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I PEDAGOGICZNE**

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## **DEVELOPMENT OF CRITICAL THINKING OF FUTURE PRIMARY SCHOOL TEACHERS IN THE PROCESS OF PROFESSIONAL TRAINING**

### **Summary**

The article presents an understanding of critical thinking as one of the most important skills of a modern person of the XXI century, as well as the place and role of the higher education system in the process of its formation. The need for future primary school teachers to master critical thinking is due to the social demands of society, because the teacher plays an important role in the formation of critical thinking of students. The article contains the interpretation of the concept of "critical thinking" from the standpoint of humanities and social sciences: philosophy, logic, psychology, pedagogy, etc., presents the features of critical thinking; its structure is presented: it is the value orientations of the individual; knowledge - general, professional and related to the awareness of the problem and information processing; the ability to build effective communication; high-level thinking skills.

The development of critical thinking of future primary school teachers in the process of professional training should be based on such scientific approaches as systemic, competence-based, personality-oriented, activity-based, axiological, acmeological.

The development of critical thinking of higher education applicants is carried out in the process of professional training through the mastering of basic and elective educational components, in particular the discipline "Technologies of critical thinking", the passage of various types of educational and industrial practices, the formation of skills to solve professionally oriented problems in conditions of uncertainty and is based on the reflection of educational activities.



The technology of development of critical thinking of future primary school teachers is presented, which is implemented in the educational process of Ivan Franko Zhytomyr State University. This technique consists of three stages: actualization-analytical, awareness, reflexive.

**Keywords:** critical thinking, systematic approach, competence approach, personality-oriented approach, activity approach, axiological approach, acmeological approach, technology of forming critical thinking of future primary school teachers

### **Introduction**

Information technologies have a significant impact, sometimes destructive, on social and personal consciousness in modern society. Therefore, the problem of critical thinking development is becoming increasingly important.

The World Economic Forum has recognized critical thinking as one of the most important skills of a modern person of the XXI century, which is the ability to find, analyze and evaluate information from various sources, resistance to manipulative influences of the media and society, making informed decisions, finding effective ways to solve problems [1].

The task of modern higher education is not only to provide relevant professional knowledge, but in the conditions of life in the information society to prepare a primary school teacher who deeply knows and understands his role in society, is able to creatively use the acquired knowledge in practice, critically evaluates what has been achieved. Therefore, it is of great importance to increase the efficiency of learning and the quality of knowledge, the formation of life and professional competence of modern youth, by means of innovative technologies and active teaching methods, including the technology of critical thinking.

Considerable attention to the development of critical thinking is paid in the legislation of Ukraine dedicated to educational issues, namely the Law of Ukraine "On Education", the Concept of Education Development in Ukraine for the period 2020-2025, the Concept of the New Ukrainian School, etc.

According to the concept of the New Ukrainian School, critical thinking is one of those cross-cutting skills that every student must master along with ten key competencies that form the basis for the formation of a Ukrainian school graduate as a holistic, comprehensively developed personality, a patriot with an active civic position, an innovator capable of changing the world around him. And this is possible only with the participation of a teacher who himself has the skills of critical thinking [4].

### **Aims, subject and method of research**

The aim of the study is to substantiate the need for the development of critical thinking of future primary school teachers in the process of professional training and to present the appropriate pedagogical technology.

The subject of the study: the process of developing critical thinking of future primary school teachers in the process of professional training.

Research methods: systematic and comparative analysis of theoretical and methodological, scientific, methodological, psychological and pedagogical literature; generalization of theoretical data; study of the experience of introducing innovative technologies in the educational process of higher education institutions.

### **Research results**

A modern teacher has not only to analyze and use pedagogical experience, but also to think ahead to ensure that the educational process meets the needs of society. The formation of critical pedagogical thinking of the future teacher is one of the possible ways to solve educational problems.

The problems of critical thinking development are the object of research of many humanities and social sciences: philosophy, logic, psychology, pedagogy, etc. Thus, in the works of A. Binet, J. Dewey, J. Piaget, A. Stern and others, the problem of critical thinking is considered from the standpoint of psychology. The pedagogical scientific space dealt with this problem by S. Voropay, O. Korzhuyev, K. Korsak, T. Oliynyk, O. Pometun, V. Popkov, Y. Stezhko, A. Tyaglo, M. Sheremet and others [6], [8].

Thus, the work "Didactics of Higher School" by A. Korzhuev, V. Popkov [10] presents the concept of "critical thinking style of students" - the level of formation of skills and abilities of reflective and evaluative activity. The authors identified the following features:

Based on the analysis of the results of scientific research on the problem of critical thinking, recognizing the powerful impact of modern information and communication technologies on humans, we confirm the idea of the importance of the skill of a modern person to think critically and be media literate. Critical thinking can be seen as an analytical attitude to information influence, resistance to manipulation

We note the contradiction between the requirements of modern society for primary school teachers and the focus of their professional training on the formation of relevant

competencies, however, the insufficient focus of the educational process on the development of future primary school teachers' high-level thinking skills (analysis, synthesis, comparison, generalization, systematization, etc.).

One of the main tasks of the professional training of future primary school teachers, on which the success of improving the modern education system in Ukraine depends, is the formation of pedagogical thinking, characterized by a high level of analysis of pedagogical situations, synthesis, forecasting of the educational process, reflection and allows the teacher to organize their actions accordingly in order to purposefully solve the problems of teaching and educating students.

The works of V. Sukhomlynsky draw attention to the fact that critical thinking is an active attitude to the phenomena of the surrounding life, the desire to learn and know, systematic, that is, purposeful selection of objects of knowledge, concepts, conclusions, flexibility, independence, criticality. The definition of the term "critical thinking" in Ukraine is given in the "Concept of Civic Education and Upbringing in Ukraine", developed by the project "Education for Democracy in Ukraine" [2]: "Critical thinking is the ability of a person to overcome the tendency to unambiguously dogmatic perception of the world, the ability to analyze a problem from different sides, to use information from different sources, distinguishing objective fact from subjective opinion about it, logical deduction from biased assumption or prejudice.

This is the ability of a person to adequately determine the causes and preconditions of the problems existing in his life, the willingness to make efforts to overcome them in practice, not just rhetorically,

Critical thinking, according to L. Terletska, has such characteristics as insight, consistency, independence, flexibility, speed, strategic thinking [7]. E. Polat in the pedagogical theory of developmental learning presents the following features of critical thinking: analytical, associative, independent, logical, systematic.

Based on the features of the professional activity of a modern primary school teacher, critical thinking should be characterized by awareness, independence, reflexivity, purposefulness, validity, controllability, self-organization.

H. Tsioma [9] interprets critical thinking as an intellectual process of applying high-level thinking skills (analysis, synthesis, generalization, systematization, subjective and objective evaluation of information through experience, reasoning, communication and reflection), which involves clarity, accuracy and coherence of thoughts and the relevance and fairness of conclusions.

D. Chaffee identified the signs that can be used to recognize a person who thinks critically:

- openness to other opinions, that is, the ability to listen carefully to other views, to evaluate different ways of overcoming the problem;

- competence - the desire to substantiate one's opinion with the help of real facts and knowledge of the case;

- intellectual activity - demonstration of intellectual initiative in confrontational situations, indifferent perception of events;

- curiosity - ability to penetrate into the essence of information sources; - independence of thinking - lack of fear of disagreement with the group, inability to uncritically follow the opinions of others

- ability to discuss - attentive attitude to opposing opinions, ability to put forward ideas that unite;

- insight - the ability to penetrate into the essence of the issue, the phenomenon of information, not to be sprayed on small details;

- self-criticism - understanding the peculiarities of one's thinking [11].

The development of the relevant features of critical thinking will be more effective if the appropriate scientifically based pedagogical technology is used in the educational process.

The structure of critical thinking of a specialist is the value orientations of the individual; knowledge - general, professional and related to the awareness of the problem and information processing; ability to build effective communication; high-level thinking skills.

The development of critical thinking of future primary school teachers in the process of professional training should be based on such scientific approaches as systemic, competence-based, personality-oriented, activity-based, axiological, acmeological.

The system approach considers the development of critical thinking of students in the process of professional training as a holistic system that has a goal, objectives, components and focus on the result - a graduate with developed critical thinking, able to promote its development in primary school students.

The competence approach focuses on the formed competencies of the future teacher and the relevant program results of his/her professional training. The information and communication competence is the ability to navigate in the information space, use open resources, information, communication and digital technologies, operate them in professional activities.

The personality-oriented approach to the development of critical thinking focuses on the appropriate interaction between teacher and student in the educational process.

Critical thinking is independent, individual for each student. The teacher helps to learn to analyze information independently, to argue their own opinion in the process of interaction with classmates (group work, debates, discussions, analysis of written works and scientific articles, etc.)

From the standpoint of the activity approach, the basis for the development of critical thinking of future primary school teachers in the process of professional training is an activity that promotes the development of an active attitude of the subject of learning to reality, aimed at developing high-level thinking skills and takes place in clearly defined conditions of educational activity.

The axiological approach to the formation of critical thinking of future primary school teachers is based on understanding the essence and social nature of values, provides for the formation of a humanistic position of the teacher, value-dialogue interaction of all subjects of the educational process.

The acmeological approach to the development of critical thinking is aimed at personal and professional self-realization of the graduate, the desire to acquire new knowledge and improve the acquired skills throughout life.

The development of critical thinking of higher education applicants is carried out in the process of professional training through the mastering of basic and elective educational components, in particular the discipline "Technologies of critical thinking", the passage of various types of educational and industrial practices, the formation of skills to solve professionally oriented problems in conditions of uncertainty and is based on the reflection of educational activities.

An important condition for the development of critical thinking is its independence. Students should have freedom of choice in thoughts, judgments, expressions of their own views. In conditions of such freedom, they will be able to make the most of their intellectual potential and master the skills of adequate perception, objective evaluation and competent processing of information, formulation of reasoned judgments.

Critical thinking of future teachers is considered primarily as one of the aspects of reflection - a quality that plays a crucial role in the process of choosing, regulating and evaluating their own pedagogical actions. The teacher uses theoretical methods of cognition in order to analyze knowledge, its structure and content, controls his/her actions, including mental ones, monitors the logic of his/her own thought, realizes the contradictions that cause the

movement of thought and specific actions, carries out a dialectical approach to the analysis of the situation, taking into account the positions of different participants in the educational process, etc. Critical thinking necessarily involves both positive and negative evaluation in one form or another. This assessment of the thinking process itself, the course of reasoning that was taken into account when making a decision, and the result - the correctness of the decision, successful or unsuccessful actions of the teacher.

Revealing the content of the technology of forming critical thinking of students, N. Maksymenko emphasizes its important features:

- 1) subjects of learning are equal among themselves;
- 2) students openly discuss this or that issue, learn not only about each other's ideas, but also about personal reasoning - argumentation of ideas;
- 3) the teacher is a facilitator, he/she only advises, models the thinking process, supports students, demonstrates how to think critically, formulates ideas of reasoned thinking, encourages respect for different points of view, questions conclusions and knowledge both his/her own and others and encourages students to work critically in the same way, gives advice more for the purpose of correcting their activity than criticizing or evaluating it;
- 4) there is an atmosphere of search and openness;
- 5) an educational environment is created where students feel safe and free;
- 6) the educational space is built in such a way as to make cooperation and communication easy and natural;
- 7) work on the development of critical thinking should be carried out not only in the classroom, but also when performing independent work or individual tasks and provide for constant search, mental stress of future specialists;
- 8) expectation of ideas, expression of opinions in any form, their range can be unlimited, and hypotheses can be diverse, non-trivial;
- 9) appreciation of the opinions of others, the realization that in order to find the optimal solution to the problem it is very important to listen to all the opinions of interested people in order to be able to finally formulate their own opinion, which can be adjusted in collective activity;
- 10) belief in the strength of the student, support of his/her active position in learning to achieve the goal of real satisfaction from gaining knowledge, which stimulates the desire to think outside the box, critically. The author believes that under such conditions, future teachers turn into individuals capable of discovering new ideas and information throughout their lives and transforming it into practical skills and abilities [3].

The technology for the development of critical thinking of future primary school teachers is implemented in the learning process when studying both compulsory and elective educational components and consists of three stages: actualization-analytical, awareness, reflective.

At the actualization-analytical stage, students self-analyze their knowledge and experience. This process activates memory and thinking about understanding and assimilation of new knowledge. Students are asked to recall what they know about the issue, how they understand certain facts, rules and principles. Thus, the acquired knowledge is brought to the level of consciousness and becomes the basis for learning new ones, information is rethought, and an effective connection between existing and new knowledge is created in the memory. Thus, personal knowledge passes to the level of self-awareness, own "scheme" for thinking about a certain topic or idea is formed.

The second stage is awareness - assimilation of the content, which involves direct acquaintance of the student with new information through listening to lectures, studying the text, watching a movie, performing an experiment, etc. The teacher stimulates students to analyze, synthesize, compare.

The third stage is comprehension (reflection). At this stage, students comprehend new material, adapt new concepts in their own knowledge system.

The technology at this stage changes in the personal and professional spheres of future specialists, in particular, the formation of critical thinking, enrichment of value orientations, development of moral qualities of attentive, caring attitude to children, responsibility, sense of duty, pedagogical tact, etc.

The presented structure of the content of the technology allows to focus on the enrichment of the personal and semantic sphere, relationships, experiences and awareness of the values of the teaching profession, the development of pedagogical abilities. Against the background of ethical, intellectual experiences, the clash of different opinions, views, positions, general pedagogical, scientific, pedagogical and methodological knowledge, various options for solving professionally oriented pedagogical tasks and cognitive tasks, the student is involved in the analysis, evaluation and selection of personally significant content of pedagogical education.

When studying according to the method of critical thinking development, students have to go through three stages in mastering the material, as each of them reflects the corresponding link in the learning process: perception → comprehension → application. The technology of critical thinking development allows students to simultaneously and more effectively form a

number of key competencies. First of all - the "ability to learn", that is, the ability to acquire knowledge independently. Students learn to organize their work to solve actual problems and achieve the desired result, acquire skills of self-control, self-esteem, self-improvement. Cooperation of future teachers with each other and with the teacher contributes to the formation of social competence. Students learn to jointly identify problems and goals of activities, to cooperate effectively, to be proactive and responsible for decision-making, to reasonably overcome disputes. Cooperation with the teacher and their friends allows you to consistently, overcoming difficulties, go to the goal.

### **Conclusions**

The development of critical thinking of future primary school teachers is thus ensured by a set of conditions, namely:

- 1) learning objectives should meet the social order of society for primary school teacher training and the goals of personal and professional growth of each student;
- 2) the content of training is presented in a rational combination of basic and elective educational components in the educational and professional program "Primary Education", the study of the discipline "Technologies of critical thinking" by students;
- 3) introduction of technology for the development of critical thinking;
- 4) effective combination of forms of learning (individual, group, collective), the importance of independent work of students;
- 5) control and self-control of the process of critical thinking development, which involves group and individual reflection (analysis, self-analysis, self-evaluation, self-criticism).

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## **THE USE OF CLOUD TECHNOLOGIES IN THE PROFESSIONAL ACTIVITIES OF PEDAGOGICAL AND RESEARCH-PEDAGOGICAL WORKERS**

### **Summary**

Changes in social life require the development of new innovative ways of learning, the use of pedagogical technologies taking into account the specifics of the individual development of a modern learner, a creative approach to performing applied tasks, the formation of relevant competencies, the ability to project, model not only in professional activities, but also in everyday life. The purpose of this article is to analyze the features of the implementation of cloud technologies, in particular automated design systems in the educational environment of an educational institution as a key driver of the digital transformation of education. The article highlights the potential of introducing cloud technologies into the educational process, and determines their impact on the learning component. The analysis and evaluation of the experience of using individual services and components of the cloud environment in the process of training future teaching staff in educational institutions was carried out.

**Keywords:** cloud environment, cloud services, automated design systems, network, platform

### **Introduction**

The process of formation and development of the cloud environment in educational institutions is aimed at achieving the goals of the pedagogical system: improving the organization of training and scientific and pedagogical research; development of joint projects; participation in educational, scientific and research-experimental activities; use of the most

modern means and technologies; improvement of information and communication technologies (ICT) - competence of participants in the educational process, etc.

Cloud technologies are a unique opportunity to create a new educational space with an appropriate information base. A promising approach to improving the quality of education is the use of cloud technologies to provide ICT support for the functioning and development of a cloud-based educational environment, which is characterized by such innovative characteristics as better adaptability, mobility, full-scale interactivity, free network access, unified infrastructure, and others. In such an environment, conditions are created for the implementation of various goals, strategies and trajectories of training and education of students, ensuring the adaptation of the components of the educational process to the individual capabilities and needs of the individual.

The need to design the ICT infrastructure of the environment in accordance with the educational needs of the applicants determines the need to find the latest pedagogical approaches and modern technological solutions. This approach is aimed at ensuring the learning process by expanding access to high-quality electronic resources, portals and open information systems - libraries, periodicals, video conferencing systems, communication with virtual reality, data storage and processing in distributed mode, individual and collective access to educational environment from virtually anywhere and at any time.

### **Purpose, subject and research methods**

The purpose of the article is to carry out a general analysis of the features of the implementation of cloud technologies in the educational environment as a promising direction for the modernization of the educational process in educational institutions. Subject. Cloud technologies in the professional activity of pedagogical and research-pedagogical workers. Research methods. Theoretical and empirical research methods were used.

### **Research results**

Cloud computing technology has become a new evolutionary stage in the development of modern Internet technologies. Experts define cloud computing technology as a dynamically scalable Internet technology with the possibility of free access to information computing resources in the form of services provided using the network.

Among the areas of ICT development, cloud technologies are one of the most attractive for educators. This especially applies to the independent work of students in the process of distance learning and collective educational research, where the possibility of constant contact between students, students with a teacher or a supervisor in order to ensure monitoring of the quality of the work of study subjects with the aim of timely correction of their activities is of primary importance.

Modernization and development of the educational and scientific environment of pedagogical educational institutions belong to the urgent problems of reforming modern education. In connection with the introduction of cloud services and technologies into the composition of this environment, new directions of scientific and pedagogical research are being formed, related to the provision of electronic resources and services, the possibility of collective work with software applications, the removal of geographical or time restrictions on the acquisition of education, and others. It is thanks to the use of cloud services that there are opportunities to solve urgent social and educational and cultural problems of modern society, including, in particular, increasing the level of accessibility and quality of education, improving the educational and scientific environment for personnel training, and the wider introduction of the most modern ICT into the educational process [1].

The implementation of cloud technologies in education is characterized by three key points:

- 1) Content creation by the user himself - a teacher, pupil, student.
- 2) Storing user-generated content on a remote server, making it permanently available for viewing and editing online.
- 3) Demarcation of access rights: the content owner can specify who has the right to view and modify the materials created or uploaded by him.

The analysis of trends, directions and nature of education development shows the need for the emergence of new information and communication technologies in pedagogy; the gradual formation and development of a computer and technological platform for the information and educational space; creation and use of modern computer-oriented educational environment in pedagogical systems; electronic and informational educational resources and network services that fill them meaningfully and technically support them.

Improving technologies, updating software requires educational institutions and teachers to constantly change the system of computer devices and software in accordance with

the latest trends in the development of IR technologies. One of the ways to solve this problem is the introduction of cloud-oriented technologies into the educational process.

It is cloud technologies that best meet the needs of solving urgent social and educational and cultural problems of modern society, among the main of which are increasing the level of accessibility and quality of education, the interconnection of scientific research processes and the training of scientific and pedagogical personnel, improving the design, formation and ensuring the functioning of educational - the scientific environment of pedagogical educational institutions [2]. These promising technologies become a tool for implementing the principles of people-centeredness and equal access to education in pedagogical systems of higher education.

The current state of development of the educational-scientific environment (ESE) is characterized by increased requirements for the quality of electronic resources for scientific and educational purposes, the spread of more flexible, personalized, open organizational systems, which becomes possible with the use of services of cloud information and communication platforms.

Wider involvement in the practice of pedagogical educational institutions of network technologies of the open information and educational space, the capacities of which have recently increased significantly thanks to cloud-oriented approaches, can play a leading role in deepening the links between education, science and production; expansion of cooperation of educational and scientific institutions; the creation of various structures of a corporate nature (branches of educational institutions in production, training and engineering centers, etc.), aimed at the development of closer interaction with the higher education sector, wider participation in solving urgent social and economic problems, improving the intensity of scientific research and the process of training personnel, etc.

A wide variety of models of technological processes and apparatus designs requires the training of qualified specialists with knowledge of programming, design and optimization tools.

Representatives of new generations start the process of creating a modern business precisely with high technologies, for them it is best that the training of future specialists is conducted in a digital format. Employers seek to attract highly qualified specialists who not only have a high-quality professional education, but also the ability to be communicative, responsible, punctual, active, work in a team, have a creative approach to solving tasks, quickly learn new types of activities and have a great desire to achieve success in your career [3]. Therefore, the question arises about the qualification and quality training of such specialists.

The demand for IT specialists, without whom no company can do today, is constantly growing. One of the most popular directions in the field of information technologies is "Computer technologies". This direction is aimed at the active use of computers in science, technology, business, communications, health care and many other types of human activity, through the development of algorithmic, software and software-hardware systems for a wide range of practical applications.

The scientific and pedagogical community is actively discussing how Internet technologies can be used to provide millions of people with high-quality education and give them a chance for a better life. Such technologies as the web, virtual, and cloud are radically changing the nature of education and its accessibility. As the experience of developed foreign countries shows, an excellent solution to the above-described problems is the development of innovative institutions based on the introduction of "cloud technologies" into the educational process. Recently, the scale of implementation of cloud technologies is growing rapidly [4]. A real revolution is taking place in the field of education.

The purpose of forming a cloud educational environment is to create the most favorable conditions for personal development and the achievement of learning goals, which should collectively ensure adaptation, emotional and personal well-being, educational and professional motivation, personal achievements and other psychological characteristics of a person who is in a state of comfort, high work capacity and readiness for personal growth.

The defining components in the digital educational space are cloud services, the newest type of network services provided to the user of information and communication networks with virtualized ICT infrastructure. Cloud services are currently a full-fledged educational tool that allows the educational institution to create its own online space and to form the personal educational environment of students and teaching staff as efficiently as possible.

Cloud services are services that provide the user with network access to a scalable and flexibly organized pool of distributed physical or virtual resources, which are delivered in self-service and administration mode at his request (for example, software, data storage space, computing power, etc.).

Cloud services will provide not only unlimited access to electronic educational resources and create new learning environments, but also create new technologies for organizing educational activities and communication for those institutions that do not have appropriate powerful IT units and material and technical resources.

Studying the offers of cloud service providers, we singled out four main repositories (Table 1).

**Table 1. Comparison of cloud storage**

**Source: Litvynova S. G. Designing a cloud-oriented educational environment of a general educational institution. Monograph. Kyiv. CPU "Comprint". 2016. 354 s.**

Criteria	OneDrive	Apple iCloud	Google Drive	DropBox
Link	OneDrive.live.com	iCloud.com	drive.google.com	dropbox.com
Storage Size (Free)	25 Gbyte	5 Gbyte	Unlimited in GSuite	2 Gbyte
Maximum volume, (GB)	100	50	There are no restrictions in GSuite	1TB
Memory usage (file download, MB)	9	-	5 TB per download	53
File download time (s)	104	-	100	132
Data storage period	unlimited	unlimited	unlimited	unlimited
Direct link to download data	No	No	so	so
Stationary versions	Windows, OS X, Linux	OS X	Windows, OS X, Linux, Chrome OS	Windows, OS X, Linux
Mobile applications on such OSes	IPad, IOS, Windows Phone, Android	IPad OS	IOS, Ipad, Android	IPad, Windows Phone, Android
Access via the Internet	so	No	so	so
Remote access (from a PC)	so	so	so	so
Work with office software	so	so	so	so
Simultaneous editing of data on the Internet	so	No	so	so
Version tracking of edited files	so	No	so	so
Mobile versions of software	so	so	so	No
Slide show on the Internet	so	so	so	so
Electronic slide show by mail	so	No	so	No
Publications in social networks (Facebook, Twitter)	so	No	No	so
Displaying geotags	so	so	Separate programs	No
			Powered by Google partners	No

Google Drive is a cloud data storage owned by Google that allows users to store their data on servers in the cloud and share it with other users on the Internet. Google Drive is characterized by a concise interface and offers to install convenient software clients for smartphones and tablets based on the Android operating system, PCs and laptops running the Windows or MacOS operating system, iPhone and iPad mobile devices. Closer storage

integration with Chrome OS and support for Linux are expected in the future. Each Google Drive user gets up to 15 GB of free space for all Google services (including Gmail and Photos) [5]. At the same time, he himself can decide how much space to allocate for mail and how much space to leave for important files. You can work with files in Google Drive directly in the browser. Google Drive can be turned into a separate folder in the documents of a smartphone, tablet or PC, and its contents will be synchronized automatically.

Microsoft Office 365 is a paid proprietary cloud Internet service and software from Microsoft. The Personal package includes access to Microsoft Excel, Microsoft Word, Microsoft PowerPoint, Microsoft Outlook, Microsoft OneNote, Microsoft Access, Microsoft Publisher for home/non-commercial use. Access to premium features is also provided on a single tablet (Windows RT, iOS or Android) or phone. The University package is available for higher education institutions and allows multiple users. The user is also provided with 60 minutes of international Skype calls and access to 1 TB of storage on OneDrive. Microsoft Corporation offers subscriptions to Office 365 for university students who have licensed Office at the faculty.

The iCloud cloud is a service that allows you to synchronize data with devices of one or another Apple ID. With its help, you can transfer information from a phone or tablet to new "apple" devices, as well as view them or restore them if necessary.

Dropbox is a cloud-based productivity tool built for individuals and teams that allows them to store and store documents or files or images in the cloud, thereby sharing with others as needed.

The global experience of the implementation and use of cloud technologies shows the prospects of its use in the domestic education system as well. Today, in the Ukrainian-speaking segment of the Internet, cloud computing services of Microsoft and Google are the most popular among educators (Table 2). It is these corporations, constantly improving their services, that enable the rapid introduction of cloud computing technologies into the educational processes of educational institutions. Powerful tools and innovative functionality of educational "clouds" allow modern teachers to use these technologies in their professional activities as effectively as possible.

The most common service system based on cloud technologies used in the educational process is the G Suite for Education service (until recently known as Google Apps).

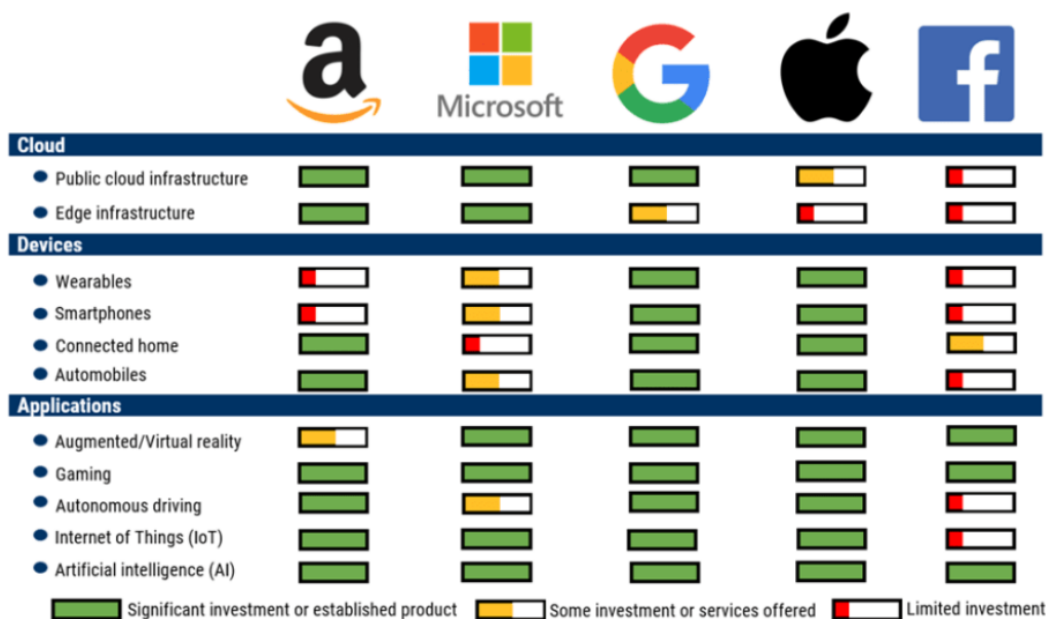


G Suite for Education is a set of standard cloud (i.e. hosted on Google servers) applications for planning joint activities, collective work and communication, publishing materials, hosting video materials and many other tools.

The need to create a cloud platform is especially important for innovative scientific and educational programs of universities. In particular, Microsoft offers the application of cloud technologies in the education system, which is based on the interaction of scientific and pedagogical workers and cadets (students) using the main services in the cloud, as well as the use of mini-sites for collaborative work. An important contribution to the development of cloud technologies for education is made by Google, whose free services are also actively used in the educational process (Google Apps Education Edition) [6]. Educational institutions get the opportunity to compensate for the lack of ICT resources, to solve problems related to administration, monitoring of educational achievements, etc.

**Table 2. Cloud services from Microsoft and Google corporations**

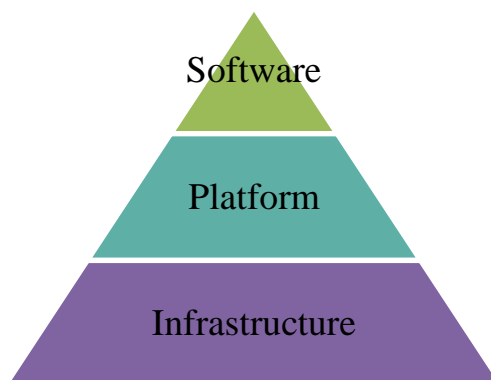
**Source: Big Tech In Edge Computing: Amazon's Evolving Cloud Strategy, Microsoft's Augmented Reality Bets, Google's Autonomous Vehicle Play, And More. URL: <https://www.cbinsights.com/research/edge-computing-big-tech-famga/>**



Cloud-oriented technologies are an environment for data storage and processing that combines hardware, licensed software, communication channels, as well as technical support for users.

The concept of cloud-oriented technologies includes many concepts: infrastructure, software, platform, data, workplace, etc. The structure of cloud-oriented technologies can be depicted in the form of a pyramid (Figure 1).

In the plane of the base of the pyramid lies the "infrastructure" - this is a set of physical devices (data processing center, cabinets, racks, uninterruptible power supplies, power distributors, ventilation and air conditioning, monitoring and remote control devices, passive equipment, etc.), above it is built a "platform" - a set of services and top - software, available at the request of users.



**Figure 1. Structure of cloud-oriented technologies**

*Source: Cloud-oriented technologies. URL: [https://www.researchgate.net/publication/325760592\\_Vikoristanna\\_hmaro\\_orientovanih\\_tehnologij\\_dla\\_udoskonalenna\\_profesijnoi\\_dialnosti\\_vikladaca](https://www.researchgate.net/publication/325760592_Vikoristanna_hmaro_orientovanih_tehnologij_dla_udoskonalenna_profesijnoi_dialnosti_vikladaca)*

The difference in working with software is only in the methods of data processing and storage. When all operations take place exclusively on your computer, then this is not a "cloud", and if the process takes place on a server in the network, then you are using cloud-oriented technologies. So, these are various software, hardware, tools, and methodologies that are provided to the user as Internet services to implement their goals, tasks, and projects [7]. Cloud-oriented technologies are an effective tool for scientific activity and management of all processes carried out in the educational process.

Cloud-oriented information and communication technologies of education are defined as a set of methods, means and methods of activity used to organize and support the educational process, collect, systematize, store, process, transmit, present messages and educational data and use a dynamic array of virtualized hardware and software resources available through the network regardless of the terminal device.

Advantages of using cloud-based technologies:

- 1) Availability. Anyone with a computer, tablet, or any mobile device connected to the Internet can access information stored in the cloud.
- 2) Mobility. You can work from different devices (smartphone, tablet, netbook, etc.).

- 3) Convenience. Regardless of which operating system the user prefers, web services work in any browser.
- 4) Economy. The user does not need to buy expensive, high computing power computers and components, software.
- 5) Flexibility. All necessary resources are automatically provided by the provider.
- 6) High manufacturability. Large computing power provided to the user, which can be used for data storage, analysis and processing.
- 7) Reliability. Thanks to the use of virtualization of modern protection systems and constant monitoring by professionals, a high level of security and preservation of client data in the cloud is guaranteed.
- 8) Scalability or flexibility. As necessary, the user has the opportunity to increase or decrease the number of resources used at any time.
- 9) Cooperation. Both you and your colleagues can edit and view the same materials from different devices at the same time.

