is promising to present different areas, which will contribute to a deep understanding of the complex diversity of language education. Therefore, the current issues of foreign language teacher training are the analysis of goals, content, basic techniques and teaching tools in different methods of teaching foreign languages, determining the feasibility of using a technique / method in a particular pedagogical context, finding and adapting new technologies, and developing their own professional style of foreign language teaching. To do this, students should be actively involved in classroom and extracurricular activities, seminars, workshops, colloquia, conferences on these issues, which will enable the mobilisation of future specialists' creative potential, personal and professional realisation and self-realisation in the educational process [5].

Expanding and updating teaching methods is an ongoing process of the European education system. Initiatives in the field of basic and lifelong learning, focusing on current topics, such as the process of learning a foreign language or intercultural dimension, are becoming more widespread, and equally contribute to the academic freedom of institutes and universities offering such programmes. Even if the Ministry of Education and Science continues to use the guidelines for the content of training modules, the institutions responsible for teaching the staff are ones which set the course schedule, the relationship between theoretical and practical, the degree of integration of recent research or the importance given to some related academic subjects such as linguistics, psychology, pedagogy and civilization.

Such skills, based on personal experience, cannot be developed in situations other than authentic ones, so we consider it necessary to include in the curriculum of foreign language

teachers' courses focused on different types of pedagogical practices, but also using methods of work which stimulate expression of personal and social skills such as autonomy or teamwork. The proposed curricula should focus on non-integrating content with three dimensions: knowledge of the target language and culture (cognitive dimension), behaviour versus the target culture (affective dimension) and communication skills (pragmatic / conversational) [3].

A key aspect of curriculum reform remains the education of future foreign language teachers who are able to provide skill-based teaching, as well as true multilingualism experts, taking into consideration the awareness of the inherent multiplicity of each culture and the defining synergy of foreign language learning. So, the new learning routes available to students focus on three main aspects:

- linguistic skills, B2 – C1 CEFR level for primary and pre-school teachers, C1 – C2 for secondary education, respectively. Courses dedicated to this goal will be designed on the principle of direct study of reality, emphasizing not only functional language skills, but also development of intercultural skills and promotion of effective independent lifelong learning;

- pedagogical and methodological skills referencing rather “traditional” areas (for example, understanding the process of early foreign language learning, aspects of educational planning, students' needs, etc.), as well as new multilingual and intercultural trends in this field;

- skills of meta-pedagogy and reflective practice in terms of creating the capacity for critical analysis and selective use, depending on the goals of various tools and methods available to foreign language teachers.

Thus, it is recommended for teachers to monitor and assess constantly their own practice for increase the efficiency and attractiveness of the educational process.

Conclusions

A foreign language teacher's professional competence is a set of professional and pedagogical competencies which ensure the readiness of the graduate to conduct professional activities at a proper level in accordance with the sectoral qualifications framework and subsequent professional growth. The level of a foreign language teacher's professional competence is determined by the formed level of basic professional competencies related to the willingness and ability to implement the goals of foreign language teaching, taking into consideration modern social requirements and real educational conditions.

According to the educational-qualification characteristics, a foreign language teacher has to: teach students; organize extracurricular activities of students; to conduct methodical

work; work with parents; implement educational-scientific activities (improve skills). At the same time the scientific research shows that a foreign language teacher must be able to implement the following basic functions: the communicative-educational function, that consists of information, motivation, stimulation and control-correcting components; the educational function, i. e. to solve moral, cultural and aesthetic problems, labour education of students by foreign language means, taking into consideration the peculiarities of the degree; the developmental function, i. e. to predict the ways of forming and developing intellectual and emotional spheres of students' personalities, their cognitive and mental abilities in the process of mastering the foreign language communicative competence; the educational function, that helps students master the learning skills, expand their worldview, find out about themselves and another system of concepts through which other phenomena can be understood. For successful implementation of the above described functions in the educational process, a foreign language teacher must have certain competencies. The main ones are socio-psychological competence, professional-communicative competence; philological competence; general pedagogical professional competence (psychological, pedagogical and methodological); general cultural competence and competence in professional self-realisation.

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UKRAINIAN HIGHER EDUCATION INSTITUTIONS IN CZECHOSLOVAKIA IN THE INTERWAR PERIOD (1919-1938)

Summary

The activity of Ukrainian immigration in Czechoslovakia in the interwar period is a bright phenomenon of Ukrainian culture and science. Separated from their homeland, deprived of basic means of labour (libraries, archives, collections, own materials), they made a significant contribution to national science and education, introduced Ukraine to the world and thus enriched European culture and science. Thanks to the support of government circles of the Czechoslovak Republic in the interwar period, Ukrainian emigrants managed to organize the activities of a number of higher education institutions provided quality professional training for thousands of Ukrainian students.

Keywords: Ukrainian emigration, university, Czechoslovakia, interwar period, students.

Introduction

History shows that migration as a special type of people movement becomes more common and noticeable in the life of many countries. In the first decades of the XX century, it was one of the largest migration movements in history, which covered most European countries, including Ukrainian lands. A hallmark of migration processes from Ukrainian lands were caused by political reasons. Representatives of the intellectual society, ideological inspirers, organizers, supporters and defenders of Ukrainian statehood were in exile.

Aim, subject and research methods

The goal of this article is to analyse the activities of Ukrainian organizations in Czechoslovakia in the interwar period in the field of Ukrainian higher education institutions, their cooperation with government circles of this country. The subject is to study functioning of established institutions. The principles of historicism and objectivity, as well as problem-chronological, historical-genetic, historical-comparative and sociological methods were used to achieve the goal.

Research results

In January 1921, the first higher school of Ukrainian emigration abroad, the Ukrainian Free University (UFU), was officially opened in Vienna. However, due to financial difficulties and the loss of role by Vienna as the main centre of Ukrainian emigration due to the mass exodus of Ukrainians from Austria, the UFU was unable to continue its activity in Vienna.

The issue of transferring UFU to Prague began to come to life in February 1921, when its leadership wrote a letter to the leadership of the Ukrainian Academic Community in Czechoslovakia, the largest student organization in Prague, founded in 1919. It was written in the letter, that students, numbered more than 700 people, were not able to study in their native language, and therefore asked to transfer the activities of UFU to Prague. After discussing this letter, the UFU Council decided to take practical steps to relocate the facility to Prague. After finishing winter semester of 1921, representatives of the university (Rector O. Kolessa and Dean S. Dnistrianskyi) arrived in Prague to negotiate the transfer of UFU from Vienna to Prague. The Czechoslovak government reacted positively to the idea of Ukrainian professors [19, apk.83].

During the summer and autumn in 1921, the UFU leadership took a number of concrete measures to address the problem of relocating the university to Prague: it corresponded with the Czechoslovak government, with political, scientific, and public institutions, and disseminated information about the university. It was also necessary to inform all potential students of the university about the beginning of its activities in Prague. Therefore, on August 27, 1921, the UFU Council sent a memorandum to the Czechoslovak government requesting that Ukrainian students be able to study and announce about opening of the university into internment camps and in Transcarpathia. It is noteworthy that moving to the capital of

Czechoslovakia, the leadership of UFU set its activities here as temporary, hoping to transfer it to free Ukraine in the near future [12, c.19, 69-70, 86].

On September 16, 1921, the second academic year at UFU began with a solemn act in the Clementinum Hall of Charles University in Prague. One of the oldest universities in Central Europe, Charles University, provided UFU a part of its premises, provided it with a significant financial subsidy, and pledged to pay scholarships to Ukrainian students. T. Masaryk personally supported it. The activity of UFU on the basis of Charles University contributed not only to the improvement of the educational process, but also to the rapid rise of the authority of Ukrainian science. After all, according to D. Doroshenko, it did not exist as the Ukrainian branch of Czech University, but as an independent university, which had the right to award scientific degrees of Western European model [8, c.67].

The Ukrainian Free University in Prague consisted of two faculties: philosophy and law and social sciences. The first of them had two departments - historical-philological and natural-mathematical. The organizational and administrative activities of UFU were managed by the Senate (Council), which included the rector, vice-rector, deans and vice-deans (deputy deans) of both faculties, who were elected annually. Following the sample of Western universities, the positions of secretary and economic officer of UFU were introduced too. The board of professors of each faculty solved various issues related to research activities. Twice a year a rector convened a general meeting of professors and associate professors, which were the constituent and administrative body. In UFU, the professorial boards consisted of honorary (unpaid) ordinary and extraordinary professors, associate professors, associate professors (replaced by independent departments) and private associate professors (without a permanent salary), lecturers and assistants. Students were divided into ordinary and extraordinary. Entering the university, ordinary students showed documents on completed secondary education, and extraordinary students passed additional exams. Lectures in Ukrainian were initially free. In the late 1930's, a fee was set due to the request of government circles. The Ministry of Education and Public Education of the Czechoslovak Socialist Republic approved the UFU curriculum. The internal life of the university was regulated by regulations and decrees of Charles University in Prague, on the basis of which UFU existed [18, apk.1-51]. However, the legal status issue of the university, whose financial guardians changed several times during the Prague period of its activity, remained unresolved.

Financial support for the university activities was a problem that UFU leadership constantly sought to solve. The annual budget of the university was about 1 million Czechoslovak crowns [20, apk.11]. The UFU Senate asked for financial assistance for the

university in its numerous appeals to Ukrainian citizens and Ukrainian organizations. Those steps yielded some results. In 1921, UFU received more than 100,000 crowns, in particular: from the government of the West Ukrainian People's Republic in exile - 21,000 crowns, from the government of the Ukrainian People's Republic - more than 13,000 crowns, from the Ukrainian brigade in Nimetsky Yablonnim - 7,3 thousand crowns, and also from many other organizations and individual citizens [19, арк.107-108; 21, арк.6]. However, the Ukrainian Free University needed more solid and systematic assistance. The main hope of its leadership was placed on Czechoslovak authorities, which allowed the university to operate on its territory. Although the Czechoslovak government financially supported UFU, there was never enough money to maintain the university. For example, the salary of UFU lecturers was less than half the salary of lecturers at Czech or German universities. To save the university from self-liquidation, some professors who had other earnings voluntarily waived their salaries. But this did not save the university from financial difficulties for a long time [5, c.37, 41]. During the Prague period, from 1921 to 1945, the structure of UFU remained unchanged, but the programs of both faculties were significantly expanded. The university remained mainly humanitarian. Art history, archeology, pedagogy, and political economy were introduced. There were also separate courses in natural sciences - geography, chemistry, medicine, botany, although students did not receive specializations in them.

Most of the university lecturers taught at other universities at the same time, not only in Prague, but also in Podesbrady, Warsaw, Lviv, Halle, and Detroit. Among the professors of UFU were world-renowned scientists: Professors O. Andrievskiy, D. Antonovych, A. Artymovych, I. Borkovskiy, I. Horbachevskiy, S. Dnistrianskiy, D. Doroshenko, O. Eichelman, O. Kolessa, S. Smal-Stotskiy, R. Lashchenko, M. Lozynskiy, K. Loskiy, I. Mirchuk, D. Chyzhevskiy, O. Orlov, S. Rudnytskiy, R. Smal-Stotskiy, V. Tymoshenko, O. Shulhyn, S. Shelukhyn, V. Shcherbakivskiy, L. Shramchenko, F. Shcherbyna, A. Yakovliv and a number of others [7, c.124-127].

The UFU faculty paid great attention to the creation of Ukrainian university courses. That was especially important for lecturers of Ukrainian studies departments. Despite the difficult conditions of emigration, they were able to write and partially publish courses in Ukrainian historiography and source studies, church history, Ukrainian law, Ukrainian art, theatre, ethnography, ethnology and archaeology, history and geography of Ukraine, the Ukrainian language and literature, philosophy, pedagogy, etc.

In early 1923, UFU began publishing. The university publishing department published many scientific papers, collections, lectures and textbooks. During the first 10 years of work,

11 volumes of letterpress and 12 lithographed books were published. Two volumes of scientific and two volumes of anniversary collections of UFU were published separately [12, c.119-120; 13, c.XIII]. The university distributed all its publications through the International Exchange Service, and therefore they reached all libraries and research institutions in Europe and America, as well as Japan [30, apk.24]. Most of these publications are a bibliographic rarity now, and scientific value of many of them has not lost its significance nowadays.

The activity of UFU predicted the transfer of the university to Ukraine at an appropriate moment. A. Voloshyn, being a deputy of the Czechoslovak parliament in 1925-1929, raised that issue in Prague, but did not have the support of other deputies from Transcarpathia. In 1927, Uzhhorod organizations "School Mother of Rusyns", "Prosvita" and the Teachers' Community appealed to the Ministry of Foreign Affairs of Czechoslovakia with a request to transfer UFU and the Ukrainian Academy of Economics to Transcarpathia. However, official Prague did not support this suggestion due to the lack of necessary funds and fears of growing Ukrainization in the region. In 1935, the UFU professor S. Dnistrianskyi arrived in Uzhhorod to resolve that issue, but during his stay in the city he suddenly died. In the spring of 1938, due to the possibility of Transcarpathia gaining autonomy, the situation revived [4, c.167-169].

In the autumn of 1938, the UFU commission was established in Prague, which prepared the "UFU Reorganization Project in Subcarpathian Ukraine." According to it, it was planned to create the Ukrainian University on the basis of Ukrainian universities in the Czechoslovak Republic, first in Uzhhorod and then in Khust. The university was to consist of four faculties: 1) philosophy; 2) legal; 3) economic; and 4) medical. In its memorandum, the commission noted that "due to the relatively small population of Subcarpathian Ruthenia and the financial difficulties, it would be more economical to limit to one university in Subcarpathian Ruthenia instead of the two universities of the University and the Polytechnic, transferring UFU from Prague and replenishing it with the Faculty of Economics", which "gradually unfolding to the extent of financial capabilities, could replace the Polytechnic" [23, apk.8]. Thus, it was planned to move the Ukrainian Free University to Transcarpathia completely, and a faculty of economics was to be established in Transcarpathia, which would provide employment for former lecturers of the Ukrainian Academy of Economics, and later actually revive the academy in Transcarpathia.

This project was developed jointly with the Government of Carpathian Ukraine, in particular with the Prime Minister A. Voloshyn and the Head of the Ministry of Cults and Education A. Shtefan. Voloshyn officially addressed to the Czechoslovak government and President E. Benes with a letter stating the need to transfer the UFU activity to Transcarpathia,

although he indicated that the future university would consist of two faculties - law and philosophy. Voloshyn also named the date of transfer of UFU - the winter semester of 1938/39 academic year - the summer semester of 1939 [23, арк.32-34].

On February 13, 1939, Mytsiuk, a rector of UFU addressed a letter to A. Shtefan, in which he outlined a plan to create a base in Khust for transferring the university to Transcarpathia. That plan was agreed with the representative of Transcarpathian Ministry of Cults and Education M. Halahan and adopted at a meeting of UFU on February 8, 1939. The plan provided to build the most necessary premises by October 1, 1939," and it was: a) two large auditoriums for 100 people each (or two medium ones for 70 people each) as far as possible with all facilities for management: the rector's office with a common room, two offices for deans, 4 rooms for the bureau, 2 waiting rooms, two rooms for guards, b) a student bursa (boarding school) for at least 100 people, c) to allocate space for professors' houses, which should be built by a professorial construction cooperative, put up two more large auditoriums and complete the bursa for another 100 people. Finish the rest in 1941, possibly some facilities could be completed in 1942. " It was planned to build a complex of university buildings with a total floor area of 3800 m² [22, арк.314-315]. Thus, the development of the university had to take less than four years. It is obvious that the university was to serve Ukrainian youth not only in Transcarpathia, but also in other European countries.

L. Bych, a former employee of the Ukrainian Academy of Economics, shared his vision of the future economics faculty of the university. Welcoming the decision to expand the faculty in the future, he noted that for its activity it was necessary to build educational buildings with an area of 3470 square meters. Bych also determined the approximate estimate of the faculty: for the 1st year of activity - 1 million 300 thousand crowns, for the 2nd - 1600 thousand, for the 3rd - 2700 thousand, and from the 4th year onwards - 3 million crowns per year [24, арк.83]. It is clear that Carpathian Ukraine simply could not physically implement such projects within the period specified by Bych.

The transfer of UFU to Transcarpathia was controlled by the Czechoslovak government, which was represented by Beringer, a clerk at the Czechoslovak Ministry of Education and Public Education. The problems of financing UFU before the beginning of the new budget year were agreed with him, when the financing of Ukrainian University had to be passed to the government of Carpathian Ukraine.

A place was even found in Khust to build a university complex, but Hungarian aggression nullified all these plans. The Ukrainian Free University remained in Prague. After the Munich Agreement of 1938, university professors and staff were forced to prove their Aryan

origins to the German authorities in May 1939 by submitting a so-called "Genealogical Certificate," in which they were also required to prove the Aryan origins of their ancestors [22, apk.303].

In the context of the story about the creation and activity of Ukrainian scientific institutions on the territory of interwar Czechoslovakia, it is impossible not to mention the role of the Ukrainian Public Committee (UPC) in this process. After all, a number of Ukrainian scientific institutions were established with the initiative and assistance of the UPC. The Committee quickly became the main centre of cultural and national life of Ukrainian immigrants in Czechoslovakia having carried out extensive humanitarian, cultural, educational and scientific work. In addition to providing purely humanitarian assistance to emigrants from Ukrainian lands, the UPC set itself the goal of giving immigrants "the opportunity to join cultural life, gain the education and knowledge necessary for its work for Ukrainians" [11, c.6].

One of the committee founders, M. Shapoval, defining the main tasks of Ukrainian immigration, wrote: "Staying in Europe of our emigration can be considered a kind of happiness: we would have to go on a business trip to study public life in Europe ... we must use our stay to go through the great school of political life. So ... to study and teach, absorbing the experience of Europe is a huge, just epoch-making thing. When 2-3 thousand truly cultured people and scientists return from emigration, it will be a whole dynamite at home.... And when Europe is sown with local supporters of our cause, then no one will dare to destroy us with impunity and silence "[16, apk.21, 23].

One of the most important and longest-lasting action of the committee was the organization of conditions for the education of Ukrainians in Czechoslovakia, as well as comprehensive assistance to Ukrainian students. The UPC had the greatest success in this area of its work. One of the first documents with which the committee addressed to the Ministry of Foreign Affairs of the Czechoslovak Republic was the memorandum of Ukrainian students dated September 27, 1921 and it requested that the Czechoslovak government assisted them as much as possible during their studies in the Czechoslovak Republic [6, c.276]. The great merit of the UPC was that in the interwar period from 12 to 15 thousand Ukrainian students were able to study in Czechoslovakia. At the very beginning of its activity, the committee created a dormitory for poor Ukrainian students in Prague, where they could eat for a nominal fee. In addition, the UPC constantly sought scholarships from the Czechoslovak government agencies for students and paperwork for Ukrainians from other countries who wished to study in the Czechoslovak Republic.

Except Prague, Pödebrady, the resort town, became an important centre for Ukrainian immigration. The Ukrainian Academy of Economics (UAE) was founded here in February 1922. It became the first Ukrainian technical and economic educational institution in exile. However, the beginning of its creation can be considered 1920. At that time, the evacuated Ministry of Land Affairs of the Ukrainian People's Republic was located in Tarnów (Poland), which had a plan for the faculties of Kyiv Agricultural Academy. The Union of Ukrainian Agricultural Engineers and Technicians tried to implement this plan in Poland as a project of Agronomic and Forestry Academy. But this could not be performed. UAE appeared on the initiative of the Ukrainian Public Committee, which in January 1922 elected a special commission, the chairman, M. Shapoval, established relations with the above-mentioned Union in the establishment of the Ukrainian Higher Technical School. By joint efforts, the charter and program of the future institution were developed and the necessary documents of the Czechoslovak government were submitted for approval [7, c.137]. Although there is evidence that there was also the idea of establishing the Ukrainian Academy of Economics as a separate faculty of [1, c.869].

In May 1922, the Ministry of Agriculture of the Czechoslovak Socialist Republic, together with the Ministry of Foreign Affairs, reviewed the curriculum and the charter of UAE and recognized the academy the same rights as Czechoslovak universities. Pedagogically, the academy was subordinated to the Ministry of Agriculture, and in economic and administrative affairs - the Ministry of Foreign Affairs of the Czechoslovak Socialist Republic until 1928. Tuition at UAE was free, but students who received scholarships during their studies were required to work "for Ukrainian economic and cultural life for 1.5 years for each scholarship year" [15, арк.60].

On June 22, 1922, the academy began its work in Pödebrady, a small town 40 km east of Prague. This event and the rules for joining UAE were reported in Czechoslovak and Ukrainian journals. The Academy began its first academic year with 126 students, 35 professors, 19 assistants, 23 lecturers and 23 instructors. 26 Czech professors were invited to work at UAE. Initially, it was supposed that the study at the academy would last three years, but after 1923 UAE changed to a four-year study, as it was in higher technical educational institutions in Czechoslovakia, Poland and Germany.

On May 9, 1923, the President of Czechoslovakia, T.G. Masaryk visited the Academy. Addressing the audience, he said: "You have found in us at least not a homeland, but a good neighborhood of fraternal people. I am personally glad that we can still carry out our Slavic

program, which we had before the war. I will be happy to support you and your students till it depends on me" [2, c.310].

However, it was during the greatest development of UAE that the reduction of funding for the Russian campaign began, and, consequently, the reduction of the amount of material support for the academy. In 1928, the Ministry of Agriculture banned the admission of new students to UAE and ordered the gradual liquidation of the institution [7, c.139].

UAE students were divided into ordinary and free-listeners. During the first years of its existence, the students of the academy were almost exclusively Ukrainian immigrants. Beginning in 1926-1927, young people from the western Ukrainian lands began to join UAE, although this was hindered by the Polish authorities. Students received scholarships from the Czechoslovak government. 474 engineers graduated from the academy in 1932. All of them were employed. In particular, in Czechoslovakia - 189 people, Poland - 185, USA - 14, France - 11, Germany - 6, Canada - 5, Romania - 4, China - 3, Brazil - 2, Argentina - 2, Bulgaria, Belgium, Luxembourg, Lithuania and Switzerland - 1 [17, pp.28-29]. In total, 786 students studied at UAE during its entire existence, 557 persons received the title of engineer. However, in Czechoslovakia, UAE diplomas were not recognized for employment. And only in 1939 the graduates of the academy had equal rights with the graduates of Czech universities [10, c.19, 27]. It should be noted that the admission of students from Carpathian Ukraine to study was prohibited [24, pp.44]. This is due to the fact that Czechoslovak authorities feared Ukrainization of the region.

The main areas of work of the academy were training of engineers and scientific researches. There were three faculties: economic-cooperative, agronomic-forestry and engineering. UAE had quite decent equipment: its own library, which numbered 30 thousand volumes and 100 titles of magazines, 33 rooms, 14 laboratories, 2 farms, forest, seed-plot, meteorological station, two training cooperatives (consumer and credit). There were 13 seminars and four terminological commissions. Institute of Ukrainian Scientific Language at the Ukrainian Academy of Sciences in Kyiv was interested with terminological and technical literature and in 1926 asked UAE to send them some materials and participate in editing a dictionary of agricultural terminology [3, c.90].

Students of the academy had the opportunity to gain the highest level of knowledge, because thanks to their lecturers they were able to combine the highest achievements of scientific thought of the former Austro-Hungarian and Russian empires. The fact that the level of their training was high can be judged from the fact that in the academy taught in different years, in addition to 31 Ukrainian professors there were 26 Czech professors. The teaching staff

of the academy carried out significant scientific work, the results of which were presented in a large number of monographs and publications. The publishing activity of the academy began in the first year of its existence. On July 27, 1922, a Publishing Society was established at UAE, the members of which were both lecturers and students. It lasted until 1928. During this time, 698 textbooks, monographs, and individual articles were published by the lecturers. 1/4 of them were published in foreign languages - Czech, German, French, English, Spanish and Serbian [9, c.72]. Considerable attention was paid to the publication of Ukrainian textbooks, in which emigration constantly felt a great need. The Academy actively exchanged its publications, as well as sent them to libraries and research institutions of the Ukrainian SSR [7, c.162].

The period from 1928 to 1930 was a time of unsuccessful searches for a financial base to enable further activity of the academy in Podebrady. During that time, due to the uncertainty of the situation, many lecturers left their jobs at UAE. The same remaining lecturers held a meeting of the professorial council in May 1931 to discuss the liquidation of the academy in Podebrady. At this council prof. S. Goldelman, a prominent figure in the Zionist movement, suggested to appeal to Ukrainian immigration to support UAE in difficult times and to start finding funds to support the activity of the academy. Already in June of the same year, a meeting was held and it was decided to establish the Society of Supporters of the Ukrainian Academy of Economics (SSUAE). Prof. B. Matiushenko became the chairman of the society [3, c.92]. On April 21, 1932, the charter of the Society of Supporters of UAE was approved. SSUAE decided to create an institution at the academy that conducted paid distance learning for Ukrainians from all over the world. Thus, the members of the society hoped to earn money for the maintenance of UAE in Podebrady. On November 12, 1932, Ukrainian Technical and Economic Institute of part-time study (UTEI) was established at the academy. The Czechoslovak Ministry of Agriculture agreed to register its charter in exchange for guarantees from SSUAE that the newly established institute will not claim any financial support from the Czechoslovak authorities. To ensure the work of the institute, a special Fund of Ukrainian Polytechnic was opened. A significant part of finances of this fund, collected by SSUAE members in France, Bulgaria, Germany, the United States, and even China, was used for the publication of textbooks appropriate to the correspondence method of teaching.

Initially, UTEI belonged to UAE, but with its liquidation (1934) it actually replaced the academy. At the end of 1935, a condition was concluded between SSUAE and the Union of UAE professors who worked at UTEI. According to it, Ukrainian Technical and Economic Institute from January 1, 1936 came under the control of the Union of Professors of UAE. This was the permission of the Ministry of Agriculture of the Czechoslovak Republic from July 6,

1935, part 57.015-1935. SSUAE continued to seek funds to support UTEI. Directorate of UTEI had the right to dispose of these funds at its own discretion, but within the budget and in the interests of the institute. The Management Board of the society reserved the right to conduct an audit of the correctness of amount expenditures transferred to SSUAE for the needs of UTEI [24, арк.15]. The institute had three faculties, as well as UAE: agronomic-forestry, economic-cooperative and chemical-technological. The training was hold 8 semesters and offered to students with secondary education. For those who did not have it, seven professional courses were created and separately - courses in Ukrainian studies for Ukrainians from Canada. UTEI as a school of polytechnic type set itself - among other tasks - providing students a broad general education. Therefore, its program included the humanities in which special textbooks were issued. UTEI students and trainees lived in 19 countries, but most of them (75%) came from Galicia. The teaching staff of the institute numbered more than 70 people, 50 of them - former lecturers of UAE [14, с.486-487; 24, арк.44-45]. In 1936-1938, in order to expand its activity and study local conditions, UTEI began to create its own branches (representative offices) in different countries. Their tasks were to disseminate information about UTEI and search for potential students. UTEI branches were in Lviv, Lutsk, Uzhhorod, Mukachevo, Warsaw, Bucharest, Plovdiv, Paris, Edmonton, New York, Chicago, Shanghai, and St. Catharine (Brazil) [24, арк.19].

Also, in Prague in 1923 M. Drahomanov Ukrainian Higher Pedagogical Institute was founded. (UHPI). The idea of founding the institute belonged to the UEC and was supported by the Minister of Foreign Affairs of the Czechoslovak Republic Benes, his deputy Girs and the Minister of Education of the Czechoslovak Republic Bechyne [25, арк.2]. During the institute existence, it had to change its charter, governing bodies and even its name more than once. From 1923 to 1925, this institution was completely dependent on its founder. Only after the resolution of the general meeting of UAE on November 9, 1924, the institute was separated from the Committee. All management functions passed to the faculty council and its bodies. By order of the Ministry of Foreign Affairs of the Czechoslovak Republic dated February 21, 1925, UHPI was subordinated directly to the Czechoslovak ministries [25, арк.18].

Although the pedagogical institute was established with a two-year curriculum, the curricula were re-done for a three-year period before the opening. In 1925-1926 UHPI passed to four-year training.

The purpose of the institute was to train teachers for the Ukrainian school, as well as instructors and administrators of public education. Pedagogical Institute consisted of three departments: literary-historical, natural-geographical and physical-mathematical. In 1924, the

faculties of natural geography and physics and mathematics were merged into the faculty of mathematics and natural sciences, and a new faculty of music and pedagogy was created [14, c.487].

General (mandatory for all students) and special disciplines, which were mandatory for students of some faculties and departments were studied in the institute. There were also elective courses at all faculties. The training lasted four years, and in the first year mainly general and theoretical disciplines were taught, and special and scientific-practical disciplines in the other three years. Classes lasted from October to June and were held in various universities and schools in Prague [7, c.173]. During its entire existence, 178 people studied at UHPI. 85 of them received diplomas and the title of teacher. Representatives of the famous poetic "Prague School", other well-known Ukrainian writers and poets, in particular O. Babii, B. Homzyn, Yu. Darahan, O. Olzhych-Kandyba, V. Zarytskyi, O. Stefanovych, Y. Shkrumeliak and others studied at institute [26, apk.20-25; 27, apk.39].

In addition to students with state scholarships, students without scholarships also studied at institute. As a rule, only few students were enrolled - 10-15 people a year. To provide them with material assistance, UHPI staff set up a special fund, the proceeds of which were provided by voluntary 3% self-taxation. In the institute there was a separate Support Committee, which financially assisted students from a separate fund. Thanks to this fund, the institute was able to ensure the admission of first-year students in 1927-1929, when Czechoslovak authorities stopped allocating funds for scholarships [28, apk.5].

The institute published many textbooks. Initially, that was done by a separate publishing commission created at UHPI, and from May 1924 a special publishing society "Siiach". The task of the publishing house was to publish Ukrainian scientific books and special textbooks. "Siiach" published 44 titles of books (5506 copies). The books of the university lecturers were also published by the Ukrainian Publishing Fund in Prague. This is a high figure for an institute that worked in a normal working rhythm less than three years.

The reduction in funding led to uncertainty in the university. On January 1, 1928 M. Drahomanov UHPI was transferred from the care of the Ministry of Foreign Affairs of the Czechoslovak Republic to the balance of the Czechoslovak Ministry of Education and Public Education. Cash subsidies for the institute were constantly reduced, many lecturers left the university, because the attempt to turn UHPI into a research institution was unsuccessful. In 1931, the Ministry of Education and Public Education decided to liquidate UHPI by December 1, 1932 [25, apk.61; 26, apk.40].

M. Drahomanov UHPI stopped its existence in Prague at the beginning of 1933. The institute library, which at the time of the institute closure numbered 10,728 volumes, including many publications of the Kyiv Archeographical Commission, which any Czechoslovak library had, was transferred to the Slavic Library in Prague and the Ukrainian Gymnasium in Modrzany [7, c.178].

Conclusions

Thus, since 1921, the centre of Ukrainian science abroad became Czechoslovakia, which was due to the establishment and relocation of Ukrainian scientific institutions here, the material support of Ukrainian science by the President of the Czechoslovak Republic T. Masaryk. With S. Petliura's move from Tarnow to Warsaw in 1923, and next year to Paris, a large number of Dnieper scientists also moved from Poland to Czechoslovakia. The largest number of Ukrainian students was also here. As of September 1, 1923, there were 1,360 of them in the Czechoslovak Republic, and as of March 1, 1924, - 1,896. In the cities: 1,255 in Prague, 382 in Podedbrady, 170 in Brno, 83 in Przybram, and 6 persons in Bratislava. For comparison, at the same time in Poland there were 150 students - Ukrainian emigrants, in Bulgaria - 40, in Romania - 25, in Paris - 15 [7, c.73]. 1,666 people in 27 professions received higher education diplomas in Czechoslovakia at the beginning of 1931. It should be noted that Ukrainian scientists who worked at the above-mentioned institutes in Czechoslovakia were able to implement non-Marxist scientific methods of analysis in the humanities, which was virtually impossible in Soviet Ukraine.

A number of Ukrainian scientists worked not only in Ukrainian universities in Czechoslovakia, but also in Czech research institutions. Thus, in 1926, the Department of Ukrainian Studies was established at Charles University in Prague. O. Kolessa, D. Doroshenko, M. Liubynetskyi, I. Pankevych and O. Orlov worked there. S. Smal-Stotskyi and V. Simovych taught at the Higher School of Commerce in Prague, who, together with V. Hnatyuk, were invited by the People's Commissariat of Education of Soviet Ukraine in 1925 to work on "establishing the Ukrainian orthography" dictionaries and other scientific work" [29, арк.49]. In parallel with their work in Czechoslovakia, Ukrainian lecturers worked in other European universities: R. Smal-Stotskyi, V. Bidnov and D. Doroshenko - at the University of Warsaw, R. Smal-Stotskyi - at Slavic Institute in London, V. Tymoshenko - at Universities of Michigan and California. Young Ukrainian scientists, already educated in Czechoslovakia, also worked in foreign universities. Among them - O. Ivanov (Central Psychotechnical Institute of Prague), S. Kolubaev (Institute of Forestry, Prague), Lukashevskyi (Bacteriological Institute, Prague),

B. Butovskyi (Institute of Agricultural Economics), M. Pyrih (Institute of Agricultural Technologies), I. Krasnokutskyi (Agricultural Research Institute, Brno), M. Antonovych (Eastern Institute, Breslau, Germany), D. Haidak (St. Paul's University, USA), T. Pavlichenko (University of Saskatchewan, Canada) [7, c.253-255].

The main intellectual potential of all Ukrainian emigration in the world during the interwar period was concentrated in the Czechoslovak Republic. Organizing its scientific forces, Ukrainian immigration in this country set them two main goals: first, to preserve and develop achievements of domestic science, soon return them to independent Ukraine, and, secondly, to inform Western world, the Central European or American about the Ukrainian nation, its culture, its problems and aspirations to ensure recognition and support for the future of Ukraine in a free world. However, in the 1930's, due to serious financial difficulties, the Ukrainian Free University significantly curtailed its activities, and M. Drahomanov Ukrainian Higher Pedagogical Institute and the Ukrainian Academy of Economics were closed completely. However, the Ukrainian Technical and Economic Institute of part-time study appeared as the legal successor of the Ukrainian Academy of Economics in Podebrady. Dozens of Ukrainian scientific, professional, public and cultural-educational societies and institutions functionated.

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THEORETICAL AND METHODOLOGICAL PRINCIPLES OF PROFESSIONAL TRAINING OF FUTURE SPECIALISTS IN TOURISM SAFETY

Summary

This article is devoted to the study and generalization of theoretical and methodological principles of professional training of future specialists in tourism safety. Methods: general logical methods, theoretical and empyric methods. Results: the materials considered in the article are offered for use during the educational process and are part of own dissertation research. Approbation of the results is performed on the basis of Zaporizhzhia National University at the Department of Tourism and Hotel and Restaurant Business.

Keywords: tourism, international tourism, tourism safety, professional training, specialist, methodology, methodological principles.

Introduction

The Law of Ukraine "On Tourism" is in force in Ukraine, which provides for a system of ensuring the safety of tourists and the procedure for the sale of tourist services, including consideration of all kinds of risks that can cause adverse consequences and harm the health of the tourist and his property. And from here there is a task for vocational education institutions – training of specialists in tourism safety. After graduation, the labor market should receive a competitive, fully knowledgeable specialist, who possesses modern methods and means of

work in the field of ensuring tourist safety, and also the issue of theoretical and methodological principles of professional training of future specialists in tourism safety is a priority task in the organization of training.

Purpose, subject and methods of research

The purpose of the article: to study theoretical and methodological principles of professional training of future specialists in tourism safety on the basis of the department of tourism and hotel-restaurant business of Zaporizhzhya National University.

The subject of the research is theoretical and methodological principles of professional training of future specialists in tourism safety on the basis of the department of tourism and hotel-restaurant business of Zaporizhzhya National University.

Methods of research: A general logic method, theoretical and empyric methods.

Research results

Theoristic and methodological basis for building effective professional competence of future specialists in tourism safety, we consider the provisions of approaches:

- integral synergistic (systemic);
- communicative-axiological;
- competent;
- personal-activity.

From now on we will consider each of the approaches in more detail.

According to V. Ortynsky "...systematic approach is that allows to study object, phenomenon in dynamics, integrity of connections between elements of object"[1, p. 17]. This approach is based on the refusal from one-sided analytical, linear-causal methods of research, and the main emphasis is placed on the integrity of the integrated qualities of the object, their origin, therefore the attention is focused on the detection of connections and relationships within objects and with the environment. The integrity of the system approach allows to define object in unity of components and connections.

At the same time, it was believed that the properties of the whole object are generated by the sum of the properties of individual components of its elements. The main features of system objects are structurality, integrity, integrativeness, synergism.

The systematic approach involves the construction of structural and functional models that simulate the investigated objects and processes as integral systems, which allows to get knowledge about the regularity of their organization and functioning. A specific expression of the system approach in pedagogy finds its expression in such categories as "pedagogical system", "pedagogical process as a whole system", "system of means, forms and methods", "model of pedagogical system", "didactic system", "education system", "education management system" etc.