The use of cloud-based technologies in education provides a number of advantages in the activity of a teacher:

- 1) the teacher has access to his materials and documents at any time;
- 2) the teacher gets the opportunity to shape the development trajectories of each student from a specific academic discipline;
- 3) the organization of communication with subject departments of higher educational institutions is facilitated (conducting online lectures, trainings, round tables);
- 4) you can use video and audio files from the Internet without additional downloading to the computer;
- 5) fundamentally new opportunities appear for the organization of project activities, research and adaptation of educational material to real life;
- 6) available innovative methods of knowledge transfer: webinars, integrated practical classes, cooperative laboratory work, online communication with students from other cities, countries, etc.

The cloud-oriented educational and scientific environment (CEO) of a higher educational institution can be understood as the ICT environment of the educational institution, which provides for the use of cloud computing technologies (CCO) to provide ICT support for its functioning and development.

Indicators of the development of the educational and scientific environment of a higher educational institution are: the quality and availability of its services, adaptability, integration,

full-scale interactivity of ICT teaching aids, mobility; free network access; unification of environment infrastructure; security of use and others, which is achieved thanks to the use of cloud technologies.

The factors of formation of a cloud-oriented environment of pedagogical systems are: modernization of the educational environment of higher educational institutions; unification of the processes of education, scientific research, their implementation and use thanks to a single information technology platform; elimination of the gap between the level of scientific and pedagogical research and the implementation of their results; formation of integrated (industry, national) databases, data collections, resources available for various institutions; creation of conditions for access to the best examples of EOR in the system of higher education by means of cloud technologies [8; 10].

The use of cloud solutions in educational work increases the competitiveness of the educational institution, since the ability to work with modern information technologies contributes to the successful career of the graduate in the labor market.

### **Conclusions**

Therefore, the content of education plays a key role in the development of the national education system, ensuring its innovative development, bringing it into line with European and world standards. Improvement of the educational process, accessibility and effectiveness of education, preparation of the younger generation for life in the information society requires significant intellectual resource costs of the teacher. The use of cloud-oriented technologies in the educational process provides an opportunity to work together regardless of the location, software or capabilities of the technical device (PC, netbook, smartphone, etc.), which ensures mobility, improves the quality of educational services, and facilitates access to data. The use of cloud services in scientific and innovative activities in the education system contributes to the popularization and implementation of educational innovations in accordance with the demands and problems of the development of society.

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## **TEACHING THE UKRAINIAN LANGUAGE AS A FOREIGN LANGUAGE UNDER CONDITIONS OF DISTANCE LEARNING**

### **Summary**

The article deals with the methods of implementing the communicative-activity approach to mastering the Ukrainian language under conditions of distance learning. The author of the publication shares the practical experience of distance work with freshmen of the Zhytomyr Polytechnic State University, foreign students studying the Ukrainian language. The publication considers problems that arise at the initial stage of learning the Ukrainian. The particular importance is attached to the following issues: the language divide, its types, reasons of its occurrence and ways to overcome it; typical mistakes made by students in the process of distance learning of reading and writing, as well as ways and methods for their prevention and elimination; the methodology for pronunciation training. The author of the article tends to consider the usage of podcasts, mental maps and communicatively oriented authentic textbooks to be the most effective methods of distance work.

The article provides the description of textbooks which are focused on the communicative-activity approach to the language learning and also enable to essentially achieve the educational goal during the distance learning process. The publication emphasizes that of the four types of speech activity - speaking, writing, reading, listening – reaching the first one is especially challenging in the distance learning process. The joint use of exercises from the textbook and the students' involvement in real speech situations is successful for developing speaking skills. The author proposes patterns of real speech situations, describes their content and methodology of their application. He also vividly proves the effectiveness of using podcasts, mental maps, and authentic textbooks in the language learning process.

**Keywords:** communicative-activity approach; language divide; distance learning; foreign language

### **Introduction**

Formulation of the problem: Teaching foreign languages, especially at the initial stage, in the conditions of distance learning requires a specific methodology and system of exercises. Modern approaches to learning a foreign language distinguished by the scientists comprise the following ones: cognitive, informational, innovative, communicative, intuitive-conscious, "thematic", pragmatic, etc. Our attention will be focused on the communicative-activity approach.

Today's well-known programs for remote work with students such as Zoom, Meet and Google Class Room, of course, greatly facilitate the teacher's work with students, but they do not solve all the problems that teachers face. The connection and sound quality during video sessions are not always of high quality (the words pronounced by students are not distinct enough, sometimes parts of words or even sentences are lost in the flow of speech, etc.). The teacher cannot ignore it. Preference in studying grammar rules and acquiring proficiency in writing are not the methods to resolve the situation, because good knowledge of grammar alone does not ensure the achievement of the required level of foreign language proficiency, which will allow to communicate with native speakers. With regard to reading, it is impossible to ensure mastering the language without the ability to read, for the main part of educational material is presented in the form of texts, grammar tables and exercises. Good language skills imply the ability not only to read and write, but speak as well. They also presuppose a developed linguistic intuition, i.e., a subconscious cognition of the language structure.

How to ensure high-quality teaching of a foreign language if it takes place remotely? What methods and what system of exercises should be used, if the communicative-activity approach is considered to be the main one in the study of foreign languages?

### **Purpose, subject and research method**

Aims of the work: to publicize the methodology of distance learning of the Ukrainian language as a foreign language, as well as to give practical recommendations for the implementation of communicative-activity approach to learning process.

Material and method: Modern scientists such as V. Bykov, Yu. Bogachkov, M. Kuharenko, N. Syrotenko, and O. Rybalko are engaged in the research work of the methods and methodology of using ICT during distance learning process. The designing of a distance course, the processing of information materials and control in distance learning are among the problems investigated by these scientists [4]. The issue of the ICT use in the study of foreign languages was also studied by Ya. Bulakhova, G. Degtyareva, O. Zymovets, L. Zlatic, O. Zubov, O. Kamenskyi, D. Kutsoyannis, A. Manako, F. Maniu, L. Morska, V. Osadchyi, V. Osova, P. Panaiotidis, Ye. Polat, O. Radzievska, V. Romashenko, P. Serdiukov, A. Trotsko, V. Ulishchenko, A. Finkov, N. Fominykh, A. Khatzhypanaiotidu, E. Khristodulu, A. Yankovets and others [4; 5; 6].

The general principles of formation, implementation and adjustment of the National Informatization Program in Ukraine, as well as the use of information technologies in the educational process, are determined by the following documents: the Law of Ukraine "On Basic Principles of Information Society Development in Ukraine for 2007–2015" [1] and the Law of Ukraine "On the National Informatization Program" [2]. Taking into account the requirements of the modern world, the expediency and necessity of using ICT in the educational process are also discussed in the Recommendations of the Council of Europe on language education [7]. Considering Ukraine's desire to integrate into the European Union, not only the foreign language training of future specialists, but also the formation of their skills to work in the information society are becoming extremely important today.

Modern researchers, O. Kovtun in particular [4], believe that during education process it is necessary to create such conditions so that students learn a foreign language like a person learning his mother tongue in the childhood. In their opinion the problem of linguistic didactics is that, according to its prescriptions, the learning process is oversaturated with exercises. Followers of the communicative-activity approach emphasize that unconscious language acquisition is deeper and better than conscious learning. Therefore, a full-fledged communication during the learning process is ensured owing to the refusal from conscious language learning that is determined as a strength of the communicative-activity approach.

The ability to memorize information plays an essential role in learning. A person is known to be able to memorize the same information to a different extent, depending on how it is presented and to which senses the source of information makes an appeal to. It is proved that the information that is not only heard or seen, but heard, seen, discussed, and supported by actions is best remembered. Taking into consideration these data, it can be argued that it is the



communicative-activity approach that can ensure success in learning a foreign language. Thus, the system of exercises should be planned by teacher in such a way that the same information goes through all the stages mentioned above: I – introduction of new vocabulary or acquaintance with a new text, II – regularization and consolidation of new vocabulary or discussion of the content of the text read, III – formation of skills of using new words or reproducing a part of the text (answers to the questions, listening comprehension, retelling, etc.) in a form that would be as close to the life communicative situation as possible. Each exercise, each technique in learning a foreign language should be a communication tactic that is part of the communication strategy.

Therefore, there exists an objective need to develop with students of non-linguistic majors the skills and abilities of effective use of Internet resources during the process of mastering a foreign language.

### **Research results**

Communicative strategy is a general vector of a speaker's linguistic behaviour which is expressed in a system of well-considered and sequential actions aimed at achieving the ultimate communicative objective. When planning linguistic behaviour, the speaker must already have formed the appropriate ideas and knowledge about standard communicative situations to be able to make at least the basic analysis. Thus, a sample of similar template models / invariants of situations, which will be a collective basis for the individual formation of the speaker as a unique communicator should be present in the consciousness of students being linguistic personae [6].

For example, the Ukrainian language textbooks for foreigners by O. Antoniv, L. Pauchok ("The Ukrainian language for beginners. Modular course", an audio disc is provided), Danuta Mazuryk ("The Ukrainian language for foreigners. Step by step": the material is presented according to the communicative-cognitive principle), N. Svarych, N. Lysenko, R. Kryvko, S. Svitlychna, T. Tsapko, O. Barchuk and other authors have such system of exercises.

Some principles are to be observed: the principles of succession, coherence of presenting the educational material, the principle of age correspondence (all tasks are focused on a certain age category and take into account young people interests) and the principle of advanced learning (each successive section represents a more complicated level, exercises and texts contain a certain percentage of new vocabulary the student will be able to understand from the context even without knowing the translation, i.e. to guess; in addition, these words and

expressions are repeated in exercises, that contributes greatly to their memorizing). All these facts make learning feasible and interesting.

In addition, these textbooks are authentic, written by native speakers, and therefore, linguistic units presented in these textbooks correspond to the real system of the language studied (lexical and syntactic structures which are not really inherent to the system of the studied language may occur in textbooks written by non-native speakers). Unfortunately, there is no electronic version of these textbooks available on the Internet. It could make them easy to use for students during the distance learning process. Colleagues from Ternopil, Ya. P. Kodliuk and I. I. Chekrii in particular, emphasize that it is the electronic textbooks that have new opportunities able to provide a logically constructed lesson, the clarity of visual and graphic elements, increase motivation and interest of students [7]. Due to the fact that the tasks in these textbooks are given in the progression of an increasing complexity, a number of problems that arise during learning a foreign language (a language barrier, pronunciation, memorizing problems) are overcome fairly quickly. We are primarily referring to the issue of a language barrier; problems of quick memorization of new vocabulary or word grammatical forms and syntactic constructions; problems with long-term memorization, which cause the learning material to be forgotten in one or two lessons after the beginning of a new topic; problem of the predominance of the first foreign language (mostly English), which results in the automatic reproduction of information not in Ukrainian, but in the first foreign language; difficulties in solving situational and creative tasks, etc. All mentioned above is taken into account and anticipated by the authors of the textbooks.

Video and audio lessons from YouTube as well as podcasts [9] are regarded as another indispensable tool in distance learning of a foreign language. They can be used both for introduction and consolidation of lexical and grammatical material, in particular in the study of the functional lexis. A number of YouTube channels created by the teachers contribute to the formation of literacy skills (if it is a podcast with subtitles) and speaking (there are podcasts that are video simulators of pronunciation, and this is perhaps the best way to learn to pronounce a sound remotely).

It is experimentally proven that modern digital applications can be used at all stages of language training, including the monitoring of intermediate assessment of students' knowledge [11]. For example, the "National platform for studying the Ukrainian language of the Ministry of Culture and Information Policy of Ukraine" [3] contains electronic textbooks, Ukrainian language lessons, simulators and applications that you can use for independent training.

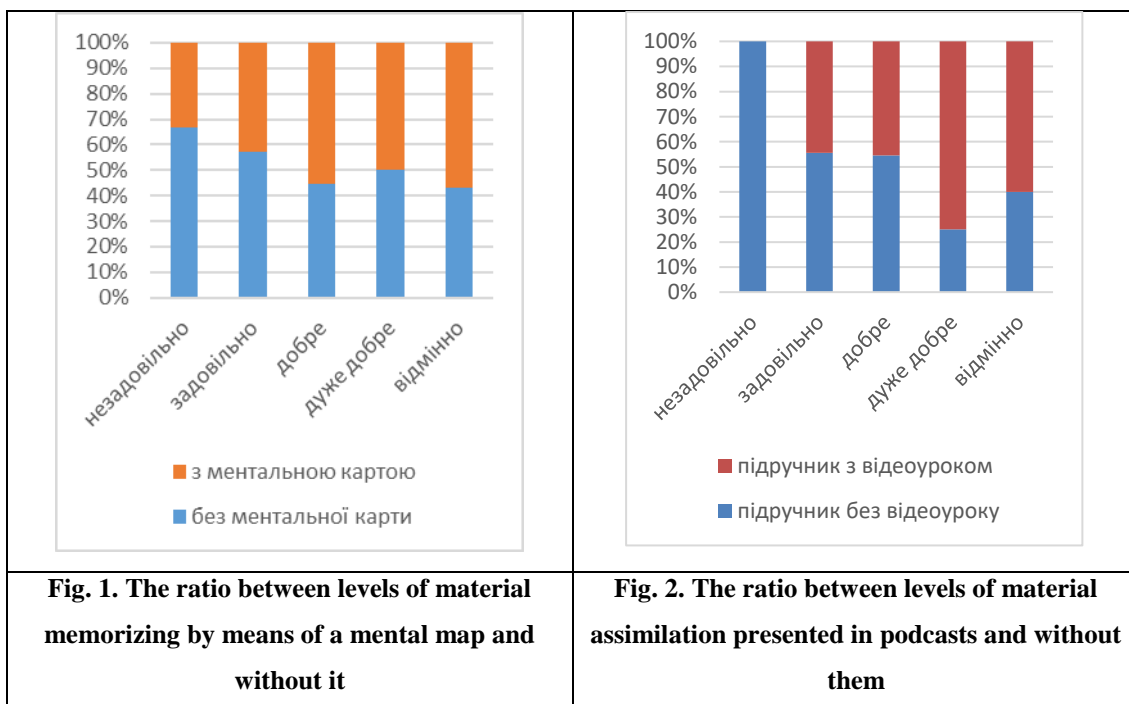
One of the methods we are currently using for teaching pronunciation is recording of small texts on a dictaphone or presenting texts in audio messages. This kind of technique activates the student's interest and inclusion in the life situation on the one hand, and enables the teacher to identify pronunciation errors and prevent the formation of incorrect pronunciation on the other hand. Unfortunately, none of the existing distance learning programs provides such a high sound quality during online classes that would allow you to hear pronunciation errors in the live speech.

Thus, having the text recorded on a dictaphone or in an audio message, the teacher can analyze it, give recommendations in regards to the improvement of pronunciation skills. In our opinion, there is no need to assess students' first sound recording at the elementary level, especially when a great number of mistakes was made. In this case we advise to bear in mind the teacher's comments on the correct pronunciation and try again. Usually, the speech is much clearer the next time. This approach to assessment during the distance learning process contributes much to an optimistic attitude towards learning a foreign language, belief in one's abilities and moreover forms respect for the teacher. It prevents occurrence of the language divide but as a psychosocial phenomenon (when there arises a conflict between a teacher and a student), i.e., prevents the emergence of a language barrier on psychological grounds. Rapid sequence of words will be useful for eliminating the language barrier, which is a consequence of the already formed incorrect pronunciation (in this case we are dealing with the language barrier as a purely linguistic phenomenon). Colloquial rhyming is well remembered, so in a short time one can learn a lot of tongue twisters to train different sounds. The rhythm of tongue twisters promotes to the development of language perception and understanding. This is probably the simplest and most accessible method of eliminating speech inaccuracies.

Fiction films, especially those ones which gained a worldwide popularity are also very important for distance learning. Watching such films in the original language even at the initial stage of learning a foreign language has a very positive effect, because the methodology of teaching foreign languages involves the study of the language in symbiotic relationship with the world and culture of the nation whose language is studied. "A full-fledged communication in a foreign language requires not only the knowledge of the linguistic material, but culture and customs of a certain community of people as well. ... General competencies consisting of declarative knowledge (knowledge of the world), sociocultural and intercultural awareness are formed in the process of learning a foreign language" [8]. The socio-cultural competence, in particular, envisages students' assimilating socio-cultural peculiarities of the country whose

language is studied, cultural values, moral and ethical norms, as well as the formation of skills to use them in practice (e.g., social skills, everyday life skills, etc.).

Mental maps are considered to be frontmost among current teaching aids that also facilitate the teacher's distance work with students. They are easy-to-use in reflecting the thinking process and structuring information. They are of great help to better memorize educational material, including grammar. It has been proven that more than 80% of information perceived by a person is the information obtained visually. Thus, mental maps can be successfully applied for studying the material that requires systematization or for presenting information that has a systemic nature (i.e., mental maps would be appropriate in studying morphology referring to learning Ukrainian as a foreign language). Despite its perceptual simplicity the use of a mental map requires the teacher's explanations and comments. The experiment conducted offers proof that the effectiveness of memorization in the visual perception of diagrams and tables is much higher than lectures or explanations without visualization. (See Fig. 1, 2).



The mental map saves time not only for presenting material, but also for its studying. Visualization, in particular, is defined as the creation of images for expressing symbols, which contributes to an absolute understanding of the text, data, information, complementing the scientific explanation or logical argumentation [10].

According to information sources, the Java programming language is used for creating a program FreeMind which enables to develop memory cards. FreeMind is distributed under

the general public license of GNU and has advanced export capabilities. XHTML export allows you to create a map with an extensive structure and links to external sources [12].



**Figure 3. Sample memory card used at the Ukrainian language lessons while studying the grammatical theme "Conjunction" [12]**

Experience demonstrates that speaking skills are the most difficult to be formed. This problem is easily solved provided that the teacher has a communicatively oriented textbook. What is the way out if there are no ready tasks? The learning process should start with this type of speech activity because the naturalness of the language acquisition process is one of the requirements that is currently brought for foreign language teachers. Similar to a child who starts learning a mother tongue with speaking, not with reading and writing, an adult who learns a foreign language must also start with speaking. Understanding of language is developed in case of its audio perception together with the further consciousness of its intonations, rhythms and logical pauses. When the speech basis of the simplest words and expressions is already established, then one can move on to reading and speaking.

Another method of developing speaking skills is communicative situations. Their presence in the textbooks is of great benefit to the teachers. Otherwise, the teacher's skill to create such communicative situations for students will prove to be useful. Foreign students studying Ukrainian language should be given feasible tasks that require speaking skills, namely, to call to the Dean's office or to go there and ask (in Ukrainian) for a class register, to buy stationery in the store, to read an announcement or a poster and report to the group about what they have read, to ask for a route, to present a small project of acquaintance with the city where they study, to order food or tickets to the theater or museum, etc. Creating artificial situations is also productive, but not as productive as experiencing a life linguistic situation, where the knowledge of a foreign language itself is a stimulus and goal for speaking. Implementing a language strategy by means of such tactics enables us not only gain time but also make the

process of language learning natural, which is considered to be the basis of the communicative-activity approach.

Since there exists a need to reinforce the knowledge the students have already gained, the out-of-class studying of the Ukrainian language also continues. To memorize educational material students are given small tasks (to watch an educational film, repeat the alphabet with podcasts, etc.) This form of learning resembles in its essence a distance learning and is in our opinion useful, because psychologically a person tends to forget what he has learned immediately after the lesson. This is how our memory works. Hence, there is a necessity to repeat the training material in an interesting and feasible form. The textbooks on the Ukrainian language for foreigners written by Ukrainian authors contain the necessary lexical and grammatical material, visualized by tables and diagrams.

The main negative aspect of the educational literature available for studying the Ukrainian language by foreigners is the lack of non-standard tasks which provide impetus to activate imagination, make students think and move gradually from simple, standard tasks towards more complicated requiring a creative approach. Such tasks should be unexpected for the student, impress with novelty and creativity, encourage to learn the language in action, in out-of-class situations that are as close to life as possible. However, the textbooks contain tasks aimed at reading and translating, formulating written questions to the text or answering the questions, grammar tables and rules with a huge number of exceptions typical of the Ukrainian language. All these things make the Ukrainian language, according to the students themselves, “an incredibly difficult language”. Actually, such tasks make the current textbooks more of grammar guides with exercises than expedient means for teachers and students, and in our view do not contribute to the development of communicative competencies at the appropriate level. Therefore, in addition to Ukrainian language textbooks for foreigners, teachers also use other training resources prepared by themselves or in a best-case scenario find in a store or on the Internet (podcasts, educational, documentary and feature films, electronic books, etc.).

One of such books that can be successfully used for teaching purposes is a book created by Ukrainian artist and illustrator Yulia Osyka from New York. According to the author, the idea of creating a book that would help English speakers understand Ukraine better and learn the language, came by chance. There was a desire to create something purely Ukrainian [13].

An easy-to-understand book that can suit anyone assists foreigners learn the Ukrainian language. “Ukrainian in Pictures: Learn Ukrainian. Make your Baba Proud!” is an easy and exciting introduction to Ukrainian culture. Since the author of the book is not a writer, drawing

was chosen to be a main tool. After the creation of illustrations there appeared a main character (Baba) who presents the information.

The book is currently available for free download on Amazon and iBooks. Only in the first few days it was downloaded more than 50 times.

### **Conclusions**

In our opinion, modern textbooks on the Ukrainian language should be supplemented with audio discs, podcasts or films. It would enable foreign students not only hear the language, but also see a situation in which the minimum vocabulary of the topic is used. It would also contribute to the implementation of a communicative-activity approach in learning the Ukrainian language as a foreign language.

The textbooks will be based on the principles of succession, coherence, illustrative purpose, compliance and advanced learning and will be convenient to use during the distance learning process. Since the above mentioned methods of communicative-activity approach proved their effectiveness in practice, we are planning to use the communicative-activity approach and the principles of succession, illustrative purpose, advanced learning and compliance (to the communicative purpose and age characteristics of students) as a basis for the creation of our own textbooks as well as podcasts and mental maps for practical classes in foreign languages, for teaching Ukrainian to foreign students in particular.

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## **THE USE OF PARTNERSHIP IN RESOLVING CONFLICTS BETWEEN PRIMARY SCHOOL CHILDREN AND THEIR PARENTS BY PRIMARY SCHOOL TEACHERS**

### **Summary**

The article is devoted to the problem of using the technology of partnership in resolving conflicts of primary school children with parents by primary school teachers. The modern requirements of state legislation on the technology of partnership between school and family in the educational activities of primary school students and in resolving conflicts of primary school children with parents in particular are analyzed. The article contains the interpretation of the concepts of "partnership pedagogy", "partnership interaction", "partnership technology". The basic methodological principles of partnership pedagogy are revealed.

The spheres of conflict interaction between children and parents such as understanding by adults of the psychological age and needs of the child, establishing relations between parents and children, identifying problems in the educational activities of children, organizing extracurricular activities of children, taking into account the individual characteristics of children are diagnosed and analyzed. The causes of conflicts and conditions for ensuring constructive interaction between children and parents are clarified.

The basic requirements of partnership technology are presented. Some interactive partnership technologies that can be used by primary school teachers in working with parents to establish interaction with children in a situation of conflict are described.

**Keywords:** partnership pedagogy, partnership interaction, principles of partnership pedagogy, conflict situation of children with parents, spheres of conflict interaction of children with parents, partnership technologies

### **Introduction**

The interests and priorities of three groups of participants in the educational process intersect every day in school life: students, teachers and parents. Increasing the efficiency of interaction of primary school teachers with children and parents is possible through theoretical substantiation, development and implementation of pedagogical technology. The main technology of teachers' work in establishing interpersonal interaction with children and parents, the technology of interaction between school and family according to the Concept of the New Ukrainian School is a partnership technology, and the pedagogy of partnership is one of the main factors of effective interaction of participants in the educational process. The New Ukrainian School is focused on the education of a free, creative personality, ready for interaction, capable of freedom of choice, responsible for their actions. The solution of this task is impossible without close cooperation between school and family. At the same time, the loss of family values and educational traditions, the constant employment of parents, their lack of readiness for parenthood leads to formalization of relations, reduction of the duration and impoverishment of the content of communication between children and parents, the emergence of conflicts between them, which hinders partnership. The pedagogy of partnership is one of the basic components of the New Ukrainian School, based on equal cooperation and interaction of all participants in the educational process. Adoption of state documents: The Law of Ukraine "On Education", the Concept "New Ukrainian School", the professional standard "Primary school teacher of general secondary education" actualize the issue of professional competencies of primary school teachers and determine their ability to provide assistance, advice and recommendations to parents, establish effective communication with them, provide pedagogical support for the upbringing of a child in the family. The Professional Standard "Primary school teacher of general secondary education" provides a list and description of general and professional competencies of the teacher. Among the professional competencies is pedagogical partnership, which includes the teacher's ability to subject-subject (equal and personality-oriented) interaction with students in the educational process, involvement of parents in the educational process on the basis of partnership, teamwork with involved

specialists, teacher assistants to provide additional support to persons with special educational needs [9].

### **Aim, subject and research methods**

The aim of the study is to reveal the theoretical and practical aspects of the use of partnership technology by primary school teachers in resolving conflicts of primary school children with parents.

The subject of the study: the content and forms of primary school teachers' assistance to parents in resolving conflicts with children based on partnership pedagogy.

The research methods: analysis and synthesis, generalization of theoretical data, questioning, quantitative and qualitative analysis of diagnostics.

### **Research results**

The conceptual foundations of the New Ukrainian School state that teachers should join the development of two main innovations - the competence paradigm of education and partnership pedagogy, as well as create a safe environment, create conditions for the successful self-realization of the student as an individual. Parents, teachers and school administrators need to learn how to cooperate effectively. Of course, this requires the willingness of each party to dialogue, the desire of parents to be really involved in the education of their child, a clear delineation of areas of influence and responsibility and the use of methods by teachers to establish interaction and cooperation.

The research results of the relationship between children and parents and their impact on the formation of the child's personality are highlighted in the works of A. Adler, D. Baumrind, O. Bondarchuk, A. Varga, V. Galuziak, K. Milyutina, V. Satir, V. Stolin, I. Kholkovska and others.

The New Ukrainian School works on the basis of partnership pedagogy. The content of the concept of "partnership pedagogy" was substantiated in the 60-70s of the XX century by teachers-innovators Sh. Amonashvili, I. Volkov, I. Ivanov, E. Ilyin, S. Lysenkova, V. Shatalov, who emphasized the importance of establishing partnerships between teacher and student, teacher and parents of students, school and parent community.

The implementation of the Concept of the New Ukrainian School has made the problem of partnership pedagogy more important. The problem of using partnership pedagogy at school

was studied by O. Barabash, O. Bondarenko, A. Bugaychuk, O. Vyshnevsky, O. Savchenko and others. T. Babko, O. Banakh, A. Vozniuk, V. Didukh, T. Dovzhenko, A. Drach, N. Ivanets, S. Kyryliuk, G. Kolomoyets, O. Kokhanova, L. Kudryk, O. Melnyk, G. Rozlutska, T. Fedirchuk and others wrote about the need for partnership with parents of students in the context of the ideas laid down in the Concept of the New Ukrainian School.

The studies of Ukrainian and foreign scientists consider partnership pedagogy as a direction of pedagogy, which includes a system of methods and techniques of education and training based on humanism and creative approach to personal development.

The most integrated and holistic interpretation of this concept was provided by N. Bibik, according to which the pedagogy of partnership is a clearly defined system of relationships between all participants in the educational process (students, parents, teachers), based on the principle of voluntariness; based on respect and equality of all participants, adhering to certain norms (rights and obligations) and taking into account the values of each party; provides for the active involvement of all participants in the implementation of common tasks and willingness to take responsibility for their results [8].

Partnership interaction is defined by researchers as a democratic way of cooperation between a teacher and a child (O. Vyshnevsky) [1], as the construction of humanistic guidelines and ways to achieve them during joint activities (O. Kokhanova) [6], as a direction of pedagogical thinking and practical activity aimed at democratization and humanization of the pedagogical process [11] (N. Cherviakova), as a space of childhood, which is built on the principles of equality, dialogue, cooperation [2].

From our point of view, partnership interaction is a clearly defined system of relationships between all participants in the educational process based on dialogue communication, constructive relationships based on humanism and a creative approach to personal development.

The pedagogy of partnership emphasizes the importance of cooperation between family and school in the educational process, the unity of their goals, which are based on a child who likes to learn, who will be able to realize himself in the future adult life, to be happy thanks to the knowledge, skills and abilities gained at school. The use of partnership technology in the work of primary school teachers is important for solving difficulties that arise in child-parent interaction, preventing and resolving conflicts between them, overcoming contradictions in non-conflict ways designed to harmonize the relationship between children and parents.

The most effective form of involving parents in building a partnership with the educational institution is the introduction of a model of partnership with the family. The

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partnership model is based on the interest of the school and family in the quality of children's education, recognition of equal rights of the family in determining the individual trajectory of the child's development, integration of parents into the pedagogical process, etc [7].

An important stage in the implementation of partnership pedagogy in educational institutions is the awareness of both teachers and parents of students of the basic methodological principles formulated in the Concept of the New Ukrainian School. Let us dwell on them in more detail.

The principles of respect for the individual and a friendly and positive attitude are the basis for frank relations between people, their application strengthens the child's self-confidence. However, teachers and parents often forget that respect for the individual is based on full acceptance of the child's personality, individual characteristics, pace of development, interests, preferences, etc. Принцип довіри у відносинах передбачає впевненість у добротності й доброзичливості іншої сторони. В основі недовіри лежить відсутність особистої залученості кожного до участі в освітньому процесі. Скарги, конфлікти, проблемні ситуації виникають тоді, коли відбувається ігнорування чи несприйняття протилежних думок чи інтересів окремої особистості чи групи батьків, учнів, учителів. The principle of "dialogue - interaction - mutual respect". Dialogue is a means of ordering and mutual enrichment of the educational space with cultural meanings. Constructive interaction and achievement of results are impossible without communication, so it is necessary to create platforms for dialogues, discussions, debates on controversial issues.

The principle of distributed leadership is based on proactivity, choice and responsibility. Proactivity means responsibility, adherence to own life principles, awareness of personal values and goals, ability to take initiative and find solutions to any problem situation. These are important characteristics of an independent person. And only if the teacher, student and his parents feel their independence as much as possible, they can be considered ready for interdependence, which is the basis of partnership pedagogy. Therefore, the task of teachers is to convey to parents the signal that everyone's opinion is important for solving common problems, overcoming difficulties, changing the style of interaction, etc.

The principle of social partnership emphasizes the importance of equality of the parties in interaction, the ability to cooperate, focused on productive changes.

Partnership relations are a productive system of relations. Among the criteria that determine the effectiveness of such interaction are: openness, the ability to take responsibility, initiative, willingness to notice problems and seek solutions, awareness of a common goal, a

favorable psychological climate, a high level of development of social skills and communication skills, reflective analysis of one's own behavior in the context of the social behavior of other participants in the interaction, etc. Pedagogy of partnership involves a system of relations between all participants of the educational process (students, parents, teachers), but it is the parents, their actions, words, deeds that influence the behavior of children, the formation of their worldview, attitude to learning, preferences and life guidelines. Partnerships between teachers and parents make it possible to jointly determine the individual trajectory of the child's development, clearly understand the rights and responsibilities of each other, reduce the possibility of misunderstandings and respond quickly to challenges and problems, and if contradictions arise, find a constructive solution. This model of partnership will become a role model for younger students.

The trust, equality of relations between the teacher, parents and pupil, voluntariness and responsibility allows to reduce the risk of conflict situations not only between the teacher - parents of pupils, teacher - pupils, but also in case of disagreements between children and parents to provide constructive assistance in resolving the conflict between them.

Conflict is a phenomenon that arises in the case of a clash of oppositely directed, incompatible tendencies in the mind of an individual, in interpersonal relations or interactions of individuals or groups of people, associated with acute negative emotional experiences.

A conflict situation is characterized by the presence of contradictions in interpersonal interaction between its participants, manifested in their opposition to each other (confrontation, confrontation) and accompanied by affective manifestations.

A conflict situation is a manifestation of contradictions in the relationship between children and parents. The situation of conflict is potentially and objectively conflictogenic, so that it does not develop into a permanent conflict, parents need to identify its causes in time and solve problems in relationships with children.

V. Sukhomlinsky considered conflict to be a destructive event, believed that the emergence of conflict situations in the pedagogical process is inevitable and called the conflict between the teacher and the child, between the teacher and the parents, the teacher and the staff a great misfortune of the school. He emphasized the role of the teacher's personality in preventing and resolving conflicts in the educational process, which requires the teacher to constantly learn about the person, to work on improving their own professional and personal qualities. The scientist saw the origins of conflict clashes in the very nature of pedagogical activity, which unites a large number of people with different personal qualities, experience, characters [10].