The first attempt to define the concept of the pedagogical system was made by the Ukrainian teacher Y. Mamontov. Under the pedagogical system he understood "the system of scientific statements, which interprets and coordinates for a certain purpose the main pedagogical factors (educator, pupils, material) and establishes their relationship to this social environment" [2, p. 133]. Among the main features of the pedagogical system the scientist calls the most important: method of teaching or method of organization of children's life and attitude to social environment; purpose of education or target instruction. He tried to classify all the pedagogical systems ("pedagogical currents") that existed at the beginning of the century. Of course, the understanding of Y. Mamontov essence of the concept of the pedagogical system is far from modern. Nevertheless, such an attempt was made and significantly ahead of the development of modern pedagogical science.

In 40-ies scientist I. Kozlov made an attempt to identify the structure of the process of education, in which he especially singled out the life activity of pupils and the changes that occur in them as a result of such vital activity [3]. It was due to the attempt of such a system research of educational process that the beginning of the method of external educational influence was laid. The problems of applying the opportunities of system approach to the study of pedagogical phenomena and processes can be divided into the following aspects: education (L. Gordin), field of construction of the educational subject (D. Logvinov), educational subject and its logical structure (M. Alekseev), properties of educational material (O. Sokhor), knowledge acquisition (V. Maksimenko, P. Erdniev), process of education as a whole phenomenon (V. Zagvisynsky, V. Rubakhin, Y. Shcherban), general questions (M. Danilov, F. Korolyov) and others.

Let us look briefly at the characteristics of modern concepts of a systematic approach developed by scientists-educators in the 70-90's. twentieth century.

Professor T. Iiina has made a certain contribution to the study of the problem of system approach. In her conception we meet the idea of "system-structural approach", the essence of which is that "first a structural analysis is carried out, and then a systematic review of the object"

[4, p. 7]. The very concept of "pedagogical system" we do not find in work of T. Ilyina and she understands the system as "a lot of interconnected elements united by the general purpose of functioning and unity of management, acting in interaction with the environment as an integral unity" [5, p. 16]. Among the elements of the system of education it is called: educational material, teacher, pupils, textbooks and technical means of education. Thus, the system approach has not found the full implementation in the concept of T. Ilyina, because the scientist stands the term "structural-system approach", although, in our opinion, each system necessarily has its own structure and its allocation is impossible without recognition of a subject or a phenomenon system.

V. Bezpalko made an attempt to define the concept "pedagogical system". Whereas the system, the author understands as "any process that takes place under specific conditions and in combination with these conditions", the pedagogical system considers "the system in which the pedagogical processes run" [6, p. 25]. From his point of view, the pedagogical system includes comprehensive schools, technical schools, universities, etc. it is proposed to classify pedagogical systems according to socio-economic arrangements (primitive communal slave-taking, feudal, etc.), which is fully coordinated with the author's understanding of this concept and still does not reveal its essence.

Y. Babansky considers the educational process from the point of view of systemicity. The scientist believes that "...the educational process can be considered in two ways, from the point of view of the structure of the system in which the process operates, and the composition of the process itself". That is why the following basic elements are singled out in the system of education: teachers and other individual of education, pupils and conditions of education [7, p. 37]. The process of training also has its components: the purpose, content, forms and methods of activity organization, methods of emotional-free stimulation, control, analysis and evaluation of the results of cognitive activity. The concept of the pedagogical system is again absent, and instead the pedagogical process, which is a system, is considered. Instead of the term "structure", the term "composition" is introduced, and they are not relevant in the framework of a systemic approach. And the term "systematic approach" is not used by the author.

The wide spread in scientific literature has received the approach of E. Yudin, who defined the methodology as "a system of principles and methods of organization and construction of theoretical and practical activities, as well as a teaching about this system". This definition was also recognized by teachers.

The systematic approach focuses on the investigation of the integrity of the object, the identification of its complex connections and interactions, among which it is necessary to identify the most significant, decisive for the given object, as they say, the system of forming connection (for example, the system forming components of the educational process can be: subjects of the pedagogical process – teachers and students, and the result).

O. Obolensky considers aspects of the system approach in a more differentiated way, which distinguishes:

- a system-target aspect that defines the goals of the system and its elements;
- system-functional aspect, which points to system functions;
- a system-integrated aspect that reveals the mechanism of system preservation and development;
- a systemic and structural aspect that reveals the internal organization of the system;
- system-communication aspect, which reveals the connection of the system with other systems;
- a system-management aspect that defines the content of management decisions;
- a system-element aspect that reveals the relative-element components of the system;
- a system-historical aspect that reveals the stages of system development, its values, customs and prospects [8, p. 87 - 94].

It is from the position of the system approach we consider professional education of future specialists in tourism safety as the only integrity of the functional system of pedagogical interaction of the teacher and students, aimed at maximum actualization and realization of their personal functions in the pedagogical process, and also as a way of presenting the selected content of the subject in the form of tasks and ways of their solution.

An integral synergistic approach (as a kind of systemic) is to interpret education as a complex dynamic system, open depermanent changes in accordance with the transformation of the socio-cultural context. It forces to take into account its self-regulation, that is to consider as such, which is difficult to continuous self-development, to take into account its powerful variative eutical potential, which provides educational summits and stimulates individual and collective cooperation of all subjects of education: scientists, methodics, teachers, students.

The next approach, which we will focus on in more detail, is axiologic.

The main goal of the Ukrainian education system is to "create conditions for the development and self-realization of every person as a citizen of Ukraine, to form generations capable of learning throughout life, to create and develop values of civil society" [9].

Solving these tasks requires a transition from standard educational measures to targeted and professional management of the processes of civil education. In turn, reforming the content of education is impossible without the adoption of a new system of values.

The value of a democratic society is of particular importance for the formation of a civil position, which provides for the analysis of the valuable aspects of civil education.

The values we understand as "the feelings of people who dictate the value of being above all and what can be sought, treated respectfully, shamelessly, that can be seen. Value is not a property of any thing, it is an essence and at the same time a condition of a full existence of the object" [10, p. 507].

Methodology and practice of analysis of modern pedagogical paradigms with emphasis on role of axiological (valuable) factors is fully disclosed in the National Doctrine of Education Development, laws of Ukraine about education.

In particular, the National Doctrine of Education Development refers to the necessity of constant renewal of the content of education and organization of educational and educational process in accordance with democratic values, education of a generation of people who are able to protect and increase the values of national culture and civil society. Special emphasis is given to the formation of national and universal values, introduction of educational innovations, information technologies, preservation and enrichment of Ukrainian cultural and historical traditions, formation of modern world view in children, development of creative abilities and self-realization of personality; The Law of Ukraine "about Education" includes the basic principles of education, which are the equality of the conditions of each person for the realization of his abilities, comprehensive development, priority of human spiritual values, connection with the national history, culture, education.

Values are directed, organized, oriented behavior of the person on definition of goals of activity. A person knows the world through a lens of values, and throughout their life they regulate their social behavior.

According to the humanistic theory A. Maslow and K. Rogers "...modern education: comes from universal values, coordinated with specific values of other ethnocultures; has self-realization of personality as the goal of education; focuses on development of personality, which is happening in whole, in unity of mind and feelings, soul and body; establishes human rights for free choice of content, forms, mode of education; it is carried out under the conditions of state and public support, attention, cooperation, and not formal management" [11].

In conditions of significant growth of the role of education in all components of public life and in connection with the aggravation of issues connected with the sense of human

existence, its prospects and valuable orientations, the role of axiologic principles of pedagogical science, which has found reflection in creation of new branch of knowledge – pedagogical axiology, is growing.

The content components of pedagogical axiology according to V. Ginecinski are the following: "demonstration of the multihomenity of available systems of valuable orientations; real pluralism of the orientation of people interacting in the process of education; development and substantiation of the system of methodical procedures that allow to reveal and to consider the systems of valuable orientations of real life; development and substantiation of scientific and methodical instruments, which makes it possible to explain the system of dispositions, which actually regulate interpersonal relations" [12, p. 87].

The axiological approach, according to E. Shiyanov, is "organically inherent in humanistic pedagogy because it regards a person as the highest value of society and the self-goal of social development. In this connection, the axiology, which is more general in relation to the humanitarian problem, can be considered as the basis of the new philosophy of education and according to the methodology of modern pedagogy" [13].

If one takes into account that education is a fundamental basis and one of the sources of creating a real picture about real and imaginary values of a person in different spheres of life, development of its valuable component is a necessary and significant step toward improvement, development of strategy and development. In this process, according to Z. Ravkina [14], "we should take into account the history of valuable national orientations, their ability to find at a new stage of civilized development a new content without ignoring the axiologic component".

The problem of formation of educational values was fundamentally developed by B. Likhachov, in the opinion of which "the axiologic approach is that the process of forming the competence of the future expert in tourism security by means of valuable and meaningful attitude to personal qualities and his professional activity" [15, p. 6] is carried out.

He analyzed the essence and basic content of this category ("value"), revealed its sources and offered the original classification for the educational system.

In his opinion, "educational values are spiritual and material phenomena, which positively influence the person through subjective and objective social conditions, circumstances, relations. One of the important aspects that reveal their essence is the existence of ideal personality, modern ideas about the essence and purpose of a person, which causes its development". Educational values in system of B. Likhachev is "such qualities, properties, aspiration of the person, which have rich internal potential and are able to make a person happy and useful for society under certain social conditions". Fundamental is the idea of B. Lykhachev

that educational values "constitute the spiritual basis, the basic spiritual component of the individual, determine the essence of its inner world" [15, p. 6]. Naturally, this spiritual core of personality is manifested in the orientation and worldview of man, in his knowledge, skills and vital strength, is a personal characteristic in socially determined relationships, activities and communication.

The researcher concluded that there are such basic integrative sources of educational values as genetic, individual, natural, social, socio-space, in which the most important basic source he considers the nature, which generates such values as humanity, openness, beauty of the world, imminence, responsibility. The main value of the society as one of the inexhaustible axiologic sources is a person, it is a natural and all-inclusive value and a creator of educational values. "Truth, - writes B. Likhachov, – at that person should be spiritual, to be able to think, to rejoice, to love, to suffer, etc." [15, p. 6].

The communicative approach to the organization of educational activity emphasizes the necessity of teaching principles, norms, methods, skills of intercultural communication on the basis of subjects and dialog, tolerance and empathia and critical. In this regard, attention is paid to the micro-society, focuses on the relationships between the subjects of communication as a source of spiritual enrichment, professional improvement.

We support the views of L. Masol which substantiates the concept of renewal of pedagogical education of Ukraine on the basis of humanism, the purpose of which is "formation of the personality of the teacher, who will be able to realize the main task of education - comprehensive development of man as a person; the highest value of society - in accordance with the branch of activity from which he specializes" [16].

The next approach to the professional development of teachers – competent – suggests replacing the system of obligatory formation of knowledge, skills and skills with a set of competencies (a set of competencies). The basis of the competent approach was laid in the works of B. Ananiev [18], L. Vygotsky [17], I. Zymnaiy [19], O. Leontiev [20], S. Rubinstein [21] where personality was considered as a subject of activity, which, forming in activity and in communication with other people, determines the character of this activity and the character of communication.

Competent approach first originated in the 80s of the last century. At the beginning, it was about competence of the person and about competence, which should be the purpose and result of education. It was understood as "deepening of knowledge", "mastering of skills" and "ability to use skills". But later this concept became more and more extensive, and now in pedagogics already speak about the whole approach of this type in education.

Now the modern specialist is made completely different requirements that were not taken into account in the old programs for training specialists. These requirements are not strictly connected with any specific discipline. They are distinguished by universality, "supersubstantive" character of the received knowledge. New pedagogical technologies, rather than new programs, are needed for their formation. Such requirements in one literature are called "superprofessional", basic qualifications, in the other – key competencies.

A competent approach emphasizes our attention to defining the key competencies of the professional training of the future specialists in tourism security. In scientific sources, the concept of "competent approach" is considered as an assessment of the preparation of a certain educational-qualification level to professional activity on the basis of their existence defined by the standards of competence. The problem of formation of valuable orientations, competence of students of pedagogical faculties increases the emphasis on competent-oriented approach as the basis of the system of professional training of future specialists in tourism security.

Key competencies can be very different. They are pushed by life itself. This can be "cross-cutting" skills: computer work, ability to search for information, knowledge of basic concepts of economics and business, understanding of ecology, knowledge of foreign languages, fundamentals of legal knowledge and skills in marketing. Here you can carry out commercial skills, knowledge of sanitary and medical aspects.

Competent approach in higher education means formation of specialists in the obligatory order:

- knowledge of the basic principles of the functioning of enterprises;
- possession of the general basis of legal knowledge;
- knowledge of the principles of existence in conditions, competitive struggle and possible unemployment;
- readiness to change profession, and, if necessary, areas of activity;
- creativity of thinking;
- skills of communicative work;
- team experience.

Not in the last place is such a property of human character as self-awareness and self-evaluation.

Describing the essence of the competent approach, I. Zymnaiy noted that "its introduction is conditioned by the common European and world trends of integration, globalization of the world economy, and in particular by the steadily growing processes of harmonization of "architecture of the European higher education system".

In the course of training in higher educational institution the future specialist on tourism security acquires a complex of competences, which constitute the initial level of competence in the field of tourism.

The formation of a fundamental (professional) level of competence takes place already after the university has finished with the accumulation of experience in the corresponding professional activity, because it is this level that reveals the potential, which appears situational, describes the tools of simultaneous understanding and actions that allow to perceive new cultural, social, economic and political realities and to respond adequately to them in pedagogical activity.

Therefore, competence is a component of the potential quality of preparation of the future expert on tourism safety, which makes it capable to fulfill a certain set of professional tasks and formation of professional qualities, creativity, reflexia, pedagogic skill for self-satisfaction and professional achievements.

A competent approach forms a competent format for describing the qualities of a specialist. To these qualities, except for the specialists, we refer to readiness for choice, communicability and tolerance (ability to constructive communication, tolerance to opinions of others, orientation in other cultures), readiness for cooperation.

Realization of personal approach in professional development involves constant study and knowledge of individual peculiarities of the specialist, his views, interests, habits, etc.; diagnostics and monitoring of the level of professional qualities formation; operative change of the tactics of interaction depending on the circumstances formed; creation of conditions for self-expression and self-development of the specialist; development of independence, initiative, ability to objectively assess the effectiveness of professional activity.

However, there are different shades of interpretation by scientists of personal approach.

Thus, one of his manifestations is a personal oriented approach, which provides for creation of educational environment and taking into account the originality of personality's individuality in development and self-development. An important point in this approach is the recognition of the person who is studying, the active subject of activity, and thus the establishment of the subject-subject relations.

According to researches of V. Budak, O. Pehot and others. [22, p. 38-42], the peculiarities of realization of the personally oriented approach are designing of educational process on the basis of definition and consideration of needs, desires and opportunities according to the results of personal diagnostics, as well as use of such active forms and methods

of training as dialog, polylogist, creation of “situation of success”, dramatization of didactic situations, role-playing games, individual lessons, creative work, problem lessons, etc.

Recently, the concept of “personal-activity approach” is increasingly being applied, whose implementation envisages modeling in the process of professional training of such structure of pedagogical activity, which would provide a priority of personality over all educational activity. In accordance with this, educational activity in the process of preparation does not form the personality of the teacher, but it promotes development of professional experience, individual and psychological features, etc. Personal-activity approach requires reflexive management of interpersonal interaction, that is, its purpose is to develop the need and ability to self-management, self-regulation, self-organization, self-control of the teacher.

Studying the peculiarities of this approach, V. Lozova [23, p. 96-97] it came to the conclusion that "there is a dialectical unity of personal and activity approaches in pedagogy". According to the results of her research, if a personal approach requires recognition of personality as a product of socio-cultural development, the carrier of culture, its uniqueness, intellectual and moral freedom, the right to respect, which provides for the resistance to the natural process of self-expression, self-determination, self-assertion, creation of appropriate conditions for this purpose, then the activity approach is directed at such organization of the subject, whatever he was active in late, labor, communication, his personal development. V. Lozova rightly argues that “the concept of “personal-activity approach” is increasingly being used in pedagogical science, where personal and activity aspects form a non-destructive, unified integration aimed at self-development, self-development of the individual and ultimately self-realization of their possibilities”.

V. Semichenko's point of view is similar [24, p. 184], which states that it is not appropriate to divide the active and personal approach. The unsolution of both the activity (the subversion of external requirements) and the personal (ignoring requirements of objective reality) can harm both the person and the system in which it belongs. The scientist insists that the conceptual differences between the activity and personal approaches should be conducted only at the theoretical level. Real reality requires a flexible ratio of relevant priorities, because the personality is precisely due to the activity gets opportunities to direct, concretely, to fill with actual content, to get real opportunities for its development.

Within the framework of our research, the implementation of the personal-activity approach is based on the following strategic principles proposed by V. Lozova [23, p. 97]:

- 1) the principle of eulogization, which is recognized as the leading in professional development and self-expression of personality productive, creative activity. This principle

provides opportunities to update the existing knowledge needed to understand the new task; to direct the search for its solution, to find and apply technologies of achievement of the set goal, to estimate the achieved. The new solution of tasks also gives a new personality, because the concept of personality is fundamentally connected with its creative potential and its inessential realization in concrete activity. At the same time, elements of creative activity gradually grow in the hope of reproductive and productive, ensuring an increase in the level of self-realization. Creative activity becomes a powerful stimulator and generator, the engine of development not only new ideas, but also renewal, own creation of personality.

2) the principle of variation, which makes the specialist achieve maximum success by revealing his own models of personal and professional self-growth, the most effective for him ways of personal and professional self-realization. This principle provides not only for the content, methods, means of professional self-determination, and the organization of the pedagogical environment in general.

3) the axiologic principle as a perspective of studying phenomena in terms of their ability to satisfy the needs of a person as the highest value of society in the trajectory of health, love, beauty, peace, education within the framework of humane pedagogy.

4) the principle of resource use as a combination of objectively existing conditions and means necessary for realization of potential opportunities of the subject. The identification and forecasting of changes in individual resources of each specialist is of particular importance, which will ensure realization of its own possibilities.

Thus, the personal-activity approach takes into account the motivation of the person for self-realization and self-employment; the general characteristics of the person (self-awareness, valuable orientation, circle, individuality), which determine the uniqueness, uniqueness of the person, its position in the surrounding world; in the unified pedagogical integration of the person and activity of this approach is an important moment of self-value, its own self-value, its own essence, its own essence is self-worth. as the ability to set a goal and act according to it independently, retaining an adequate critical position in relation to itself, ability to outdo, predict the results of actions before their implementation, independently build a strategy of achievement of pedagogical goal.

In connection with the above, it will be expedient to have a brief characteristic of the activity approach, the concept of which was formulated on the basis of psychological provisions developed by V. Davydov [25, p. 29], O. Zaporozhets, V. Zinchenko [26, p. 179], A. Markova [27, p. 247] and so on. According to the basic idea of the activity approach, the content of the historical experience of people is not carried out by means of information transfer about him to

the person, but in the process of own activity directed on phenomena and subjects of the world around. The process of activity is simultaneously a process of formation of human abilities and functions, and the unit of activity is a point action.

Thus, the personal-activity approach in professional development is a multidimensional, multiaspect, multilevel open structure that reflects the content and procedural completeness of professional training of specialists aimed at their development and self-development as the authors of their activity; it is a method of pedagogical activity, the purpose of which is intensification of personal and professional sphere in joint activity of teacher and pupils through self-knowledge, self-organization, self-construction, self-change, self-realization, through interaction and mutual relations of subjects-subjects; it is a condition of personal development of subjects of educational process.

Conclusions

Thus, the basis of the building of effective professional competence of future experts on tourism security is conceptual principles, within which the application of such approaches is relevant and effective:

- integral synergic (systemic);
- communicative-axiological;
- competent;
- personal-activity.

Conceptual approaches to professional development of personality are defined. These include: a systematic approach that involves the separation of the system, its structure, the element both at the system level as a whole and each of its subsystems, taking into account such an end result, which is subordinated to the functioning of the system. According to this approach, a person is an integral part of the system of professional activity. The next approach – axiologic, is that the process of forming the competence of the future expert on tourism security is carried out by means of valuable and meaningful attitude to personal qualities and his professional activity. Another approach to professional development is technological, is a mechanism of the process of forming the professional competence of the future expert on tourism security as a set of goals, content, methods and means of guaranteed achievement of the results planned, provided that all personal, instrumental and methodological means are functioning. The basis of realization of competent approach is defined by replacement of system of knowledge, skills and skills of formation of competence (complex of competences), in which

personality, forming in activity and in communication with other people, determines the character of this activity and character of communication. In the course of training in higher educational institution the future specialist on tourism security acquires a complex of competences, which constitute the initial level of competence in the field of tourism.

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EMPIRICAL STUDY OF STRESS RESISTANCE LEVELS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Summary

The relevance of the empirical study of stress resistance of students with special educational needs is highlighted by the fact that to this day there exist neither a single system for determining the level of stress resistance among students nor clear criteria and indicators of stress resistance.

The aim of this paper is to determine the levels of stress resistance of students with special educational needs as well as to carry out a comparative analysis of stress resistance of students with special educational needs and healthy students.

As a result of the research, two criteria of stress resistance of students with special educational needs were identified: personal (internal) criterion and social (external) criterion. Indicators of the formation of criteria are determined by neuropsychological stability, dominant state, general stress resistance, stress resistance in educational activities, subjective experience of happiness, frustration and vitality.

It is proved that the stress resistance of students with SEN is caused by the situation of their social development and their conditions of living. It was found out that such students are characterized by the lower level of neuropsychological stability, more passive attitude to stress, low tonus, anxiety, greater variability of emotional tone and negative self-image when compared to healthy students. It was confirmed that most students with SEN have the low level

of stress resistance, lower level of subjective experience of happiness, more pronounced frustration states in stress situation, and lower levels of vitality than healthy students.

Keywords: stress, stress resistance, component, criterion, indicator, level, internal (personal) and external (social) stress-resistance resources.

Introduction

The current stage of the society development may be characterized by significant political, social, economic and cultural transformations that cause the impact of stressors on young people. However, the most crucial problem is not the influence of stressors (because human existence is impossible without them), but the diversity in their origin, duration and intensity of influence, as well as the specificity of reactions to them.

One of the most vulnerable categories among those affected by stressors is represented by students with special educational needs (SEN). Firstly, they need additional permanent or temporary support in the educational process in order to ensure their right to education; secondly, the diversity, pathogenesis, nature and intensity of the stressors affecting such students are broader than those of their healthy peers; thirdly, adolescence is generally characterized by a significant number of stressful situations.

The problem of diagnosing stress resistance of individuals is actively studied by modern researchers (D. Terrence, M. Quinn, J. Cidlowski, N. Victoria, A. Murphy, J. Sheridan, A. Andrieieva, S. Bohdanov, V. Kazibekova, V. Korolchuk, A. Ekkerman, Ia. Ovsianikova, H. Ryshko, T. Ruda, Kh. Stelmashchuk, V. Stepanenko, M. Khutorna, T. Tsyhanchuk and others). Their works are devoted to singling out and substantiating the criteria of stress resistance from various aspects: in accordance with the sphere of the individual's activity, with the conditions of his/her professional activity, with extreme situations etc.

At the same time, special studies of stress resistance of students with special educational needs are insufficient, although this problem is of extreme importance for the modern society.

Aim, subject and research methods

The aim of the study is to determine the levels of stress resistance of students with special educational needs and to carry out a comparative analysis of stress resistance among students with special educational needs and healthy students.

The subject of the research is the parameters of stress resistance among students.

Research methods: *theoretical* (analysis, comparison, systematization, generalization); *empirical* (a) a set of methods for studying biological and personal resources of stress resistance, namely: methodology "Forecast" for determining neuropsychological stability and the risk of maladaptation in stress; the test by M. Padun to determine the stress resistance of personality; A. Andreieva's methodology of diagnosing stress resistance in educational activities; methods of determining the dominant state: its short version by L. Kulikov; S. Muddy's viability test; b) a set of methodologies that provide diagnostics of indicators of psychological well-being, in particular the behavioral-regulatory component of stress resistance, namely: methodology for diagnostics of socio-psychological adaptation by K. Rogers and R. Diamond in the adaptation of O. Osnytskyi; methodology "Lifestyle Index"; methodology "Coping Strategy Indicator" by J. Amirkhan; methodology "Scale of Basic Beliefs" developed by R. Janoff-Bulman in its modification by M. Padun; methodology for the diagnosis of irrational attitudes by Albert Ellis; methodology "Style of Self-regulation during Educational Activities". Statistical analysis was performed using the statistical software package Statistica 6.0.

Research results

Stress resistance is a systemic characteristic of personality, based on a set of innate and acquired psychophysiological qualities; it consists of personal and behavioral components and is expressed in the ability to withstand significant intellectual, volitional and emotional loads, manage own emotions and successfully carry out living without harmful consequences. [2, p. 51].

Stress resistance of an individual consists of two groups of resources: external (social) and internal (personal) ones. Internal resources are the foundation of stress resistance. They are divided into three groups: biological, personal and behavioral resources. Personal resources include personal, emotional, cognitive and motivational-volitional components [3, p. 165]. These components of stress resistance are interconnected, such a relationship is not summary but integrative in its nature, due to the fact that stress resistance is regarded in this research as a systemic characteristic of an individual.

In order to study stress resistance of students with SEN, we have identified criteria, indicators and levels of its formation. The concept of "criterion" is defined as a feature on the basis of which the assessment, definition or classification of something is performed [4, p. 59]. Criterion in psychology is a feature by which mental phenomena, actions or activities are classified and evaluated by an appropriate indicator [5, p. 164]. In the context of our study,

criteria will be understood as groups of resources of stress resistance, which reflect its most significant characteristics and are subject to evaluation.

Criteria usually include indicators. Indicators are data (characteristics, qualitative / quantitative properties) on the basis of which it is possible to draw conclusions about the result of any process [1, p. 1024]. Indicators through which the criteria of the studied object are expressed may be differentiated by the levels of measurement and by the extent to which they manifest themselves.

Considering the next category of our study – the levels of stress resistance development in students with SEN, we have to pay attention to the understanding of "level" as a concept. This term occurs in the psychological literature when it comes to assessing the development of a certain quality of personality or the degree of its formation. The level of measurement denotes the quantity or quality of information received, as well as the result of achieving something [5, p. 380]. In most cases, researchers distinguish between high, medium and low levels of formation (development) of certain criteria. In our opinion, the level of stress resistance development is determined by the degree of manifestation in students with SEN of criteria and indicators that comprise stress resistance.

In accordance with the abovementioned concepts, stress resistance involves the definition of signs (criteria) and characteristics (indicators) of development, as well as the degrees of its manifestation. According to the structure of stress resistance, we singled out personal (internal) and social (external) criteria. We use indicators to determine neuropsychological stability, dominant state, general stress resistance, stress resistance during educational activities, subjective experience of happiness, frustration and vitality.

In the course of our research aimed at determining the levels of stress resistance of students with special educational needs, a sample group was formed including 79 students of the Municipal Institution of Higher Education «Khortytsia National Educational and Rehabilitational Academy» of Zaporizhzhia Regional Council (experimental group – 35 people, control group – 43 people). The study of stress resistance in students with special educational needs involved the identification of its specificity in comparison with healthy students. For this purpose, the selected parameters of stress resistance were compared by their levels in the experimental group (EG – students with SEN) and the control group (CG – healthy students).

Firstly, we consider the differences in the distribution of students by the level of neuropsychological stability (Fig. 1).

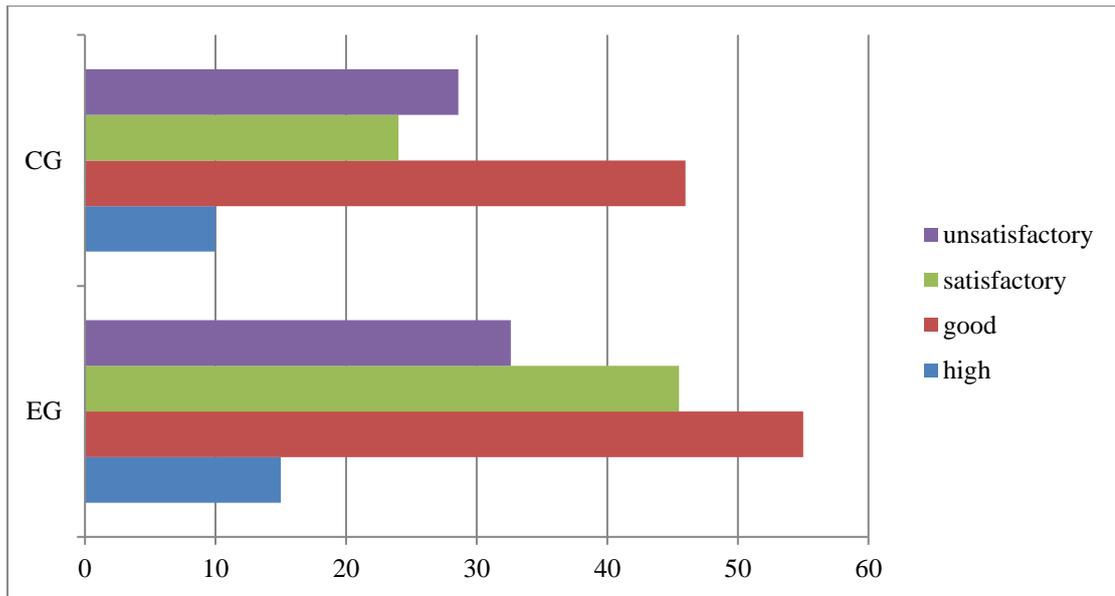


Figure 1. Distribution of students by the level of neuropsychological stability.

Source: Own study.

In contrast to CG students, EG students are mainly characterized by satisfactory (45.5% of the sample group) and unsatisfactory levels (32.6% of the sample group) of neuropsychological stability ($\chi^2_{Emp} = 73.235$, $p < 0.0001$). The majority of CG students have the high level of neuropsychological stability, in contrast to EG students, among whom the insufficient level of neuropsychological stability is predominant. Such a key biological resource of stress resistance as neuropsychological resistance in EG students is underdeveloped.

Now let's consider the differences in distribution of students by the level of the dominant state manifestation (Fig. 2). In terms of active attitude to the situation of stress ($\chi^2_{Emp} = 40,855$, $p < 0,0001$), tonus ($\chi^2_{Emp} = 58,704$, $p < 0,0001$), calmness ($\chi^2_{Emp} = 35,759$, $p < 0,0001$), stability of emotional tone ($\chi^2_{Emp} = 50,075$, $p < 0,0001$), positive self-image ($\chi^2_{Emp} = 163,982$, $p < 0,0001$) CG students excel. No statistically significant differences were found in the level of life satisfaction ($\chi^2_{Emp} = 1.808$). Thus, in a situation of stress, EG students are characterized as being less calm, passive in overcoming difficulties, having greater emotionality and more critical attitude towards themselves, blaming themselves for the causes of a difficult situation. Only 2.8% of EG students have the high level of calmness in stressful situations (whereas among CG students this figure reaches 24%).

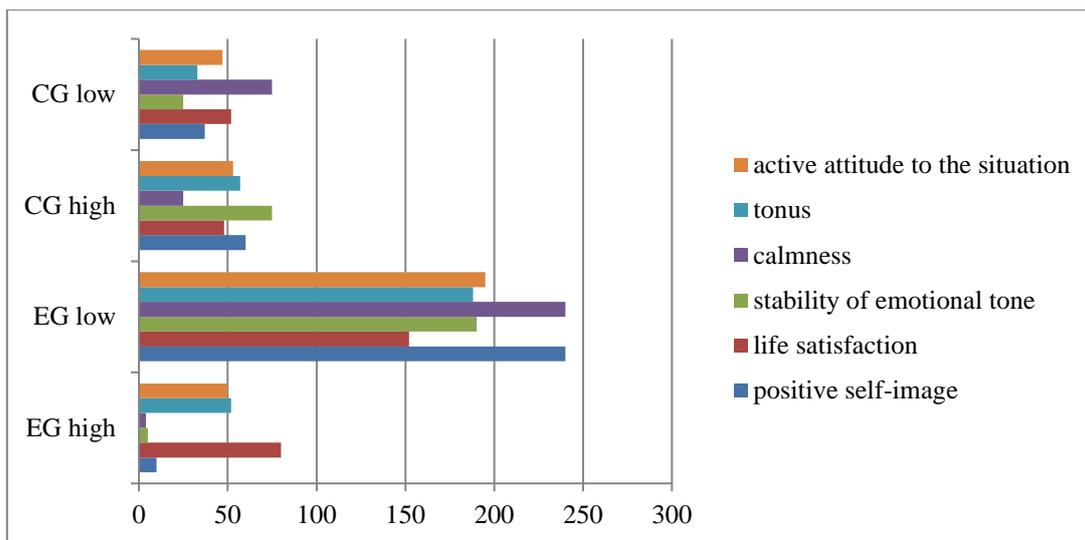


Figure 2. Distribution of students by the level of the dominant state manifestation.

Source: Own study.

Only 3.7% of EG students are characterized by a pronounced positive self-image (whereas among healthy students this figure is 68%). Thus, EG students are generally characterized by worse mental health indicators – greater anxiety, passivity in overcoming difficulties and negative self-esteem. However, the absence of statistically significant differences in the level of life satisfaction of students in the control and experimental groups indicates signs of a crisis of personal and professional self-determination.

Next we consider the differences in the distribution of students by stress resistance (Fig. 3).

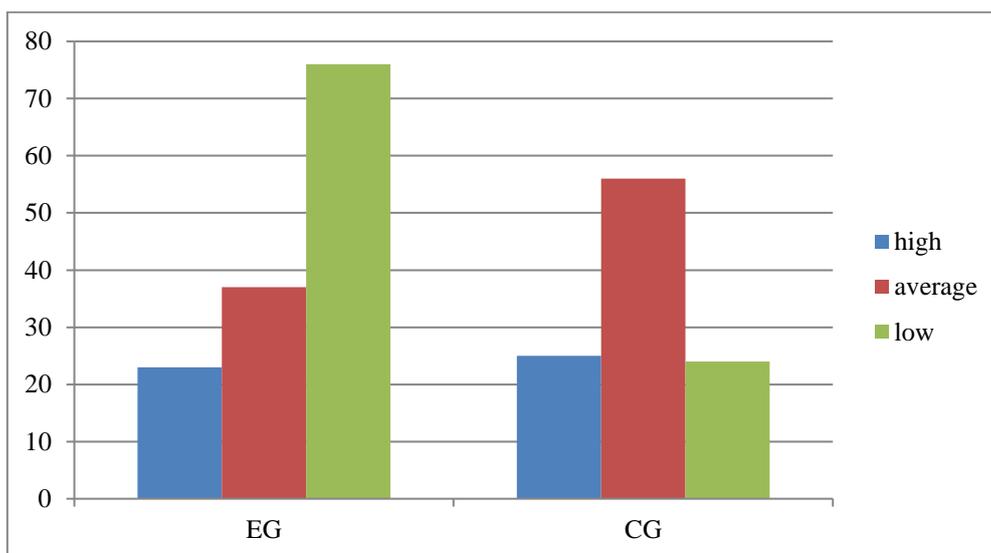


Figure 3. Distribution of students by the level of stress resistance.

Source: Own study.

The majority of EG students (76% of the sample group) have the low level of stress resistance, whereas among CG students the average level of stress resistance is predominant (56% of the sample group). Differences between students in the level of stress resistance are statistically significant ($\chi^2_{Emp} = 96,750, p < 0,0001$).

Then we consider the differences in the distribution of students according to stress resistance in educational activities (Fig. 4).

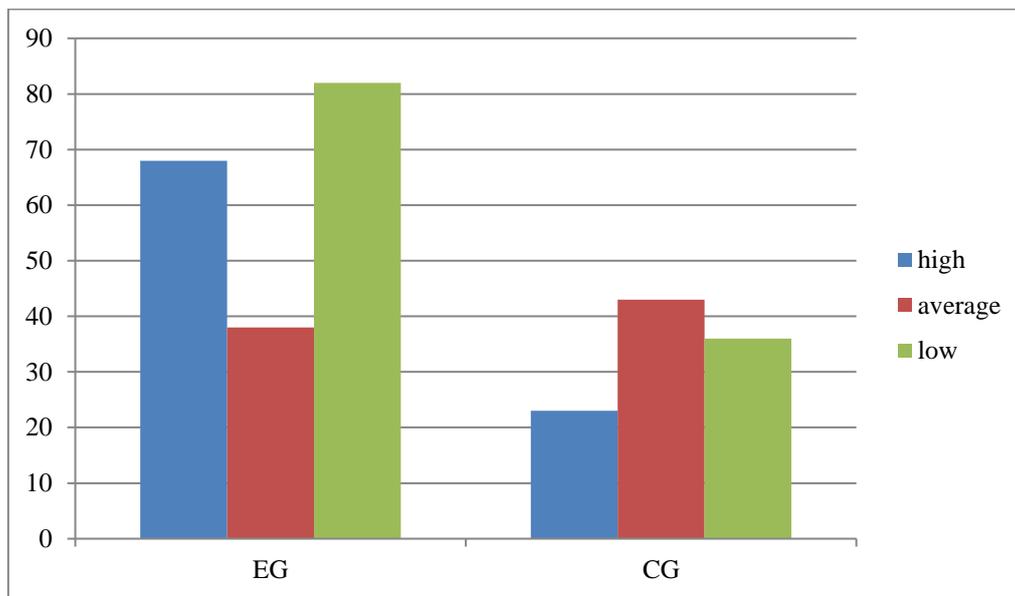


Figure 4. Distribution of students by the level of stress resistance in educational activities.