We consider the situation of conflict between children and parents as a complex of psychological, pedagogical, social, moral, ethical and other conditions, a system of interrelated destructive subjective and objective factors that lead to contradictions in the relationship between children and parents. Situations of conflict between children and parents are characterized by the complexity of the forms of manifestation, the hidden factors of their occurrence, the severity of the consequences, as well as the personal qualities of children and parents, the style of family relationships, the level of pedagogical culture of parents. Partnership interaction involves the organization of cooperation between the teacher and parents to assist them in establishing constructive interpersonal interaction with children, namely timely diagnosis, prevention and regulation of conflict situations, mastery of methods and techniques for preventing and regulating conflict situations that arise between children and parents, improving the psychological and pedagogical culture of parents. The teacher must have knowledge about the nature and consequences of such conflicts, the causes of their occurrence, be able to analyze, establish interpersonal interaction, have the skill of non-conflict communication, skills of regulating the emotional state (both his own and other participants in the conflict) for successful cooperation [5].

The analysis of the research allowed to identify typical factors of conflicts between children and parents, namely: the type of family relationships, destructiveness of the family upbringing system, hyper-parenting, excessive and inconsistent requirements for children, negative judgments, etc. Age crises, during which children argue with their parents more often, are also a factor in the growth of conflict. Undesirable personal qualities of parents (authoritarianism, conservative judgments, emotional intemperance, etc.) also cause conflicts with children. The characteristics of children that cause conflict situations with parents include: low academic performance, aggravation of character traits, violation of behavioral norms: disobedience, stubbornness, selfishness, etc.

We conducted a survey of primary school students, parents and teachers to identify the causes of child-parent conflicts. The diagnostics showed insufficient level of psychological and pedagogical knowledge of parents (72.1%), differences in parents' views on upbringing, education, development of the child (37.5%), excessive control (32.1%), ignoring the child's capabilities (34.5%), lack of time to communicate with the child (64%), a large number of requirements, prohibitions (21.4%), the use of punishment (37.5%), indiscipline, bad behavior, disobedience of children (46.3%).



The analysis of psychological and pedagogical literature allows us to state the fact of uncertainty of the areas in which conflicts often arise in the interaction of primary school children with parents.

The systematization of the results of the survey of parents, junior schoolchildren and teachers identified typical areas of conflict interaction between children and parents: 1) understanding by adults of the psychological age and needs of the child (23.7%), 2) establishing relations between parents and children (9.1%), 3) identifying problems in the educational activities of children (17.8%), 4) organization of extracurricular activities of children (32.3%), 5) taking into account the individual characteristics of children (17%) [4].

Conflicts between children and parents are quite complex situations of interpersonal interaction. When a teacher provides professional assistance to parents in resolving conflicts with children, it is necessary to organize such cooperation so that it is of a personal nature (support, trust, respect for human dignity, empathy), dialogue communication, exchange of opinions, advancement of success, encouragement to self-reflection, self-esteem prevail.

The pedagogical technologies should be used to ensure the effectiveness of conflict resolution of junior schoolchildren with parents. The essence and features of pedagogical technologies are considered in the works of O. Antonova, V. Bepalko, I. Dychkivska, A. Kapska, V. Kyrychuk, O. Kobernyk, I. Konovalchuk, A. Ligotskyi, D. Chernilevskyi and others.

Technologies in pedagogy are defined as a way of organizing activities that ensures guaranteed achievement of the set results. The essential feature of pedagogical technology is the design and implementation of new ways of activity that are more effective than the existing ones.

Technologies must meet the following basic requirements: scientific, conceptual, theoretical and methodological positions, focus on guaranteed achievement of goals, structured, algorithmic, manageability, efficiency, reproducibility [3].

We consider partnership technologies as a way of effective relationships, which encourages the use of various forms and methods of interaction, resulting in cooperation, joint decision-making, coordination of educational activities, coordination of educational goals, planning of joint activities, involvement in educational activities of children.

In order for interaction with parents within the framework of partnership technology to be effective, it should include the following elements: constant communication, which allows you to quickly respond to any changes and problems (creation of parent chats, groups in social networks, teleconferences, online workshops), informal communication (joint activities that are

important for the lives of children and schools), assistance and participation of parents in organizing and conducting various holidays, extracurricular activities and assistance to teachers (making educational materials, making educational activities).

The process of establishing partnership between teachers and parents in resolving their conflicts with children is effective if the following pedagogical conditions are met: increasing the authority of parents (for example, holding joint sports events "Dad, Mom, I - a sports family", parental gatherings, teleconferences "Parents - children", communication hours "Meeting of generations", etc;) belief in the educational capabilities of parents, raising the level of their pedagogical culture (organization of meetings of parents with a psychologist, speech therapist, social pedagogue, pediatrician, etc).

Increasing the competence of primary school teachers in establishing partnerships with parents, in particular in resolving conflicts with children, is facilitated by the use of interactive technologies. The need for the use of interactive forms of interaction by the teacher is due to the peculiarities of the professional activity of primary school teachers, the specifics of pedagogical communication, the formation of beliefs, motives, values, character qualities.

Let us dwell briefly on the characteristics of certain interactive technologies, which, in our opinion, are effective in the work of teachers with parents and which will help parents to establish constructive interaction with children:

- *heuristic dialogue* as a type of communication aimed at exchanging opinions in order to deepen the acquired knowledge through the coordination of opinions with alternative points of view;
- *the method of group discussion* stimulates and activates deep associations, allows to identify opposite points of view, to consider the problem from different positions;
- *role-playing game* consists in improvisational acting out of a given problem situation by participants, during which they play different roles of participants in the situation, which allows them to practically work out and consolidate new more effective forms and models of interaction in a situation of conflict between children and parents. Topics for parents can be "Evening in your home", "The child came from school", etc.
- *talk show method* is a technology of structured discussion in which all parents participate. It allows you to control the course of the discussion, evaluate the participation of everyone. It is held with the aim of expressing and defending personal position, showing initiative.
- *the purpose of the Circle of Ideas technology* is to solve acute controversial issues, create a list of ideas and involve everyone in the discussion of the problem. The method is used when

all microgroups perform the same task, consisting of several questions, the answers to which the groups seek and present in turn.

- "*Take a position*" - this method allows to identify different positions of parents on a certain problem or controversial issue. The method is effective from the point of view of democracy in terms of diversity of views on the problem, and enabling parents to realize the existence of opposing positions on its solution.

### **Conclusions**

We interpret partnership interaction as a clearly defined system of relationships between all participants in the educational process based on dialogue communication, constructive relationships based on humanism and a creative approach to personal development.

The partnership interaction involves the organization of cooperation between teachers and parents to assist them in establishing constructive interpersonal interaction with children.

The components of the situation of conflict between children and parents are outlined: psychological, pedagogical, social, moral and ethical and other conditions, a system of interrelated destructive subjective and objective factors that lead to contradictions in the relationship between children and parents. Their solution requires partnership interaction. It is proved that for successful cooperation, the teacher must have knowledge about the nature and consequences of child-parent conflicts, the causes of their occurrence. The study identified the areas of conflict interaction between parents and children: understanding by adults of the psychological age and needs of the child, establishing relationships between parents and children, identifying problems in children's learning activities, organizing extracurricular activities of children, taking into account the individual characteristics of children, which will contribute to a more accurate diagnosis and identification of the causes of conflicts between children and parents, their further analysis and assistance, advice and recommendations to parents in establishing effective communication with them, providing pedagogical support. Some partnership technologies are described, the development of which will help in resolving conflicts between children and their parents:

The study of the problem of using partnership technology by primary school teachers in resolving conflicts between primary school children and their parents is not limited to the results of our research. The issues of using partnership technologies in the realities of today require further study.

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## **FORMATION OF STUDENTS' PERSONAL REFLECTION IN HIGHER EDUCATIONAL INSTITUTION DURING PROJECT-BASED LEARNING**

### **Summary**

In the article, the author reveals the concept of project-based learning and the reflection of students. It is noted that the project method is effective for the formation of a high level of knowledge and skills, however, this method helps students acquire such skills as teamwork, the ability to share information, feelings and personal achievements. The most important characteristics of are the formation of students' creative thinking in the educational environment and a sense of the practical significance of knowledge. It has been established that reflection in the process of project-based learning becomes important: learners who reflect and can explain why they are performing a task or why this activity is important to their final product are one step closer to integrating new knowledge. During this process, learners formulate their own questions to stimulate learning, learn concepts and information, and apply the knowledge gained in the project.

The study was focused on identifying the self-reflection of students in the process of implementing project-based learning. The purpose of the study included the task: the results of project-based learning and the positive results of reflection should be highlighted by the applicants through the writing of theses in the collection.

The students of Polissia National University participated in the study. A total of 86 students took part. The results of this study show that, thanks to project-based learning, students could move at their own pace, had a need for self-study and self-improvement. Reflection during the training period allowed to analyze one's own progress in training and to realize personal successful experience.

**Keywords:** project, reflection, teaching method, educational process, control group, digital technologies

### **Introduction**

With the development of information technologies and complex requirements for the abilities of learners and their reflection, project-based learning has received wide attention. Project-based learning is considered a promising approach that improves student learning in institutions of higher education and refers to an inquiry-based learning method that engages students in the construction of knowledge by forcing them to perform meaningful projects and develop real products. A crucial task of higher education is to provide innovative education for students entering the labor market in the future because it increases their competitiveness and contributes to the development of society in the long-term perspective. In this regard, project-based learning appears as a methodology aimed at creating a series of guidelines, with the help of which students can actively participate through the analysis of a problem that has social significance and the implementation of a task that contributes to its solution, which fits into the social-constructivist learning paradigm. Project technology involves the teacher's use of a set of research, search, creative methods, techniques, and means [1].

Reflective work with students is one of the most interesting types of projects for creation and evaluation. It encourages students not only to think about "to be ready for employment", but also about personal development, acquisition of communication skills and civic activity. Recent research on reflective tasks in higher education defines them as a higher-level cognitive skill where people engage in specialized purposeful inquiry based on their individual experiences [3]. Critical thinking with empathy leads to innovative solving problem, which is valuable in Ukraine nowadays. The ability to reflect is one of the main ways in which higher education prepares its students for life and work in the 21st century.

### **Purpose, subject, research methods**

To theoretically and practically justify the importance of the project teaching method with the reflection of the students. The set goal causes the following tasks: to develop a methodology for carrying out a project task from certain disciplines; implement it in training; to publicize the results of the awardees' project activities through their writing theses at the National scientific conference.

## **Research results**

Project-based learning is an innovative approach to learning; it provides a variety of strategies that are critical to success in the twenty-first century. Students direct their own learning through inquiry and work collaboratively on research and projects that reflect their knowledge, from acquiring new, viable technology skills to becoming proficient communicators.

According to researcher I. Bryukhovetska, project-based learning contributes to the active involvement of students in the educational process, the development of creative abilities and problem-solving thinking, as well as the formation of key competencies necessary for success in the modern world [1]. The result of project-based learning should be specific final products, although the processes of obtaining them may differ. Final products (eg, website, presentation, report, article) serve as a basis for discussion, feedback, and review. To summarize, students in the process of project-based learning perform a series of joint research activities that should help them acquire new, specific knowledge and thinking processes for solving real problems. Final products should reflect knowledge about the project topic [1].

During project-based training, the benefits of reflection are significant, as students gain new experience:

- advanced training;
- refined analytical abilities;
- integration of new knowledge with previous knowledge and experience.

Learners who can explain why they are doing a task or why this activity is important to their final product are one step closer to integrating new knowledge. It is worth noting that reflection should continue throughout the project, and not only at the end, when the project is completed. Reflection helps move students from task orientation to more holistic and creative thinking about their experience in the educational institution and beyond. Ideas gained from reflecting on one's own experiences can be communicated in new, unique or creative ways. Reflection is not a report that simply gives a list of works about one's actions, it is an honest look at one's experience during a certain period. Students' reflections should help us as teachers to reflect on our practice. Reading, listening, research, or calculation assignments that include reflective content from students should prompt teachers to reconsider their teaching practices and the underlying philosophy that underpins our research.

It is worth noting that the idea of project-based learning is to involve students in researching authentic problems, the solutions of which have the potential to be implemented



and used in real life. Project-based learning, compared to traditional teaching methods, offers students the following three main advantages [4]:

1. A sense of freedom to express opinions, ask questions and participate in discussions with colleagues.
2. The feeling of being able to influence the course of the learning process.
3. The feeling that you are doing tasks that can be applied in practice, as well as contributing to the work of the team.

Other known benefits of project-based learning include the development of metacognitive skills such as self-regulation, co-regulation, collaboration and monitoring, as well as support for independent learning.

Researcher L. Helle claimed that one of the key characteristics of project-based learning is cooperation, since all participants must do contribution to the joint result. She suggested that the strength of project-based learning is that such training not only allows for the integration of knowledge from different disciplines, but also has the ability to combine theory and practice. In the process of cooperation on project work, the acquirers can see and feel the reality with which various concepts and interactions are connected, which contributes to the change of concepts and the construction of mental models enriched with knowledge from experience [2].

In the process of research, the authors developed their methodology for conducting classes in certain disciplines with elements of project-based learning. During the learning process, students reflected and answered certain questions or kept a journal of their thoughts (Table 1).

**Table 1. Students' reflection**

**Source:** The research was conducted at Polissia National University (<https://polissiauniver.edu.ua/polissia-national-university/>)

	Totally disagree	Disagree	Difficult to answer		Totally agree	Agree
I learned completely new information for me						
I knew this information before						
The discipline gave an impetus to the understanding of my specialty						

I will use the acquired knowledge further						
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It is worth noting that the purpose of the study included a task: the results of project-based learning and positive results of reflection should be highlighted by the winners through the writing of theses in the collection of the National scientific and practical conference "Innovations in Education: Patterns, Trends, Needs", which was held in the spring in 2023. Those who wished could give a report on highlighting the results of training, reflection with the help of project-based learning, but writing theses was a mandatory requirement.

The project task was developed in such a way as to give students the opportunity to:

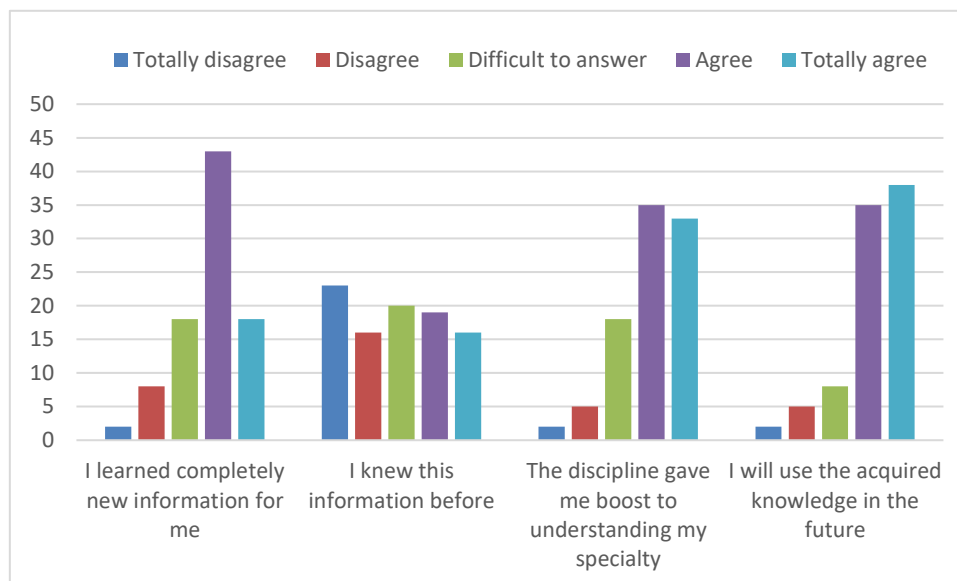
- develop an understanding of the conditions necessary for effective work on the project;
- develop an understanding of problems related to research work;
- to allow students to realize that project management requires attention to the relationship between all members of a group/team.

The students of Polissia National University participated in the study. A total of 86 students took part. Each one the group of applicants (only three, that is, one group from each educational institution) was divided into 2 subgroups; provided a list of project tasks and suggested topics for abstracts for the conference that corresponded to the task.

The researchers determined the duration of the experimental training - 4 weeks, where the 2nd and 4th weeks were key. Training was conducted in a mixed format: part of the classes was held in the classroom, part - remotely. At the end of the second week, it was possible to note that all students had a clear idea about the assigned task, were able to evaluate it, structure it and understand the final result of the work.

In the 4th week, the researchers analyzed how the future specialists performed the project task, to which certain criteria were set that corresponded to the professional discipline. Also, the winners were invited to answer questions, analyze and reflect on increasing the level of knowledge after the project-based learning (Fig. 2).

Analyzing the answers of the students, the I note that the reflection helped the students to understand the results of work on the project: 45 students stated that they agree with the fact that the project education allowed them to expand their knowledge and 18 students completely agree with this statement; 38 respondents strongly agreed and 30 agreed with the statement that "will use the knowledge acquired during the project-based learning in the future."



**Figure 2. Students' answers**

The last stage, which was the last of the project training, was the writing of theses for the conference, in which the applicants had to enter their results of work with the project and reflect on the 4-week training period: what the project gave them, whether these were worth it to use the knowledge in the future, whether reflection helps to understand the results of the work, etc. As a result of the research, all subgroups were able to publish their theses at the conference correctly, and 2 subgroups made presentations.

## Conclusions

In the process of my research, it was established that thanks to the project-based training, the applicants could move at their own pace, had a chance for self-study and self-improvement. Reflection during the period of study made it possible to analyze one's own progress in study and to realize personal successful experience. Encouraging reflection in the process of project-based learning accelerated the process of conscious mastery of skills that were acquired, improved and deepened during classes.

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## **SYMBIOSIS OF TECHNOLOGY AND PEDAGOGY: THEORY AND PRACTICE IN THE PROFESSIONAL DEVELOPMENT OF TECHNICAL PEDAGOGICAL WORKERS**

### **Summary**

This article explores the symbiosis of technology and pedagogy as a key aspect of the professional development of technical pedagogical workers. It analyzes the theoretical foundations of this symbiosis and provides practical examples of implementing innovative pedagogical approaches in technical education. Specifically, the article focuses on the peculiarities of online learning during times of conflict in Ukraine, considering issues related to energy supply and internet connectivity [2]. Additionally, it examines the use of virtual laboratories as a means to address technical challenges in the educational process.

**Keywords:** war impact, educational challenges, signal stability, asynchronous learning, understanding disparities, virtual laboratories, Labster solution, stem education, remote teaching, access to education, personalized learning, educator tools, learning resilience

### **Introduction**

Contrary to traditional teaching methods that have persisted for decades, Ukraine has actively embraced online technologies in the educational process since 2019. However, an unexpected turn of events associated with a military conflict has compelled the pedagogical community to adapt to new realities. In this article, we explore the interaction of technology and pedagogy in the context of the professional development of technical educational practitioners, with a particular focus on the challenges of online learning during times of armed conflict and strategies for adapting to these new conditions.

### **Purpose, subject, research methods**

This article aims to explore the interrelation between technology and pedagogy in the context of the professional development of technical pedagogical workers. Special attention is given to the theoretical aspects of this relationship and the practical application of acquired knowledge.

The subject of the research is the technologies used in the educational process to enhance the effectiveness of the professional training of technical specialists. A particular emphasis is placed on innovative pedagogical approaches aimed at optimizing the learning process.

The research is based on a comprehensive analysis of scientific literature, practical testing of innovative pedagogical methods, and the study of the experience of implementing technologies in educational institutions. The research methodology considers both theoretical and practical aspects of the impact of this symbiosis on the quality of professional training in the modern educational environment [1].

### **Research results**

The State Educational Quality Service of Ukraine conducted a study on the quality of the educational process organization in the conditions of war from December 2022 to January 2023. The research covered 150 schools from all regions of Ukraine. Directors of schools, teachers, students, and parents participated in the online survey.

The research aimed to understand how educational institutions operate during a state of war and how the war has affected children's access to the educational process [4]. The study also identified professional and organizational challenges faced by educational institutions and pedagogical staff during the war, collected information about the level of technical equipment of participants in the educational process in rural and urban areas, and examined the perceived learning outcomes by teachers.

As a result of the full-scale war by Russia against Ukraine, around 800 thousand schoolchildren changed their form of education from full-time to distance (from 17,669 students in 2021 to 772,909 in 2022) and family (home) education (from 4,695 to 64,409 students, respectively). These changes predominantly affected the East and South of the country, from where about 40% and 30% of students, respectively, were forced to move abroad or to other regions of the country (Table 1).

Associated table for the data on changes in the forms of education for schoolchildren as a result of the full-scale war by Russia against Ukraine:

**Table 1. The data on changes in the forms of education for schoolchildren**

*Source: State service for quality of education in Ukraine [7]*

Characteristic	Value
Number of schoolchildren (2021)	17,669
Number of schoolchildren (2022)	772,909
Changes in forms of education	
- Changes to distance learning	800,000
- Changes to family (home) education	59,714
Changes by regions	
- Changes in the East of the country	40%
- Changes in the South of the country	30%
- Changes to other regions and abroad	Rest (100% - 40% - 30%)

*Note: The values for "Changes by regions" are calculated relative to the total number of schoolchildren who changed their form of education and can be used to calculate specific numerical values.*

Due to the constant threat to the safety of participants in the educational process, in the first half of the 2022/23 academic year, it was not possible to fully resume face-to-face learning. Only 15% of educational institutions operated in-person, 33% worked remotely, and 51% adopted a mixed approach, combining face-to-face and distance learning. In the East and South of Ukraine, remote learning prevailed, in the Center and North – a mixed approach, and in the West – mixed learning in cities and face-to-face in villages.

There were no significant changes in the pedagogical staff of educational institutions due to the war. 81% of administrators ensure that there are enough teachers to provide a quality educational process.

The pedagogical workload of the majority of teachers (at least 70%) did not change in the conditions of war. Teachers whose workload increased (about 15%) primarily associate it with the introduction of a mixed mode of operation of the institution and the need to combine face-to-face and online modes (Table 2).

**Table 2. Pedagogical Workload and Composition**

*Source: State service for quality of education in Ukraine*

Characteristic	Value
Changes in Pedagogical Staff	No significant changes
Administrator Satisfaction	81% ensure sufficient teachers for quality education
Pedagogical Workload Change	Majority (at least 70%) experienced no change
Reasons for Increased Workload	Introduction of mixed operation mode and combination of face-to-face and online modes

*Providing Technical Resources for Learning*

The results of teachers' surveys indicate that over the past year, the share of teachers in rural areas equipped with a work computer has increased from 64% to 71%, with a smaller increase in urban areas, from 73% to 76%.

In the context of changes in the operation mode of educational institutions, 25% of teachers lack a work computer, and 20% lack access to the internet. However, this need is compensated by the availability of a personal computer (owned by at least 90% of teachers) and the ability to work remotely (91% of teachers are provided with internet at home). At the same time, one-third of teachers use a home computer along with other family members, which may cause difficulties when working remotely (Table 3).

**Table 3. Results of Teachers' Surveys: Technical Equipment for Remote Teaching**

*Source: State service for quality of education in Ukraine*

<b>Indicator</b>	<b>Percentage (2022)</b>	<b>Percentage Change (2021-2022)</b>
Rural teachers with work computer	71%	+7%
Urban teachers with work computer	76%	+3%
Teachers lacking work computer in changed institution mode	25%	N/A
Teachers lacking internet access in changed institution mode	20%	N/A
Teachers with personal computer ownership	90%	N/A
Teachers provided with internet at home	91%	N/A
Teachers using home computer with family	33%	N/A

Regionally, teachers in educational institutions are best equipped with work computers in the North – 88%, slightly less in the East and South – 77%, in the Center – 68%, and the lowest indicator in the West – 65%. At home, most teachers have their own computer in the East and South, and the least in the West. Presumably, this distribution is related to the fact that more institutions in the East and South work remotely, while in the West and the Center, it is predominantly in-person (Table 4).

**Table 4. Regional Distribution of Work Computers for Teachers (2022)**

*Source: State service for quality of education in Ukraine*

<b>Region</b>	<b>At Educational Institutions (%)</b>	<b>At Home (%)</b>
North	88	Highest
East	77	Most
South	77	Most
Center	68	Moderate
West	65	Lowest



Half of elementary and high school students have their own computer/laptop/tablet for learning, and 74% use a smartphone for this purpose (Table 5).

**Table 5. Students' Technical Equipment for Learning**

*Source: State service for quality of education in Ukraine*

Level	Own Computer (%)	Use Smartphone for Learning (%)
Elementary and High School	50	74
Primary School	Less	Less

Primary school students are less provided with technology for learning: 48% of parents mentioned the presence of a smartphone among beginners, and a computer/laptop/tablet – 39%. 40% of parents of primary school students and 23% of parents of basic and high school students indicated that the child has one gadget (computer, laptop, tablet, smartphone) that is shared with other family members (Table 6).

**Table 6. Parents' Information on Students' Gadgets**

*Source: State service for quality of education in Ukraine*

Percentage Mentioned by Parents	Primary School Students (%)	Basic and High School Students (%)
Presence of smartphone among beginners	48	23
Presence of computer/laptop/tablet among beginners	39	40
Child sharing one gadget with other family members	Not specified	23

In terms of regions, there is no significant difference in the provision of students with gadgets for learning.

In the case of asynchronous online learning, students have technical means for learning, as they can combine the use of their own and shared devices. However, effective synchronous online learning is problematic for about half of students who do not have their computer or have to share it with other family members. If we consider a smartphone as a sufficiently effective means for synchronous learning, the proportion of students who can join online classes increases.

Despite the fact that the majority of teachers and students have technical means for learning, problems with electricity supply and internet access have become the main challenge for 75% of teachers in organizing distance education in the first semester of 2022–2023 academic year.

*Access to the Educational Process*

According to teachers' estimates, approximately 30% of students do not have regular access to the educational process in wartime conditions, with the highest percentage on the South – 40%. Considering the type of settlement, more students have access to education in cities than in villages. These differences are particularly pronounced among students from socially vulnerable categories: in cities, 68% of teachers believe that all students from low-income families have access to education, while in villages, it is 54%. For students from large families, these figures are 76% and 64%, respectively, and for children with disabilities – 86% and 80%, respectively.

The gender of students is not a decisive factor in access to the educational process. The place of residence plays a more significant role. The percentage of boys (83%) and girls (85%) who have access to education is higher in cities than in villages – 73% and 78%, respectively.

According to school leaders, no less than 92% of schools did not experience losses in study time, meaning educational institutions consistently conducted the educational process (in synchronous and asynchronous modes), and students could participate. Most schools did not operate for 5 days during the first semester of the 2022/23 academic year. In individual institutions in the East, learning did not take place for more than 30 days, in the North – from 10 to 20 days, in the South – up to 10 days.

Despite the fact that, according to school leaders, educational institutions almost constantly operated, only 40% of parents indicated that their children studied consistently. Moreover, in the West, this percentage is the lowest – 32% of parents of elementary school students indicated that their children studied consistently, while in the East, it is 50%. From 34% to 44% of parents stated that their children did not study for up to 10 days, from 8% to 18% – for 10–20 days. About 6% to 10% of parents mentioned that their children did not study for more than 20 days (a month), with the highest percentage in the South (Table 7).

**Table 7 Factors Affecting Students' Consistent Learning: School Leaders and Parents' Perspectives**

*Source: State service for quality of education in Ukraine*

<b>Factor</b>	<b>Percentage (Parents)</b>	<b>Consistency of Study (%)</b>
Overall Consistent Study	40	Varies by Region
Consistency in the West (Elementary Students)	32	Lowest (Elementary)
Consistency in the East (Elementary Students)	50	Highest (Elementary)
Students not studying for up to 10 days	34-44	Varies by Region
Students not studying for 10–20 days	8-18	Varies by Region
Students not studying for more than 20 days	6-10	Varies by Region

Both school leaders and parents cite air raids, power outages, and the lack or weak internet as the main reasons hindering the educational process. At the same time, among the reasons why a child did not study, the highest number of parents (67%) of elementary school students also mentioned illness. About 9% of parents of beginners indicated the inability to connect to online lessons. Parents of basic and high school students also mentioned that their children did not study due to overload (7%), unstable emotional state (6%), and lack of motivation (5%).

### **Adaptation of the Educational Process to Challenges**

However, teachers and school administration demonstrate insufficient flexibility and adaptability in planning the educational process. 33% of directors in cities and 50% in villages did not change the schedule of classes in wartime conditions when the country constantly experiences stabilization power outages, air raid alarms, and lacks access to high-speed internet.

40% of teachers in cities and 44% in villages did not make changes to the calendar-thematic planning due to changes in the institution's work schedule. Only 37% changed the number of hours for studying a topic, 32% combined topics, and 23% distributed topics considering the synchronous or asynchronous mode.

In conditions of synchronous distance learning, no more than a third of teachers use types of educational activities that involve interaction among students, active participation in the educational process: group work, pair work, practical and laboratory work.

At the same time, in conditions of synchronous and asynchronous distance learning, the majority of teachers offer students to review presentations, videos, perform exercises, independently process educational materials, despite 39% of teachers considering it a challenge for the educational process in wartime that students do not know how to learn independently.

### **Conclusions**

The conditions of war and conflict in Ukraine create significant challenges for the educational process, impacting both student learning and teacher work. Several key conclusions can be drawn from the analysis of this situation:

#### **Signal Instability and Loss of Student Work Results:**

- Complications due to unreliable power supply can lead to signal instability during remote lectures and lab sessions.
- Power outages may result in the loss of unfinished assignments, jeopardizing knowledge accumulation.

#### Asynchronous Learning and Discrepancies in Understanding:

- Asynchronous learning can lead to discrepancies in understanding topics and reduce the level of interaction and material discussion among students.
- Circumstances such as varied assignment completion times due to individual schedules or internet disruptions can complicate the education process.

#### Utilizing Virtual Laboratories for Compensation:

- Using virtual laboratories, such as Labster [9], is a potential solution to facilitate access to quality education amid conflict conditions.
- Virtual labs enable students to study and experiment with various scientific concepts in a safe virtual environment.

#### Labster: Innovative Tool for STEM Education:

- Labster, leveraging virtual reality and simulations, allows students to acquire practical skills across various fields of natural sciences and technology.
- This platform supports personalized education and enhances the quality of STEM education.

In conclusion, the integration of virtual tools like Labster presents an innovative approach to address the challenges posed by the conflict, ensuring continued and effective learning for students in a virtual setting.

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**REFLECTIVE CULTURE OF FUTURE EDUCATORS AS A  
PREREQUISITE FOR EFFECTIVE PROFESSIONAL ACTIVITY**

**РЕФЛЕКСИВНА КУЛЬТУРА МАЙБУТНІХ ВИХОВАТЕЛІВ ЯК  
ПЕРЕДУМОВА ЕФЕКТИВНОЇ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ**

**Summary**

The article deals with the problem of forming reflection in teachers and pupils of preschool educational institutions, the peculiarities of professional training of future specialists in preschool education, substantiates the concepts of "reflection", "reflective culture", highlights the peculiarities of identifying and forming the reflective component of the priority pedagogical values of future teachers.

The author analyzes the current state of the problem, specifies the content and methods of forming reflection. The relevance of the article is due to the importance attached to reflection in the life of a modern person. The importance of reflection in overcoming the contradictions of pedagogical modernity is emphasized. The stages of practical application of reflexive mechanisms are highlighted.

**Keywords:** reflection, reflective culture, self-analysis, self-assessment, personality-oriented pedagogy, pedagogical activity, personal and professional self-development

**Анотація**

У статті розглянуто проблему формування рефлексії у педагогів та вихованців закладів дошкільної освіти, особливості підготовки майбутніх фахівців дошкільної освіти, обґрунтовано поняття «рефлексія», «рефлексивна культура», висвітлено

особливості виявлення та формування рефлексивного компонента пріоритетних педагогічних цінностей майбутніх вихователів.

Здійснено аналіз сучасного стану проблеми, конкретизовано зміст та методи формування рефлексії. Актуальність статті обумовлена тим значенням, що надається рефлексії в життєдіяльності сучасної людини. Підкреслюється значення рефлексії в подоланні протиріч педагогічної сучасності. Виділяються стадії практичного застосування рефлексивних механізмів.

**Ключові слова:** рефлексія, рефлексивна культура, самоаналіз, самооцінка, особистісно орієнтована педагогіка, педагогічна діяльність, особистісний і професійний саморозвиток

### Introduction

Training of highly qualified specialists at the present stage involves not only the organization of deep, systematic and high-quality mastery of fundamental knowledge, the formation of relevant practical skills, but also the development of the motivational sphere, the ability to self-regulation, and the improvement of professional and personal characteristics.

In the context of this approach, the formation of a reflective culture necessary for creative self-realization and achievement of a high level of professional skills of preschool teachers is of great importance.