Source: Own study.

According to the level of stress resistance in educational activities, no differences in the distribution of students were found ($\chi^2_{Emp} = 1,334, p > 0.05$). The majority of EG students (38% of the sample group), as well as the majority of CG students (43% of the sample group) have the average level of stress resistance in educational situations.

After that we consider the differences in the distribution of students by the level of their subjective experience of happiness (Fig. 5).

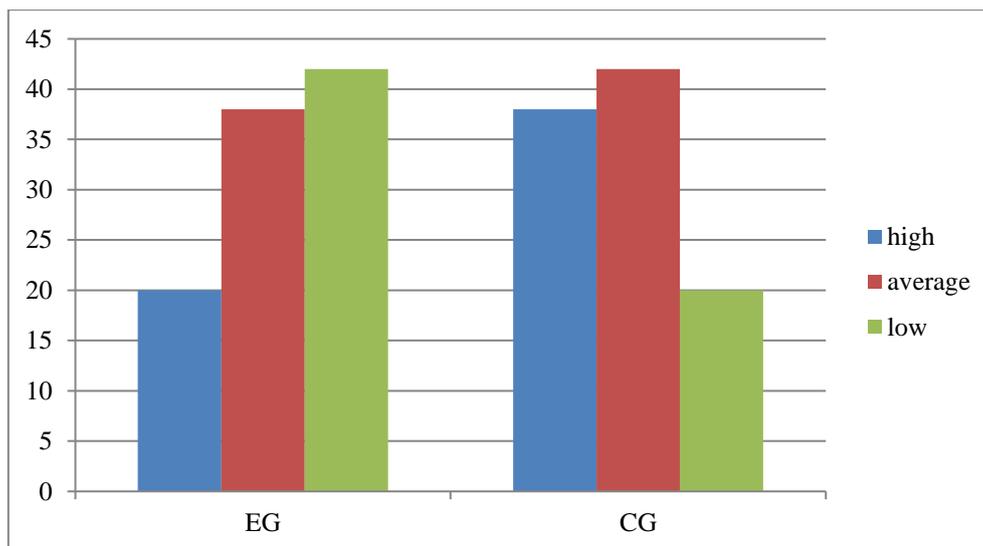


Figure 5. Distribution of students by the level of subjective experience of happiness.

Source: Own study.

The study helped to find out that the majority of EG students have the average level of subjective feelings of happiness, in contrast to students CG most of whom have average and high levels of this indicator ($\chi^2_{Emp} = 19,905$, $p < 0,0001$). 38% of EG students are characterized by the average level of subjective happiness. Despite the lack of differences in life satisfaction and overall stress resistance of students in the control and experimental groups, CG students are characterized by a greater sense of happiness than EG students.

Now let's pay attention to the differences in the distribution of students by their level of frustration (Fig. 6).

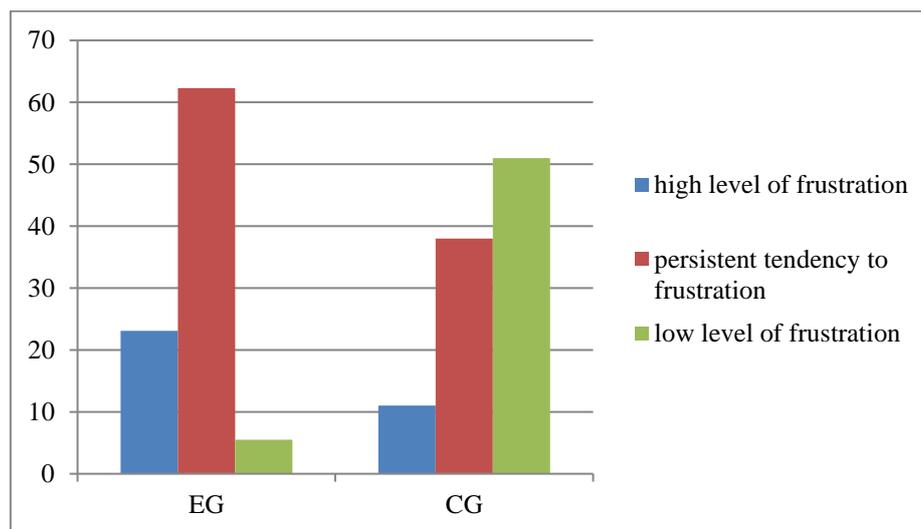


Figure 6. Distribution of students by the level of frustration.

Source: Own study.

Stress frustration states are more pronounced in EG students ($\chi^2_{Emp} = 50,353$, $p < 0,0001$). 62.3% of EG students are characterized by a tendency to frustration in stress, and 23.1% of individuals have the high level of frustration. 51% of CG students have the low level of frustration. Thus, students with SEN are more prone to frustration in stressful situations. These results confirm the abovementioned differences in the indicators of the dominant state and neuropsychological tension in favor of healthy students.

Finally, let's consider the differences in the distribution of students by their level of vitality (Fig. 7). The EG is dominated by the average (32.2% of the sample) and low (46.2% of the sample) levels of viability, while CG students are characterized by an almost even distribution of viability by levels of development ($\chi^2_{Emp} = 0.526$, $p > 0.05$).

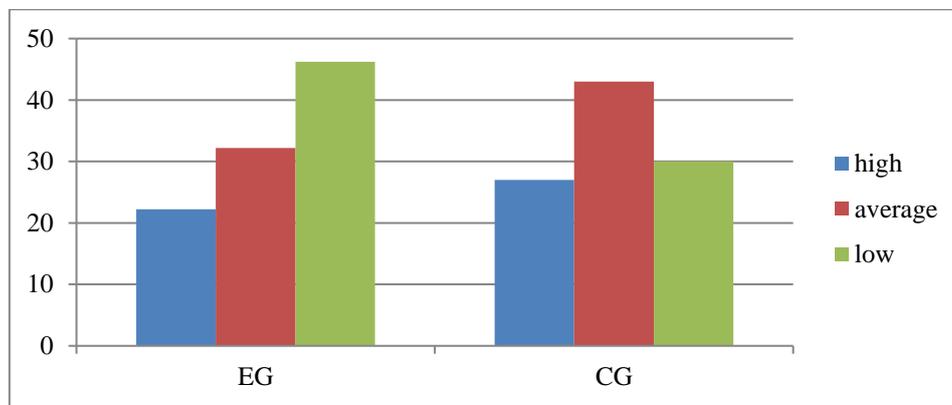


Figure 7. Distribution of students by level of vitality.

Source: Own study.

Thus, the stress resistance of students with SEN is generally lower in most indicators of biological and personal resources when compared to healthy students.

Conclusions

Having conducted the empirical research, it was found out that students with SEN are characterized mainly by satisfactory (45.5% of the sample group) and unsatisfactory (32.6% of the sample group) levels of neuropsychological stability in contrast to healthy students, who have the high level of resistance ($\chi^2_{Emp} = 73,235$, $p < 0.0001$). According to the indicators of active attitude to the situation of stress ($\chi^2_{Emp} = 40.855$, $p < 0.0001$), tonus ($\chi^2_{Emp} = 58.704$, $p < 0.0001$), calmness ($\chi^2_{Emp} = 35.759$, $p < 0.0001$), stability of emotional tone ($\chi^2_{Emp} = 50,075$, $p < 0,0001$), positive self-image ($\chi^2_{Emp} = 163,982$, $p < 0,0001$) healthy students have higher results. The majority of students with SEN (76% of the sample group) have the low level of stress resistance, whereas among healthy students one may observe the average level of stress

resistance (56% of the sample group). Differences between students in the level of stress resistance are statistically significant ($\chi^2_{Emp} = 96,750$, $p < 0,0001$). Students with SEN were found to have a predominance of the average level of subjective feeling of happiness, in contrast to healthy students where medium and high levels dominated ($\chi^2_{Emp} = 19,905$, $p < 0,0001$). Stress in the state of frustration was more pronounced in students with SEN ($\chi^2_{Emp} = 50,353$, $p < 0,0001$). They also mostly have the average (32.2% of the sample group) and low (46.2% of the sample group) levels of vitality, while healthy students are characterized by an almost even distribution of vitality by the level of development ($\chi^2_{Emp} = 0.526$, $p > 0.05$).

It is proved that the stress resistance of students with SEN is predetermined by their situation of social development and conditions of living. They are characterized by the lower level of neuropsychological stability, more passive attitude to stress, low tonus, low level of calmness, greater variability of emotional tone and a negative image of themselves compared to healthy students. Most students with SEN have low levels of stress resistance, lower levels of subjective experience of happiness, more pronounced frustration states in stress situations, and lower levels of vitality than healthy students.

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5 YEARS OF TERRITORIAL DEFENSE FORCES - EVALUATION OF THE CONCEPT OF RESTORING THE TERRITORIAL DEFENSE

5 LAT WOT- OCENA KONCEPCJI ODTWORZENIA OBRONY TERYTORYALNEJ

Summary

In 2022, 5 years have passed since the reconstruction of the Territorial Defense Forces in the structures of the Polish Armed Forces. The fifth type of troops has become an integral part of the vision of a strong and stable army. As it turned out, it is perfect for crisis situations and elements of hybrid war. Former Territorial Defense Forces soldiers more and more often become professional soldiers, and their experience and openness to new tasks is appreciated by superiors in operational troops.

Keywords: national defense, Territorial Defense Forces, crisis, hybrid war.

Streszczenie

W 2022 roku minęło 5 lat od odtworzenia Wojsk Obrony Terytorialnej w strukturach Sił Zbrojnych RP. Piąty rodzaj wojsk na stałe wpisał się już w wizję silnej i stabilnej armii. Jak się okazało doskonale sprawdza się w sytuacjach kryzysowych i w elementach wojny hybrydowej. Coraz częściej byli żołnierze terytorialnej służby wojskowej stają się żołnierzami

zawodowymi, a ich doświadczenie i otwartość na nowe zadania są doceniane przez przełożonych w wojskach operacyjnych.

Słowa kluczowe: obrona narodowa, wojska obrony terytorialnej, kryzys, wojna hybrydowa.

Wstęp

Ostatnie lata pokazały wielobiegunowość systemu międzynarodowego, wskazały jak sytuacja geopolityczna nawet najbardziej oddalonych od siebie miejsc na ziemi potrafi na nie wzajemnie oddziaływać. Państwa narodowe, zwłaszcza te dysponujące średnim i słabszym potencjałem, niezależnie od funkcjonowania w systemach sojuszy polityczno-militarnych dążą do zapewnienia sobie bezpieczeństwa w oparciu o własne systemy obrony. Zadaniu ochrony i obrony terytorium państwa, jego granic i ważnych ośrodków administracyjnych, punktów mających wpływ na zarządzanie kryzysowe oraz innych istotnych dla obronności obiektów, może nie sprostać nieliczna armia zawodowa. Nawet najmniejsza armia, generuje wydatki składające się m.in. na: wyszkolenie, utrzymanie i wyposażenie w najnowocześniejsze uzbrojenie, a to potrafi zadłużyć każde państwo. Niezbędnym rozwiązaniem okazują się często wojska obrony terytorialnej kraju, których utrzymanie jest nieporównywalnie tańsze.

Sprawa reaktywowania obrony terytorialnej w Polsce pojawiła się w sferze zainteresowań wojskowych i Ministerstwa Obrony Narodowej w roku 2014 r. Jednakże dopiero po wyborach parlamentarnych z 25 października 2015 r. dla nowego rządu, utworzonego przez partię Prawo i Sprawiedliwość, a zwłaszcza dla nowego ministra obrony narodowej Antoniego Macierewicza, idea obrony terytorialnej stała się jednym z priorytetów w ramach reformy Sił Zbrojnych RP. Po wyznaczeniu pełnomocnika ds. Utworzenia Obrony Terytorialnej, którym został Grzegorz Kwaśniak, w krótkim okresie nastąpiło podpisanie koncepcji utworzenia obrony terytorialnej, które odbyło się dnia 25 kwietnia 2016 r. w Liceum Ogólnokształcącym im. Waldemara Milewicza w Warszawie [20]. Uchwalona 16 listopada 2016 r. ustawa o zmianie ustawy o powszechnym obowiązku obrony Rzeczypospolitej Polskiej oraz niektórych innych ustaw [5], którą podpisał prezydent Andrzej Duda weszła w życie z dn. 1 stycznia 2017 roku. Stworzyła ramy prawne dla odbudowy obrony terytorialnej i utworzenia piątego w Siłach Zbrojnych RP rodzaju wojsk – Wojsk Obrony Terytorialnej [2]. W panteonie symboli Sił Zbrojnych Rzeczypospolitej Polskiej pojawił się nowy Orzeł Wojsk Obrony Terytorialnej z umieszczonym na tarczy zamkniętej koloru srebrnego Znakiem Polski Walczącej, nawiązującym do tradycji Armii Krajowej. Symbole Rodzajów SZ RP zobrazowano na poniższym rys. nr 1.

Rysunek nr 1. Rodzaje Sił Zbrojnych, Wojska Obrony Terytorialnej, Wojska Lądowe, Wojska Specjalne, Lotnictwo Wojskowe, Marynarka Wojenna.



Źródło. Opracowanie własne na podstawie: <https://www.wojsko-polskie.pl/orly-wojskowe>, dostęp 25.06.2022r.

Podsumowując, inspiracją dla podjęcia tematu restytucji obrony terytorialnej była sytuacja międzynarodowa i geopolityczna, w tym m.in.:

- fakt, że Rząd RP wyciągnął wnioski z walk na Ukrainie i przeprowadzonej w 2014 r. przez Rosję aneksji Krymu (nie można zapominać także o 2008 r. i Gruzji). Niekonwencjonalna interwencja militarna na Krymie, w postaci wojny hybrydowej, pomimo że nie stanowiła bezpośredniego zagrożenia militarnego dla bezpieczeństwa Polski, rozbudziła obawy dotyczące imperialnych dążeń zakusów Rosji wobec swoich sąsiadów, a także przywrócenia dawnych stref wpływów [1];
- pogarszająca się atmosfera w konfrontacji pomiędzy Federacją Rosyjską, a Stanami Zjednoczonymi (sytuacja miała miejsce w okresie prezydentury Baracka Obamy);
- destabilizacja polityczna na Bliskim Wschodzie i w Afryce Północnej;
- ustalenia z lipca 2016 roku, gdzie podczas szczytu NATO w Warszawie, przywódcy państw Sojuszu zdecydowali o wzmocnieniu swoich granic na wschodzie, co wymusiło zwiększenie ilości żołnierzy w Polsce;
- Siły Zbrojne RP potrzebowały komponentu terytorialnego, między innymi z uwagi na położenie naszego kraju na wschodniej flance NATO;
- potrzeba odpowiedzi na ewentualne działania o charakterze hybrydowym;
- liczne zamachy terrorystyczne w Europie[15].

Główne założenia koncepcji

Głównymi założeniami koncepcji była realizacja określonych zadań, budowa potencjału w postaci utworzenia 17 brygad OT oraz osiągnięcia liczby 53 tys. żołnierzy do

końca 2019 r. Zgodnie z zapisami zawartymi w Ustawie z dnia 16 listopada 2016 r. o zmianie ustawy o powszechnym obowiązku obrony Rzeczypospolitej Polskiej oraz niektórych innych ustaw [5] do zakresu działania Dowódcy Wojsk Obrony Terytorialnej należy w szczególności:

- Realizacja programów rozwoju Sił Zbrojnych;
- Planowanie, organizowanie i prowadzenie szkolenia podległych jednostek wojskowych i związków organizacyjnych;
- Planowanie oraz organizowanie mobilizacyjnego i operacyjnego rozwinięcia oraz użycia Wojsk Obrony Terytorialnej;
- Przygotowanie sił i środków Wojsk Obrony Terytorialnej do działań bojowych;
- Wykonywanie zadań związanych z udziałem oddziałów i pododdziałów Wojsk Obrony Terytorialnej w zwalczaniu klęsk żywiołowych i likwidacji ich skutków, ochrony mienia, akcjach poszukiwawczych oraz ratowania lub ochrony zdrowia i życia ludzkiego, a także udziału w realizacji zadań z zakresu zarządzania kryzysowego;
- Współpraca z innymi organami i podmiotami w sprawach związanych z obronnością państwa;
- Zarządzanie i przeprowadzanie kontroli podległych jednostek wojskowych i związków organizacyjnych na zasadach i w trybie określonych w ustawie o kontroli w administracji rządowej [4].

Zadania dla żołnierzy WOT od kwietnia 2022 r. zgodnie z nowelizacją ustawy o obronie ojczyzny [3] uległy nieznacznym zmianom, a przede wszystkim rozszerzeniu m.in. o.:

- Utrzymanie powszechnej gotowości do obrony Rzeczypospolitej Polskiej.,
- ochronę ludności przed skutkami klęsk żywiołowych, likwidację ich skutków, ochronę mienia, akcje poszukiwawcze oraz ratowanie lub ochrona zdrowia i życia ludzkiego, a także udział w realizacji zadań z zakresu zarządzania kryzysowego,
- współpracę z elementami systemu obronnego państwa, w tym szczególnie z wojewodami i organami samorządu terytorialnego,
- kształtowanie w społeczeństwie postaw i wartości patriotyczno-obywatelskich.

Ustawa o obronie Ojczyzny, która weszła w życie 23 kwietnia 2022 roku powierzyła WOT niemilitarną część zadań zarządzania kryzysowego w resorcie obrony narodowej. Z dniem wejścia w życie ustawy Dowódca Wojsk Obrony Terytorialnej został Szefem Centrum Zarządzania Kryzysowego Ministerstwa Obrony Narodowej. W ramach zachodzących zmian dowódcy Brygad Obrony Terytorialnej zastąpili w przedmiotowym zakresie dotychczasowych szefów Wojewódzkich Sztabów Wojskowych i stali się „prawą ręką” wojewodów w koordynacji i realizacji wsparcia jakiego może udzielić wojsko[6].

Według wspomnianej koncepcji proces formowania oddziałów i pododdziałów Wojsk Obrony Terytorialnej (WOT) rozłożony został na lata 2016–2019:

- w pierwszym etapie tworzenia WOT, obejmującym lata 2016–2018, podjęto następujące działania organizacyjne:
 - utworzono Dowództwo Wojsk Obrony Terytorialnej (DWOT) z dyslokacją w Warszawie,
 - rozpoczęto proces formowania trzech Brygad Obrony Terytorialnej (BOT) BOT w województwach podlaskim, lubelskim i podkarpackim,
- w drugim etapie, obejmującym lata 2017–2019, zaplanowano utworzenie kolejnych trzech BOT, dyslokowanych w województwach warmińsko-mazurskim i mazowieckim. Ponadto przewiduje się rozpoczęcie procesu formowania Centrum Szkolenia Wojsk Obrony Terytorialnej, Oddziału Zabezpieczenia oraz Batalionu Dowodzenia DWOT;
- w etapie trzecim zaplanowano utworzenie siedmiu BOT dyslokowanych w województwach pomorskim, kujawsko-pomorskim, łódzkim, świętokrzyskim, małopolskim, wielkopolskim oraz śląskim;
- etap czwarty obejmować ma utworzenie czterech BOT rozmieszczonych w województwach zachodniopomorskim, lubuskim, dolnośląskim oraz opolskim.

Harmonogram oraz rozmieszczenie poszczególnych Brygad OT zobrazowano na rysunku nr 2.

Rysunek nr 2. Harmonogram tworzenia Brygad OT (wg. koncepcji)



Źródło. <http://www.mon.gov.pl/obrona-terytorialna>, dostęp: 26.06.2022 r.

Harmonogram z pewnymi korektami udało się zrealizować i przedstawia się on następująco:

- W latach 2016 – 2018 utworzono w Warszawie Dowództwo Wojsk Obrony Terytorialnej (DWOT) oraz rozpoczęto proces formowania trzech BOT w województwach: podlaskim, lubelskim i podkarpackim.
- W latach 2017 – 2019 zainicjowano formowanie kolejnych trzech BOT dyslokowanych w województwach warmińsko-mazurskim i mazowieckim oraz utworzono Mobilny Zespół Szkoleniowy.
- Do końca 2020 roku sformowano kolejne BOT dyslokowane w województwach: pomorskim, kujawsko – pomorskim, łódzkim, świętokrzyskim, małopolskim, wielkopolskim, śląskim.

W dniu 18 marca 2021 roku Minister Obrony Narodowej podjął decyzję o utworzeniu trzech nowych Brygad Obrony Terytorialnej:

- 18 Stołecznej Brygady OT w Warszawie,
- 19 Nadbużańskiej Brygady OT w Chełmie.
- 20 Przemyskiej Brygada OT w Przemyśle,

W decyzji postanowiono, również o sformowaniu sześciu kolejnych batalionów lekkiej piechoty w już istniejących brygadach. Z całego planu nie udało się osiągnąć jednak docelowej liczebności formacji tj. 53 tys żołnierzy. Z początkiem roku 2022 liczba żołnierzy oscylowała na poziomie 32 tys [25].

Analizując dane opracowane przez Dowództwo Wojsk Obrony Terytorialnej [26], można odnaleźć odpowiedź na pytanie: Jaki jest statystyczny terytorials?

Wykształcenie:

34% żołnierzy OT ma wykształcenie wyższe, blisko połowa (45%) średnie, co dziesiąty żołnierz formacji legitymuje się wykształceniem gimnazjalnym lub zawodowym. Spośród żołnierzy legitymujących się dyplomem uczelni wyższej, aż 40% posiada wykształcenie techniczne; ponad 36% ogólne; 17% humanistyczne; 2% prawnicze; 3% medyczne oraz 2% rolnicze.

Struktura zatrudnienia:

Aż 62% żołnierzy OT deklaruje stałe zatrudnienie (umowa o pracę); blisko 5% prowadzi własną działalność gospodarczą; 3% utrzymuje się z prowadzenia gospodarstw rolnych; 17% to studenci; a kolejne 15% stanowią osoby bez

stałego zatrudnienia, w grupie tej są też osoby, których dochód stanowią umowy zlecenia.

Struktura wiekowa

Żołnierze OT są ludźmi młodymi. 66% jest w wieku 35 lat oraz mniej (do 25 lat – 31%; do 30 lat – 16%; do 35 lat – 19%). 28% stanowią żołnierze w wieku od 36 do 45 lat. Żołnierzy w wieku od 46 do 50 lat jest 4%, a ponad 50 lat tylko 1,9%. Średnia wieku żołnierza OT to 32 lata, aż 14% to kobiety, współczynnik ten jest blisko trzykrotnie wyższy niż w wojskach operacyjnych.

Struktura zamieszkania:

45% żołnierzy OT pochodzi z kilkudziesięciotysięcznych miast i mniejszych miejscowości. Mieszkańcami dużych miast jest 16% żołnierzy, a z terenów wiejskich 39%.

Charakterystykę żołnierzy WOT w kategoriach wykształcenie, zatrudnienie wiek oraz miejsce zamieszkania zobrazowano w tabeli nr 1.

Tabela nr 1. Charakterystyka żołnierzy WOT

Wykształcenie			Zatrudnienie		Wiek		Miejsce zamieszkania		
Wyższe	35%	w tym:	Umowa o pracę	62%	do 25 lat	31%	Duże miasto	16%	
		techniczne	40%	Student	17%	26-30 lat	16%	Średnie miasto	45%
		ogólne	36%	Brak stałego zatrudnienia	15%	31-35 lat	19%	Wieś	39%
		humanistyczne	17%	Własna działalność gospodarcza	5%	36-45	28%		
		medyczne	3%	Prowadzenie gospodarstwa rolnego	3%	46-50 lat	4%		
		prawnicze	2%			ponad 50 lat	2%		
		rolnicze	2%						
Średnie	45%								
Ponad podstawowe	10%								
Zawodowe	10%								

Źródło. opracowanie własne na podstawie: <https://www.wojsko-polskie.pl/dwot/statystyki/>, dostęp 26.06.2022 r.

Przedstawione powyżej dane statystyczne pozwalają doskonale zobrazować sylwetkę żołnierza WOT. Statystyczny żołnierz jest mężczyzną, pochodzi z terenów miejskich, jego wiek to 32 lata, jest osobą wykształconą (tylko co dziesiąty żołnierz zakończył swoją edukację

na poziomie ponadpodstawowym). Siedmiu na dziesięciu posiada stałe zatrudnienie - jego różne formy - resztę stanowią studenci lub osoby nie zatrudnione.

Retencja zasobów osobowych WOT

Jednym z głównych problemów przed jakimi stoi dowódca każdego szczebla dowodzenia w WOT jest utrzymanie potencjału osobowego. Współczynnik stosunku ubyć do przybyć nazywany jest retencją. Retencja zasobów jest zakładaną zdolnością do ich utrzymania w danym okresie. Ma na nią wpływ bardzo wiele czynników. Jej wartość jest inna dla formacji zawodowych i ochotniczych. Budując Wojska Obrony Terytorialnej za właściwy poziom retencji zasobów osobowych przyjęty został wskaźnik 85%.

Dla formacji zawodowych za właściwe wskaźniki przyjmuje się w państwach NATO wartości retencji na poziomie nie mniejszym niż 90%. Dla formacji ochotniczych właściwy wskaźnik retencji przyjmuje się na poziomie od 60 do 85% w zależności od państwa. Wachlowanie współczynnikiem retencji to dość skomplikowana zależność, należy podkreślić, że niższa retencja w formacjach wspiera budowę systemów rezerw osobowych. Wyższa zaś z reguły wiąże się z wyższą średnią wieku żołnierzy i powyżej pewnych wartości nie ma już znaczenia dla rozwijania systemu rezerw osobowych. W formacjach ochotniczych retencję kształtują zwykle wskaźniki populacyjne (określające gotowość społeczeństwa do obrony państwa), formy zawieranego kontraktu, uposażenie, warunki służby w tym system szkolenia.

Z informacji udostępnionych przez oficjalną stronę WOT [27] w 2020 roku [24], liczba żołnierzy to blisko 28 000. Z pozostałych informacji można wyczytać, że służbę zakończyło w tym samym czasie 4309 żołnierzy, a w szeregi WOT wstąpiło 7 239 żołnierzy – ochotników, co pozwoliło zakończyć rok bilansem dodatnim niespełna 3000 żołnierzy, co w porównaniu z latami poprzednimi było to o ponad 30% mniej. Powodem było ograniczenie naboru związane z działaniami przeciwkryzysowymi oraz przyjętymi ograniczeniami w szkoleniu. Wielu żołnierzy nie potrafiło sprostać sytuacji jaka nastąpiła w czasie pandemii Sars-Cov-2. Jedni obawiali się przymusowych szczepień [28], inni nie godzili się z sytuacją, że (wg. ich opinii) są gorzej traktowani (zakaz dodatkowych powołań, brak zgody na uczestnictwo w kursach itd.) [29] W omawianym okresie ubyło ze służby 4 309 żołnierzy – ochotników:

- prawie 12% tej liczby (niemal 500 żołnierzy OT) zdecydowało się pełnić zawodową służbę wojskową. Jak podaje płk Pietrzak dowódca nowo formowanej 18. Stołecznej Brygady OT [30], każdego roku odchodzi od formacji 15% żołnierzy. Fluktuacja kadr

jest więc założona co do zasady. Wielu decyduje się na przejście do zawodowego wojska lub do innych służb,

- ponad 150 żołnierzy (3,5%) rozpoczęło naukę w Akademiach Wojskowych,
- 624 żołnierzy (14,5%) odeszło ze służby na własny wniosek z uwagi na brak możliwości pogodzenia służby z oczekiwaniami pracodawcy. Współczynnik ten oscyluje w granicach ponad 10% odchodzących żołnierzy w każdym roku. Ochrona żołnierza, który zgłasza trudności w zakresie pogodzenia wymagań dotyczących służby wojskowej z oczekiwaniami pracodawcy to jeden z głównych celów kampanii „Przyjazny pracodawca WOT” [31],
- 43% żołnierzy rezygnujących ze służby podaje inne powody o charakterze osobistym zwykle związane z potrzebą opieki nad członkami rodziny, zmianą miejsca zamieszkania w tym wyjazdem za granicę i innymi,
- tylko 1% żołnierzy podaje jako powód niezadowolenie ze szkolenia;
- około 1% ubywających to przypadki naruszeń dyscypliny (m.in. spożywanie alkoholu w trakcie wykonywania obowiązków służbowych, prawomocne wyroki karne),
- około 5% żołnierzy odchodzi z powodu nie osiągnięcia standardów szkoleniowych (zwykle, zwolnienia te najczęściej mają miejsce w pierwszym roku służby),
- w 15% przypadków (660) żołnierze OT nie otrzymują zgody na przedłużenie kontraktu na pełnienie terytorialnej służby wojskowej z powodu nieosiągnięcia zadawalających wyników w szkoleniu,
- około 8% żołnierzy (347 żołnierzy) jest relegowanych ze służby z powodów niespełnienia oczekiwań w zakresie dyspozycyjności i ograniczonej dyscypliny stawiennictwa na szkolenia.

Żołnierze ubywający z WOT uzupełniają lukę powstałą po zlikwidowaniu obowiązkowej służby wojskowej oraz stopniowemu wygaszaniu Narodowych Sił Rezerwowych. Spośród żołnierzy - ochotników, którzy w 2020 roku odeszli ze służby w WOT, zasoby rezerw sił zbrojnych zasililo 3659 rezerwistów. Dowodzi to tezy, że dzisiaj WOT stają się jedną z podstawowych formacji, której funkcjonowanie ma wpływ na zwiększenie zasobów rezerw osobowych sił zbrojnych. W docelowym kształcie to zasilenie będzie się kształtowało na poziomie nawet 7 tysięcy rezerwistów rocznie. Służba w tej formacji okazała się doskonałym sprawdzianem dla wielu kobiet, które chcą się sprawdzić jako żołnierz, a dla których służba jako żołnierz zawodowy była często niemożliwa (co ciekawe rzadziej niż mężczyźni podejmują one decyzję o jej zakończeniu na własny wniosek).

Sprawdzian z gotowości

„Zawsze gotowi, zawsze blisko” [7] myśl przewodnia, hasło-odzew towarzyszące żołnierzom WOT, wielokrotnie na przestrzeni ostatnich pięciu lat było synonimem gotowości do realizacji zadań przez formację. Główne zadania, które podkreśliły wartość obrony terytorialnej, związane były z sytuacjami kryzysowymi dla przykładu:

- operacja pk. „ODPORNĄ WIOSNĄ” (RESILIENT SPRING). Jej celem było przeciwdziałanie i łagodzenie skutków pandemii Sars-Cov-2 oraz wzmocnienie odporności na kryzys społeczności lokalnych. Wsparcie odbywało się przez udzielanie pomocy wszystkim instytucjom samorządowym i sanitarnym niosącym pomoc. Oficerowie łącznikowi byli do dyspozycji każdego samorządu. Jednostkom samorządu terytorialnego udostępniono samorządom specjalną aplikację, która zautomatyzowała proces zapotrzebowywania na pomoc i wsparcie. Codziennie w różnej formie działania angażowano około 2 500 żołnierzy. Wspierano również Straż Graniczną (w działaniach związanych z migrantami) i Policję (m.in. w kontrolowaniu osób objętych kwarantanną) [8].
- pomoc powodzianom i budowa wałów przeciwpowodziowych, usuwanie powalonych drzew oraz oczyszczanie terenów powstałych rozlewisk (np.: działania w Małopolsce, na Podlasiu i Dolnym Śląsku [19]) – podczas tych działań dużą rolę odgrywają dowódcy brygad OT (lub wydzielone elementy zespoły oceny wsparcia - ZOW), którzy biorą czynny udział w odprawach zespołów zarządzania kryzysowego wspólnie ustalają wspólnie, gdzie pomoc potrzebna jest najbardziej. W przypadku wszelkich akcji kryzysowych główną rolę odgrywa Państwowa Straż Pożarna, a wojsko wspiera strażaków w działaniach.
- Operacja pk. „SILNE WSPARCIE” – operacja wojskowa przeprowadzana przez Wojska Obrony Terytorialnej terenach objętych stanem wyjątkowym i poza nim, na pograniczu polsko-białoruskim, której celem jest wsparcie władz oraz społeczności lokalnych, a także działań Straży Granicznej w obliczu kryzysu migracyjnego. Operacja rozpoczęła się 3 września 2021 roku na mocy decyzji ministra obrony narodowej Mariusza Błaszczaka z 2 września 2021 roku [22] i tego samego dnia żołnierze Wojsk Obrony Terytorialnej podjęli działania na terenie objętym stanem wyjątkowym przy granicy polsko-białoruskiej. Głównym zadaniem działania żołnierzy WOT w ramach operacji pk. „Silne wsparcie” jest wzmocnienie odporności społeczności lokalnych w rejonie przygranicznym na kryzys o charakterze hybrydowym.

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- operacja pk. „TRWAŁA ODPORNOŚĆ” będąca odpowiedzią i kontynuacją operacji „Odporna wiosna”. Należy podkreślić, że od początku pandemii żołnierze WOT od 6 marca 2020 r. – w dwa dni po wykryciu pierwszego przypadku zakażenia w Polsce zaangażowani byli w działania ograniczające jego transmisję. W działania przeciwkryzysowe na początku 2022 r. na kierunku ograniczania skutków pandemii zaangażowanych wg. pozyskanych danych w trakcie trwania akcji było 1000 żołnierzy WOT. Swoimi działaniami wspierali:
 - kilkadziesiąt szpitali, kilkanaście szpitali tymczasowych;
 - stacje sanitarno-epidemiczne;
 - centra krwiodawstwa i krwiolecznictwa;
 - domy opieki społecznej i inne placówki opiekuńcze;
 - organizacje pozarządowe;
 - wsparcie Policji na kierunku monitoringu kwarantanny – to nawet kilkadziesiąt tys. adresów skontrolowanych przez żołnierzy każdego dnia;
 - pobieranie wymazów, wspierają kilkadziesiąt punktów wymazowych – przyszpitalnych, EWP, drivethru, w DPS-ach i innych [13].

Wojska Obrony Terytorialnej to też działania na innych kierunkach:

- powołanie Grupy zadaniowej „HONOR”, której misją zadaniową jest obrona dobrego imienia żołnierzy OT. Treści szkalujące będą poddane natychmiastowej kwalifikacji czynu i z odpowiednim wnioskiem oddane do sądu. W związku z narastającą ilością treści pojawiających się w domenie informacyjnej o charakterze znieważającym, zniesławiającym i godzącym w dobre imię żołnierzy OT oraz formacji samej w sobie, powołano grupę zadaniową, reagującą na nieodpowiedzialne wypowiedzi osób publicznych czy internautów. Wobec prowadzonej wojny hybrydowej, której narzędziem jest wykorzystywanie Internetu do budowania nienawiści do służb mundurowych [14]. Według informacji zamieszczonych na spiderweb.pl [16], w ciągu pierwszych dwóch tygodni od powołania Grupy Zadaniowej Honor zostało przeanalizowanych już 11 przypadków, z których 5 trafiło do prokuratury.
- akcje poszukiwawcze i współdziałania z służbami. Dzięki dużemu poczuciu więzi z lokalnym społeczeństwem oraz doskonałej znajomości swojego „terytorium” czyli tzw. stałych rejonów odpowiedzialności (SRO), żołnierze WOT wielokrotnie brali udział w akcjach poszukiwawczych. Dość istotną cechą ochotniczej formacji, jest fakt, że w sytuacji, gdy zaginie osoba, którą mogli znać lub jest mieszkańcem pobliskiej

miejsowości, w bardzo krótkim czasie żołnierze potrafią się stawić w wyznaczonym miejscu [17].

- W ramach współpracy międzynarodowej terytorialsi rozwijają się na wielu kierunkach. Współpraca z batalionową Grupą Bojową w szczególności z żołnierzami armii brytyjskiej i amerykańskiej, dotyczy nie tylko wspólnych ćwiczeń „Bull Run”, „Defender Europe” czy „Thunder Focus”, ale wspólnych szkoleń. Duży nacisk położono na szkolenie z najnowocześniejszych rodzajów broni takich jak wyrzutni przeciwpancernych pocisków kierowanych JAVELIN [9], czy wykorzystanie doświadczeń przy strzelaniu z granatnika przeciwpancernego MK-19 [10].
- Szkoła podoficerska „SONDA” - Kurs podoficerski OT organizowany jest przez Szkołę Podoficerską SONDA w Zegrzu i Toruniu w Brygadach Obrony Terytorialnej zgodnie z Rozkazem Dowódcy WOT od 2020 roku. Celem kursu jest przygotowanie żołnierzy OT do objęcia pierwszych stanowisk służbowych w korpusie podoficerów OT zaszeregowanych do stopnia etatowego kaprała OT nawiązując do wizji: „Siły Zbrojne nowej generacji, silne kulturowo, skuteczne operacyjnie i manewrowo, zdolne do podejmowania niezbędnych działań w każdej przestrzeni i czasie [11]. „SONDA” – jest to akronim nazwy Szkoła Niższych Dowódców, której początki sięgają 1944 roku. W pierwszej połowie tego roku decyzją Komendy Głównej AK zlikwidowane zostały Szkoły Podchorążych Rezerwy Piechoty, a w ich miejsce powstały Zastępcze Kursy Szkolenia Niższych Dowódców (ZKSND). Kursy te w końcowym okresie działalności Armii Krajowej były podstawowymi kursami szkoleniowymi obejmującymi poziom dowódców drużyn [12].
- Kurs oficerski - AGRYKOLA - dla żołnierzy spełniających określone ustawowo wymagania, a pełniących terytorialną służbę wojskową. Nazwa projektu nawiązuje do szkoły podchorążych rezerwy piechoty „Agrykola”, założonej w 1941 roku przez Kierownictwo Dywersji Komendy Głównej Armii Krajowej. Specyfika kursów konspiracyjnych, podobieństwo służby AK i OT – ochotnicy z różnych zawodów cywilnych, oraz opresyjny i niebezpieczny czas wojny, wypracowały pewne efektywne wytyczne do selekcji i szkolenia kandydatów. Jak pisano w biuletynie „AGRICOLA” w 1944 roku: „Wasza praca szkoleniowa stanowi dziś całość, a całości tej na imię: żołnierz-obywatel, uzbrojony w wiedzę wojskową, wyćwiczony, świadomy swej woli młodszego dowódcy, w boju i w życiu żołnierskim, świadomy swej postawy obywatelskiej w społeczeństwie”.