The generalization of scientific views on the problem allowed us to note that the development and formation of a reflective culture is an important component of a holistic educational process: it provides preparation for creative self-realization, which is manifested in the departure from patterns and stereotypes in their profession; formation of an evaluative and critical attitude to various aspects; creation of a program of personal and professional self-development; consistent enrichment of professional experience and skills. Familiarization with the organization of the educational process in preschool education institutions shows that there are problems in the practical activities of teachers. The insufficient development of the reflection mechanism makes it difficult to identify the information necessary for professional growth and prevents the inclusion of the acquired knowledge in active use; underestimation of the role of reflection in the organization and implementation of activities, low level of self-analysis skills impede professional self-improvement, and the establishment of "subject-subject" relations between participants in the educational process.

### **Aim, subject and research methods**

The purpose of our article is to study the specifics of the main aspects of the reflective culture of the preschool teacher, the possibility of its use in practice and its impact on the process of personality development of a preschool child.

However, a number of issues require case studies, in particular: clarification of the essence of the concept of "reflective culture of preschool teacher"; structure of reflective culture, selection of methods, techniques, means of developing reflection in the professional training of preschool specialists; determination of psychological and pedagogical conditions for the formation of reflective culture, taking into account the professional characteristics of preschool teachers; determination of patterns of development of reflective knowledge and skills, etc.

### **Research results**

The State National Program "Education (Ukraine of the XXI century)" defines the strategic goal of the development of the system of education of the younger generation of Ukraine as follows: providing opportunities for continuous spiritual and cultural self-improvement of the individual, formation of intellectual and cultural potential as the highest value of the nation [3]. In our opinion, it is necessary to review the accumulated experience of teacher training, to develop new approaches to the formation of student readiness for future professional activity, taking into account the fact that he or she should be a carrier of values.

It is obvious that today we need an education that requires human integrity, which is manifested in the ability of a person to "be a person" and involves creative and dialogic co-authorship between a teacher and a student. At every age, a person should be given the opportunity to master the experience of organizing their own inner world, the experience of free and responsible choice of values, actions, decisions, self-assessment and reflection, self-building and self-realization. Preschool age is an important stage in the development of a personality, a period of initial socialization of a child, his or her involvement in the world of culture and universal values, a time of establishing close relations with the leading spheres of existence - the world of people, objects, the world of nature and one's own inner world. Unfortunately, most preschool teachers still make the mistake of thinking that a child must adapt to the social conditions of the adult world from the very beginning.



The study of the experience of professional activity of preschool education institution teachers shows that real practice is almost devoid of the process of reflection. Teachers do not have the skills of self-analysis of professional activities, lack support for reflection in the process of professional self-improvement, and are dependent either on external requirements or on the low level of their own pedagogical culture.

In our opinion, the reasons for the low level of reflective culture among teachers should be sought at the stage of training of future specialists, as well as in the system of in-service training, which is mostly outdated, formalistic and rigid in its methods and forms.

For pedagogy, reflection opens the way to overcoming the contradiction between the complex pedagogical tasks of our time, which require a deep theoretical understanding, and the applied means of solving them that prevail in mass educational practice. Reaching the level of reflection allows us to overcome the limitations set by the space of our own knowledge.

Various aspects of the development of teachers' reflexive culture are reflected in the dissertations of researchers O. Anisimov, H. Yermakova, L. Kravets, I. Kotyk, M. Lukianova, M. Marusynets, M. Mykhniuk and others. The analysis of psychological and pedagogical sources allowed us to define reflexive culture as a qualitative characteristic of a person, a complex personal formation formed on the basis of knowledge, skills, and methods of reflection aimed at analyzing and evaluating life activities for the purpose of personal and professional self-improvement.

Pedagogical reflection is an integral part of a teacher's work. It is the correlation of oneself and the capabilities of one's self with what the teaching profession requires. The developed ability to pedagogical reflection is a prerequisite for self-education of a teacher, creative search, development of an individual style of pedagogical activity.

Thus, reflection is a pedagogical problem that can be solved by forming the needs and motives for self-knowledge, teaching teachers how to learn about themselves, developing their ability to identify and reflect, increasing their self-esteem, self-acceptance, overcoming fears and building defenses, etc. The research and development of reflection in the scientific literature is characterized by a variety of interpretations and definitions. The term "reflection" comes from the Latin "reflexio," which literally means "looking back, reflection."

Explanatory dictionaries define reflection as self-analysis, human reflection on one's own state of mind; reflection, as well as the study of the process of cognition. In philosophical encyclopedic dictionaries, reflection is defined as reflection, self-observation, self-knowledge, and as a form of theoretical human activity aimed at understanding one's own actions and their laws.

T. Ponimanska, emphasizing the role of reflection, notes that "an important condition for the formation and development of a teacher's professional competence is the teacher's ability to reflect. This is especially important to realize when defining the tasks and content of teacher training. When a teacher becomes a subject of his/her professional self-creation, the ability to evaluate his/her own actions, personal characteristics, and self as a teacher becomes especially important" [3].

Considering the teacher's reflective culture in general, one should be based on the unity of the processes of activity and consciousness: the levels of activity are characterized by the degree of their awareness by the subject and the specifics of the content of the reflection processes at each of them. It is scientifically substantiated that the reflective culture of a teacher as a personally integrative formation includes a set of knowledge, skills and abilities that are realized through special actions aimed at identifying, evaluating and generalizing the most essential features of the pedagogical process in order to achieve its qualitative changes, as well as professional and personal improvement.

Famous psychologists have considered the reflective culture of the teacher in general cultural, anthropological and structural aspects. It is in the latter that the content of the teacher's reflective culture correlates with the general structure of the professional and pedagogical culture (the leading concept of these cultures is the way of activity).

Reflective culture combines a set of individual, socially conditioned ways of realizing and rethinking the subject's own life activity. Reflective culture of a teacher includes reflexivity as a personal property, value-semantic, life and professional orientations; professional and personal potential; responsibility as a criterion of social and professional maturity of a teacher [4].

It is quite obvious that in the presence of certain pedagogical conditions in the process of acquiring relevant knowledge, skills and abilities, teachers can form and develop their own reflective culture. In the course of her research, I. Kondratets identified pedagogical conditions that ensure the effectiveness of the development of the reflexive culture of preschool teachers:

- 1) creation of a reflective environment that will ensure the integrity of the content, methods, techniques, forms and means of forming a reflective culture (organization of various forms and means for self-knowledge and self-realization of the individual);
- 2) realization of the vector of reflection, continuity and gradual development of reflection skills, taking into account the specifics of the preschool teacher's activity (focusing on both personal and professional reflection);

3) awareness of the essence and relevance of reflection as a means of personal and professional development, acquisition of sustainable motivation for its implementation (a set of internal and external factors that stimulate the teacher to work, use of reflection techniques; exchange of teachers' reflective experience).

Employees' knowledge of the relationship between pedagogical and reflective culture, the patterns of formation and development of reflective culture, and the general principles of building and functioning of a reflective environment is improved. Teachers realize the need and possibilities of reflecting on their life activities; the content, goals, methods, techniques, forms of implementing a reflective approach in education. They develop the ability to identify their own individual psychological characteristics, potential opportunities, needs, aspirations and motives in personal and professional activities; adequately assess their mental state; analyze the difficulties that arise, identify the causes of possible errors, find ways to eliminate them, plan and predict the results of future activities; see the problem in the pedagogical situation and formulate it in the form of pedagogical tasks, etc.

Focusing on the fact that the pedagogical process involves the exchange of activities of the teacher and students, the structure of reflective culture includes such components as: teacher's reflection on students' activities; teacher's reflection on his/her own activities; students' reflection on their activities; students' reflection on teacher's activities; reflection of the student to whom the pedagogical action is directed.

Thus, if we proceed from the understanding of reflection as a reflection by a subject of the foundations of his or her own activity in interaction with another subject, we can diagnose its level by the components of reflexivity in communication and in the behavior of the teacher and the child.

The content of this process can be defined as the reproduction and reconstruction of the characteristics of educational subjects. The main characteristics of pedagogical reflection in relation to one's own activity are the awareness of one's own pedagogical experience, the development of criteria for the success of one's own pedagogical activity, and the analysis of changes in modern education. In relation to the student: in the ability to establish adequate feedback in the system "teacher - student"; in the ability to equip students with methods of reflection on their own activities, that is, the ability of the student to independently realize their own developmental movement; in the ability to evaluate the success of their own activities from the student's point of view. It is worth noting that the need for self-knowledge arises when a teacher discovers an imbalance between his or her work and its results.

For example, the low development of students in any area prompts the teacher to think about what it is about his or her behavior and teaching methods that leads to unsatisfactory results, conflicts with children, colleagues, and parents. Studying oneself, identifying the causes of imbalance allows the teacher to eliminate shortcomings in activity, behavior, interaction, restore balance between oneself and others, and eliminate negative emotions that caused the imbalance.

Reflective processes are the processes of reflecting by one person (the teacher) the internal picture of the world of another person (the child). The teacher should not only have his or her own ideas about the object being studied, but also know what ideas the student has about this object.

The educator should be able to take the child's point of view, imitate his or her reasoning, anticipate possible difficulties in his or her activities, understand how he or she will perceive a certain situation, and explain why he or she acts in a certain way. The practical use of reflexive mechanisms in the process of summarizing any activity with children can be presented in the form of several stages.

At the first stage, the teacher uses open-ended questions: how, why, what; expresses feelings; insists on the descriptive rather than evaluative nature of comments; talks about what has been done, not what could have been done.

At the second stage: asks about the reasons (Why? How? Who?); delves into the answers (Why not? What would have happened if...?); looks for alternative theories (Is there another possibility?); finds other examples (Where else has something like this happened? cite the opinions of independent experts).

At the third stage, the teacher makes sure that students commit themselves to improving certain knowledge, skills, and actions. A vivid example of how this can happen in the process of joint activities of an adult and a child is the technology of psychological and pedagogical design (by T. Pirozhenko, S. Ladyvir), namely the reflective and evaluative stage.

The collection "Preschooler's Personality: Hopes and Prospects for Development" contains specific questions that can be addressed by a teacher together with children or alone.

For example:

Memories. How did it all start? How did the idea for the project come about? What was successful, what was not? What problems did you experience? How did you manage to solve them? Who helped whom and how? What surprised you the most (frightened you, pleased you, worried you)? What was easy or difficult? What is most memorable? What happened during...? What happened after...?

Analysis of impressions and emotions. Did anyone's dreams come true? What do you think is the most important? What did you not want to do? Why? What would you like to do again? What would you like to do the most? What did we learn? Who made what discoveries for themselves? What was pleasantly surprising? What was frightening? What was surprising? When did you want to cry (dance, sing, laugh). Whose preferences have changed? What are the new feelings, experiences? To whom would each of you like to brag? What would you like to brag about?

Analyze the relationships in the group. Who made friends with whom? How did we learn to resolve conflicts during the games? Which of your friends were you happy for? Who became more reserved, cultured, generous?

Celebrating common and individual achievements. What did we achieve together? What did each of us accomplish? What can we be proud of? Which of the children (their parents) was the most active? Who would be put on the highest step? Why? To whom will we give awards: a medal for good deeds, an order for interesting works, a badge for activity, a heart for the ability to resolve conflicts, a laurel wreath for a significant contribution to the common cause, an owl - a symbol of wisdom for preparing interesting materials, a medal for perseverance?

Plans for the future. Who will we send postcards to inform them about our good deeds? Where would you like to go again? What else would you like to do? A teacher can address similar questions to himself or herself, for example: Children. What changes have taken place in the life of the group during this period? Which of the children did not show themselves in any way during the thematic cycle? Why? Did the children express their desires freely? What prevented children from realizing their intellectual potential? How to fix it in the next blocks? What kind of experience of compassion, empathy, support, love did the children gain while communicating with you (peers, other adults)? Which of the children mastered the means of obtaining information and, most importantly, learned to use them creatively?

A preschool child in a full-fledged personal life, provided by a teacher with a high level of reflective culture, gradually reveals himself or herself in full, begins to like himself or herself and strive for new achievements. True pedagogical reflection is closely related to the individuality, personal interests, passions and aspirations of each child. Reflective education is a constant study of the subtleties of each child, a deepening of the laws of natural development in their characteristics, aspirations and needs.

## **Conclusions**

The place of reflective culture in the structure of the educator's personality is determined by the importance of professional activity for the future specialist, and the most important pedagogical values are those associated with the awareness of the objective need and significance of the profession of educator for society. One of the most effective ways of psychological formation and personal development is the ability to reflect. It involves self-knowledge of the subject's own mental states and acts. Professional reflection helps to solve the problems of self-knowledge and self-assessment in the process of teaching. In view of this, the ability to reflect should be a prerequisite for the formation of a future preschool education specialist.

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## **FORMATION IN CHILDREN OF OLDER PRESCHOOL AGE SKILLS OF ECOLOGICALLY APPROPRIATE BEHAVIOR**

### **Summary**

The article deals with the important topic of the formation of ecological culture and the education of ecologically conscious personalities in children of older preschool age. The author singles out the main areas of work with children, including: formation of ecological consciousness, education of ecologically appropriate behavior, education of ecological culture in the family. It was highlighted that such work is an important component of educating the future generation and will help preserve the environment and ensure the stable development of our planet.

An important component of this process is the formation of environmental awareness among children of older preschool age. Based on the analysis of the main principles of environmental education, advice to parents and teachers on raising environmental awareness among children is highlighted. Methods and techniques that can be used to form children's skills of ecologically appropriate behavior are also considered. The article aims to show that the formation of environmental awareness in children is an important task that requires the attention and efforts of parents and teachers.

**Keywords:** ecologically appropriate behavior, ecological culture, ecological consciousness, skills of ecologically appropriate behavior, children of older preschool age

### **Introduction**

Ecological culture is one of the most important components of the modern world. Environmental pollution, climate change and other environmental problems have become

relevant for all mankind. Therefore, raising ecologically conscious individuals is a very important task, and it is especially important to start with children of older preschool age. At this age, the child begins to perceive the surrounding world more consciously and has the opportunity to study it in more detail. Therefore, right now it is necessary to actively form the child's environmental awareness and skills of ecologically appropriate behavior. And the formation of ecologically appropriate behavior skills in children of older preschool age is of particular importance.

It is important to emphasize that in the educational direction of the State Standard of Preschool Education of Ukraine, two competencies are singled out, which a child must master by the time he completes the period of preschool childhood:

- the ability to admire the beauty of landscapes at different times of the year, to convey it in artistic activity; the ability to notice the pollution of the natural environment and the possession of available skills to promote its cleanliness;

- the ability to use water and electricity economically in everyday life;

- promoting the improvement of air, soil, and water quality;

- implementation of nature management rules;

- the ability to grow plants, take care of them; to actively participate in the preservation of plants in one's area; the ability to care for animals living in people's homes, to help wild animals; [1].

Accordingly, this task was reflected in the following comprehensive programs: "Sure Start", "Sunflower", "Paths to the Universe", "I'm in the World". It should be noted that each teacher of a preschool education institution, using the right of professional freedom, can choose the program under which he considers it necessary to work, and declare this by the decision of the pedagogical council of the institution in the first academic year. In addition to comprehensive educational programs, the task of forming ecologically appropriate behavior is implemented by the partial program "Preschoolers - education for sustainable development". This program, in the tasks that must be implemented in interaction with children of older preschool age, contains a separate section "For preschoolers - about sustainable development" (for children of the 6th year of life)", dedicated to the formation of environmentally appropriate behavior skills.

Despite everything mentioned above, we state the need to identify effective methods and techniques for the formation of ecologically appropriate behavior skills in older preschool children.



### **Aim, subject and research methods**

The purpose of the study is to identify methods and techniques for the formation of ecologically appropriate behavior skills in children of older preschool age.

The subject of the study is the process of forming skills of ecologically appropriate behavior in children of older preschool age.

Research methods include the analysis of scientific and pedagogical literature on directions, features of the method of formation of skills of ecologically appropriate behavior in children of older preschool age, synthesis of the obtained information and its generalization.

### **Research results**

The analysis of scientific and pedagogical sources on the topic of the formation of environmentally appropriate behavior skills in older preschool children allows us to single out the interpretation of the concept of "environmentally appropriate behavior skills." In particular, S. Ivanchuk believes that "ecologically appropriate behavior of an individual can be interpreted as an integrated multi-vector formation, the optimal functioning of which occurs in the integral context of the interrelationships of "goal - attitude - motive - behavior" [8, p. 217].

We agree with the opinion of S. Dovbny and H. Otchenko regarding the structure of ecologically appropriate behavior of older preschool children identified by them. Thus, researchers determine that the emotional-value component is a person's attitude to nature and the surrounding world, the informational-cognitive component is the ecologically conscious activity of a person in nature, the activity-active component is the limitation of one's own desires in behavior with nature [ 7, p. 178].

In the modern world, the implementation of the tasks of ecological education takes place at a high level, and the experience of Slovakia shows us that ecological education is an important link in the education of conscious children with an understanding of nature conservation and the concentration of teachers, modern parents on the combination of such two educational directions as labor and economic education preschoolers, as a factor of the future prestigious or, most likely, materially independent personality in society. Article by Myskova N.M. devoted to the study of the system of raising children in Slovakia, in particular in kindergartens and stations of young ecologists. The author talks about the peculiarities of the

approach to raising children in these institutions, which are based on the principles of environmental education and the development of the child as an individual.

The article describes how natural science, ecology and environmental conservation classes are held in kindergartens and stations of young ecologists. Children learn to distinguish between different types of plants and animals, explore natural phenomena, and find ways to preserve natural resources and protect the environment.

The author also draws attention to the fact that the upbringing of children in Slovakia is based on an individual approach to each child. Children learn independence, the ability to make decisions and interact with other people. An important aspect is also the development of children's creative abilities and stimulation of their interests.

In general, the article by Myskova N.M. gives the reader the opportunity to get acquainted with the features of the system of raising children in Slovakia and to understand how environmental education contributes to the development of the child as a person and the preservation of the environment [3].

The experience of the Czech Republic is valuable, which allows us to understand that shacks and the making of eco-bags are extremely useful and interesting, and play an important role in the education of older preschool children. Article by Myskova N.M. "About hollabudas and ecobags, or curiosities of education for the sustainable development of the Czech Republic" can be useful for teachers and educators of preschool institutions who strive to increase environmental awareness among children.

The article talks about initiatives and projects aimed at reducing human impact on the environment in the Czech Republic, such as the Ecobag program and the Halabuda project. They can be used as examples to discuss with children, which will help them understand the importance of preserving natural resources and an ecological lifestyle.

The article also mentions environmental education as an important element of sustainable development and projects aimed at increasing environmental awareness among children and youth. It can be useful for teachers and educators who want to include environmental education in their work with children.

So, the article by Myskova N.M. can be useful for teachers and educators of preschool institutions who seek to increase environmental awareness among children and the formation of conscious behavior in relation to the environment [4].

Croatia is the most ecologically conscious country, from the youngest age children are educated in eco-awareness and a culture of consumption, which plays an important role in the future development of the country. Article by Myskova N.M. "How to become an eco-school:

the experience of Croatia" can be useful for teachers and educators who strive to increase environmental awareness in children and form a healthy lifestyle in them.

The article tells about the experience of Croatian schools in the implementation of environmental projects and programs that contribute to the preservation of nature and the development of environmental awareness among children. Such projects include waste sorting, energy saving, use of renewable energy sources and others.

The article also mentions the importance of involving children in the process of implementing environmental projects and programs, which contributes to the formation of a healthy lifestyle in them and the development of responsibility for the environment.

So, the article by Myskova N.M. can be useful for teachers and educators who strive to increase environmental awareness in children and to form a healthy lifestyle in them. [4].

Therefore, the countries listed above are known for their high environmental awareness and behavior. They have strict environmental standards and legislation to help conserve nature and resources. In addition, they widely use alternative energy sources, such as solar and wind, which allows to reduce environmental pollution.

Many cities have dedicated bike lanes and a public transportation network that helps reduce car use and air pollution. Also, in European countries, ecological products and packaging are widely used, which helps to reduce the amount of waste.

In general, environmentally conscious behavior in these countries is the norm of life and is an important element of their culture. This allows us to preserve nature and resources for future generations and create a healthy and safe living environment.

As a result of the study, it was established that the formation of ecologically appropriate behavior skills in older preschool children is possible with the help of various methods and techniques. In particular, it is important to hold ecological games, classes using interactive learning methods, organization of excursions and walks to nature.

It was also found that the success of forming the skills of ecologically appropriate behavior in older preschool children depends on a comprehensive approach to working with them. It is important not only to learn the rules of behavior in the natural environment, but also to develop ecological awareness and a sense of responsibility for the environment. So, the results of the study showed that the formation of ecologically appropriate behavior skills in older preschool children is an urgent task of modern education. To achieve this goal, it is necessary to use various methods and techniques, as well as to provide a comprehensive approach to working with children.

Older preschool children are an excellent age for the formation of environmental behavior skills. At this age, a child can already understand that his actions have an impact on the environment, so it is important to give him knowledge and skills that will help him make the world a better place.

The problem of forming the skills of ecologically appropriate behavior in children of older preschool age is one of the key issues in the discourse of preschool education. This is due to the fact that preschool age is a critical period for the development of basic skills and abilities necessary for successful future development.

Environmental education and upbringing is an important element in the formation of environmental behavior skills in children of older preschool age. The main tasks of such education are:

1. Formation of ecological consciousness. Children should know about human influence on nature, about the problems of environmental pollution and ways to solve them.
2. Development of ecological culture. Children should learn to respect nature, take care of it and be responsible for their actions.
3. Formation of environmental behavior. Children must learn to understand and use resources correctly, use energy and water rationally, sort waste and use biodegradable materials. [2].

Various methods and forms of working with children can be used to achieve these tasks, for example:

- Excursions to parks, forests, lakes and other natural places to observe nature and its inhabitants.
- Organization of environmental games and competitions that contribute to the formation of environmental awareness and culture.
- Conducting thematic classes and discussions with elements of environmental education.
- Using the method of "applied environmentalism", when children are independently engaged in planting plants, sorting garbage, making biodegradable materials, etc.

It is important to remember that environmental education and upbringing should be systematic and long-term in order to form sustainable skills of ecological behavior and responsible attitude towards nature in children.

Here are some tips that should be used to form the skills of environmental behavior in older preschool children:

1. Teach the child to separate garbage. Explain that waste can be recycled and reused, thereby saving resources and reducing litter.

2. Talk about natural resources and their importance. Explain that forests, rivers, and oceans are not just beautiful places, but also sources of water, food, and air.
3. Teach your child to save electricity and water. Explain that this helps conserve resources and reduce environmental impact.
4. Look for ways to save energy and water together with your child. For example, turn off the lights when you leave the room, do not leave the faucet running while brushing your teeth.
5. Teach the child to protect nature. For example, do not pick flowers, do not break branches, do not throw garbage on the ground.
6. Talk about animals and their importance to the ecosystem. Explain that each animal has a place in nature and an important role in maintaining balance.
7. Involve the child in actions aimed at protecting nature. For example, pick up trash on the beach, plant trees, help animals.

Environmentally appropriate behavior in older preschool children means that children should learn to care for nature and use resources efficiently in order to reduce the negative impact on the environment. For example, children can learn to ditch plastic bags and use greener alternatives such as cotton bags or lace bags. They can also learn how to use energy and water wisely, such as turning off lights and taps when not in use.

It is also important to teach children to sort garbage and dispose of it properly. For this purpose, special classes can be held, where children will learn what materials can be recycled and how to do it correctly. You can also organize joint actions to clean up the territories to teach children to be responsible for the state of the environment.

One of the main goals of working with children of older preschool age is the formation of ecological culture and the education of environmentally conscious individuals. To do this, it is necessary to conduct various activities and actions aimed at the development of environmental awareness and the education of environmental behavior in children. [2].

The main areas of work with children of older preschool age:

1. Formation of ecological consciousness. For this, it is necessary to conduct various conversations, lectures, presentations that talk about environmental problems and ways to solve them. You can also use various games and exercises aimed at deepening knowledge about nature.
2. Education of ecological behavior. For this, it is necessary to conduct various practical classes that will help children understand how they can help preserve the environment. For example, you can collect garbage on the territory of the kindergarten, study ways of recycling waste, grow plants and care for them.

3. Carrying out environmental actions. These can be various measures aimed at preserving nature and the environment. For example, you can hold the campaign "Clean City", "Day of the Ecologist", "Day of the Green Planet" and others.
4. Development of ecological culture in the family. For this purpose, parent meetings and lectures can be held, at which environmental problems and ways to solve them will be discussed. It is also possible to hold various contests and competitions aimed at deepening knowledge about nature and the environment. [4].

Directions that should be used when working with children of older preschool age:

1. Conduct natural and ecological classes, during which children can explore the world around them, study different types of animals and plants, as well as learn about ecological problems and ways to solve them.
2. To form ecological culture in children through the development of aesthetic perception of nature. Children must learn to see the beauty of nature, respect it and protect it.
3. Conduct classes on making things from recycled materials so that children understand that recycling materials can be beneficial for the environment.
4. Have a dialogue with children about how they can protect nature. It is important to explain to children that each of us can contribute to the preservation of the environment.
5. Use games and role-playing games that contribute to the formation of environmental awareness in children. For example, the game "Eco-field" will help children learn to distinguish waste and sort it correctly.
6. Make efforts to create an ecological environment in the kindergarten, for example, collect waste separately for further processing, use environmentally friendly detergents, etc.
7. Involve parents in the formation of environmental awareness in children, hold parent meetings with them on this topic, give advice on environmental behavior at home and in public places.
8. Show children an example of environmentally friendly behavior, for example, take a shopping bag with you, use environmentally friendly personal care products, etc.
9. Create conditions for independent activities of children, for example, give them the opportunity to independently sort waste, make things from secondary raw materials, etc.
10. Support children's interest in nature and ecology, conduct excursions to parks, zoos, botanical gardens, etc.

Forms of work with children of older preschool age:

1. Games and competitions with an ecological focus, for example, "Clean World", "Ecological Lottery", "Ecological Puzzles".

2. Work with interactive learning methods, such as "Brain Ring", "Brainstorming", "Discussion".
3. Drawing, sculpting, making collages on the topic of environmental protection and nature protection.
4. Excursions to parks, forests, botanical gardens and other natural objects.
5. Carrying out project work on the topic of environmental protection and nature protection.
6. Role-playing games that help children understand the importance of protecting the environment and learn ways to protect it.
7. Using multimedia materials, such as videos, presentations, audio recordings, to support and strengthen knowledge about ecology.
8. Working in groups on environmental protection and nature protection projects, for example, creating an ecological corner in the classroom, fighting litter on the school grounds, etc.

One of the most important methods of working with children of older preschool age is natural and ecological classes. During these classes, children have the opportunity to explore the world around them, study different types of animals and plants, and learn about ecological problems and ways to solve them.

Another important technique is the formation of ecological culture in children through the development of aesthetic perception of nature. Children must learn to see the beauty of nature, respect it and protect it.

It is also important to conduct classes on the manufacture of things from secondary raw materials. This will help children understand that recycling materials can be good for the environment.

Parents and teachers should have a dialogue with children about how they can protect nature. It is important to explain to children that each of us can contribute to the preservation of the environment.

You can also use games and role-playing games that contribute to the formation of environmental awareness in children. For example, the game "Eco-field" will help children learn to distinguish waste and sort it correctly.

### **Conclusions**

Thus, classes on the formation of ecologically appropriate behavior skills in older preschool children are an important stage in the education of future citizens who must be responsible and caring for the environment. The use of various methods and techniques, as well

as a comprehensive approach to working with children, will help to achieve the goal and create a better future for everyone.

Therefore, work with environmental culture and education of environmental behavior in children of older preschool age is an important component of education of the future generation. This will help preserve the environment and ensure the sustainable development of our planet.

Therefore, environmental education and upbringing is an important element of the formation of environmental behavior skills in older preschool children. This will help reduce the negative impact on nature and create a greener future.

It is important to remember that the formation of environmental behavior skills is a process that requires time and patience. The main thing is to be an example for the child and constantly remind him of the importance of caring for the environment.

I believe that the formation of ecologically appropriate behavior skills in older preschool children is a very important task. Children should know how to be responsible for nature and the environment that surrounds us.

In the process of working with children, I set myself the following goals: to show children that each of us can contribute to the preservation of nature, to teach them how to properly distribute garbage, collect it and recycle it, and also to show how important it is to protect nature and preserve its resources .

In my work, I use various methods and techniques, such as games, contests, excursions, projects and others. I try to make the learning process interesting and understandable for children, so that they are happy to deal with the environmental topic.

I am very pleased to see how children are interested in participating in the various activities and projects that we conduct. I believe that our joint work will help children to become responsible citizens and careful supporters of environmental protection.

One of the possible ways to solve the problem of formation of skills oriented towards sustainable development is the implementation of modern programs of preschool education, which are based on scientific research and take into account the peculiarities of children's development. It is also important to ensure the quality of training of teachers working in preschool education institutions.

Summarizing, we can say that the issue of the development of the potential of the skills of ecologically appropriate behavior of older preschool children has gone from approval to declaration in national documents regulating the activities of preschool education institutions,



despite the rather short history of its emergence and existence in the discourse of preschool education in our country.

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## **FORMATION OF AESTHETIC COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS IN THE PROCESS OF PROFESSIONAL TRAINING IN THE CONTEXT OF EUROPEAN INTEGRATION**

### **Summary**

The article deals with topical issues of organizing the educational process in a modern institution of higher education and professional training of future primary school teachers, the development of their creative thinking and important personal qualities in the process of mastering the issues of forming their aesthetic competence, which is a public demand of modern higher education pedagogy. The scientific-methodical toolkit for the formation of aesthetic competences by means of art education as a component of the educational process, the mastery of which ensures a full-fledged increase in the quality of the general professional training of primary school teachers, has been selected. The ways and means of improving art pedagogy in the context of the formation of aesthetic competences of primary school teachers in the light of the requirements of the New Ukrainian School and the European educational space are substantiated; Pedagogical methods and means of formation of aesthetic competences, the search for "aesthetic grain" in the educational process of primary school are proposed.

**Keywords:** aesthetic competence, institution of higher education, professional training of primary school teachers, market of educational services in higher education, public demand, creative thinking

### **Introduction**

A defining feature of the modern world is the continuous personal and professional development of the teacher's personality, taking into account all the transformational processes

taking place in it. Under such conditions, the need to strengthen the quality of higher education systems around the world increases. It was in response to public demand and the growing interdependence of the market of educational services in higher education - the need for an integrative transformation of higher education that its internationalization began and continues to develop intensively, which also meets the needs of international economic, social, political and cultural integration, which is growing in the conditions of the globalization of modern knowledge. It is also a response to the challenges of the global problems of today, which can be solved only with the help of joint efforts of the world community on the basis of productive international cooperation, which requires the formation of modern global thinking, global responsibility, the ability and ability to live together, a system of global and intercultural cooperation in the young generation competence in general.

The formation of interdisciplinary aesthetic competence is one of the constituent parts of the block of disciplines of professional training of future primary school teachers in a higher education institution. The acquisition of knowledge, skills and abilities by modern youth, aimed at improving their competence, contributes to intellectual, cultural and aesthetic development. The idea of the formation of aesthetic culture in education and pedagogy is reflected in the orientation towards the development of personal traits of a young person in view of his effective and creative work, the formation of his ability to quickly respond to the demands of the times. In the conditions of modernization of modern Ukrainian education, there is a need to train an active, aesthetically developed personality. According to the new basic law "On Education", the concept of the New Ukrainian School, the introduction of a new content of education, which is based on the formation of competencies necessary for successful self-realization in society, has begun. Therefore, the formation of interdisciplinary aesthetic competence is based on the following main components: art directions, types of art, complex of arts, theatrical art, the significance of art in the dialogue of cultures, language etiquette, nonverbal communication etiquette, forms of behavior in educational and art institutions.

The development of their creative thinking and professional personal qualities, the identification and substantiation of ways and means of improving art pedagogy in the context of the formation of aesthetic competences, the clarification of pedagogical techniques and means in the educational process of art industry in light of the requirements of the New Ukrainian School and the European Educational Space.

Analysis of recent research and publications. The basis of our research search was some ideas on improving the pedagogical education system of such Ukrainian scientists as O. Akimova, I. Bekh, H. Vasyanovych, V. Galuzyak, R. Gurevich, O. Dubaseniuk, O.

Zaporozhets, V. Zinchenko, I. Zyazyun, A. Kolomiets, V. Kremen, L. Lukyanova, N. Lazarenko, S. Maksimenko, O. Molyako, N. Nychkalo, V. Fritsyuk, V. Cherkasov, V. Shakhov. The issues of professional training of teachers for aesthetic education in younger schoolchildren, value orientations, the mutual influence of arts within the framework of the implementation of the theory of developmental education received an author's interpretation in the works of such scientists as B. Andrievskiy, V. Butenko, B. Brilin, L. Koval, V. Kudin, N. Myropolska, O. Rudnytska, L. Khlebnikova, A. Shcherbo. The works of N. Onyschenko, G. Shevchenko, in which the issue of the integration of arts in the aesthetic development of youth, are of relevant interest for our research are considered. A systematic view based on the involvement of art tools regarding the forms and methods of aesthetic education of children is offered in the modern scientific works of T. Doronov; I. Karuk, K. Kolisnyk studied the development of children's self-control in aesthetic and artistic activities; N. Pakhalchuk - game methods of teaching art; T. Grigorenko suggests teaching children artistic activities and forming their aesthetic feelings; H. Grigor'eva, N. Kyrychenko and T. Naumenko use various game methods and techniques, game situations that help to develop cognitive and creative activity of children during the organization of leisure time.

We analyzed and used foreign works on the problem of training teachers for the aesthetic education of children. In particular, among the foreign developments, scientific studies on aesthetics and aesthetic education of junior high school students were analyzed - a number of Polish researchers such as A. Bankowska, M. Miska, E. Lipska, M. Grusiewish, T. Zychowska, M. Przychodzinska. The application of art in the training of elementary school teachers - M. Anderson, G. Chakravorty-Spsvak, A. Gulla, F. Haynes, Th. Jacobsen, A. Jones, S. Skaggs; psychology of creativity and art - R. Arnheim, A. Maslow, J. Masuda, Th. Munro; psychology of aesthetic creativity, emotionality, perception of art M. Devereaux, D. Golemen, T. Lewis, C. Pratt, C. Seashore, R. Zimmerman; art education M. Kwoka, H. Read; globalization of the educational process - N. Aloni. Also scientific works of H. Wing, Standardized - Tests of Musical Intelligence.

### **Aim, subject and research methods**

The purpose of the article is to highlight modern approaches to the professional artistic training of the future primary school teacher in the context of the formation of interdisciplinary aesthetic competences in the conditions of the National Academy of Sciences and the European Educational Space.

The subject of the research is modern approaches to the professional art training of the future primary school teacher.

In accordance with the purpose and subject of the research, the following tasks were set:

- 1) in the process of analyzing and working out scientific-pedagogical and methodical literature, regulatory documents, educational programs, clarify the essence of basic concepts and investigate psychological-pedagogical aspects of the formation of aesthetic competence of future primary school teachers in the process of professional training in the context of European integration;
- 2) to determine criteria, indicators and levels of formation of aesthetic competence of future primary school teachers in the process of professional training;
- 3) substantiate and experimentally verify the effectiveness of pedagogical conditions for the formation of aesthetic competence of future primary school teachers in the process of professional training in the context of European integration;
- 4) to develop methodological support for the effective implementation of pedagogical conditions for the formation of aesthetic competence of future primary school teachers in the process of professional training in the context of European integration and pedagogical organization of creative development by means of art education.

Research methods – theoretical: analysis of pedagogical, psychological and methodical literature on the research problem, classification, systematization of received information, summarization of scientific sources for substantiation of theoretical foundations and educational and methodological system of artistic training of future primary school teachers, pedagogical conditions, methods, methods and methods of increasing the efficiency of the process their professional development in the process of artistic activity;

– empirical: pedagogical observation of the professional development of future teachers, application of methods to identify the level of their creative development; characteristics of the levels of older preschool children, analysis of the results of artistic and creative activity; determination of criteria, indicators and diagnostic levels of creative development of future primary school teachers, methods of activation of artistic and creative development; pedagogical experiment;

- statistical methods of data processing: quantitative and qualitative analysis.

Presenting main material. Our research, which has a pedagogical focus and involves the adoption of appropriate pedagogical decisions, promotes the European dimension of higher education, especially in the areas of professional development, mobility and integrated curricula, training and research, emphasizes the need to master theoretical material with the

acquisition of practical artistic skills by future teachers elementary grades. offering a modern educational service, saturated with knowledge in the form of information technologies, interactive methods and techniques of learning, computer programs that demonstrate the practical use of knowledge.

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University (Ukraine) was taken as the experimental base of the study, which works in the features of the educational process of a modern university that functions effectively in society and the economy, based on thorough pedagogical knowledge and scientific research. As part of the Bologna process:

- a system of transparent and comparable evaluations was introduced thanks to the introduction of the diploma supplement;
- adopted education system based on two levels of education;
- the popularized system of credit points (ECTS - European Credit Transfer System), which facilitates the mobility of students, teachers, researchers and administrative staff.

We have proposed the following directions for the formation of aesthetic competence of future primary school teachers in the process of professional training in the context of European integration and pedagogical organization of creative development by means of art education.

- focusing attention on the intangible values of the organization of professional training in the context of European integration and the pedagogical organization of creative development by means of art education, which is aimed at increasing the level of competitiveness in the educational market;
- pedagogical leadership, focused on the creative combination of opportunities, chances and hopes caused by an unpredictable future, with perfect competences in the field of art education;
- training and education by encouraging non-traditional thinking, experiments, cooperation and involvement of different teams;
- the use of modern and traditional artistic concepts, management methods and techniques in the creation of complex knowledge management systems, support and development of opportunities for acquisition, creation, distribution and use of organizational knowledge;
- creation of a multidimensional aesthetic environment, networks of exchange of artistic pedagogical and psychological information and knowledge;
- support of open communication systems that ensure the availability, universality and timeliness of information, thanks to the introduction of electronic IT tools and team forms

of work and cooperation aimed at a gradual departure from functional and hierarchical structuring to process methods of work and achieving results;

- cooperation with high-class specialists outside the university who offer theoretical and practical pedagogical knowledge;
- orientation to the subjectivity of future competent pedagogical workers, which is achieved by creating a high level of general and aesthetic culture, a community of professionals characterized by such features as partnership, trust and responsibility.

The created knowledge of the artistic training of future teachers is presented from the point of view of its usefulness in practical application and is transferred to interested circles of students who could use it.

We tried to highlight the essential links of artistic training of future primary school teachers, readiness for aesthetic education of primary school students through their pedagogical support, ways of stimulating schoolchildren to consistent artistic development, aesthetic enrichment, artistic interpretation and creative artistic activity, formation of aesthetic perception in younger students schoolchildren by means of a complex of arts in educational and extracurricular educational work, acquisition of aesthetic experience, aesthetic tastes of students in the process of studying art by future teachers and related to this mastering of musical and artistic works, which contributes to European cooperation in improving the quality of higher education.

Aesthetics combines four areas: aesthetic ontology, or aesthetics of real existence, objectively valuable aesthetic qualities of things or phenomena of the surrounding world; aesthetic epistemology, or the aesthetics of an ideal being, associated with research on the subjective side of aesthetic integrity; aesthetic sociology and praxiology, which investigates the problems of aesthetic activity and creativity in various fields of human activity and society; philosophy of art. In turn, "upbringing is a purposeful and organized process of forming a child's character, physical, intellectual and volitional qualities. Educational goals correspond to the formation of social and personal qualities, as well as valuable and meaningful attitudes of a person to the surrounding world and to himself" [9, p. 175].

Psychological-pedagogical support for the personal and professional development of future teachers, the development of creative thinking and important personal qualities are pedagogical technologies that contribute to the process of solving issues related to the formation of aesthetic competence in children of primary school age. The formation of the basics of artistic knowledge and practical skills in future primary school teachers regarding the formation of aesthetic competence of primary school students and the mastering of the classification of

integrative artistic and pedagogical technologies aimed at the formation of subject competences of students occupy a significant place in the system of training a future specialist. Modern requirements for the study of artistic disciplines must be taken into account; focus on the main specialty - primary school teacher; connection with modern school programs in artistic disciplines - music and fine arts, the integrated course "Art", the classification of integrative artistic and pedagogical technologies aimed at forming the subject competencies of students in the lessons of the integrated course "Art" in the context of the requirements of the New Ukrainian School; development of creative abilities of acquirers; the direction of their independent professional activity; identification and justification of ways and means of formation of key competences in primary school students in art education classes [5].

The success of implementing new ideas depends on increasing the motivation and pedagogical skills of teachers. The future teacher faces an important task: "to distinguish the motive of the act of beauty, explaining to the child its essence and correctness in various typical life situations, giving him the opportunity for emotional experience along with the practical application of the knowledge gained. The full-fledged practical implementation of the requirements of the New Ukrainian School presupposes "the need to develop in art lessons, along with subject competencies, a whole series of key competencies that go beyond the scope of a separate educational field and require the development of appropriate interdisciplinary methodological principles" [4, p. 46].

An important place in the system of training a future specialist capable of implementing the ideas of artistic and aesthetic education into school practice is occupied by technologies for the formation of aesthetic competence of primary school students. The process of artistic and pedagogical training of future primary school teachers involves the following tasks: to consider the key competencies of primary school students in the light of the requirements of the New Ukrainian School; to find out pedagogical ways and means of forming key competences in elementary school students in art education classes; to form a complex of key aesthetic and artistic competences by acquiring one's own theoretical and practical experience in the process of studying the technologies of forming the artistic competence of primary school students; master the methodical basics of organizing children's artistic activities; to prepare a competent teacher who organizes and carries out aesthetic educational and educational work at a high level, to educate children's musical culture, which awakens their interest in self-realization and aesthetic self-improvement in artistic and creative activities [8].

The large-scale implementation of the integrated course "Art" initiated in Ukraine involves the development of not only programs and textbooks, but also methodological support



[7]. Mastering the technologies of integrated art education by teachers will contribute to the restructuring of their consciousness in the direction of abandoning the one-dimensional, narrowly specialized vision of the role of art in school, from the habit of contrasting types of art instead of finding similar features and properties.

The future teacher should remember that younger schoolchildren have a developed interest in practical activities in the field of fine arts, they also like to play, sing, paint, sculpt, make decorative products, etc. In the process of artistic and creative activity, it is important that students not only technically master the means of creating artistic works, but also learn to rely on their own aesthetic experience and artistic and aesthetic tastes. The method of forming aesthetic perception in younger schoolchildren by means of the complex of arts in extracurricular educational work in the process of creating artistic works involves giving preference to an individual approach to students, as well as determining a prospective program of their creative activity, taking into account the content and nature of aesthetic perception. The main methods are: the game method, the method of staging and theatricalization of musical works, which contribute to the activation of creative abilities and the disclosure of potential opportunities of primary school students.

An important condition for the organization of the formation of interdisciplinary aesthetic competences by the teacher is the application of musical and game activities of elementary school students, the relationship of various types of artistic activity in the game. Early delving into the intricacies of one type of artistic skill limits the aesthetic development of the child. That is why the cultivation of interests in art involves a broad general development character. Only a combination of individual types of arts will be able to develop the full range of human potential, make a child's personality multifaceted, and enrich his inner world. Thus, one of the types of children's playful musical activity prevails in the extracurricular activity (making music, musical movements, singing), which creates the atmosphere of the corresponding musical art (instrumental, dance, vocal and choral). In a comprehensive lesson, music is integrated with several types of children's activities, mainly artistic, where the development of children's creativity is successfully directed and integrated. During such a lesson, it is advisable to generalize one of the artistic concepts (for example, rhythm) through practical activities in various arts (music, dance, drawing, drawing, etc.).

Younger school age is the most suitable for musical and aesthetic education, image creation and organization of theatrical activities, staging of Ukrainian folk songs in the educational practice of younger schoolchildren. Music is traditionally considered as a kind of means of knowing and expressing the emotional world of a person. The successful formation

of the aesthetic attitude of younger schoolchildren to musical art becomes possible under the condition of practical educational influence aimed at ensuring the systemic nature of this phenomenon and the development of structural components in their relationship. Fine art in such areas as drawing, composition, and color science has a significant influence on the aesthetic development of the individual. The formation of the aesthetic culture of junior high school students in the process of theatrical activities involves the unity of curricular and extracurricular activities based on a personally oriented approach. The theatrical activity of younger schoolchildren is collective in its form and includes elements of theatrical activity. It is implemented in conditional pedagogical situations, which are aimed at learning about the surrounding world, enriches and improves the aesthetic experience of students. The formation of aesthetic competences of younger schoolchildren in the process of theatrical activity reflects the level of formation of aesthetic culture, which contains emotional-motivational, cognitive and activity components: perception of the art of theater, own theatrical activity and the activities of others - a sense of form, composition, emotional response, empathy; artistic knowledge, means of theatrical art, use of means of scenic expressiveness; formation of interest in theatrical art, own theatrical activities - initiative, intensity of visiting theaters, theatrical activities outside of school hours; evaluation of theatrical art, one's own theatrical activity and the activity of peers, the ability to analyze and draw conclusions about revised performances, plots, means of expression, the validity of the evaluation of performing creativity; possession of means of theatrical activity; application of elements of creativity, associative activity, independent performance of sketches, exercises, self-awareness, self-feeling, confidence in completing tasks [9, p. 175].

Methods of forming the aesthetic culture of younger schoolchildren in the process of theatrical activities, as well as the staging of Ukrainian folk songs, which future teachers should master, are recognized as: verbal (creative reading, expressive reading of the work by the teacher, memorization of the text of the role, reading by heart, speech communication, conversation questions and tasks, turning to a fairy tale, etc.); visual (pantomime method, demonstration of slides, audio and video recordings); practical (game and musical improvisations, selection of plastic actions, expressive announcement of lines, search for an antonymic image, etc.); research method – setting the task of evaluating a stage play (performance); methods of stimulating and engaging students, involving them in presentations in front of the audience, creating a subject-spatial environment, the method of example and imitation, the method of persuasion.

Also, artistic training of future teachers in foreign countries is an important experience; taking into account the current state and trends of art education; an increase in the number of courses, programs and qualifications that focus on comparative and international topics; interest and paying more attention to the development of international, intercultural and global competences; involvement in international topics and joint research; the growing number of cross-border delivery of academic programs; increasing extracurricular activities with international or multicultural components.

Therefore, "there are new regional and national state programs to support academic mobility and other initiatives regarding the European dimension. The main difference between them at the global and regional levels is determined by the fact that globalization here acts mainly as an external force that is not subject to control by national governments, while regionalization, while retaining the importance of an external framework condition, is already under greater control of governments and, especially, regional intergovernmental organizations" [4, p. 154]. Since Ukraine belongs to the European region and is one of the countries participating in the Bologna process, the demand for European integration, actualized by the creation of the European Union, is put forward. It was the goal of building a single European area of higher education that became decisive in the Bologna Declaration of 1999 and determined the goals and mechanisms for the deployment of integration in the countries that joined the Bologna process. Internationalization, as a factor of the European integration of higher art education, was aimed at making the structures of higher education in Europe more compatible and comparable, qualifications and diplomas would be recognized in all EU countries and BP member countries, which would ensure support for large-scale student mobility and mobility workforce, and would also contribute to the Europeanization of higher education to improve its quality and broadcast European values through it [14].

### **Research results**

The article theoretically and experimentally investigates the problem of professional training of future primary school teachers; the relevance of new approaches to the problem of art education and aesthetic education of the student's personality is highlighted; the methods of revealing the creative potential of future teachers are introduced into the educational process, the specifics of the methodology for the implementation of pedagogical conditions for the formation of creative perception of reality by means of art are outlined. The theoretical state of the research problem, multi-aspect analysis of scientific sources, on the basis of which the

modern understanding of the process of using art education as a means of creative development of a person's personality is revealed; researched pedagogical concepts based on the creative heritage of pedagogy, psychology, philosophy, which recognizes art education as an integral part of the educational process in higher educational institutions, the main means and priority goal of education in the European educational space.

The relevance of the chosen problem is substantiated, the purpose, conceptual and scientific apparatus of the research is defined; the object, subject and tasks of the research, as well as its methodological and theoretical basis, are defined, the research methods are characterized, the scientific novelty and practical significance of the work are highlighted, and the approbation of the main scientific provisions is presented.

The main concepts were considered and a search was made for modern approaches to the artistic training of the future primary school teacher, which is an actual problem of pedagogy in the context of the formation of the European educational space, and the importance of art education in solving the specified pedagogical problem was determined. The pedagogical aspect of European integration in the artistic educational space, methodological approaches and general pedagogical and specific principles - synergetics, synesthesia, creativity, artistry, emotionality, use of play activities in working with children - are substantiated.

The main methodological approaches to the formation of aesthetic competence of future primary school teachers in the process of professional training in the context of European integration and the use of art education as a means of creative development of older preschool children are characterized: personal-oriented, acmeological, systemic, competent, activity, integrative, creative. General pedagogical - unity of theory and practice, democracy, free choice, consistency, continuity, integrity, individual and differentiated approaches and specific - synergetics, synesthesia, creative self-realization, artistry, emotionality are substantiated.

Various ways of forming the aesthetic competence of future primary school teachers in the process of professional training in the context of European integration were highlighted, which made it possible to formulate a criterion-level approach to its diagnosis, to choose a system of criteria and corresponding indicators and levels of aesthetic development. The criteria (motivational, developmental, artistic and creative) indicators and levels of formation of the aesthetic development of future teachers of primary classes of senior preschoolers (high, medium, low) are substantiated. The main components in the process of their formation are singled out, which include: meaningful, valuable, emotional, creative.

A diagnostic toolkit has been developed for studying the current state of formation of the investigated quality. Diagnostic methods were selected: diagnostic method of creative development

- O. Lobach, diagnostic method of aesthetic development of abilities - T. Shinkar, I. Bila, diagnostic method of personality creativity - L. Shelestova.

The method of implementing pedagogical conditions and tracking the formation of this formation in dynamics according to the following stages: preparatory and motivational, developmental, and creative are presented. Pedagogical conditions and model are substantiated; the method of implementation of pedagogical conditions for the formation of aesthetic competence of future primary school teachers in the process of professional training in the context of European integration was developed. This made it possible to carry out an analysis and highlight the dynamics of the results of research and experimental work and conduct a control comparison of data.

Pedagogical conditions that ensure an increase in the effectiveness of the formation of the aesthetic competence of future primary school teachers in the process of professional training in the context of European integration using the pedagogical potential of art education as a means of creative personality development of future teachers are substantiated: 1) the implementation of the action program of using art education as a means of creative development into the educational process youth development; 2) the use of an integrative approach to activate the creative imagination of future primary school teachers in the process of professional training; 3) creation of a favorable environment for artistic and aesthetic activity in the creative interaction of the teacher and children.

The positive dynamics of increasing the effectiveness of the formation of the aesthetic competence of future primary school teachers in the process of professional training in the context of European integration using the pedagogical potential of art education as a means of creative personality development of future teachers in the final stage after the end of the experiment has been confirmed. In general, conducting a pedagogical experiment gave us the following results, the experimental group represented a low level - 45%, an average level - 30%, a high level - 25%. During the formative experiment, we found in the experimental group: the low level of development decreased to 30%, the average level of development of children's creative abilities is 38%, the high level is 32%. On the other hand, in the control group, the ascertainment experiment gave us the following results: low level – 46%, medium level – 29%, high level – 25%. During the formative experiment, we found in the control group: low level - 44%, medium level - 30%, high level - 26%. The difference between the indicators of formative and ascertaining experiments: the low level decreased by 15%, the average level increased by 8.3% and the high level increased by 7.2%. Therefore, it is statistically proven that the implementation of pedagogical conditions for the formation of aesthetic competence of future

primary school teachers in the process of professional training in the context of European integration, using the pedagogical potential of art education as a means of creative personality development of future teachers, contributes to positive dynamics.

The positive dynamics in the final section, which were provided by the comparative results of the dynamics of the levels of the control and experimental groups before and after the experiment, were confirmed. It is proven that the level of aesthetic development of future teachers in experimental groups with a high level increased by 7.02% after the experiment. The average level of aesthetic development was found in 38.2% of children, which is 8.0% more than before the experiment. On the other hand, the share of students with a low level decreased by 15.3%. In the control groups, the dynamics of the formation of aesthetic development is not so significant, and requires additional stimulation. So, it has been statistically proven that the implementation of the methodology for the implementation of pedagogical conditions for the formation of aesthetic competence of future primary school teachers in the process of professional training in the context of European integration, using the pedagogical potential of art education as a means of creative personality development of future teachers, contributes to positive dynamics.

The theoretical significance of the obtained results lies in the fact that in the process of working out and analyzing scientific, pedagogical and methodical literature, normative documents, educational programs, the essence of the main basic concepts "art education", "aesthetic development", "professional training of future primary school teachers" was clarified. "European educational space"; the pedagogical conditions that ensure the increase in the effectiveness of the use of the pedagogical potential of art education as a means of creative development of the teacher's personality are substantiated.

Based on the analysis of the effectiveness of the control section of the study, it was established that the results of the experiment indicate the effectiveness of the implemented methodology, which was revealed with the help of pedagogical sections according to the developed criteria and statistical methods. The practical significance of the obtained research results lies in the development and implementation in the educational process of institutions of higher education of the methodology for the implementation of pedagogical conditions for using the pedagogical potential of art education as a means of creative development of the teacher's personality; organization of the pedagogical process of forming the aesthetic competence of future primary school teachers in the process of professional training in the context of European integration, the use of art education as a means of creative development of preschool children and the development of methodological recommendations.

### Conclusions

Thus, the search for modern approaches to the artistic training of future primary school teachers is an urgent problem of pedagogy in the context of the formation of the European educational space. The pedagogical potential of personal and professional development of future teachers is artistic and pedagogical technologies that contribute to the development of creative thinking and important personal qualities in the process of solving issues related to the formation of aesthetic competence in children of primary school age. The research does not exhaust all aspects of the raised problem, but it provides grounds for further improvement of the system of aesthetic education based on modern innovative technologies of art education. The organization of artistic space in a higher education institution requires new approaches aimed at revealing the algorithm of artistic interaction between the teacher and children. Directing all efforts to the development of the intellectual sphere of the future teacher should not exclude the emotional sphere. It should be noted that the result of the humanization and aestheticization of the pedagogical process is the formation of a humanistic position of the teacher, which involves the ability to take responsibility for the fate of the child, his life, spiritual and psychological comfort; focus on the organization of a humane pedagogical process in the primary level of education, the adequacy of artistic values, the flexibility of professional thinking, the presence of a professional humane orientation. Art education is a field of theory and practice of human development, which is reflected in important scientific developments and modern innovations. Innovations in art education are a natural and necessary condition for its development in accordance with the constantly growing aesthetic needs of people and society. Contributing to the preservation of universal artistic values, innovations entail the rejection of everything outdated, lay the foundations of social transformations, which are absolutely necessary for the formation of teachers of a new formation in the context of European integration.

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## **AN INTERACTIVE APPROACH TO TEACHING IN HIGHER EDUCATION AND STRATEGIES FOR ACTIVELY ENGAGING STUDENTS IN LEARNING**

### **Summary**

The paper explores the current issues of implementing interactive teaching methods and strategies for engaging students in learning in modern university environments. The paper highlights the importance of creating a dynamic and engaging learning process, as well as the role of information technology in this context. The article analyses the results of a student survey regarding the level of interactivity of teaching, the use of online resources and the effectiveness of active engagement strategies. Positive trends, such as a high level of technology use and general support for interactive methods, were identified, but areas for further improvement were also identified. The article describes the need for further research and implementation of innovative approaches aimed at developing interactivity in teaching and stimulating active participation of students. It also emphasizes the importance of implementing pedagogical strategies that take into account the needs and perspectives of the current generation of students for an effective preparation process for the challenges of modern society.

**Keywords:** interactive teaching, higher education, educational technology, learning outcomes, online resources

### **Introduction**

Over the past few years, Ukraine has seen a shift from traditional face-to-face teaching formats to online formats and more interactive and hands-on methods. This was initially driven by the spread of the coronavirus and the introduction of quarantine restrictions, which forced

educational institutions to temporarily suspend traditional teaching formats to prevent the spread of the COVID-19 pandemic, and therefore distance learning has become a necessary step to preserve the health of students, teachers, and other university staff, helping to reduce the risk of infection. In addition, the military aggression of the Russian Federation on 24 February 2022 has had a significant impact on the conduct of education at universities, especially in those regions where military conflicts are taking place. The created security threat to students, teachers and other university staff, evacuation of destroyed or damaged educational buildings, laboratories, and infrastructure of educational institutions, and changing priorities in society have all led to coordination between the authorities, universities and international organizations to minimize the impact of conflicts on higher education and ensure the safety of students and academic staff. Therefore, a decision was made to switch to fully distance learning [1].

### **Aim, subject and research methods**

The purpose of the article is to identify and study the factors that contribute to improving the quality of education through the introduction of interactive methods.

The subject of the article is the interactive approach to teaching in the context of higher education institutions. The study examines various aspects of this approach, such as the use of information technology, group work methods, interaction between the teacher and students, as well as strategies for actively engaging students in learning.

The survey method was used in the study. The use of statistical methods to process and analyse the data obtained to establish relationships and correlations between factors.

### **Research results**

In the context of the military conflict, the problem of ensuring the high quality of distance learning at universities has become very acute. One of the key aspects is to ensure the security and accessibility of educational resources for students and teachers. Providing technical support and detailed instructions on how to use electronic platforms is becoming an important factor. Flexibility and adaptability of the learning process is seen as a strategic approach. Teaching and assessment methods are adapted to the war context, taking into account possible difficulties caused by the conflict. The use of various methods of communication and psychological support become important components of the structure of distance learning in such conditions. Collaboration and knowledge networking are seen as a strategic point to ensure

joint development and exchange of experience. The development of special learning materials is essential to ensure the relevance of the educational process. Distance learning is a complex task that requires an integrated and flexible approach. At the same time, the structuredness and effectiveness of the educational process depend on the coordinated work of all participants in the educational process. Therefore, it is necessary to pay attention to an interactive approach, the use of information technology and remote platforms.

In the context of a military conflict, an interactive approach to distance learning is defined as an important strategic component. The use of information technology and remote platforms is becoming a key factor in ensuring the effectiveness of the learning process. Interactivity in the virtual learning environment is implemented through the use of electronic resources, multimedia, video conferencing and online tools for discussion and group work. The use of interactive teaching methods is defined as a key element in ensuring student engagement and interest. The interactive approach creates an opportunity for students not only to listen to information, but also to interact with it, which contributes to a deeper understanding of the topic and its better awareness. The use of innovative technologies, group assignments, discussions and practical exercises allow students to apply their knowledge in real-life situations, developing critical thinking and creative skills [2].

Today, in the Ukrainian educational environment, information technology plays a key role in ensuring accessibility and quality of education. They are especially relevant where they are a critical factor in creating an effective and interactive learning environment. Information technology allows for flexible curricula that take into account the individual needs of students. The use of virtual platforms and applications allows access to learning materials from anywhere and at any time, ensuring quality learning. Interactive technologies make it possible to create classes that engage students. The use of virtual tools for discussions, group work and feedback help to deepen understanding of the material and develop critical thinking. Information technology allows for an individualized approach to each student. Adaptive learning programs and progress tracking systems allow the learning process to be tailored to the specific needs and learning pace of each student [3].

At the same time, an analysis of the state of teacher training in educational institutions shows that the development of professional competence in the use of new pedagogical technologies, including interactive ones, is not very effective. To a certain extent, this is due to the lack of in-depth knowledge of the theory and methods of organizing teaching using interactive technology among university teachers and the absence of a system of training in the use of this technology in practice in most universities. An analysis of a wide range of different

sources has shown that pedagogical science pays considerable attention to the problem of professional training of future teachers, including the development of their technological skills [4].

Due to recent events, Ukrainian higher education is undergoing significant transformations, in the transition to interactive teaching methods and strategies for actively engaging students in learning. A survey was conducted at O.M. Beketov National University of Urban Economy in Kharkiv to study students' opinions and experiences regarding interactive teaching and the effectiveness of information technology in the learning process. The main key topics of the survey were:

1. Level of interactivity: assessing the degree of interactivity in current teaching methods.
2. To use of information technologies: Evaluation of the frequency and effectiveness of the use of online resources and information technology in education.
3. Active engagement strategies: identifying the strategies that students find most effective for their active participation in learning.

The survey involved 1st and 4th year students. The students were asked a number of questions, which are shown in the table.

**Table 1. Questions for the student survey**

*Source: Own research at O.M. Beketov National University of Urban Economy in Kharkiv*

№	Questions	Answers
1.	How do you assess the level of interactivity in current teaching methods at your university?	a) High; b) Medium; c) Low
2.	How often do you use online resources or learning platforms?	a) Every day; b) Several times a week; c) Rarely; d) Never
3.	Do teachers use methods of active involvement of students in learning?	a) Yes; b) No
4.	How do you assess the effectiveness of engagement methods in increasing your interest and participation in learning?	a) Very effective; b) Efficient; c) Not effective
5.	How often do you interact with your lecturers outside of class via electronic means?	a) Regularly; b) Rarely; c) Never
6.	What specific aspects of the interactive approach do you like the most? (Open-ended question)	-
7.	Do you have any suggestions or comments on how to improve interactive learning at your university? (Open-ended question)	-

Analyzing the survey data, several observations can be made. Assessment of the level of interactivity: 20.2% of students consider the level of interactivity to be high, which may

indicate some success in implementing interactive teaching methods; 69.0% of students rate it as average, which may indicate opportunities for further improvement; 10.7% of students consider the level of interactivity to be low, which may require attention and adjustments in the organization of the learning process. Use of online resources: a significant number of students (56.0%) use online resources every day, which indicates the active use of information technology; 39.3% use them several times a week, which is also a high rate; only 4.8% of students use resources rarely. Methods of active engagement: most students (61.9%) note the use of active engagement methods by teachers, which can have a positive impact on student engagement and interest; however, 38.1% of students believe that such methods are not used, which may require additional consideration when planning the teaching process. Effectiveness of engagement methods: 66.7% of students consider engagement methods to be effective, which indicates some success in their application; 15.5% of students believe that such methods are not effective, which may be an important area for further research and improvement. Interaction with teachers: 31.8% of students interact with lecturers outside of class regularly, which is a positive indicator; 51.2% do so rarely, which may indicate a need to facilitate and stimulate interaction; 10.7% of students never interact, which may require improving the means of communication and interaction.

The overall analysis shows that most students use interactive methods and information technologies, but there is room for improvement in the level of interactivity and active engagement with teachers. The results of this survey can serve as a basis for further measures to optimize the learning process [5].

Measures and strategies can be taken to improve the low scores identified in the survey to improve the quality of teaching and create a better learning environment:

1. Development of interactive teaching methods:

- Providing teachers with resources and support to develop and implement interactive teaching methods.
- Organising trainings and seminars for teachers on the effective use of interactive techniques in the classroom.

2. Supporting teachers in the use of technology:

- Ensuring that teachers have access to up-to-date information technologies and learning platforms.
- Conducting training on the use of electronic resources and tools to engage students.

3. Stimulating interaction and feedback:



- Implement mechanisms to collect feedback from students on the effectiveness of teaching methods and engagement strategies.
  - Stimulating open dialogues between teachers and students to identify learning needs and requirements.
4. Improving organizational processes:
- Evaluate and optimize class schedules and timetables to create opportunities for greater interactivity.
  - Involving students in planning and improving educational programs.

### **Conclusions**

The paper highlights that the use of interactive methods not only increases the level of student engagement, but also develops their critical thinking, communication skills and ability to learn independently. The use of information technology in education has also proven to be a key factor in creating a dynamic and accessible learning environment.

It should be noted that the results of the student survey show some progress in the use of interactive and technological approaches. However, low scores in some aspects indicate the need for further improvement and development.

To further improve the effectiveness of the interactive approach and active student engagement, it is proposed to consider the possibility of providing teachers with additional resources and support for the development of innovative methods, as well as to focus on creating convenient means of communication and interaction for all participants in the learning process.

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## FORMATION OF THE FOUNDATIONS OF ENVIRONMENTAL COMPETENCE OF SENIOR PRESCHOOL CHILDREN USING QUEST TECHNOLOGY

## ФОРМУВАННЯ ОСНОВ ЕКОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ ДІТЕЙ СТАРШОГО ДОШКІЛЬНОГО ВІКУ ТЕХНОЛОГІЄЮ КВЕСТ

### Summary

The article is devoted to the formation of environmental competence of senior preschool children. The essence of the concept of "environmental competence" is clarified and its structural components are defined. The state of formation of this indicator in senior preschool children is analyzed in detail. The features of the use of quest technology in the formation of environmental competence in preschoolers are revealed. The author's program for the formation of environmental competence in senior preschool children is theoretically substantiated and experimentally tested.

**Keywords:** competence, environmental competence, preschoolers, senior preschool age, quest technology

### Анотація

Робота присвячена формуванню екологічної компетентності дітей старшого дошкільного віку. Уточнено сутність поняття «екологічна компетентність» та визначено її структурні компоненти. Детально проаналізовано стан сформованості зазначеного

показника у дітей старшого дошкільного віку. Розкрито особливості використання технології квест у формуванні екологічної компетентності у дошкільників. Теоретично обґрунтовано та експериментально перевірено авторську програму формування у дітей старшого дошкільного віку екологічної компетентності.