Podsumowanie

Po ponad 5 latach Wojska Obrony Terytorialnej ukształtowały i potwierdziły swoją rolę w budowie systemu obronnego państwa. Mimo, że budowa WOT przebiega nieco wolniej niż na początku zakładano (w szczególności aspekty związane z pozyskiwaniem żołnierzy, oraz sprzętu – głównie przeciwpancernego) to funkcjonowanie tego bojowych typu formacji z pewnością przyczynia się do znacznego wzmocnienia zdolności RP jako całości. W ramach WOT do tej pory już zbudowano duży potencjał, który teraz powinien być dalej rozwijany i rozbudowywany. Warto zwrócić uwagę na wzrost zainteresowania różnymi formami służby wojskowej, co jest nie do przecenienia z punktu widzenia całych SZ RP, także w kontekście sytuacji demograficznej i na rynku pracy. W dłuższej perspektywie WOT stają się częścią „bazy” rekrutacyjnej dla wojsk operacyjnych. Da się dostrzec, że WOT zarządzane są nowocześnie. Dowództwo nie boi się wyzwań (m.in.: walka z pandemią, ochrona granicy, pomoc migrantom i uchodźcom), walczy o dobre imię żołnierza WP (GZ „HONOR”). Duży nacisk kładziony jest na współpracę międzynarodową (w głównej mierze opartą na współpracy z Grupą Bojową eFP w Bemowie Piskim [18] i ćwiczeniach międzynarodowych [21]). Za wyszkolenie specjalistyczne żołnierzy odpowiadają m.in.: byli żołnierze jednostek wojsk specjalnych, są wśród nich: operatorzy, ratownicy pola walki, łącznościowcy czy też snajperzy – każdy wyposażony w wiedzę i umiejętności zdobyte podczas najlepszych krajowych i zagranicznych kursów, ale także sytuacji bojowych, których doświadczyli w misjach poza granicami kraju [23]. Funkcjonowanie ochotniczego i terytorialnego komponentu Sił Zbrojnych jest więc ważnym elementem procesu odtwarzania i zwiększania ich zdolności. Z perspektywy pięciu lat wydaje się więc, że o ile określone elementy, związane z wyposażeniem czy szkoleniem WOT uległy korektom i zmianom, to podstawowe założenia jakie stanowią podstawy stworzenia tej formacji były i pozostają słuszne, powinny więc być nadal wdrażane. Obecna sytuacja militarna w Europie pokazuje, że koncepcja, na mocy której w 2016 r. podpisano decyzję o wskrzeszeniu WOT doskonale się w nią wpisala.

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THE FOUNDATIONS FOR THE CREATION IN 2017 OF THE TERRITORIAL DEFENSE FORCES - HISTORICAL OUTLINE OF THE 20TH AND 21ST CENTURIES

PODWALINY UTWORZENIA W 2017R. WOJSK OBRONY TERYTORIALNEJ – RYS HISTORYCZNY XX I XXI W.

Summary

The civilian population, territorially tied to their small homeland, has been used for centuries to defend the state. There were many forms of this defense, as well as the principles of its formation, payment and functioning. However, this formation was always guided by one thought: "Always ready, always close", and "they were often separated by many - social status, religion, political views, age, united by the readiness to make sacrifices for the deadly homeland". This publication focuses on the foundations of the creation in 2017 the fifth type of the Armed Forces - Territorial Defense Forces.

Keywords: territorial defense forces, national defense, volunteer army.

Streszczenie

Ludność cywilna, terytorialnie związana ze swoją małą ojczyzną, była od wieków wykorzystywana do obrony państwa. Koncepcji tej obrony było wiele, tak samo jak i zasad jej formowania, finansowania i funkcjonowania. Jednakże, zawsze przyświecała im jedna myśl „Zawsze gotowi, zawsze blisko”[14], a „dzieliło ich często wiele – status społeczny, wyznanie, poglądy polityczne, wiek, jednoczyła gotowość poświęceń dla śmiertelnie zagrożonej

ojczyzny”[15]. W niniejszej publikacji skupiono się na podwalinach utworzenia w 2017 r. piątego rodzaju Sił Zbrojnych – Wojsk Obrony Terytorialnej.

Słowa kluczowe: wojska obrony terytorialnej, obrona narodowa, armia ochotnicza.

Wstęp

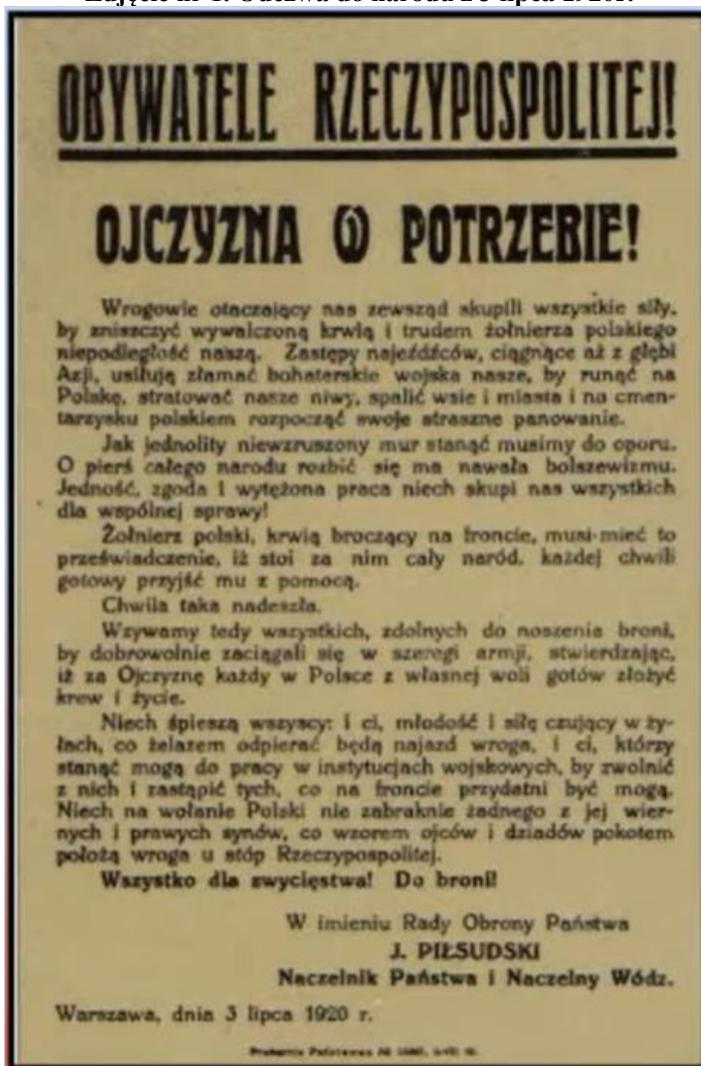
Punktem wyjścia w wizji odtworzenia obrony terytorialnej była konieczność wzmocnienia potencjału obronnego państwa. W celu zrozumienia czym była na przestrzeni wieków i czym jest obecnie potrzeba posiadania „cywilnej” armii, analizę należy zacząć od rysu historycznego wojsk obrony terytorialnej.

Historia obrony terytorialnej kraju nie jest wizją XXI wieku. Już od początków państwowości polskiej w czasach pierwszych polskich władców z dynastii Piastów wojska przygotowywane do obrony składały się z dwóch zasadniczych komponentów. Pierwszym komponentem była drużyna książęca (królewska) – będąca odpowiednikiem obecnych wojsk operacyjnych, drugim natomiast wojsko, które broniło konkretnego terytorium – grodów, przepraw i cieśnin terenowych [1] - odpowiednik obecnych WOT. Należy podkreślić, że drugi z komponentów wspomnianych sił zbrojnych tworzyła głównie ludność chłopska. W ramach powinności chłopów były także (szczególnie do czasów monarchii stanowej) obowiązki wojskowe. Z kolei na mieszkańcach grodów, a następnie miast (mieszczanach) ciążył obowiązek obrony murów miasta [10]. Przez wieki podejmowane były różne próby ukształtowania takiej formy ochrony państwa, która łączyła by w sobie zdolności regularnej armii z koncepcją użycia ludności cywilnej. Jednym z zasadniczych czynników warunkujących było ograniczenie kosztów utrzymania takiego rodzaju wojsk w przeciwieństwie do armii regularnej.

W celu zrozumienia w pełni istoty obrony terytorialnej w XX w., autor analizę rozpoczął od odzyskania niepodległości. Po latach okupacji w 1918 r. podjęto kolejną próbę odtworzenia potencjału militarnego kraju. Pierwszym sprawdzianem siły naszej armii była wojna polsko – bolszewicka 1919-1920 r. Nastąpiły niespokojne czasy, wykrwawione i zdemoralizowane ciągłymi klęskami Wojsko Polskie cofało się na całej linii frontu. Sięgnięto po dobrze znaną w historii Polski ostateczność – pospolite ruszenie. Celem sformalizowania funkcjonowania nowych struktur sejm II RP był zmuszony do podjęcia stosownych kroków. 1 lipca 1920 do życia powołano Radę Obrony Państwa (ROP), która 3 lipca 1920 wydała odezwę do narodu pt., Obywatele Rzeczypospolitej! Ojczyzna w potrzebie!” wzywającą wszystkich zdolnych do

noszenia broni, by dobrowolnie zaciągali się w szeregi armii, stwierdzając, że za ojczyznę każdy w Polsce z własnej woli gotów złożyć krew i życie.

Zdjęcie nr 1. Odezwa do narodu z 3 lipca 1920r.



Źródło: kadr z filmu *Wojna polsko-bolszewicka 1919-1920* [22]

Owoce tej odezwy było wydanie przez Ministra Spraw Wojskowych, gen. por. Kazimierza Sosnkowskiego rozkazu Nr 70 29/Org. z 8 lipca 1920 o utworzeniu Generalnego Inspektoratu Armii Ochotniczej i mianowaniu gen. broni Józefa Hallera Generalnym Inspektorem Armii Ochotniczej. Odzew społeczny na odezwę był niezwykle silny. Do 30 września 1920 w szeregi armii wstąpiło 105.714 ochotników, w tym 52.690 (49,8%) do piechoty, 9.456 (8,9%) do kawalerii i 12.495 (11,8%) do artylerii oraz 9.446 (8,9%) do wojsk technicznych, 11.285 (10,7%) do wojsk wartowniczych, 6.683 (6,4%) do pozostałych formacji (wojsk taborowych, etapowych) i 3.659 (3,5%) w charakterze sił kancelaryjnych [16]. W tym miejscu można odnaleźć wspólny punkt z obecnymi żołnierzami służącymi w WOT: „dzieliło

ich często wiele – status społeczny, wyznanie, poglądy polityczne, wiek, których jednoczyła gotowość poświęceń dla śmiertelnie zagrożonej ojczyzny”[15]. Ochotników z warszawskich punktów werbunkowych kierowano najczęściej do obozów ćwiczeń, głównie w Jabłonie i Rembertowie. Już wtedy zauważono jaki wpływ na morale ma propaganda. Właśnie dla potrzeb propagandowych zrealizowano reportaż filmowy „Ćwiczenia ochotników w Rembertowie”, który w pierwszych dniach sierpnia 1920 roku był pokazywany przed seansami w większości kin warszawskich [15].

Najbardziej zbliżoną do obecnej formy funkcjonowania wojsk obrony terytorialnej była koncepcja opracowana pod koniec lat 30 XX wieku przez gen. Tadeusza Kutrzebę oraz płk Julian Skokowskiego. Pomysł na stworzenie nowej terytorialnej formacji wojskowej – Obrony Narodowej (ON), był potrzebą tamtych czasów [8]. Na początku lat 30 XX wieku uświadomiono sobie, że filar strategiczny oparty na sojuszu z Francją [18], może zawieść, a same wojska operacyjne (przygotowywane do manewru i uderzeń punktowych) są zbyt nikłą siłą w przestrzeni obronnej II RP. Biorąc pod uwagę, że liczba przeszkolonych rezerwistów w II RP sięgała ok. 1,5 miliona i tylko część z nich została zmobilizowana do jednostek wojsk operacyjnych, komponent terytorialny w kampanii wrześniowej pozostał niewykorzystaną szansą zwiększenia potencjału obronnego II Rzeczypospolitej. ON była zorganizowana w systemie brygad i półbrygad przyporządkowanych dowództwom okręgów korpusów (DOK), a po mobilizacji – konkretnym armiom Wojska Polskiego. Formacje Obrony Narodowej były przewidziane do krótkotrwałych działań obronnych w korzystnych warunkach terenowych przy wsparciu wojsk regularnych (nie przewidywano samodzielnych działań taktycznych). Obrona Narodowa zmobilizowała do końca wojny obronnej 1939 r. łącznie 83 bataliony piechoty o łącznej liczebności 1600 oficerów i 50 000 podoficerów i szeregowców [19] (obecnie założenia liczebności w WOT są podobne tj. osiągnięcie 50000 tysięcy żołnierzy do 2026 r. z założeniem, że 10% tej liczby będą stanowić żołnierze zawodowi) [20]. W ponad 90% żołnierze tej formacji byli narodowości polskiej. Obrona Narodowa, chociaż na ogół wykorzystywana była jak wojska operacyjne, czyli nieadekwatnie do swoich funkcji, wyróżniła się m.in. w obronie Śląska i Gdyni.

Komponent obrony terytorialnej w Polsce Ludowej, w ramach tzw. Ludowego Wojska Polskiego, tworzony był dopiero od końca lat 50. Wojska Obrony Terytorialnej Kraju (OTK) powołano uchwałą Komitetu Obrony Kraju z 14 maja 1959 roku, jako siły tzw. układu wewnętrznego, służącego do bezpośredniej obrony terytorium kraju przed różnymi zagrożeniami. Wśród zadań wojsk OTK, oprócz walki ze środkami napadu powietrznego, desantami powietrznymi i morskimi oraz zwalczania grup dywersyjno-rozpoznawczych

przeciwnika, była ochrona ważnych obiektów, szlaków komunikacyjnych, zabezpieczenie przegrupowania wojsk operacyjnych przez utrzymanie mostów i budowę przepraw, wsparcie sił resortu spraw wewnętrznych w utrzymaniu porządku publicznego podczas wojny, a także udział w pracach na rzecz gospodarki narodowej i likwidacji klęsk żywiołowych podczas pokoju. W tym miejscu można znaleźć podobieństwo zadań stawianych przed obecną formacją tj.:

- utrzymanie powszechnej gotowości do obrony terytorium Rzeczypospolitej Polskiej;
- ochrona ludności przed skutkami klęsk żywiołowych, likwidacja ich skutków, ochrona mienia, akcje poszukiwawcze oraz ratowanie lub ochrona zdrowia i życia ludzkiego, a także udział w realizacji zadań z zakresu zarządzania kryzysowego;
- kształtowanie w społeczeństwie postaw i wartości patriotyczno-obywatelskich;
- współpraca z elementami podsystemu pozamilitarnego państwa (w tym szczególnie z samorządami terytorialnymi, strażą pożarną, policją itp.) [17].

Jednocześnie w latach sześćdziesiątych w ramach tworzenia systemu Obrony Terytorialnej Kraju, na bazie przekazanych do MON jednostek Korpusu Bezpieczeństwa Wewnętrznego, utworzono nowy rodzaj wojsk - Wojska Obrony Wewnętrznej (WOW). Jednostki wojsk wewnętrznych wyróżniały się dobrym wyszkoleniem oraz mobilnością zbliżoną do wojsk operacyjnych. Żołnierze tej formacji pochodzili z tzw. poboru kwalifikowanego. W związku z tym preferowano poborowych z wykształceniem, co najmniej zasadniczym zawodowym, niekaranych sędownie, niewywodzących się z marginesu społecznego, co jest główną różnicą wobec obecnych kwalifikacji do WOT. Obecne wymagania nie ograniczają kandydata do służby pod kątem jego wykształcenia. Kryterium to ma znaczenie dopiero w momencie chęci awansowania na wyższe stopnie wojskowe (na stopnie podoficerskie – wykształcenie min. średnie bez matury, na stopnie oficerskie ukończone studia wyższe I stopnia [na kurs oficerski Agrykola mogą już aplikować żołnierze z tytułem licencjata lub inżyniera]). Zasadniczym celem WOW było zabezpieczenie, ochrona i obrona centralnych stanowisk kierowania państwem, a także prowadzenie działań przeciwdywersyjnych. W okresie wojny WOW miały podlegać Dowództwu Zgrupowania Jednostek Zabezpieczenia i współdziałać z jednostkami Ministerstwa Spraw Wewnętrznych. Niewątpliwie w warunkach polskich WOW miały zbliżony zakres zadań do Gwardii Narodowej w Stanach Zjednoczonych Ameryki czy Korpusu Karabinierów we Włoszech, czyli formacji współcześnie traktowanych jako wojska obrony terytorialnej [10]. Po 1989 roku, w ramach redukcji Sił Zbrojnych PRL, wojska OTK zostały rozformowane.

Na początku lat 90 XX po rozwiązaniu Układu Warszawskiego, kiedy Polska nie należała do żadnych układów militarnych ponownie podjęto próbę odtworzenia Wojsk Obrony Terytorialnej jako jednostek, których głównym zadaniem byłoby współdziałanie z wojskami operacyjnymi. W efekcie zachodzących przemian polityczno-militarnych i przyjęcia przez Polskę strategii samowystarczalności obronnej, podjęto próbę powołania Wojsk Obrony Regionalnej, które w następnych latach przemianowano na WOT – Wojska Obrony Terytorialnej. Ich misją miało być demonstrowanie stałej obecności Sił Zbrojnych RP i gotowości do podjęcia natychmiastowych działań w przypadku jakiegokolwiek sytuacji zagrażającej bezpieczeństwu oraz niezawisłości państwa. WOT miały stać się siłą zbrojną przeznaczoną do prowadzenia działań obronnych na określonych stałych obszarach.