**Ключові слова:** компетентність, екологічна компетентність, дошкільники, старший дошкільний вік, технологія квест

## **Introduction**

Старший дошкільний вік – сенситивний період, під час якого закладаються основи моральної свідомості, екологічної культури, ставлення особистості до світу природи, які є основою екологічної компетентності дітей. У Базовому компоненті дошкільної освіти визначено, що до кінця дошкільного періоду у дитини мають бути сформовані елементи екологічного світорозуміння, екологічної вихованості, позитивне емоційно-ціннісне ставлення до природи.

Екологічна компетентність – це поняття, що пов'язане з такими категоріями, як: екологічна свідомість, екологічне мислення та екологічні цінності. Екологічна компетентність, крім системи екологічних знань, умінь і навичок, включає також ще сформованість особистісних цінностей, установок. Екологічна компетентність має діяльнісний характер і передбачає здатність мобілізувати знання, ставлення дитини, здатність реалізувати їх у конкретній екологічній ситуації. Основними показниками екологічної компетентності є розуміння дошкільниками сучасних екологічних проблем, володіння системою знань про навколишнє середовище, а також усвідомлення відповідальності за збереження природи, активна природоохоронна діяльність, розвинене почуття любові до природи, вміння бачити красу, милуватися і насолоджуватися нею.

Тому, провідними завданнями вихователів у контексті проблеми, є пошук ефективних форм та методів, які б могли зацікавити дошкільника, спрямувати його на роботу, формування певної системи знань про природне довкілля та природознавчого світогляду. До таких засобів належить технологія квест, за допомогою якої діти у цікавій та ігровій формі дізнаються про різноманітні явища природи, зв'язки між ними, збагачують свій чуттєвий досвід у сприйнятті природи, участь виконувати дії дослідницько-пошукового характеру.

### **Aim, subject and research methods**

Мета: теоретичний аналіз та практична перевірка ефективності формування екологічної компетентності старших дошкільників технологією квест.

Предмет дослідження: технологія квест як засіб формування екологічної компетентності старших дошкільників.

Методи дослідження: дослідженням було охоплено дітей старшого дошкільного віку у кількості 20 осіб контрольна група та 22 особи експериментальна група. Базою дослідження був Новоград-Волинський ЗДО №14 «Золотий ключик». Використовувалися методи анкетування, спостереження, педагогічний експеримент для збору та аналізу експериментальних даних та методи математичної статистики для кількісного та якісного аналізу результатів експериментального дослідження.

### **Research results**

Екологічна компетентність – це поняття, що пов’язане з такими категоріями, як: екологічна свідомість, екологічне мислення та екологічні цінності. Проблемі формування екологічної компетентності в психолого-педагогічній літературі приділяли багато уваги відомі вчені, як А. Дістенверг, Я.-А. Коменський, Й. Песталоцці, В. Сухомлинський, К Ушинський. Зазначена проблема також висвітлена у сучасних дослідженнях Г. Беленької, С. Бондар, О. Кононенко, Н. Кот, Л. Лепіхової, Н. Лисенко, Л. Хоружої та ін. вчених, які у своїх дослідженнях здійснювали спроби визначити зміст цього поняття та розробляли практичні рекомендації у контексті формування екологічної компетентності старшого дошкільника. Тому, основна думка дослідників полягає у тому, що процес формування екологічної компетентності старшого дошкільника повинен бути усвідомленим та здійснюватися під час безпосереднього ознайомлення дитини із природним довкіллям.

Формування екологічної компетентності молодого покоління – це складний педагогічний процес, зміст якого передбачає такі положення:

1. Знайомство із світом природи – середовища перебування людини, яка має бути зацікавленою у збереженні його цілісності, чистоти, гармонії;
2. Осмислення екологічних явищ і вміння робити висновки щодо організації як власної діяльності, так і колективу в природному середовищі.
3. Усвідомлення вихованцями необхідності екологічної безпеки України;

4. Формування моральних почуттів обов'язку і відповідальності за збереження краси природи та участі в її охороні;

5. Спонування дітей до природоохоронної діяльності та участь у ній тощо [1, с. 19].

Завдання дбайливого ставлення до природи означені в Конституції України: «кожен зобов'язаний не заподіювати шкоду природі» [2, с. 66]. У Державній національній програмі «Освіта. Україна XXI століття» йдеться про те, що необхідно «формувати екологічну культуру людини в гармонії її відносин з природою» [3, с. 4]. У Законі України «Про дошкільну освіту» визначені головні завдання дошкільної освіти, одне з них – це свідоме ставлення до себе, оточення та довкілля [4, с. 18]. Базовий компонент дошкільної освіти в Україні визначає державні вимоги до рівня освіченості, розвиненості та вихованості дитини в усіх освітніх лініях. Зокрема, зміст освітньої лінії «Дитина у природному довкіллі» містить доступні дитині дошкільного віку уявлення про природу планети Земля та Всесвіт, розвиток емоційно-ціннісного та відповідального екологічного ставлення до природного довкілля [1; 5, с.8-9.].

У дошкільному віці дитина засвоює основи знань про навколишній світ, взаємини людей, зовнішні і внутрішні якості, суттєві зв'язки предметів [6, с. 12]. Також, екологічні знання дошкільників передбачають відомості про захист навколишнього середовища від забруднення промисловими і побутовими відходами.

Екологічні знання є обов'язковим компонентом процесу формування екологічної свідомості. Логічно, якщо людина не володіє певною системою знань про об'єкт, вона ставитиметься до нього байдуже. Екологічні знання сприяють формуванню свідомого ставлення до навколишнього світу, природи та формують основи екологічної свідомості [7, с. 29].

Екологічні знання є компонентом екологічної свідомості дошкільника, яка включає: факти, відомості, висновки, узагальнення про взаємовідносини та обміни, що відбуваються в світі тварин і рослин, а також у сфері їх проживання і в цілому в навколишньому середовищі. Її складовою є екологічні почуття та екологічна відповідальність. До складу екологічної свідомості входять вольові зусилля людини, спрямовані на охорону природи, на активну боротьбу з порушниками законодавства про охорону навколишнього середовища. Також, екологічна свідомість впливає на вияв моральних почуттів щодо природи, на почуття обов'язку і відповідальності, що органічно поєднується із почуттям захоплення і відчуття краси світу природи. Як зазначав дослідник В. Войтенко, екологічна свідомість також містить у собі відповідні цінності та

мотиви особистості. Саме позитивні мотиви діяльності спонукають дошкільників до природоохоронної діяльності [8, с. 45].

На основі екологічного мислення і свідомості формується екологічна культура, яка передбачає глибокі знання про навколишнє середовище (природне і соціальне), екологічний стиль мислення і відповідальне ставлення до природи, вміння вирішувати екологічні проблеми, безпосередню участь у природоохоронній діяльності. Це поняття включає в себе і дбайливе, відповідальне ставлення до навколишнього світу, любов до природи [3, с. 20].

Науковець Т. Кириєнко вважає, що екологічна культура розглядається як соціально значима діяльність у сфері взаємодії суспільства і природи, у взаємозв'язку з її результатами – матеріальними і духовними цінностями, правовими нормами, народними звичаями і традиціями [9, с. 80]. Екологічна культура особистості включає в себе дві складові: зовнішню культуру і внутрішню. Проявляючи зовнішню екологічну культуру, дитина знає як чинити можна, а як, ні. Найвищим етапом екологічної культури є формування внутрішньої позиції (тобто внутрішньої культури) особистості, коли дитина, незалежно від того, бачить її хто чи ні, чинить правильно наодинці зі своєю совістю. І тоді дитина не зірве квітку на клумбі, коли її ніхто не бачить, не вдарить кішку заради забави, не викине папірець на газоні. Правила поведінки в природі у дитини, в якій сформована внутрішня екологічна культура, базуватимуться на переконаннях, що це буде шкодити і завдавати болю оточуючому середовищу, рослинному та тваринному світові. За умови сформованості внутрішня екологічної культури дошкільника, позитивні вчинки не будуть ситуативними проявами в залежності від певних обставин, а матимуть постійний характер, що зможе знайти втілення у практичній діяльності дошкільника, тобто у його природоохоронній діяльності. Отже, екологічна культура у дітей дошкільного віку формується за наявності початкових екологічних знань, уявлень, переконань та екологічного мислення, які допомагають сприймати природу як єдине ціле.

На думку Н. Лисенко, специфіка процесу екологічного виховання об'єктивно зумовлена орієнтованістю його на навколишнє середовище. Орієнтація на зовнішній світ виступає основною щодо внутрішнього світу, а виникаючі протиріччя між внутрішньою сутністю особистості (інтересами, потребами та ін.) і необхідністю порівняння «внутрішнього» з «зовнішнім» оточенням, включаючи природне середовище є потужною специфічною рушійною силою процесу екологічного виховання [9, с. 140]. Отже до структури екологічної компетентності входять: екологічна свідомість,

екологічна діяльність, екологічне мислення, екологічна культура, екологічні цінності, екологічні почуття (рисунок 1).

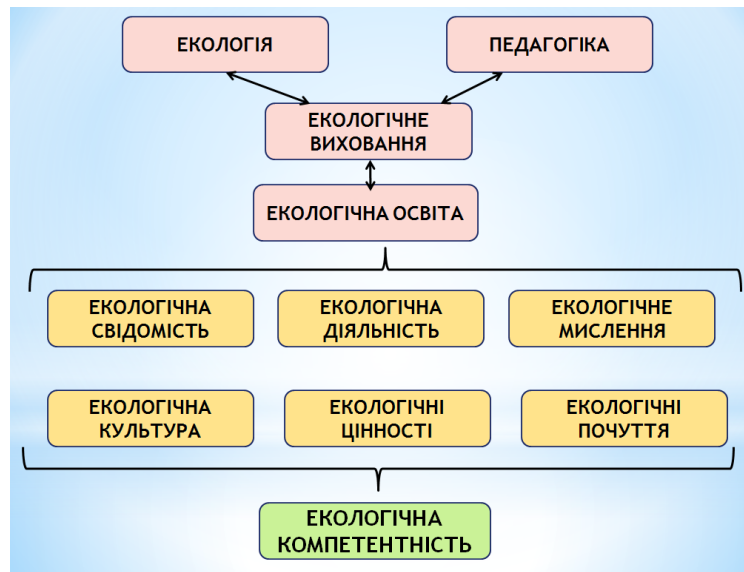


Рисунок 1. Складові екологічної компетентності.

Джерело: власні наукові дослідження.

Різномісний розвиток дошкільників, зацікавленість дітей та вихователів відбувається шляхом упровадження інноваційних технологій. Однією з таких технологій, яка вчить знаходити необхідну інформацію, піддавати її аналізу, систематизувати та вирішувати поставлені завдання є квест. Природознавий квест – це логічне завдання цікавого пошукового характеру, основними умовами якого є орієнтування на місцевості, побудова оптимальних маршрутів переміщення, пошук оригінальних рішень завдань природознавчого змісту. Квест дозволяє розвивати активне пізнання, сприяє розвитку мислення, допомагає долати проблеми та труднощів, а саме: вирішити, розплутати, придумати, уміти застосовувати свої знання на практиці у нестандартних ситуаціях, тобто актуалізувати знання, мислити логічно, розвивати інтерактивні здібності (рисунок 2).





Рисунок 2. Сутнісні ознаки технології квест.

Джерело: власні наукові дослідження.

Отже, упровадження технології квест у процес формування екологічної компетентності дітей старшого дошкільного віку дозволяє:

- **активізувати розумову діяльність** шляхом створення спеціальних умов для виконання завдань, які потребують достатньої свідомості й зрілості дітей, здатності до подолання спеціально створених перешкод;
- **формувати стійкий інтерес** дошкільників до пізнання навколишньої дійсності;
- **активізувати сприйняття** матеріалу засобами наочності (реальних предметів, макетів, моделей, зображень кінофрагментів, фотографій, малюнків).

Для квесту завдання продумуються таким чином, щоб вони включали не тільки поточний матеріал тематичного блоку, з яким діти знайомляться на даному етапі, а й деякі елементи попередніх тем із метою повторення та закріплення пройденого матеріалу. Ці елементи не є готовим розв'язаним завданням, а тільки шляхом, підказками до отримання результату. Наприклад – знання дітей про форму листя різних дерев та кущів – є елементами, знання яких допомагають дітям знайти відповідність між листком та деревом, з якого він впав.

Враховуючи факт, що діти за своєю природою проявляють зацікавленість до всього нового, яскравого, не традиційності завдань сприяє переключенню уваги, дитина починає мислити не тільки логічно, а й абстрактно, творчо, що дозволяє їй розвивати свої природні здібності. Застосування технології квест може бути заміною заняття, але

обов'язково має носити дидактичний та пізнавальний характер. Це у свою чергу дає можливість більше спілкуватися в колективі, обмінюватися думками, розвивати вміння працювати не тільки самостійно, а й у команді. Окрім того, перевага зазначеної технології полягає в тому, що діти працюють із більшою зацікавленістю та активністю. Ігрові етапи квесту мають високу емоційність перебігу, зближують дітей, дають масу позитивних емоцій та розвивають почуття згуртованості та колективізму. Також застосування квесту в освітньо-виховному процесі позитивно впливає на розвиток логічного мислення, пам'яті, уваги, спостережливості, дружніх стосунків та довіри у дитячому колективі.

Щоб коефіцієнт корисної дії навчального заняття був максимальним, квест має відповідати психолого-педагогічним особливостям його учасників. Найбільша потреба дітей полягає у тому, що їм необхідно досліджувати навколишній світ та добувати з нього інформацію, аналізувати, обговорювати між собою та доповнювати її, в кінцевому результаті використовувати набуті знання у повсякденному житті.

Квест є не лише формою навчання, а й містить потужний виховний потенціал. Участь у командних квестах сприяє соціалізації дошкільника та формує комунікативну компетентність дитини, бажання досліджувати та пізнавати природне середовище. При цьому важливо використовувати інтегрований підхід до розв'язання завдань через практичну діяльність у природі, залучаючи музичну, зображувальну, мовленнєву форми роботи, це використання записів звуків природи, домалювати елементів картини, яких не вистачає чи розповісти вірш про охорону природи [11, с. 163 – 166.].

Участь дошкільника у квесті підвищує впевненість дитини у своїх силах, сприяє підвищенню самооцінки, усуненню психологічних комунікативних бар'єрів між учасниками квесту, формує навички роботи у команді та ін. У процесі квесту діти вчаться шукати шлях виходу із певної ситуації, обдумують її, вчаться мислити логічно, встановлювати зв'язки між об'єктами та явищами природи. Така робота передбачає участь двох команд, а також певні етапи, розроблені вихователем спільно із дітьми. Квести доцільно проводити, враховуючи вікові та індивідуальні особливості дітей, а також спонукати дітей до вияву творчості у процесі роботи. Зміст роботи під час проведення кожного квесту педагог може коригувати відповідно до інтересів та особливостей дошкільників.

Розглянемо кожен із етапів організації та реалізації квест-технологій (рисунок 3). Основні етапи проведення квесту природничого змісту повинні будуватися таким чином: - вступ (продумується сюжет, ролі), завдання (визначаються етапи, формулюються

- питання, здійснюється добір завдань);
- розробка порядку проведення квесту (створення маршрутних листів путівників, обдумування системи заохочення учасників квесту);
  - етап оцінювання (проектування способу підбиття підсумків, вручення нагород переможцям та ін.) [12, с. 206].

Квест природознавчого змісту обов'язково повинен проводитися за дотримання всіх його етапів. Головне у цій діяльності не стільки результат, скільки сам процес пошукової діяльності дитини, її власних відкриттів, здатності знаходити вихід із ситуацій.



**Рисунок 3. Основні етапи проведення квестів природознавчого змісту.**

*Джерело: власні наукові дослідження.*

Отже, квест-технології природознавчого змісту дуже цінні тим, що є захоплюючими і цікавими для дошкільників; повністю відповідають типу наочно-образного мислення дітей, спонукають дітей до активності, вияву творчості, ініціативності. Квест можна розглядати як нову технологію навчання, що має свої специфічні методи, форми та засоби роботи та може оптимально поєднуватися з традиційними технологіями навчання та виховання дітей.

З метою перевірки ефективності квест-технологій у формування екологічної компетентності дітей старшого дошкільного віку на базі Новоград-Волинського ЗДО №14 було проведено педагогічний експеримент. Експеримент охопив 20 дошкільників контрольної та 24 експериментальної груп.

Експериментальна робота передбачала 3 етапи:

- констувальний (первинна діагностика рівня екологічної компетентності старшого дошкільника);
- формувальний (введення до освітнього процесу ЗДО розробленої авторської програми формування екологічної компетентності старших дошкільників з використанням технології квест);
- контрольний (дослідження результативності авторської програми формувального етапу).

Діагностика рівня сформованості екологічної компетентності дітей старшого дошкільного віку потребувала розробки низки критеріїв оцінювання рівня сформованості. Аналіз наукових праць дослідників дозволив виокремити структурні компоненти екологічної компетентності. На наш погляд основними є:

- мотиваційний компонент екологічної компетентності включає систему: мотивів, які спонукають дитину дошкільного віку до екологічно-доцільної діяльності, потреб раціонального використання природних ресурсів; переконань у причетності охорони природного довкілля та бажань брати участь у природоохоронній діяльності.
- емоційно-ціннісний – вольові якості (дисциплінованість, організованість, самостійність, наполегливість, ініціативність, рішучість); позитивні емоції (радість, захоплення, щастя, здивування, гордість, задоволення від спілкування з природним довкіллям); цінності (еколого-моральні, еколого-естетичні, еколого-гуманістичні).
- основу когнітивного компоненту екологічної компетентності становлять знання, зокрема про: процеси та явища, що є в природному довкіллі; ролі людини, як частини природи; основних законів природи; особливостей раціонального природокористування ресурсів (вода, газ, корисні копалини та ін.); екологічні проблеми своєї місцевості та України, причини їх появи; розуміють значення води для об'єктів природи та людини (споживання та гігієнічних процедур); усвідомлюють залежність стану екології природи від діяльності людини, мають уявлення, що рослинам, тваринам і людям потрібен кисень.
- поведінковий компонент екологічної компетентності. Основою якого є сформована система умінь у дітей дошкільного віку, зокрема: ведення природоохоронної діяльності (догляд за кімнатними рослинами та городу, квітників; підгодовування птахів взимку; виготовлення годівниць та шпаківень; шанобливе ставлення до об'єктів природи за межами ЗДО); дотримання правил поведінки у природному довкіллі; екологічно-доцільне використання природних багатств (води, газу, деревини); екологічна розвідка околиць та створення екологічних стежок; здійснення

просвітницької роботи (екологічні свята, акції, конкурси) (рисунок 4).

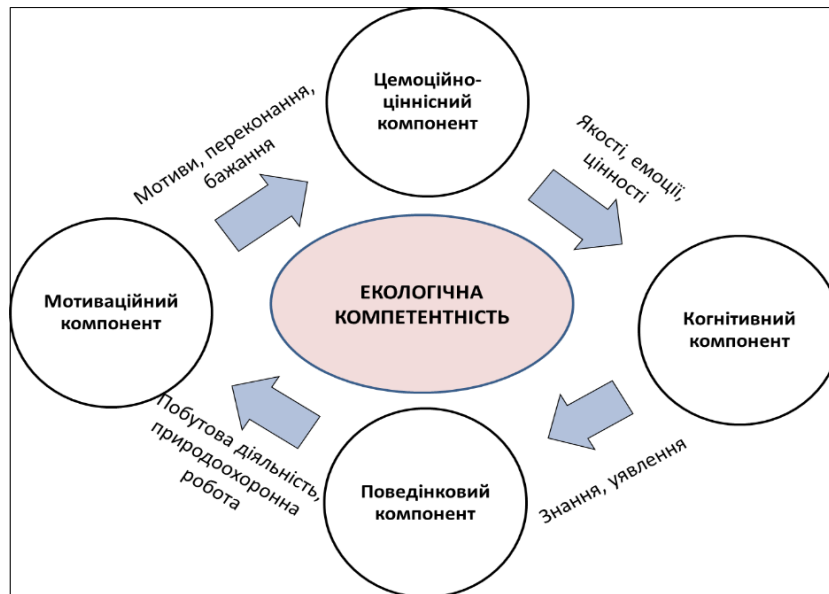


Рисунок 4. Структура екологічної компетентності.

Джерело: власні наукові дослідження.

Критерії та рівні оцінювання екологічної компетентності дошкільника:

- високий рівень: дошкільники дають правильні, повні відповіді, показують тривале, емоційне, свідоме запам'ятовування матеріалу, виявляють творчу активність та самостійність, високий рівень екологічної свідомості, інтересу до пізнання природи;
- достатній рівень: діти дали в загальному правильні, але неповні відповіді. Вони не завжди добре володіють навчальним матеріалом, а також навичками взаємодії, вміють імпровізувати. Попри це знання цих дітей обмежуються навчальною програмою. Ситуативно виявляють свідоме ставлення до навколишнього середовища, інтерес до пізнання довкілля – нестійкий та ситуативний;
- середній рівень притаманний дітям, які дали неповні й поверхові відповіді. Діти цієї групи в цілому здатні відтворити зміст того, що вивчили, але відтворюють не всі важливі елементи. Екологічна свідомість сформована недостатньо;
- початковий (низький) рівень характеризує тих дошкільників, які не змогли впоратися із поставленими завданнями. Не здатні розуміти значення природоохоронної діяльності (низький рівень екологічної свідомості); інтерес до пізнання світу природи виявляють вкрай рідко.

Рівні сформованості екологічної компетентності старшого дошкільника відображає таблиця 1.

Таблиця 1. Оцінка наявного рівня екологічної компетентності дошкільників (констатувальний експеримент)

Джерело: власні дослідження.

Бали	Рівні сформованості екологічної компетентності	(ЕГ) експериментальна група	%	(КГ) контрольна група	%
1–3	Початковий (низький)	2	10	4	20
4–6	Середній	3	15	3	15
7–9	Достатній	4	20	3	15
10-12	Високий	1	5	-	-

Результати ЕГ та КГ також унаочнено *рисунком 5*.

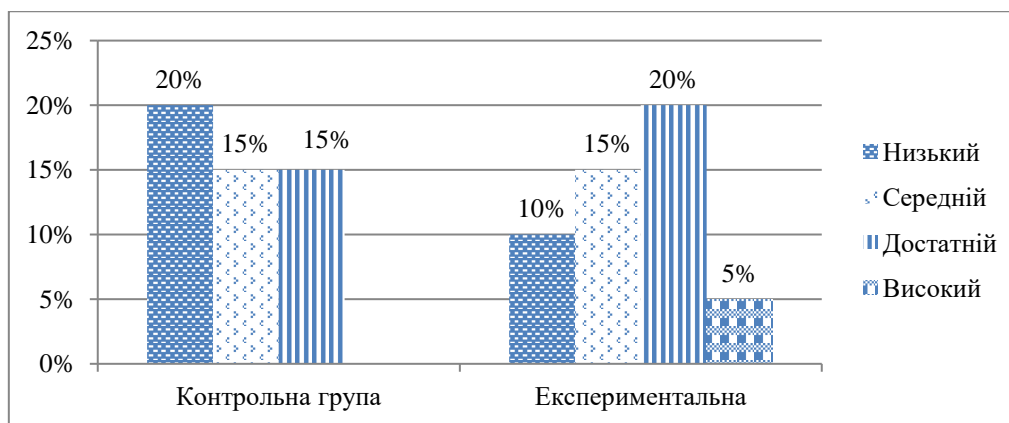


Рисунок 5. Рівні сформованості екологічної компетентності старших дошкільників на початковому етапі дослідження.

Джерело: власні наукові дослідження.

Отже, за результатами контрольного етапу експериментального дослідження бачимо, що рівень екологічної компетентності дошкільників двох груп сягає здебільшого середнього та достатнього показників. У ЕГ низький рівень склав 10%, у КГ – 20%, середній (у ЕГ) – 15, у КГ – також 15%, достатній рівень у ЕГ вищий на 5% за рівень КГ. Високий рівень спостерігається лише у експериментальній групі у одного дошкільника (5%). Загалом, можна відзначити, що за мотиваційним критерієм рівень екологічної компетентності у дітей старшого дошкільного віку знаходиться на середньому рівні. На нашу думку, досить високі показники емоційно-ціннісного критерію обумовлені значною емоційністю дітей дошкільного віку, здатністю до співпереживання. Загалом рівень розвитку екологічної компетентності за пізнавальним критерієм знаходиться на достатньому рівні розвитку.

З метою підвищення рівня екологічної компетентності дошкільників нами була розроблена авторська програма, що передбачала певні педагогічні умови (формульальний

етап). На цьому етапі експериментального дослідження було використано технологію квест. Під час безпосереднього проведення самих квестів застосовувалися ігри, вікторини, практичні завдання, робота у парах, групах та ін. Наприклад, під час проведення квесту під назвою «Люби, знай та оберігай!» ми застосували такі методи та засоби роботи, як: ігри, змагання, роботу у групах, практичне завдання (учасники по черзі стрибають через скакалку і на кожному оберті називають рослину), загадки (розкласти зображення тварин за групами). Під час проведення квесту під назвою: «Подорож до Матінки-Природи» ми застосували вправу «Розминка», дидактичні ігри: «Птахи зимуючі – перелітні»; «Склади птаха з частин»; «Хто зайвий?»; «Допоможи птахам знайти своє житло», наочність та ін. У процесі проведення квесту «Юні екологи» нами були застосовані ігри: «Незвичні назви», «Правила поведінки в природі», завдання «Знайди вірну відповідь» та завдання на впізнавання культурних рослин.

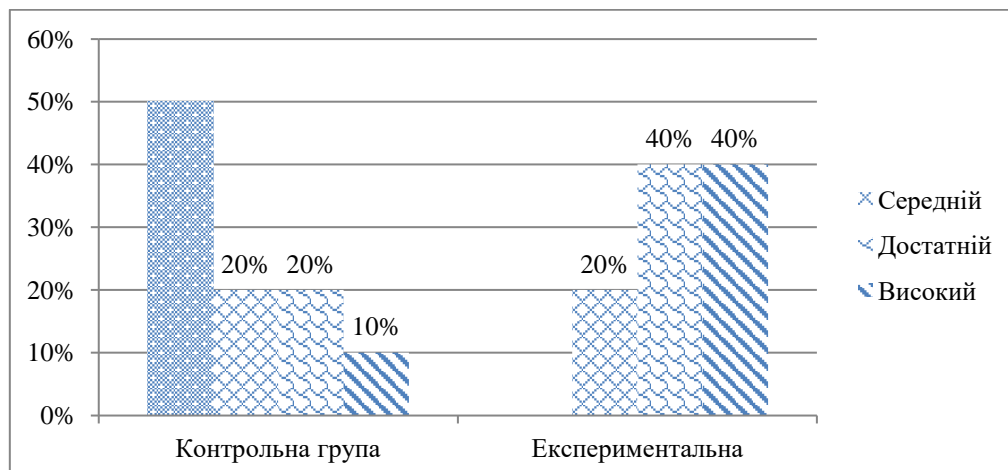
Повторна діагности рівня сформованості екологічної компетентності дітей старшого дошкільного віку дозволила перевірити ефективність розробленої авторської програми з використанням технології квест. Аналіз результатів відображено у таблиці 2.

**Таблиця 2. Результати на контрольному етапі експерименту**

*Джерело: власні наукові дослідження.*

Бали	Рівні екологічної компетентності старших дошкільників	Експериментальний кількість	%	Контрольний кількість	%
1 – 3	Низький (непродуктивний)	–		–	
4 – 6	Середній (репродуктивний)	2	10%	4	20%
7 – 9	Достатній (продуктивний)	4	20%	4	20%
10-12	Високий (творчий)	4	20%	2	10%

Аналіз результатів у % представлений також на *рисунку 6*.



**Рисунок 6. Рівні сформованості екологічної компетентності старших дошкільників на контрольному етапі роботи у %.**

*Джерело: власні дослідження.*

Таким чином, аналіз результатів формувального етапу експерименту свідчить про зростання показників у ЕГ – середній рівень зріс на 5%, достатній – на 20%, високий – на 35% (порівняно із констатувальним етапом). У КГ на формувальному етапі дослідження достатній рівень зріс несуттєво – на 5%, високий вище на 10%. Низький становив – половину опитаних (50%). Як бачимо, показники ЕГ, де впроваджувалася розроблена нами авторська програма на формувальному етапі, стали свідченням її ефективності. У КГ, де ми не проводили роботу та не запроваджували авторську програму з квест-технологією, показники без особливої динаміки. Отже, гіпотеза дослідження знайшла своє підтвердження.

### **Conclusions**

Нами було уточнено зміст поняття «екологічна компетентність» у різноманітних наукових підходах. Встановлено, що її складають такі компоненти, як: емоційний, ціннісний, мотиваційний, когнітивний та поведінковий. Екологічна компетентність передбачає, перш за все, формування у дитини емоційного, бережливого ставлення до об'єктів природи, здатності бачити їх красу. Зміст та завдання екологічної освіти та виховання спрямовані на формування екологічної компетентності дошкільника, формування його моральних якостей та екологічної компетентності, яку розглядають, як поняття, пов'язане з такими категоріями, як: екологічна свідомість, екологічне мислення та екологічні цінності. Було визначено, що основними показниками екологічної компетентності є розуміння дошкільниками сучасних екологічних проблем, володіння системою знань про навколишнє середовище, а також усвідомлення відповідальності за збереження природи, активна природоохоронна діяльність, розвинене почуття любові до природи, вміння бачити красу, милуватися і насолоджуватися нею.

Було встановлено, що роль квест-технологій у формування екологічної компетентності є дуже вагомою, адже такі технології мають цікавий та захоплюючий для дошкільника зміст та завдання, які варто пройти та поміркувати, аби досягти вірного екологічного маршруту, відповісти на питання природознавчого характеру та ін. Ця технологія повністю відповідає віковим особливостям дошкільника, його типу наочно-



образного мислення, заохочує до співпраці та організовує поведінку дітей щодо спільної роботи у команді.

Експериментально перевірено ефективність реалізації авторської програми формування рівня екологічної компетентності старших дошкільників засобами квест. Аналіз та порівняння результатів на констатувальному та формувальному етапах експерименту засвідчив позитивну динаміку сформованості рівнів екологічної компетентності старших дошкільників порівняно з контрольними, до зазначеного виду діяльності за всіма показниками.

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## **CREATIVITY AS A SUBJECTIVE ACTIVITY OF STUDENT`S CREATIVITY**

“Creative products can be very different in nature: a new solution to a problem in mathematics, the discovery of a chemical process, the creation of music, paintings or poems, a new philosophical or religious system, innovation in law, fresh solutions to social problems, etc.” [12, p. 338].

### **Summary**

Creativity is the main way of existence and development of personality. A full-fledged personality is always a personality of developing creativity, characterized by the manifestation of new psychological formations and the restructuring of already formed structures.

In his opening statement as president of the American Psychological Association, J. Guilford once posed two issues of creativity that are being explored: “How can we discover creative promises in our children and youth?” and “How can we promote the development of creative personalities?”. Researchers have demonstrated the direct dependence of creativity on the conditions of socialization, up to the level of educational institutions in which different people receive education. In other words, there are conservative schools that shape performers - where creative personalities are antipodes in the system of this structure. And there are creative schools that literally teach you to think creatively.

Relevant and probable, for all the variety of definitions of creativity in its total characteristics the productivity, flexibility, originality in creating something new (idea, product) are emphasized. Creativity in the conceptual field of “creativity” is one of the main components

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of both the category of “creativity” and its derivatives: creative personality, creative abilities, creative activity, as well as talent (creativity is a component of talent), ability and others.

Creativity is the subjective activity of the student's creativity, his motivation and the chance to realize the “I-potential” in the coordinate system of inspiration.

Research of the presented phenomenon, its integration with advanced pedagogical concepts will lead to the creation of a holistic humanistic methodology that will promote harmonious development and creative self-realization of the student, the implementation of his self-doctrine in the conceptual field of inspiration.

**Keywords:** creativity, creation, inspiration, motivation, identification, student, ideas-fix, self-doctrine

### **Introduction**

Creativity as a subjective activity throughout the entire historical period of formation of pedagogical science is of great interest to both theorists and practitioners of education. Among the priority strategies for modernizing the modern doctrine of education remains the relevant focus on the development of creative potential of students as a determining condition for flexible adaptation to the rapidly changing realities of society.

The phenomenology of creativity has attracted the attention of thinkers of all eras of world culture. However, the general problem of creativity in modern science not only has not lost its relevance, but is still in the area of immediate development of psychological and pedagogical science. Therefore, it is expedient to outline the historical context of the studied phenomenon of constructive and creative segments.

### **Purpose, subject and research methods**

Subject of research: theoretical provision for the development of students' creativity in the educational process of higher education institution.

Research methods: theoretical methods: study of scientific literature, factual materials, theoretical analysis (retrospective, comparative); logical methods of analysis of the formation of concepts.

Research results: formulated and substantiated the theoretical foundations of creativity as a general (primary, universal, independent) ability to create with an emphasis on motivating students to self-development, which is potentially important for the theory of higher education

pedagogy. The concept of “creativity” in the conceptual field of the category of “creativity” in the context of the hierarchical structure of its derivatives is defined and substantiated; aspects in the formulation of initial definitions of the studied phenomena are offered; the conditions of development of students' creativity in the pedagogical process are substantiated and ideas-fix for inspiration of recipients by the teacher are presented.

### **Research results**

The transformation of creativity absorbs various reflections on the interpretation of the presented phenomenon. I will try to emphasize this creative stimulus as a determinant of the behavioral segment.

Creative behavior is a process of communication in which an individual deals with his environment (external motivation) and with himself (activation of own abilities as a response to external motivation), a process that lasts the whole life - emphasizes T. Kapkanets [4].

L. Thurston proposed a definition of creativity, which he outlined through the prism of intelligence-concept: “Intelligence is the ability to hamper instinctive behavior at the unfinished stage of its formation and modify it at this stage with special stimuli relatively distant from those presented directly and tangibly”. [10, p. 130].

Creativity, according to A. Maslow, is a stage of inspired creativity, the process of detailing the creative product and giving it a specific subject form. The author believes that the concept of creativity and the concept of a healthy, self-actualizing personality approach each other. Learning creativity, or, more precisely, learning through creativity, can be extremely useful not so much to prepare people to master creative professions or to produce art products, but to create a good, beautiful, good person [7].

In the 50's a desire to highlight some specific ability to create was developed, which is not limited to intelligence [3].

H. Trick (1968) in a fundamental review of research on US art critically notes that the model on which to build methods of measuring “creativity” should not be tests, but acts of creativity itself, as is usually in case of non-test situations. The author, following H. Gutmann, wonders how creativity - a spontaneous process - can be studied by stimulus-reactive methods? [11].

N. Bulka proposes to assume that creativity as a talent is not static, but a dynamic characteristic that is in constant motion, in development, and therefore constantly changing [2].

The author sees the advantage of the presented dynamic approach in the fact that the idea of giftedness is deprived of a touch of elitism [2].

The actual is statement of G. Wallace, who proposed to distinguish such stages of the creative process as: preparation, incubation, enlightenment, verification [10, p. 129].

Abilities and creative aspects are a harmonizing factor that determines the production of new realities through the prism of the realization of the phenomenon of subjective creative activity. I will try to semantize aspects of talent and abilities in the interpretation of the following statements.

According to T. Kapkanets, under the general talent should be “understood the totality of all human qualities on which depends the productivity of its activities; thus, it includes not only intelligence but also all other properties and features, including emotional sphere, temperament, emotional vulnerability, tone, pace of activity, etc.” [4].

S. Rubinstein understood abilities as “a complex synthetic formation, which includes a number of data, without which a person would not be able to a particular activity, and properties that are produced only in the process of a certain way of organized activity” [6].

General abilities provide relative lightness and productivity in mastering knowledge and carrying out various activities; special abilities are a system of personality traits that help to achieve high results in any field of activity, writes I. Sereda [9].

G. Eisenk introduced the concept of “general intelligence”, which summarizes a set of different abilities. The level of development of each ability is determined by the level of development of general intelligence. Creative abilities are understood by him as the highest level of general intelligence [1].

Today, the educational environment can be imagined as a system of influences and conditions of personality formation according to a certain pattern. Creative educational environment is a multidimensional individualized integrity, designed to create conditions that would promote personal growth [8, p. 75]. The main goal of functioning of the creative educational environment of higher education institutions is to create conditions most favorable for self-actualization of each individual, training of cultural, moral and highly qualified professionals able to independently and competently solve actual problems, quickly navigate the most difficult situations with creative thinking, active life position, skills of self-education, self-discipline and introspection.

In order for education to really become creative and personality-oriented, i.e. more effective, it is believed that it should focus on: the level of training in a particular field of knowledge and the degree of general development of worldview culture; features of the mental

composition of the individual (memory, thinking, perception, ability to possess their own emotional sphere; features of character, temperament). That is, training must be individual.

So, in order to realize and self-identify the individual as a subject of creative activity, I will try to present my own plan-scheme of inspiration and positioning of individual teaching style.

Individual style of presentation of the lesson is an integral constant in the work of the teacher. Below I present the ideas-fix, which are dominant in the inspiration and motivation of students while working at classes:

1. I take into account the interests of students: I entrust “passion projects”.

The “Passion Project” is a small study that students carry out over a certain period of time on a topic of interest to them. It may not be related to the program or even related to the subject I am teaching. Students present the results of their research to the audience; respectively I may not limit them in form.

Why is this necessary? This study for students is an opportunity to see the subject from an unexpected angle and show their creativity in different dimensions:

- in choosing a topic;
  - search methods;
  - presentation of information.
2. Apply gamification.

The introduction of the game in the audience attracts to purposeful activities and stimulates motivation to learn.

3. Allow to make mistakes.

I help students understand that a mistake is just the result of an experiment. And if it differs from the desired, it only means that you need to try again. My credo is “Successes in mistakes”.

4. Focus on the development of the recipient.

I repeat to students that the level of intelligence and talents is the starting point from which you can start to develop creativity.

## **Conclusions**

Thus, creativity is a pedagogical guideline in the work of a teacher. It is logical to assume that a deliberately organized, purposeful pedagogical process should make significant adjustments to the nature of the dynamics of student creativity. The process of creativity

requires internal tension, which can arise in three ways: in the conflict between the traditional and the new at every step of the creative process; in the ideas themselves, in different solutions or intended products; it can be created between the chaos of uncertainty and the desire to move to a higher level of organization and efficiency within the individual or society as a whole. It is possible that all three types of tension arise at different stages of the creative process [13]. Finally, it is creative activity, emphasized L. Vygotsky, makes the individual “a creature facing the future, creates it and changes its present” [5].

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## **MAIN COMPONENTS OF PROFESSIONAL COMPETENCE OF A MODERN TEACHER OF HIGHER EDUCATIONAL INSTITUTIONS**

### **Summary**

Due to the modernization of higher education in Ukraine, the tasks related to personal and professional development of students are becoming more complicated, the requirements for the basic principles, ideas, content of education, teaching methods, forms of organization of the educational process, etc. are growing. One of the main components of the learning process is the principles of learning. Principles of education are the basic requirements for the organization and conduct of the educational process in higher education.

**Keywords:** education, higher educational institution, principles, teacher, student

### **Aim, subject and research methods**

The purpose of the study: to analyze the main components of professional competence of a modern university teacher.

The subject of research: the basic principles of teaching a modern university teacher.

To achieve this goal, the following research methods were used: synthesis and analysis of scientific and methodological literature, pedagogical observation, comparative analysis.

### **Research results**

The term "principle" translated from Latin means the beginning, the basis on which to rely, as well as which must be guided [1]. Also actualizes the problem that the principles of teaching (principles of didactics) - guidelines, rules and techniques that ensure the necessary

effectiveness of the educational process. Pedagogy as a science is due to the great Czech teacher Jan Amos Comenius (1592-1670), who in his work "Great Didactics" developed the following principles of teaching: 1) the principle of conformity to nature; 2) the principle of visibility; 3) the principle of systematic and consistent learning; 4) the principle of gaming activities; 5) the principle of the theological approach to education.

He suggested teachers to solve three tasks: a) set three goals - to know well, act and speak; b) three objects - God, world, man; c) three tools - feelings, reasoning and revelation [1, 2].

Justification of the principle of naturalness in the development of children belongs to the Spanish philosopher, psychologist and educator Juan Luis Vives (1492-1540), who argued that the learning process is impossible without penetrating the laws of cognition, and education is inconceivable without understanding and accounting for psychophysical patterns of child growth. He noted that to demand more from a child than can be given at a certain stage of development is as absurd as to demand fruit from a tree in the spring, when it is just beginning to bloom.

After all, the acquisition of knowledge occurs through experience and observation. The Swiss educator Heinrich Pestalozzi (1746-1827) substantiated the principle of clarity of learning as a means of developing logical thinking. In his writings, he argued that every person has natural inclinations from birth, and the role of education is to reveal these inclinations and develop the child as a separate individual in the spirit of fraternal relationships with people.

The German educator Johann Herbart (1776-1841) believed that the principles of learning should be used only those that promote the development of imagination and accustom to independent work. Thus, in order to provide education and upbringing, Herbart encouraged teachers to quell children's mischief through threats, punishment, prohibitions, and constant surveillance.

The German educator Friedrich Disterweg (1790-1866) was influenced by Pestalozzi and believed that the most important principles of education and upbringing are: conformity to nature, cultural conformity and amateur (activity and initiative).

The founder of the national pedagogical science and folk school Konstantin Ushinsky (1824-1870) considered pedagogy in close connection with philosophy, physiology, psychology, human anatomy. Ushinsky proposed the following principles: the connection of pedagogy with psychology, the unity of theory and practice, the activity of children in learning and education, the development of feelings, perceptions, memory, attention, thinking, emotions,

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language of students during classes. He considered pedagogy as a science and art, considered moral and patriotic education part of the harmonious human development.

Ukrainian teacher innovator Anton Makarenko (1888–1939) theoretically substantiated and practically proved the effectiveness of such principles of pedagogy as education and training of children in the team, comprehensive development of children and youth, reliance on conscious discipline, unity of physical, mental, moral, aesthetic and labor education [2, 3, 5].

The outstanding teacher of Ukraine Vasyl Sukhomlynsky (1918-1970) believed that pedagogy should become a science for everyone - teachers and parents. His credo: the teacher works for the future. Its principles: comprehensive and harmonious development of the student's personality; formation of consciousness and high morals; respect and faith in the child; recognition of its uniqueness and rights of choice; the child must find joy in work and study; the connection between mental development and moral education of students; school connection with family and life; education of will and useful work habits.

Modern didactics considers the following principles of learning, the content of which is as follows:

1. The principle of scientificity is characterized by the selection of educational material that corresponds to the level of modern science, verified scientific data, reveals the causal links of processes with other sciences and the specialty of the student.
2. The principle of connection between education and upbringing obliges the teacher not only to communicate educational information to students, but also to develop their legal, moral, aesthetic and other personal qualities.
3. The principle of consciousness, activity and independence in learning provides a conscious and active attitude of students to learning, a deep understanding of educational issues, intellectual development, as well as the unity between intellectual and speech activities. Activation of students' intellectual activity contributes to their positive attitude to learning, interest in self-mastery of educational material, positive experiences of success in the accumulation of knowledge, development of skills and abilities.
4. The principle of systematic and consistent learning involves the organization of teaching and learning material in a logical sequence and connection, in a system, regularity in the learning process eliminates the template, but allows the teacher to consistently teach new material based on already known, move from one type educational activities to another, without violating the integrity of the process of formation of knowledge, skills and abilities [3].
5. The principle of teaching obliges the university teacher to know the cognitive abilities and personal experience of students, to teach complex subjects in an accessible and easy way, to

connect new information with existing knowledge, etc. Learning is successful when it evokes the hard work of students' minds, feelings and wills, while at the same time making students master it. The main thing is to avoid the burden, unbearable for this category of students and the formal passage of the program material, a waste of time. On the other hand, avoid "easy" learning, which does not require students to strain their mental and physical strength, which leads to a low level of knowledge of the future specialist.

6. The principles of visibility are used in the learning process, during which the creation of a living perception of specific objects and phenomena of objective reality is provided. Visibility in learning is provided by the inclusion of a large number of students' senses in the perception of educational material.

7. The principle of strength of knowledge, skills and abilities obliges the teacher to achieve from students a reliable memorization of educational information, the stability of skills and abilities in the application of knowledge in practice. To do this, the teacher plans material with levels of difficulty, uses active learning methods, activates students' thinking and memory during repetition, uses a variety of techniques of creative application of knowledge in practice.

8. In the lecture-seminar form of organization of educational classes the principle of collective educational activity is applied. Thus, group and collective classes are based on the general socio-psychological features of age development of students: collective creation and group attention, collective mood of imitation, relationships and mutual assistance, rivalry and competition.

9. When applying the principle of differentiation and individualization of education, the university teacher must know the individual psychological characteristics of each student, in order to apply to them certain teaching methods. Also, it is necessary to take into account the influence of both positive and negative personality traits of students on the learning process, respectively, to provide individual assistance.

10. The principle of connection of education with the life and future professional activity of a university graduate involves the use of students' life experience in classes, disclosure of the practical significance of their knowledge in society and future profession, participation in public life.

### **Conclusions**

Didactic principles are interconnected and complementary. When organizing the educational process in the university, the teacher must be guided by all the principles, not only

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stereotypically, but creatively, because the principles of didactics contribute to the optimization of pedagogical activities, as well as determine methods and forms of student learning.

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**THE INFLUENCE OF COPING STRATEGIES ON THE  
ADAPTABILITY OF CRISIS PSYCHOLOGISTS DURING THE WAR**

**ВПЛИВ КОПІНГ-СТРАТЕГІЙ НА АДАПТИВНІСТЬ КРИЗОВИХ  
ПСИХОЛОГІВ ПІД ЧАС ВІЙНИ**

**Summary**

The article presents the results of the study of the impact of coping strategies on the adaptation of crisis psychologists who provide psychological assistance to military personnel and victims of military operations in Ukraine. A study of the peculiarities of the coping strategies of crisis psychologists was conducted, which showed the absence of a dominant expression of a certain coping strategy, with the exception of only one - "self-control", which is characterized as an effort to regulate one's feelings and actions, and according to which the indicators of this coping strategy are high showed almost a third of the respondents.

The features of the adaptability of crisis psychologists were analyzed, as well as the features of professional maladjustment during the war were established. Yes, more than half, 69% of crisis psychologists were included in the group of high and normal adaptation. All research participants have a moderate or low level of psychological and physiological professional maladjustment.

An analysis of the personal and behavioral characteristics of each of the types of coping strategies and the identification of a larger number of mixed types of coping strategies with a dominance among them of positive types in the sample of subjects was carried out. Correlations between coping strategies and adaptability of crisis psychologists have been established.

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The results of the correlation analysis demonstrated the facts of the formed personal and behavioral characteristics of crisis psychologists, in whom such a negative type of coping strategy as "escape-avoidance" was recorded. The fact regarding the identical personal and behavioral accompaniment of the manifestation of this coping strategy turned out to be interesting. The psychological support of such negative types of coping strategies as "confrontation" and "distancing" forms a slightly different personal and behavioral panorama of crisis psychologists.

**Keywords:** coping strategies, adaptability, adaptive capabilities, crisis psychologists, maladaptation, professional maladaptation

### Анотація

В статті представлені результати дослідження впливу копінг-стратегій на адаптацію кризових психологів, що надають психологічну допомогу військовим та постраждалим від воєнних дій в Україні. Проведено дослідження особливостей копінг-стратегій кризових психологів, яке показало відсутність домінуючого вираження певної копінг-стратегії, за виключенням лише однієї, – «самоконтроль», яка характеризується як зусилля з регулювання своїх почуттів і дій, і за якою високі показники за даною копінг-стратегією показали майже третина респондентів.

Проаналізовано особливості адаптивності кризових психологів, а також встановлено особливості професійної дезадаптації під час війни. Так, більше ніж половина, 69 % кризових психологів увійшли до групи високої та нормальної адаптації. Всі учасники дослідження мають помірний або низький рівень психологічної і фізіологічної професійної дезадаптації.

Проведений аналіз особистісно-поведінкових характеристик кожного з типів копінг-стратегій і визначенням більшої кількості змішаних типів копінг-стратегій із домінуванням серед них позитивних типів у вибірці досліджуваних. Встановлено кореляційні зв'язки між копінг-стратегіями та адаптивністю кризових психологів.

Результати кореляційного аналізу продемонстрували факти сформованих особистісних та поведінкових властивостей кризових психологів, у яких зафіксовано такий негативний тип копінг-стратегії як «втеча-уникнення». Цікавим виявився факт щодо ідентичного особистісно-поведінкового супроводу прояву цієї копінг-стратегії. Психологічний супровід таких негативних типів копінг-стратегій як «конфронтація» та



«дистанціювання» складає дещо відмінну особистісно-поведінкову панораму кризових психологів.

**Ключові слова:** копінг-стратегії, адаптивність, адаптаційні можливості, кризові психологи, дезадаптація, професійна дезадаптація.

### Introduction

Війна в Україні призвела до тотальної травматизації нашого суспільства, як на фізичному так і психологічному рівнях. Тому люди потребують медичної, соціальної, психологічної та іншої допомоги. Інститут психологічної допомоги в Україні активно розвивається, але зовнішні обставини значно прискорили цей процес та створили умови для створення служб екстреної психологічної допомоги, активного розвитку вже існуючих служб, розгорнули свою діяльність велика кількість проєктів, щодо надання психологічної допомоги військовим, громадянам, що постраждали від наслідків воєнних дій, тимчасово переміщеним особам та іншим.

Спеціалісти, що надають кризову психологічну допомогу також потребують багато ресурсів задля збереження власної працездатності і можливістю якісно надавати психологічну допомогу. Копінг-стратегії є важливим ресурсом, що людина використовує в результаті дії стресорів для того, щоб подолати складну життєву ситуацію, яка виходить за межі повсякденності. Кризові психологи, що надають психологічну підтримку є водночас людьми, які допомагають іншим справитися з психологічними наслідками війни і водночас самі перебувають у просторі де відбуваються воєнні дії.

Копінг-стратегії це засоби управління складними життєвими ситуаціями, які реалізуються через копінг-поведінку особистості, для відповіді на сприймаєму загрозу. Можна також говорити про те, що існує взаємозв'язок між тими особистісними конструктами, за допомогою яких людина формує своє ставлення до життєвих труднощів, і тим, яку стратегію вона обирає, потрапивши у стресову ситуацію [3].

Р. Лазарус та Фолкман вказують на те, що стратегії подолання стресових ситуацій виконують такі дві основні функції: вирішення проблеми, яка викликає дістрес та управління емоційними реакціями, пов'язаних з цією проблемою [5, с. 243].

Автори запропонували діхотичну класифікацію копінг-стратегій, виділивши таку їх спрямованість: проблемно-сфокусовані стратегії (11 копінгових дій); емоційно-сфокусовані стратегії (62 копінгові дії) [6;7], які в свою чергу об'єднані у вісім типів копінг-стратегій, які ми більш детально розглянемо в емпіричній частині даної роботи.

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У наукових роботах Р. Лазаруса йдеться про те, що у процесі копіngu представлені як проблемно-сфокусовані, так й емоційно-сфокусовані аспекти [6; 7; 8].

В умовах стресу психологічна адаптація людини відбувається, головним чином, за допомогою двох механізмів: психологічного захисту і копінг-механізмів. У загальному континуумі психологічної регуляції копінг-механізми відіграють компенсаторну функцію, а механізми психологічного захисту займають останній рівень в системі адаптації – рівень декомпенсації. Саме в межах даної роботи розглянемо вплив копінг-стратегій на адаптивність кризових психологів під час війни.

### **Aim, subject and research methods**

Метою даної роботи є встановлення детермінант адаптивності кризових психологів під час війни на основі вивчення особливостей копінг-стратегій.

Предмет – вплив копінг-стратегій на адаптаційні можливості та професійну дезадаптацію кризових психологів під час війни.

В долідженні прийняли участь 112 кризових психологів, що надають психологічну допомогу в Україні під час війни.

Методи дослідження:

Багаторівневий особистісний опитувальник "Адаптивність", розроблений А. Г. Маклаковим і С. В. Чермяніним (1993). Призначений для вивчення адаптивних можливостей індивіда на основі оцінки деяких психофізіологічних та соціально-психологічних характеристик, що відображають інтегральні особливості психічного та соціального розвитку. Метою опитувальника є вирішення завдань професійного психологічного відбору, психологічного супроводу навчальної і професійної діяльності.

Багаторівневий особистісний опитувальник «Адаптивність» складається з 165 питань і має чотири структурних рівня, що дають змогу отримати інформацію різного обсягу та характеру.

Шкали першого рівня дають змогу отримати типологічні характеристики особистості, визначити акцентуації характеру.

Шкали другого рівня призначені для виявлення дезадаптаційних порушень переважно астеничних та психотичних реакцій та станів.

Шкали третього рівня: поведінкова регуляція (ПР), комунікативний потенціал (КП) і моральна нормативність (МН).

Шкала четвертого рівня – особистісний адаптаційний потенціал.

Респондентові пропонуються питання, які стосуються безпосередньо його самопочуття, поведінки або характеру. На кожне запитання він повинен відповідати «так» чи «ні». Тому при обробці результатів враховується кількість відповідей, які збіглися з «ключем». Кожний збіг відповіді з «ключем» оцінюється в один бал.

Опитувальник оцінки рівня психологічної і фізіологічної професійної дезадаптації [3, с. 18], за допомогою якого можна оцінити такі ознаки психофізіологічної професійної дезадаптації: погіршення самопочуття, яке проявляється в емоційних зрушеннях, особливостях змін окремих психічних процесів, зниженні загальної активності та відчутті втомлюваності; сомато-вегетативних порушеннях; порушеннях циклу «сон – активність»; особливостях соціальної взаємодії; зниженні мотивації до діяльності.

Дезадаптація до професійної діяльності або професійного середовища може виникнути внаслідок короткочасних і сильних впливів середовища на людину або під впливом менш інтенсивних, але тривалих впливів. Дезадаптація проявляється в різних порушеннях діяльності: у зниженні продуктивності та якості праці, у порушеннях дисципліни та підвищенні травматизму. Критеріями психофізіологічної адаптації вважаються стан здоров'я, настрої, тривожність, ступінь втомлюваності, активність поведінки. Стійкі порушення психічної адаптації проявляються в клінічно виражених психопатологічних синдромах і (або) відмові від діяльності.

Респондентові пропонуються опитувальник, який складається із 64 тверджень, які він має оцінити, наскільки вони відповідають його стану: цілком, частково або не відповідають.

*Опитувальник «Копінг-стратегії» (Р. Лазарус) [2, с. 235]. В цьому опитувальнику автор виділяє вісім шкал:*

1. Конфронтаційний копінг, складається з агресивних зусиль людини, спрямованих на зміну ситуації, прояву ворожості і гніву на адресу того, що створило проблему;
2. Дистанціювання – включає в себе спроби індивіда відокремити себе від проблеми, забути про неї;
3. Самоконтроль – полягає в намаганні регулювати власні почуття і дії;
4. Пошук соціальної підтримки – полягає у пошуку індивідом у суспільстві інформаційної, матеріальної та емоційної допомоги;
5. Прийняття відповідальності – визнання своєї ролі в появі проблеми і намагання не повторювати старих помилок;

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6. Втеча-уникнення. Уявне прагнення і поведінкові зусилля, спрямовані на те, щоб позбутися від проблемної ситуації, вийти з неї;

7. Планування вирішення проблеми. Довільні проблемно-сфокусовані зусилля у зміні ситуації, що включають аналітичний підхід до проблеми, виробленні плану дій і послідовного його виконання;

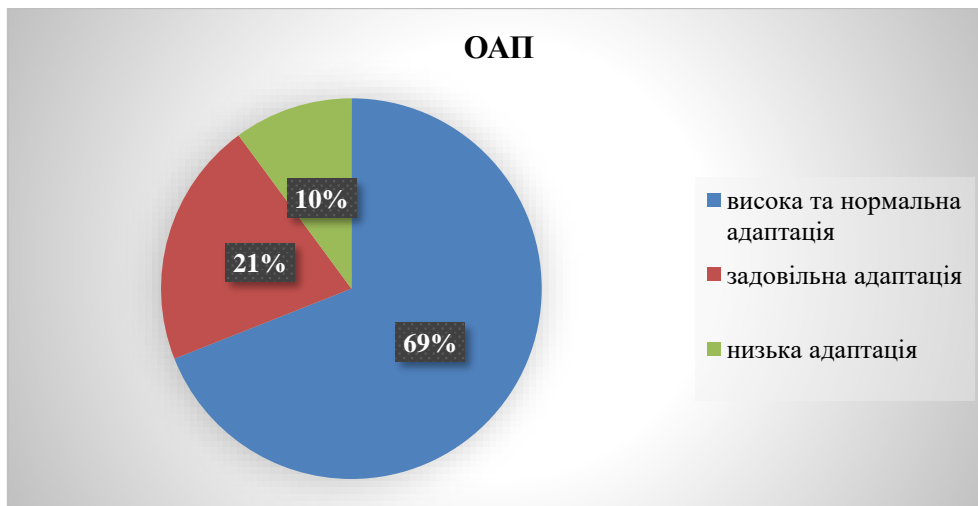
8. Позитивна переоцінка. Надання людиною позитивного значення того, що відбувається, намагання впоратися з труднощами шляхом інтерпретації обстановки в позитивних термінах. Зусилля зі створення позитивного значення з фокусуванням на особистісному зростанні, включаючи також релігійний вимір.

Метою даного опитувальника є виявлення базових копінг-стратегій, які людина використовує у складних, стресових ситуаціях.

### **Research results**

За допомогою багаторівневого особистісного опитувальника «Адаптивність» було проведено оцінку адаптивних можливостей кризових психологів, на основі оцінки деяких психофізіологічних та соціально-психологічних характеристик, що відображають інтегральні особливості психічного та соціального розвитку, а саме виявлено рівень показників «особистісного адаптивного потенціалу» («ОАП»), «моральної нормативності» («МН»), та «нервово-психічної стійкості» («НПС»).

Отже, розглянемо більш детально результати, отримані за допомогою даного опитувальника. Він виступив основою у диференціації вибірки за рівнем особистісного адаптивного потенціалу. А саме, 69 % випробуваних увійшли до групи високої та нормальної адаптації, 20,9 % респондентів увійшли до групи задовільної адаптації, 10,1 % випробуваних увійшли до групи низької адаптації (Рисунок 1).

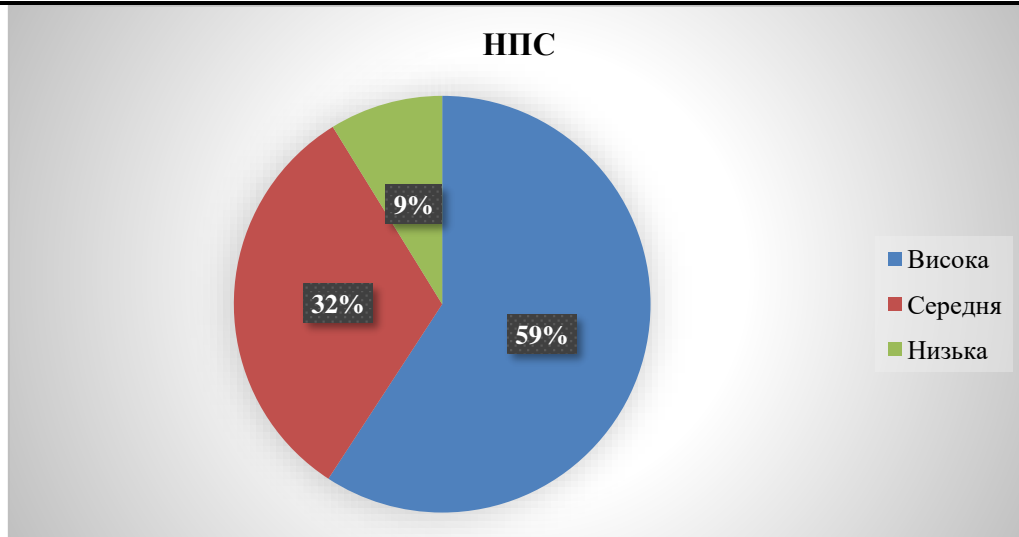


**Рисунок 1.** Відсотковий розподіл показників особистісного адаптаційного потенціалу кризових психологів багаторівневого особистісного опитувальника «Адаптивність».

Джерело: Дослідження проводилося на базі Запорізького національного університету, Київського Гештальт університету, психологічного центру «Копінг».

Отже, більше ніж половина, 69 % кризових психологів увійшли до групи високої та нормальної адаптації. Вони досить легко адаптуються до нових умов діяльності, швидко входять у новий колектив, досить легко і адекватно орієнтуються в ситуації, швидко виробляють стратегію своєї поведінки, як правило, не конфліктні і володіють високою емоційною стійкістю. Але 31 % кризових психологів увійшли до групи задовільної та низької адаптації. Що говорить про те, що психологи, що отримали такі результати володіють ознаками різних акцентуацій, які в звичних умовах частково компенсовані і можуть виявлятися при зміні діяльності. Тому успіх адаптації залежить від зовнішніх умов середовища. Ці особи, як правило, володіють невисокою емоційною стійкістю, що може призвести до асоціальних зривів, проявів агресії і конфліктності.

Окрім особливостей особистісного адаптаційного потенціалу за допомогою даного опитувальника було виявлено показники нервово-психічної стійкості А саме, 59,2 % випробуваних продемонстрували високу нервово-психічну стійкість, 32 % респондентів мають середній рівень нервово-психічної стійкості, 8,8 % випробуваних мають низьку нервово-психічну стійкість (Рисунок 2).



**Рис 2.** Відсотковий розподіл показників нервово-психічної стійкості кризових психологів за результатами багаторівневого особистісного опитувальника «Адаптивність».

Джерело: Дослідження проводилося на базі Запорізького національного університету, Київського Гештальт університету, психологічного центру «Копінг».

Отже, психологи, що надають кризову психологічну допомогу під час війни продемонстрували високі та середні показники за шкалою «нервово-психічна стійкість» (91,2 %), що говорить про здатність протистояти зовнішнім впливам, які супроводжують їх професійну діяльність, і можуть виводити їх зі стану нервово-психічної рівноваги. Вони володіють здатністю самостійно і з високою швидкістю повертатися в стан психічної рівноваги. Також, вони мають високий рівень нервово-психічної стійкості і поведінкової регуляції, високу адекватну самооцінку і реальне сприйняття дійсності. В той же час близько 9 % мають низькі показники за шкалою «нервово-психічна стійкість», що перешкоджає успішній адаптації і підсилює ризик дезадаптації в стресових ситуаціях, які є невід'ємною частиною діяльності кризових психологів. У цих респондентів простежується схильність до зривів нервової системи при значних фізичних і психічних навантаженнях, перед хворобливі стани (крайні варіанти психічної норми) з прихованою, не вираженою, або помірно вираженою, але компенсованою формою перебігу, зумовлені дефектами функціонування нервової системи, що знижують пристосувальні можливості організму. У походженні нервово-психічної нестійкості визначальну роль відіграють біологічна неповноцінність нервової системи (вроджена чи набута) у поєднанні з несприятливими психологічними і соціальними факторами. В разі тривалої нервово-психічної нестійкості може з'явитися порушення структурно-

функціональної цілісності системи і, що в результаті негативно вплине на соматопсихічне здоров'я психолога і може призвести до погіршення професійного здоров'я та втрати можливості займатися цією професійною діяльністю.

Також, за допомогою багаторівневого особистісного опитувальника «Адаптивність» було виявлено показники моральної нормативності кризових психологів. А саме, 11,5% випробуваних продемонстрували високу моральну нормативність, 84,5% респондентів мають середній рівень моральної нормативності, 4% випробуваних мають низьку моральну нормативність (Рисунок 3).

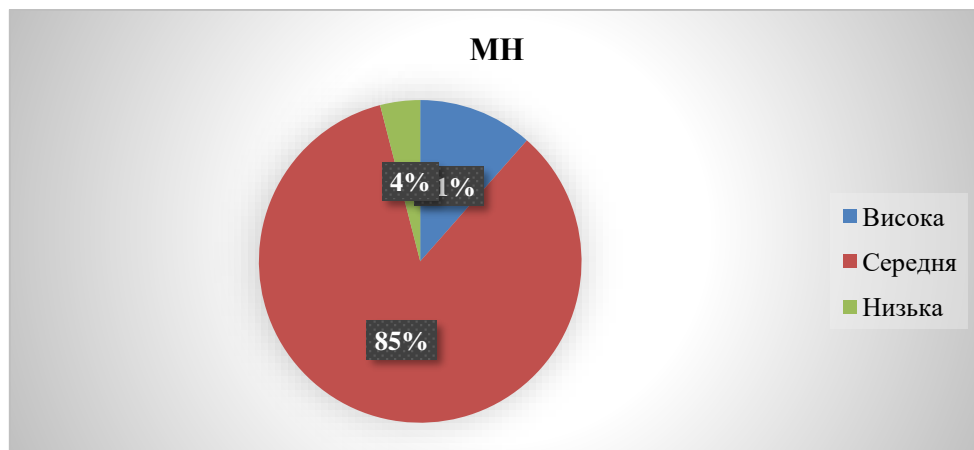


Рисунок 3. Відсотковий розподіл показників моральної нормативності кризових психологів за результатами багаторівневого особистісного опитувальника «Адаптивність».