Jak wskazuje W Sokół do najważniejszych ich zadań należały:

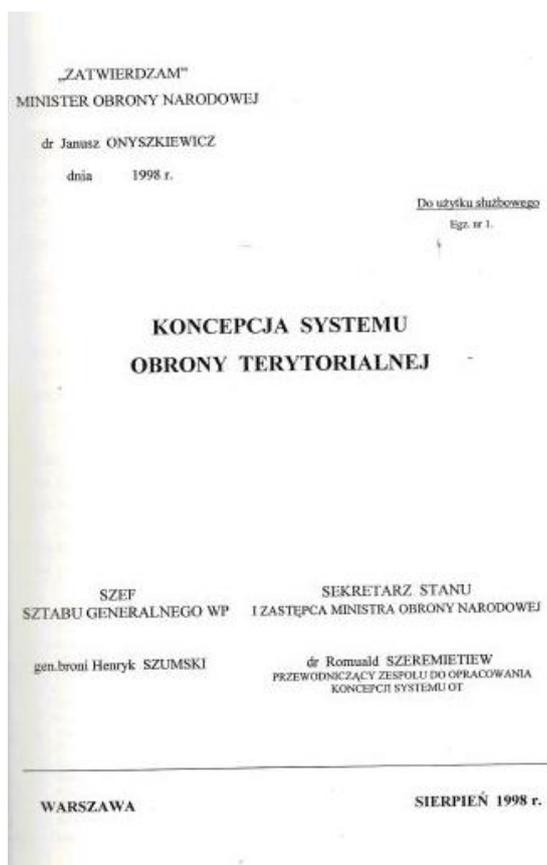
- obrona kraju we współdziałaniu z wojskami operacyjnymi,
- osłona rejonów mobilizacji jednostek i rezerw,
- zabezpieczenie przyjęcia wojsk sojusznicych,
- ochrona obiektów wojskowych oraz obiektów infrastruktury krytycznej,
- współpraca z terenowymi organami władzy państwowej przy likwidacji skutków klęsk żywiołowych [10].

W 1992 r. w opracowanym modelu rozwoju wojska Siły Zbrojne-2005 założono, że w każdym z czterech okręgów wojskowych powstanie jedna brygada OT. Na wypadek wojny w oparciu o każdą z tych brygad miano utworzyć: 2-3 brygady OT, 3-5 pułków OT, pułk saperów i pułk pontonowy. Łącznie w skali całego kraju byłoby to: 8-12 brygad OT, 9-15 pułków OT, 4 pułki saperów i 4 pułki pontonowe. Oprócz tego formowane byłyby: samodzielne bataliony OT, bataliony forteczne i bataliony ochrony obiektów. W wojskach lotniczych przewidywano sformowanie batalionów ochrony, a w marynarce wojennej batalionów obserwacyjnych [3]. Pierwsze trzy brygady OT sformowano w latach 1994-1995 na tzw. ścianie wschodniej, jako element wzmocnienia znajdujących się tam stosunkowo nielicznych wojsk operacyjnych [4].

Mogłoby się wydawać, że po wieloletnich staraniach dyplomatycznych, gdzie oficjalnie przyjęto Polskę (obok Czech i Węgier) do NATO idea funkcjonowania WOT będzie kontynuowana. Początkowo można byłoby się zgodzić z tą teorią. Opracowana pod przewodnictwem Romualda Szeremietiewa koncepcja rozwoju obrony terytorialnej. zakładała potrzebę posiadania dwóch komponentów (jak za Polski Piastów omawianej na początku artykułu) w ramach Sił Zbrojnych RP: stosunkowo nielicznej armii zawodowej (wojsk

operacyjnych) i powszechnej, masowej armii obywatelskiej, czyli wojsk OT [9, 21]. W przyjętej „Koncepcji” wiele miejsca w zadaniach wojsk OT przydzielono dla współuczestniczenia w działaniach ratowniczo – ochronnych i humanitarnych oraz powiązaniom z samorządami i miejscową społecznością. Obok zasadniczej obronnej funkcji Obrona Terytorialna miała wykonywać funkcję „koordynacyjną” (działań militarnych i niemilitarnych), „ratunkowo – ochronną i humanitarną” oraz funkcję „narodowo – państwowo – społeczno-twórczą”. Ta ostatnia miała się wyrażać „w stałym uczestnictwie OT w życiu społeczności lokalnej, służbie wojskowej obywateli w OT, współpracy z administracją, organizacjami i stowarzyszeniami społecznymi oraz współdziałanie w działaniach ratowniczo – ochronnych i humanitarnych tworząc niezwykle cenne wartości i więzy o charakterze narodowo – państwowym mobilizujące miejscowe społeczności do realizacji wspólnych celów”[12].

Zdjęcie nr 2: Koncepcja systemu obrony terytorialnej wg. Szeremietiewa



*Źródło: <https://obronanarodowa.pl/koncepcje-ot/koncepcja-wg-dr-hab-r-szeremietiewa/>
 dostęp 30.05.2022r.*

Podążając za słowami R. Szeremietiewa „(...) jednostki OT silnie zakorzenione byłyby więc we wspólnotach lokalnych. Większą uwagę „własnym” żołnierzom poświęcałyby

samorządy. Swoich synów pod sztandarami widywaliby w szyku w święta rodzice, a mieszkańców krzepiłaby pewność, że mogą liczyć na zorganizowaną pomoc w razie powodzi, awarii czy innych nadzwyczajnych zagrożeń” [13] łatwo dostrzec idee, które przyświecają obecnym WOT.

Zgodnie z założeniami, plan utworzenia nowych struktur OT zakładał realizację koncepcji w czterech etapach: od końca 1999 r. do 2012 r. „Za kwotę około 710 mln miał powstać system obrony terytorialnej posiadający w skadrowanych jednostkach 10 tys. żołnierzy i zdolny w razie zagrożenia osiągnąć liczbę 120 tys. ludzi. Bazą miało być 11 skadrowanych brygad OT, 8 batalionów inżynierskich oraz 81 batalionów i 44 kompanii różnych specjalizacji. Czas służby w OT miał trwać 3 miesiące – w tym czasie w wojskach operacyjnych 12 miesięcy. Żołnierz OT po odbyciu służby dopiero po upływie 10 lat mógł być powołany ponownie, jednak łączny czas powołań nie mógł przekroczyć 12 miesięcy. Przewidywano, że poborowy do odbycia służby w OT będzie powoływany za zgodą wyrażoną przez niego na piśmie.” [6] Wizja powoływania dodatkowego za zgodą na piśmie jest realizowana w obecnych WOT.

W lipcu 2001 r. wybuchła afera korupcyjna w MON [7, 11] i na wniosek ministra Obrony Narodowej premier Buzek odwołał dr. Szeremietiewa z funkcji. Czego efektem jak się później okazało było zatrzymanie, a w konsekwencji odstąpienie MON od programu tworzenia systemu obrony terytorialnej.

Kolejnym „ciosem” dla istnienia OT było rozpoczęcie w 2001 r. realizacji programu modernizacji technicznej sił zbrojnych ukierunkowanego na wojska operacyjne co spowodowało całkowite zahamowanie dalszego rozwoju wojsk OT. W 2002 r. przyjęto koncepcję przebudowy wojsk OT zmniejszając ich stan do 2-3 tys. żołnierzy w czasie pokoju i 50-70 tys. w czasie wojny.

Na koniec znów należy podkreślić zauważony przez autora „koncepcji” czynnik ekonomiczny, który towarzyszył wizji wojskom obrony terytorialnej od wieków: *„Według jego obliczeń utrzymanie batalionu OT jest dwadzieścia – trzydzieści razy tańsze od odpowiednika w wojskach operacyjnych. Na samym szkoleniu dałoby się zaoszczędzić co najmniej trzecią część kosztów obecnych treningów w normalnej jednostce.”*

Rozpad WOT

Przyczyn rozpadu WOT jest wiele zarówno politycznych, strategicznych jak i ekonomicznych. Aspekty polityczne przedstawia R. Szeremietiew w swojej obszernej

wypowiedzi w artykule *Koncepcja utworzenia wojsk obrony terytorialnej w siłach zbrojnych RP według dr hab. Romualda Szeremietiewa* [12] i są to:

- wcześniej wspomniane jego wydalenie z Rządu (poprzedzone tym, że w połowie czerwca 2000 r. rozpadła się koalicja rządowa AWS z Unią Wolności, co wiązało się bezpośrednio z odejściem ministra Onyszkiewicza z MON);
- rozwiązanie przez ministra Jerzego Szmajdzińskiego 23. Śląskiej Brygady OT;
- rozwiązanie przez ministra Radosława Sikorskiego 2. Mińsko-Mazowieckiej Brygady OT;
- powolne przekształcanie przez kolejnych ministrów batalionów i brygad OT na nowe struktury i jednostki;
- całkowite przeformowanie przez Ministra Klicha batalionów OT w bataliony zmechanizowane.

Należy podkreślić, że wstąpienie Polski do Organizacji Traktatu Północnoatlantyckiego (ang. North Atlantic Treaty Organization – NATO) w 1999 roku oraz Unii Europejskiej (ang. European Union – EU) w 2004 roku przyczyniło się do znaczącego pomniejszenia społecznej percepcji zagrożeń militarnych dla Polski. Upadek ZSRR wieku ukazał niestabilność i zapaść militarną Rosji, która nagle utraciła sojusz militarny będący odpowiedzią na NATO. Mając na uwadze dołączenie do „rodziny NATO”, a co za tym idzie otrzymanie zapewnienia bezpieczeństwa gwarantowanego przez zapisy artykułu 5 Traktatu NATO, rozumiane jako „jeden za wszystkich, wszyscy za jednego” powoli zaczęliśmy tracić potrzebę posiadania wojsk terytorialnych. W mentalności Polaków, utrwaliła się więc wizja stabilnej Europy przez co zaczęliśmy odczuwać brak zagrożeń bezpieczeństwa i nienaruszalności integralności terytorialnej.

Kwestie ekonomiczne zostały omówione już wcześniej w artykule, kiedy wspomniano o modernizacji armii. Szczegółowo opisał wydatki na armię gen. Franciszek Gągor [2]: „NATO odegrało istotną rolę siły motorycznej przemian w polskich siłach zbrojnych. W latach 1999 – 2008 wydatkowano na modernizację techniczną około 30,9 mld zł. Nakłady wzrosły z 2,1 mld zł w roku 1999 do około 5,7 mld zł w roku 2007 – czyli prawie 3 krotnie. Kolejnym z czynników była profesjonalizacja armii. W maju 2000 r. Rada Ministrów przyjęła założenia do opracowania programu rozwoju Sił Zbrojnych RP na lata 2001–2006, którego istotną kwestią była przebudowa wewnętrznej struktury kadry zawodowej i zwiększenie stopnia uzawodowienia. Konieczność przeprowadzenia profesjonalizacji sił zbrojnych była oczywiście następstwem wstąpienia Polski do struktur NATO i Unii Europejskiej. Profesjonalizacja rozumiana w ujęciu strukturalnym i funkcjonalnym wiązała się bezpośrednio z potrzebą

odejścia od ówczesnego modelu systemu obronnego państwa, który w znacznej mierze oparty był na spełnianiu przez obywateli powszechnego obowiązku obrony. Profesjonalizacja to nie tylko uzawodowienie, ale też zmiany strukturalne, szkoleniowe, techniczne. Celem zrjonalizowania kosztów funkcjonowania sił zbrojnych konieczne było zmniejszenie ilości żołnierzy Wojska Polskiego z 226 tys. w 1999 r., do 120 tys. wraz z Narodowymi Siłami Rezerwowymi w 2014 r. [5]. Na przestrzeni 13 lat wydatki na obronność wzrosły dwukrotnie. Wielkość wydatków zobrazowano w poniższej tabeli nr 1.

Tabela 1. Udział wydatków obronnych i budżetu MON w PKB i wydatkach budżetu państwa w latach 2001 i 2014

Rok	PKB w mld zł	Wydatki państwa w mld zł	Wydatki obronne			Budżet MON		
			wielkość w mln zł	udział w PKB w %	udział w wydatkach państwa w %	wielkość w mln zł	udział w PKB w %	udział w wydatkach państwa w %
2001	781,7	181,6	15477,6	1,98	8,52	15091,0	1,93	8,31
2014	1642,9	324,6	32036,5	1,95	9,85	28260,9	1,71	8,68

Źródło: opracowanie własne na podstawie A. Korolczuk, Transformacja sił zbrojnych RP 1999–2014. Aspekt finansowy, Kwartalnik Kolegium Ekonomiczno-Społecznego Studia i Prace nr 3, Szkoła Główna Handlowa Warszawa 2016, s. 197.

Podsumowanie

W artykule starano się wskazać, jakimi intencjami na przestrzeni lat kierował się rząd, poszczególni dowódcy i przywódcy, którzy na różne sposoby próbowali utworzyć obok wojsk operacyjnych (armii regularnej) komponent oparty na ludności cywilnej, terytorialnie związanej z regionem i odpowiednio przeszkolonej militarnie. Mimo poglądów, sytuacji geopolitycznej na przestrzeni wieków można wskazać, wspólne cechy dla różnych form obrony terytorialnej. Są to między innymi:

- czynnik ekonomiczny,
- czynnik społeczny
- znajomość regionu i swojej małej ojczyzny
- różne formy „pospolitego ruszenia” i potrzeba chwili
- chęć walki o to co zostało utracone.

Poruszone w artykule problemy, które przewijały się w różnych formach przez lata, oraz zmieniająca się sytuacja geopolityczna Europy w XXI w. (m.in. aneksja Krymu przez Federację Rosyjską) przyczyniły się do odtworzenia w 2017 r. Wojsk Obrony Terytorialnej. Zbudowana

na doświadczeniach poprzedników, czerpiąca z rozwiązań sojusznicznych armii, stawiająca na nowoczesność i funkcjonalność, tworząca piąty rodzaj Sił Zbrojnych formacja dzierży na sobie nie tylko odpowiedzialność za obronę kraju, ale coś co ją kształtuje – tradycje Armii Krajowej i powojennych organizacji niepodległościowych.

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- **wydawnictwa książkowe:** Janowiec A., *Ziemniaki skrobiowe – rola w województwie podlaskim*. Wydawnictwo WSA, Łomża 2010.

- **prace zbiorowe:** Górczewski R., (red.) *Przemieszczenie trawieńca*. Wydawnictwo PWN, Warszawa 2007.

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Procedura recenzowania prac naukowych nadsyłanych do publikacji w Zeszytach Naukowych Wyższej Szkoły Agrobiznesu

Procedura recenzowania artykułów w Zeszytach Naukowych WSA jest zgodna z zaleceniami Ministerstwa Nauki i Szkolnictwa Wyższego oraz dobrymi praktykami w procedurach recenzyjnych w nauce *.

Przekazanie publikacji do Redakcji Wydawnictwa WSA jest jednoznaczne z wyrażeniem przez Autora/Autorów zgody na wszczęcie procedury recenzji artykułu. Autor/Autorzy przesyłają utwór wraz z wypełnionym oświadczeniem, którego wzór znajduje się na stronie internetowej WSA. Nadesłane materiały są poddawane wstępnej ocenie formalnej przez Naukową Radę Redakcyjną WSA, zwaną dalej Radą, zwłaszcza pod kątem ich zgodności z wymaganiami wydawniczymi opracowanymi i publikowanymi przez Wyższą Szkołę Agrobiznesu, jak również obszarami tematycznymi ZN. Następnie artykuły są recenzowane przez dwóch niezależnych recenzentów, którzy nie są członkami Rady, posiadających co najmniej stopień naukowy doktora. Nadesłane artykuły nie są nigdy wysyłane do recenzentów z tej samej placówki, w której zatrudniony jest Autor/Autorzy. Prace recenzowane są anonimowo. Autorzy nie znają nazwisk recenzentów. Artykułowi nadawany jest numer redakcyjny, identyfikujący go na dalszych etapach procesu wydawniczego. W innych przypadkach recenzent podpisuje deklarację o niewystępowaniu konfliktu interesów – formularz jest publikowany na stronie Internetowej WSA. Autor każdorazowo jest informowany z zachowaniem zasady poufności recenzji o wyniku procedury recenzenckiej, zakończonej kategorię wnioskiem o dopuszczeniu bądź odrzuceniu publikacji do druku. W sytuacjach spornych powoływany jest kolejny recenzent.

Lista recenzentów współpracujących z wydawnictwem publikowana jest w każdym numerze czasopisma oraz na stronie Internetowej WSA.

* Dobre Praktyki w procedurach recenzyjnych w nauce. Zespół do Spraw Etyki w Nauce. Ministerstwo Nauki i Szkolnictwa Wyższego. Warszawa 2011.

Załącznik nr 1

miejsowość, data.....,

Oświadczenie Autora/Autorów

Zwracam się z uprzejmą prośbą o przyjęcie do Redakcji Wydawnictwa WSA i ogłoszenie drukiem publikacji/pracy pt.

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 autorstwa:

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 Równocześnie oświadczam(y), że publikacja nie została wydana w przeszłości drukiem i/lub w wersji elektronicznej w innym czasopiśmie, nie została zgłoszona do innego czasopisma, nie znajduje się w recenzji innej Redakcji, nie narusza patentów, praw autorskich i praw pokrewnych oraz innych zastrzeżonych praw osób trzecich, a także że wszyscy wymienieni Autorzy pracy przeczytali ją i zaakceptowali skierowanie jej do druku.

Przeciwdziałanie nierzetelności naukowej - „ghostwriting” oraz „guest authorship”;

· źródło finansowania publikacji:.....

· podmioty, które przyczyniły się do powstania publikacji i ich udział:

· wkład Autora/Autorów w powstanie publikacji (szczegółowy opis z określeniem ich afiliacji):

Imię i nazwisko

podpis

data

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Imię, nazwisko, adres, telefon, e-mail, osoby odpowiedzialnej za wysłanie niniejszego oświadczenia (głównego Autora pracy):

.....

Załącznik nr 2.

DEKLARACJA KONFLIKTU INTERESÓW

Konflikt interesów* ma miejsce wtedy, gdy recenzent ma powiązania, relacje lub zależności przynajmniej z jednym z autorów pracy, takie jak na przykład zależności finansowe (poprzez zatrudnienie czy honoraria), bezpośrednio lub za pośrednictwem najbliższej rodziny.

Tytuł pracy.....

Data.....

Konflikt nie występuje

Recenzent oświadcza, że nie ma powiązań ani innych finansowych zależności wobec Autora/Autorów:

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Podpis recenzenta

*** Recenzent oświadcza, że występuje następujący konflikt interesów**

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Podpis recenzenta:

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