Джерело: Дослідження проводилося на базі Запорізького національного університету, Київського Гештальт університету, психологічного центру «Копінг».

Ще, один показник, що ми дослідили в межах даної роботи – дезадаптація до професійної діяльності або професійного середовища, яка може виникнути внаслідок короткочасних і сильних впливів середовища на людину або під впливом менш інтенсивних, але тривалих впливів. Дезадаптація проявляється в різних порушеннях діяльності: у зниженні продуктивності праці та її якості, у порушеннях дисципліни праці, у підвищенні аварійності й травматизму. Критеріями психофізіологічної адаптації вважаються стан здоров'я, настрої, тривожність, ступінь втомлюваності, активність поведінки. Стійкі порушення психічної адаптації проявляються в клінічно виражених психопатологічних синдромах і (або) відмові від діяльності.

В результаті проведеного нами емпіричного дослідження, було виявлено такі показники професійної дезадаптації: жоден з випробуваних не продемонстрували високий та виражений рівень професійної дезадаптації, 23,5% респондентів мають

during the war

помірний рівень професійної дезадаптації, 76,5 % випробуваних мають низький рівень професійної дезадаптації (Рисунок 4).



**Рисунок 4.** Відсотковий розподіл показників рівня професійної дезадаптації кризових психологів за результатами опитувальника оцінки рівня психологічної і фізіологічної професійної дезадаптації Н. Родіної.

Джерело: Дослідження проводилося на базі Запорізького національного університету, Київського гештальт університету, психологічного центру «Копінг».

Отримані нами результати дослідження, говорять про те, що всі учасники дослідження мають помірний або низький рівень психологічної і фізіологічної професійної дезадаптації. Окрім можливості визначити рівень професійної дезадаптації кризових психологів, за допомогою вище зазначеної методики, було виявлено окремі ознаки професійної дезадаптації респондентів. Були оцінені такі ознаки психофізіологічної професійної дезадаптації: погіршення самопочуття, яке проявляється в емоційних порушеннях, особливостях змін окремих психічних процесів, зниженні загальної активності та відчутті втомлюваності; соматовегетативних порушеннях; порушеннях циклу «сон – активність»; особливостях соціальної взаємодії; зниженні мотивації до діяльності (Рисунок 5).





*during the war*

високий	2,7 %	9,4 %	32%	12%	12%	13,5%	14,7%	12%
середній	63,1%	75,1%	58,7%	68%	68,9 %	63%	71,1%	68%
низький	34,2%	15,5%	9,3%	20 %	19,1%	23,5%	14,2%	20 %

Отримані результати засвідчують, що більшість кризових психологів продемонстрували середні показники за всіма шкалами опитувальника копінг-стратегій Р. Лазаруса. Це підтверджує відсутність домінуючого вираження певної копінг-стратегії, за виключенням лише однієї, – «самоконтроль», яка характеризується як зусилля з регулювання своїх почуттів і дій, і за якою високі показники розвинутості даної копінг-стратегії показали майже третина (32 %) респондентів.

В результаті аналізу засобів опанування кризових психологів можемо зробити висновок про те, що психологи переважають конструктивні та ефективні копінг-стратегії, такі як: планування вирішення проблеми (85,8%), самоконтроль (90,7%), позитивна переоцінка (80%). У даному випадку до уваги бралися показники високого та середнього рівня вираження копінг-стратегії. При цьому присутня і така деструктивна копінг-стратегія, як втеча-уникнення (76,5%). Дана тенденція вказує на те, що кризові психологи воліють в складних життєвих ситуаціях активніше здійснювати довірливі, спеціально використані проблемно-сфокусовані зусилля щодо зміни ситуації, що включають аналітичний підхід до вирішення проблеми.

Більша частина кризових психологів – 85% використовує змішані копінг-стратегії, тобто вони вирішують проблемні ситуації за допомогою декількох стратегій опанування, в залежності від ситуації та обставин, в яких вони опиняються. Також необхідно зазначити, що 12% респондентів не мають жодної яскраво вираженої стратегії опанування. 13% кризових психологів мають лише одну стратегію опанування, з них 66% опитуваних – планують вирішення проблеми, 12% кризових психологів використовують копінг-стратегію «самоконтроль», у 11% – переважає копінг-стратегія дистанціювання, 6% – використовують позитивну переоцінку. Отже, більшість кризових психологів прагнуть використовувати більш конструктивні шляхи адаптації по відношенню до складних ситуацій, пов'язані з їх зміною і отриманням позитивного досвіду.

Наступним етапом дослідження було з'ясування психологічного наповнення кожної з зафіксованих копінг-стратегій. Так показники копінг-стратегії «самоконтроль» знаходяться у позитивному кореляційному зв'язку із показниками адаптаційних здібностей ( $r=0,25$  при  $p \leq 0,05$ ), моральної нормативності ( $r=0,21$  при  $p \leq 0,05$ ). Блок

показників професійної дезадаптації показав негативний кореляційний зв'язок: дезадаптація ( $r=-0,29$  при  $p\leq 0,05$ ), емоційні порушення ( $r=-0,33$  при  $p\leq 0,05$ ), зниження загальної активності ( $r=-0,35$  при  $p\leq 0,05$ ), відчуття втоми ( $r=-0,27$  при  $p\leq 0,05$ ), соматовегетативні порушення ( $r=-0,27$  при  $p\leq 0,05$ ), порушення циклу «сон-активність» ( $r=-0,21$  при  $p\leq 0,05$ ), особливості соціальної взаємодії ( $r=-0,34$  при  $p\leq 0,05$ ) (Таблиця 2).

**Таблиця 2. Результати кореляційного аналізу у показниках прояву копінг-стратегій кризових психологів**

	Конфронтація	Дистанціювання	Самоконтроль	Пошук соціальної підтримки	Прийняття відповідальності	Втеча - уникнення	Планування вирішення проблем	Позитивна переоцінка
Адаптивні здібності			0,25					0,17
Моральна нормативність		-0,16	0,21					
Нервово-психічна стійкість	0,19						0,19	-0,14
Дезадаптація			-0,29	-0,21		-0,16		
Емоційні порушення		-0,18	-0,33			-0,21		
Окремі психічні процеси						-0,22		
Зниження загальної активності			-0,35					
Відчуття втоми			-0,27					
Соматовегетативні порушення			-0,27			-0,19		-0,15
Порушення циклу «сон-активність»	0,14		-0,21					
Особливості соціальної взаємодії			-0,34			-0,17		
Зниження мотивації				-0,20				

**Джерело:** Дослідження проводилося на базі Запорізького національного університету, Київського гештальт університету, психологічного центру «Копінг».

Результати кореляційного аналізу продемонстрували факти сформованих особистісних та поведінкових властивостей кризових психологів, у яких зафіксовано такий негативний тип копінг-стратегії як «втеча-уникнення». Цікавим виявився факт щодо ідентичного особистісно-поведінкового супроводу прояву цієї копінг-стратегії. Йдеться про ідентичні негативні кореляційні зв'язки показників копінг-стратегії «втеча-уникнення» із показниками дезадаптації ( $r=-0,16$  при  $p\leq 0,05$ ), емоційних порушень ( $r=-0,21$  при  $p\leq 0,05$ ), соматовегетативних порушень ( $r=-0,19$  при  $p\leq 0,05$ ), особливостей соціальної взаємодії ( $r=-0,17$  при  $p\leq 0,05$ ).

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Психологічний супровід таких негативних типів копінг-стратегій як «конфронтація» та «дистанціювання» складає дещо відмінну особистісно-поведінкову панораму кризових психологів. Прояв копінг-стратегії «конфронтація» знаходиться в позитивному кореляційному зв'язку із показником порушення стану «сон-активність».

### **Conclusions**

В результаті проведеного дослідження, з'ясовано, що конструктивність копінг-стратегії допомагає уникнути емоційних та фізичних перевантажень та виснаження організму та сприяє адаптивності кризових психологів, навіть в умовах війни. Поступовий аналіз різноманітних підходів до вивчення проблеми копінгу дає змогу зрозуміти копінг-стратегії як складне структурне утворення, яке визначає вибір ефективних способів опанування, і є основою для усвідомлених та цілеспрямованих дій кризових психологів, що забезпечує ефективне виконання їх професійної діяльності.

Необхідно зазначити, що у психологів, що надають психологічну допомогу під час війни виявлено соматовегетативні порушення, як домінуюча ознака професійної дезадаптації, в той же час жоден з учасників дослідження не має вираженого та високого показника професійної дезадаптації. Проведений кореляційний аналіз дав змогу дійти висновку про те, що позитивні типи копінг-стратегій демонструють адаптаційні ознаки особистісно-поведінкових характеристик, а негативні копінг-стратегії вміщують комплекс особистісно-поведінкових ознак не адаптаційного змісту. Цей відсоток об'єднує групу досліджуваних кризових психологів, які у прояві загального адаптаційного потенціалу, нервово-психічної стійкості та моральної нормативності отримали низькі показники.

З огляду на проведений аналіз особистісно-поведінкових характеристик кожного з типів копінг-стратегій із визначенням більшої кількості змішаних типів копінг-стратегій із домінуванням серед них позитивних типів у вибірці досліджуваних.

Ми й надалі досліджуватимемо копінг-стратегії особистості і їх вплив на адаптивність особистості, плануємо розробити концептуально-методичну модель профілактичних заходів щодо підтримки адаптаційних можливостей кризових психологів в умовах війни.

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## **THE USE OF REMOTE TECHNOLOGIES IN LEARNING PROCESS OF HIGHER EDUCATIONAL ESTABLISHMENTS**

### **Summary**

The article examines the use of distance technologies during the learning process of higher educational establishments. The issue of distance education remains relevant today. During distance learning, educational services are provided using modern information and communication technologies. Teachers use multimedia presentations to better master better the learning material by students. A multimedia presentation is a software product that contains text and graphics (diagrams, photographs, drawings, diagrams, graphics, etc.). One of the main functions of the presentation is to support clearly the delivery of the necessary information. It was found that there are many requirements and recommendations for creating effective presentations, ranging from characteristics of human perception, ending with technical characteristics. Here is a list of free Internet resources for creating presentations: Prezi, Sway, Slides, Canva, Google Presentations. However, it has been suggested that not all participants in the educational process are familiar with most of these requirements, although they make extensive use of multimedia presentations in their work. A survey was conducted according to which most teachers are not familiar with the requirements for presentations, which can make last ones more effective, although the professors have been using them for a long time. It is recommended to introduce special educational seminars or trainings to deepen knowledge in this matter.

**Keywords:** distance education, ICT, multimedia presentation, higher educational establishments, teacher

## **Introduction**

Ukraine's educational process continues to be affected both during the Covid-19 pandemic and with the start of hostilities in February 2022. The goal of the state in both cases was not to stop the educational process. To achieve this goal distance learning is being introduced at all levels of education.

According to the Regulations approved by the Ministry of Education and Science of Ukraine, distance learning means an individualized process of acquiring knowledge, skills, abilities and ways of human cognitive activity, which occurs mainly through indirect interaction of distant participants in a specialized environment that works on the basis of modern psychological-pedagogical and information-communication technologies [1].

The purpose of distance learning is to provide educational services through the use of modern information and communication technologies in certain educational or educational-qualification levels in accordance with state educational standards.

Information and communication technologies of distance learning are technologies of creation, accumulation, storage and access to web resources (electronic resources) of academic disciplines (programs), as well as ensuring the organization and support of educational process with specialized software and information and communication tools including the Internet [1].

It should be noted that distance learning in the modern world is carried out using a variety of technologies that differ in: the form of presentation of educational materials; the presence of a mediator in training system or a centralized form of training; by the degree of use of telecommunications and personal computers; by the technology of educational process control; by the degree of implementation in the technology of teaching usual methods of conducting the educational process; by methods of identification of students when taking exams [2].

The study of the experience of introducing distance learning in the education systems of different countries allowed to identify the main motivational reasons that motivate educational institutions to organize a distance learning system: improving the quality of education; advantages of new pedagogical technologies; growing demand for a new form of education; income generation; the possibility of constant interaction between teachers and students; the need to survive in the information society; the possibility of reducing the cost of reorganization of education [3].

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### **Aim, subject and research methods**

The purpose of this study is to determine the effectiveness of the use of multimedia presentations, such as ICT, during the distance learning process in higher educational establishments. The subject of research is theoretical and applied aspects of the use of multimedia presentations in the educational process. Among the research methods used there were: theoretical and analytical, system analysis, practical and descriptive.

### **Research results**

A modern teacher, in order to successfully perform his duties, needs to have many competencies. In the conditions of distance education information technologies are actively used, therefore the pedagogical community faces the following tasks: to study the general bases of information technologies for increase of level of information competence of the teacher; to master information technologies specific to the subject area that corresponds to the specialty of the teacher; master the general theory and methods of using information technology in professional pedagogical activities; prepare for the use in learning process of specially focused on a particular subject of information technology [4].

All levels of education in our country during distance learning should provide students with teaching materials and introduce various types of control over the assimilation of material. Different learning platforms are used to provide students with learning materials. ZOOM, Google Meet, Microsoft Teams Moodle, etc. are used to conduct the classes themselves. However, each educational institution gives its students the opportunity to have "at hand" educational material for each discipline on digital platforms. Such materials include lecture notes, guidelines for practical classes, guidelines for independent work, etc. It is believed that one of the convenient forms of presenting information is a multimedia presentation. The field of education is no exception. Very often, teachers on digital platforms post educational materials in the form of multimedia presentations (both in the form of slide shows and video presentations with teacher's voiceover).

A computer presentation is a way to visualize information using audiovisual media.

A multimedia presentation is a software product that contains text and graphics (diagrams, photographs, drawings, diagrams, graphics, etc.). One of the main functions of the presentation is to clearly support the delivery of the necessary information.

MS PowerPoint, like other tools for creating multimedia presentations, is successfully



used for tasks other than those for which they were originally created. It is important to realize that these programs are actually simple image editors, so they can be used not only to create presentations. One such application is the use of MS PowerPoint to create simple infographics or slidedocs that can facilitate the learning process [5].

Everyone has a preferred learning style, but most people respond better to visuals than to the spoken word alone. According to a research, people gain 75 percent of what they know visually, 13 percent through hearing, and 12 percent through smell. A picture is three times as effective in conveying information as words alone. Words and pictures together are six times as effective as words alone [5, 6 p. 23].

Before making your presentation think about the structure. Build your presentation around key points, with evidence to support them. Make sure the evidence you use to prove key points is mentally stimulating. So build around key points.

According to V. Nelyubov, the main principle of creating a presentation should be a simple, concise and clear presentation of educational material. It is on the understanding and memorization of educational material should be aimed at the presentation. According to the psychological characteristics of people, their maximum mental activity is observed from 10 to 12 o'clock, and during the lecture it is maximum in the first third, decreases in the second third and again increases slightly at the end. Accordingly, the complexity of training material should be distributed. This approach requires pedagogical experience [7].

According to some researchers, the main requirements for creating a presentation include the following:

1. page settings: the size of the slides corresponds to the size of the screen; slide orientation - landscape; slide width is 24 cm, height is 18 cm; mandatory numbering (Arabic numerals); fields should be not less than 0.5 cm wide;
2. the presence of the title slide, based on the template (includes: the title of the presentation, information about the author / authors);
3. on the title slide emblems, logos of organizations and the name or logo of the event can be placed;
4. observance of the accepted rules of spelling, punctuation, abbreviations and rules of text design (absence of a point in the titles, etc.);
5. list of used sources (on the last slide);
6. design requirements: adherence to a single design style of all slides; the ability to use the logo; use no more than three colors on one slide (one for background, second for headings, third for text); background is a secondary element (highlight, shade, emphasize the information

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placed on the slide and do not interfere with its perception);

7. requirements for the content of slides: the location of information is horizontal, the most important information should be located in the center; all images are signed below;

8. requirements for the text are conciseness and conciseness of presentation; maximum informativeness of the text; font size should be 20 pt, minimum and only in exceptional cases can be 14 pt. It is necessary to use fonts without notches and no more than one – two variants of fonts; line length should be no more than 36 characters [7, 8].

There is also the 10-20-30 Rule for Slideshows. It means that slideshows should contain no more than 10 slides, last no more than 20 minutes and use a font size of no less than 30 point. This last is particularly important as it stops you trying to put too much information on any one slide. If you need to provide more information, create a bespoke handout and give it out after your presentation [9].

There are a number of additional requirements for the content of the presentation:

- each slide should reflect one opinion;
- the text should consist of short words and simple sentences;
- the line should contain 6-8 words;
- there should be 6-8 lines on the slide;
- the total number of words should not exceed 50;
- verbs must be in the same tense;
- headlines should attract the attention of the audience and summarize the main ideas of the slide;
- headings should contain both uppercase and lowercase letters;
- slides should not be too bright because extra decorations only interfere with the effective perception of data;
- the number of blocks of statistics on one slide should not exceed four;
- the caption to the illustration is placed below it, not above it;
- all slides of the presentation should be maintained in the same style [7, 8].

As you can see, there are many requirements and recommendations for creating presentations, ranging from the characteristics of human perception, ending with technical characteristics. Internet resources also come to the rescue to create presentations. Prezi: the service is designed to create presentations and videos, which is especially important during distance learning. This is one of the most famous tools for educators to work with presentations [10]. Sway: the service allows you to create presentations, stories and newsletters. A handy

interactive tool for collaborating with students or colleagues, multiple users can work on a single presentation [11]. Slides: a powerful online editor for creating presentations of any level of complexity. With the Slides service, you can even change the HTML markup, as well as make adjustments to CSS [12]. Canva: the center of creativity in the world of online postcards, layouts and presentations. With this service you can create a presentation with a unique design very quickly[13]. Google Presentations: one of the most comprehensive and easy-to-use tools for creating presentations [14].

The above information gives a clear picture of multimedia presentations creation. However, we assume that not all participants of educational process are familiar with most of these requirements, although they widely use multimedia presentations in their work (educational process in the usual mode, distance learning, placement of educational materials on different platforms).

In order to test our assumption, a survey of teachers was conducted. It was attended by 62 teachers from 6 educational institutions of Ukraine (DSTU, Dnieper College of Railway Transport and Transport Infrastructure, NU "Zaporizhzhya Polytechnic", NULES of Ukraine, KhNADU, KhNUMG named after OM Beketova). It was found that all respondents (100%) use multimedia presentations, such as MS PowerPoint, among ICT tools during distance learning. It is worth noting that 93% of respondents learned to use multimedia presentations on their own. It turned out that 98% of teachers are not familiar with the requirements for multimedia presentations, such as graphic requirements, requirements for design, content and text, which can make the presentation more effective. 100% of the surveyed educators plan to deepen their knowledge of the requirements for multimedia presentations, for more effective use in their professional activities.

### **Conclusions**

Therefore, the following conclusions can be drawn. Multimedia presentations, as an ICT tool, are widely used in learning process of educational institutions in our country. The use of presentations makes it easier for teachers to present material to students. It was found that in order to create an effective presentation, it should be subject to requirements ranging from characteristics of human perception to technical characteristics. Such requirements include: page parameters, the presence of the title slide, compliance with the rules of spelling and punctuation, careful selection of design, attention to the content and text of the slide, the availability of a list of sources used, etc. As analyzed, most educators are unfamiliar with the

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requirements for presentations that can make them more effective. We consider it expedient to introduce special educational seminars or trainings to deepen knowledge in this matter.

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## **THE TEACHER'S PERSONAL BRAND**

### **Summary**

Creation and promotion of a teacher's personal brand becomes a primary task in the conditions of systemic changes in the field of education and its reform. The brand becomes a tool for improving the quality of pedagogical work and the level of the teacher's professional skills. The features, components and ways of promoting a teacher's personal brand are analyzed in the article.

**Keywords:** brand, personal brand, generation Z, trauma, pedagogical skill

### **Introduction**

At the current stage of society's development, when the social world exists in the form of information civilization and has a high rate of change, the problems of increasing the efficiency of professional training of qualified specialists are becoming especially urgent. Currently, the task is not only to transfer knowledge, but also to help the target audience make a choice in favor of a certain teacher who is capable of producing knowledge, who is effective, interesting, has the necessary competencies, pedagogical skills, and work experience. Because the quality and effectiveness of the assimilation of knowledge and the acquisition of skills by the students depends to a large extent on the teacher personality. Issues of forming a teacher's personal brand, methods of increasing recognition and trust in the brand, channels of promotion and personal brand management are becoming relevant.

### **Purpose, subject and research methods**

The purpose of the study: to analyze the specifics of the teacher's personal brand.

The subject of the study is the teacher's personal brand.

To achieve the goal, the following tasks were formulated:

- analyze and summarize scientific ideas about brand, branding and personal branding;
- to analyze the features of a personal brand, its meaning and role in the formation of a modern qualified specialist;
- to reveal the features and components of a teacher's personal brand.

Methods of analysis, generalization and systematization of scientific material were used to solve the tasks.

### **Research results**

The problem of researching value orientations, worldviews, and behavioral patterns of young people always attracts the attention of scientists, since it is young people who are the initiators of social transformations and are at the forefront of political and socio-cultural changes. This issue is of particular interest in the context of the information society, further virtualization and digitalization of social life, and existing crisis phenomena.

The formation of the personality is carried out both in the process of the purposeful influence of agents of socialization during education and upbringing, and spontaneously, since the social reality itself acts as a socializing environment, in the conditions of which the formation of the personality takes place.

Not only society is undergoing changes, researchers note the emergence of a new generation - generation Z, born at the beginning of the 20th century, which will be replaced by the alpha generation - children born after 2010 (a term introduced by Australian demographer Mark McCrindle). The developers of the generations theory, the American researchers Neil Gove and William Strauss, analyzing the history of the United States and other countries, in their writings proclaim the idea of the existence of repeating cycles of generations. Studying generational trends, the authors note the similarity of personal characteristics, value orientations, life strategies of persons belonging to the same generation, which was formed under certain historical circumstances.

The study of the generation Z characteristics is gaining popularity, this issue is actively discussed by scientists and educators. And first of all, it is related to the solution of practical issues, in particular: how should the education system (content, teaching methods) change in

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accordance with the needs of the "digital person", how to find a common language and cooperate among representatives of different generations, what behavior to expect in the future from generation Z, because in the future, the development of the state and the economy, the education of the new generation will depend on their decisions and work. And therefore, if we think about the future, it is worth understanding what values representatives of generation Z profess, in what conditions their formation takes place, what their needs and preferences are.

Researchers indicate that representatives of generation Z are characterized by technical and informational literacy, multitasking, practicality, but at the same time mosaicism and fragmented thinking. They easily master the latest technologies and new gadgets, perceive Internet resources as the only source of information, and social networks as an opportunity for communication and presentation of themselves and their projects.

Gregg L. Witt and Derek E. Byrd, reflecting on the digital learning style of Generation Z, draw attention to the need to use various forms of social networks and the latest technologies, such as virtual reality and augmented reality, in the educational process. In order to increase motivation to study, the authors note, it is necessary to take into account the features of digital learning of generation Z, namely: interactivity, individual approach, collaboration, providing the opportunity to perform several tasks at once and access to content through various media platforms, deployment of active and meaningful work areas [1,60-61].

On the one hand, the formation of generation Z took place in new technological conditions, as innovative digital technologies open up new opportunities for mastering knowledge and skills. At the same time, this period was marked by crisis phenomena that determine the outlook, lifestyle and mindset of representatives of existing generations, influence the choice of adaptation strategies and life scenarios. In particular, these are the global economic crisis (2008), political upheavals, conflicts, civil protests, the Covid pandemic and the war in Ukraine. In addition, we do not forget about information wars and the sending of negative, destructive information that we receive from mass media and Internet resources, social networks.

Accordingly, these events are traumatic both for the individual and for society as a whole. The concept of trauma as an opportunity to explain the dysfunctional consequences of social changes gained popularity at the turn of the XX-XXI centuries. One of the founders of the concept of "trauma" is the Polish sociologist P. Sztompka, whose works are devoted to the analysis and interpretation of the changes that took place in the countries of Eastern and Central Europe at the end of the 20th century, as well as the analysis of adaptive processes and reactions to "traumatic conditions" of the population in these countries. The theoretical and



methodological potential of this concept, which was used by domestic researchers as a tool for analyzing transitional societies and interpreting the transition of traditional societies to the stage of globalization, has not lost its relevance even today. In particular, P. Shtompka defines trauma as a process that dynamically unfolds and goes through successive stages:

- „The structural and cultural past is an environment that contributes to the emergence of trauma.
- A traumatic event or situation, defined as a state of tension, associated with a specific social change and leading to a disruption of the usual way of life, patterns of behavior and thinking.
- Ways of defining and interpreting traumatic events.
- Traumatic symptoms manifested at the biological, demographic level of collectivity, at the level of social structure and culture.
- Post-traumatic adaptation.
- Overcoming trauma” [9, 8].

Trauma, according to the researcher, can appear as a consequence of some changes, and at the same time can be the cause of other changes, be subjective and objective. The author divides traumas into social and personal, related to changes in the life of an individual. Considerable attention in the works of P. Shtompka is devoted to cultural trauma, which can have a constructive and destructive direction. The constructive scenario consists in the morphogenesis of culture, the destructive one - in the deepening of cultural incompetence, as a result of apathy, pessimism, disappointment, loss of identity, destruction of culture [10, 489-490].

So, the theoretical construct proposed by the sociologist can be used as a model for analyzing the socializing environment, the conditions in which generations are formed.

In particular, the fate of generation Y (millennials), born in the 1980s and 1990s witnesses such events as: the collapse of the communist system, the collapse of the Soviet Union, radical economic reforms, financial shocks, unemployment, a drop in the real income of the population, the destruction of former styles of thinking and activity, the usual way of life, etc., as a result, researchers state a pessimistic view about the future, apathy, distrust syndrome, dissatisfaction and helplessness, search for new adaptation strategies. Generation Z, born in the age of digital technologies, is no less traumatized.

The pandemic, the consequences of which for society and individuals are just beginning to be explored, has become a significant test for everyone without exception. Although the problem of studying social cataclysms is not new. Thus, the American scientist Pytyrim Sorokin in his monograph "Man and Society in Disaster", which was published back in 1942, analyzes

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in detail the impact of war, revolution, famine and epidemics on intelligence, human behavior, social organization and cultural life. The sociologist notes that "we are living in the conditions of the greatest crisis in the history of mankind.... The crisis has acquired a universal character and has covered almost our entire culture and society... It covers all forms of social, economic, political organization, the entire way of life and thinking." [8, 236] The consequence of such cataclysms, including epidemics, according to the scientist, will be the following trends: increased emotional and affective instability, manifestations of irritation, feelings of depression, stress, neuroses, despair and apocalyptic moods. However, P. Sorokin provides optimistic scenarios for getting out of the crisis and emphasizes that individuals who have a stable, integral transcendental system of values, "which cannot be taken away by any person or catastrophe" will be able to easily adapt to crisis phenomena [8, 243]. Therefore, the formation of an individual's value system is a key to the stability and health of society and man. Filling the life of a person and humanity with spiritual meanings and values has always been and remains the mission of the humanities, particularly philosophy, and art. Unfortunately, in the system of modern domestic education, there are negative trends of reducing the number of hours for studying socio-humanitarian disciplines, philosophy, sociology, political science, cultural theory, ethics and aesthetics, the basics of law, psychology, and pedagogy are devastatingly deleted from the curricula. At the same time, modern young people have a demand for knowledge that reveals the nature of man, the essence of society and the social and economic, political, and cultural processes that take place in it. This explains the interest of young people in various trainings, webinars, marathons, lectures on self-development, revealing personal potential, solving social and life crises, finding a purpose, meaningful life orientations, etc.

The reinterpretation of essential values is also caused by the war in Ukraine, the consequence of which is an existential vacuum associated with a lack of meaning in life and uncertainty about the future. The society itself has undergone devastating changes, the fate of many people has radically changed, they have lost their "coordinates of movement" when planning their life path, have become forced migrants and are looking for shelter outside the Motherland. Traumatic events also led to a crisis in the economic sectors, in particular, we are talking about the institute of education and science, which, unfortunately, without appropriate reaction and care from the state and civil society, support from the world educational and scientific community, will long experience the catastrophic consequences of these changes.

Firstly, the student contingent decreased. And young people - the flower of the nation, who are already studying abroad, are unlikely to interrupt their studies and return to Ukraine if they have better prospects for employment in the future. Children and young people who

continue to study in Ukraine are under constant stress, which affects not only their motivation to acquire knowledge, but also their psycho-emotional readiness for learning.

Let's not forget that the Covid-19 pandemic reoriented education from offline to online format. But, despite the invaluable work experience gained, there were many complaints about distance education. The first thing students complained about was the lack of live communication with the teacher and peers. Let's remember the children who just started school, but due to circumstances did not attend school, did not feel its "spirit", namely in the younger grades the foundations are laid: love and "hunger" for learning, the ability to learn and acquire knowledge independently, cognitive activity and creativity, interpersonal skills.

Many educators and scientists left Ukraine, which will lead to a decrease in the quality of educational services and an impoverishment of scientific research. When the number of students decreases, reductions will be forced or the staff of the department will be changed in connection with the non-return of teachers, accordingly, the actual workload will be reduced, but the number of disciplines assigned to the department will not actually change, and therefore, the workload of teachers will decrease, but the actual stress will be increased. There will be more subjects that the teacher will read, they will have to be developed "from scratch" and quickly prepare for classes. Let's not forget that there is a requirement to maintain appropriate documentation, prepare electronic educational and methodological complexes of disciplines, issue methodical recommendations, publications on the subject of courses, participation in activities to increase extra-budgetary income has become a mandatory requirement for scientific and pedagogical workers. As a result, lack of time for scientific research and emotional burnout and exhaustion of teachers.

Competition among higher education institutions is also increasing due to the requirement to reduce their number, as the supply exceeds the demand, study abroad becomes attractive.

Under such conditions, higher education institutions should radically change their survival strategies in the market of educational services, contribute to increasing loyalty to domestic educational institutions among applicants and attractiveness to foreign citizens.

Under these conditions, the personal brand of the institution of higher education and its scientific and pedagogical staff will be of great importance. Higher education institutions must respond to the demands of business, the national economy and the state and offer new educational and professional programs in order to ensure the training of highly qualified specialists who are able to apply knowledge in practice, identify and solve problems, generate new ideas and compete in the labor market. The educational programs offered by institutions

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of higher education are aimed at the formation of competences in the acquirers of acquiring in-depth knowledge, abilities and skills in the specialty and consist of 75% of mandatory components and 25% of subjects of free choice of the acquirer of higher education, chosen from the general university catalog in accordance with of the approved procedure in the Higher Education. In this case, the teacher's workload depends on the attractiveness of the discipline of free choice that the teacher reads and his personal brand. Work experience allows us to say that students choose those courses that are related to the formation of soft skills. In particular, at the Kyiv National University of Technology and Design, among other disciplines, the following courses are popular among students: "Philosophy of Success", "Personal Branding", "Time Management", "Fundamentals of Public Speaking", "Design Thinking", "Psychology of Self-Knowledge and self-development".

It is clear that in addition to the knowledge and competences that students acquire in the process of mastering the disciplines, an important role will be played by the figure of the teacher himself, his personal brand.

Forming a personal brand - a unique image that allows you to remember and recognize a specialist, creating your own value through promotion through Internet resources - a trend of the modern information society that cannot be ignored.

What is a personal brand? In the American business context, the term personal (personal) brand has been actively used in a practical sense since 1997, when the concept was first used by journalist Tom Peters for his article. Since then, the US business market has been actively "supplying" personal brands.

Alina Wheeler, the author of the work "Brand Identity" states that the main reason for the popularity of personal branding is "the conditions of the global economy, under which unstable employment has become the norm" [2,102]. F. Kotler, the author of the work "Personal branding: technologies for achieving personal popularity", which positions a personal brand as a "marketing tool aimed at increasing the popularity of a specific personality among target groups", writes that "modern society lives by the laws of fierce competition, therefore popularity has become simply necessary in many areas.... High popularity has become a commodity with great commercial value all over the world. People no longer find it strange to make radical changes in their own life and image in order to achieve a high position... To be successful, a person needs to control his image, make decisions based on a deep understanding of the popularity industry" [4, 22].

Kapferer, the author of the work "Brand forever", notes that a brand is a name that influences buyers, and a name is transformed into a brand by its visibility, distinction, confidence and trust in it. [3]

A personal brand is an image that is created about you in the professional community. And behind this can be: belonging to a certain company, possessing skills and abilities, strong personal qualities, etc.

Andriy Ryabyh and Nika Zebra understand a personal brand as "images that appear in the minds of other people from a specific person." A personal brand is "what people think of you as a person and a professional. He will help to form an audience around him that will trust you as a specialist and will be ready to buy your products." [6]

A. Wheeler indicates that "branding is an organized process designed to make a brand recognizable, attract new customers and retain existing ones" [2, 18]. A. Wheeler interprets personal branding as "the formation of a personal reputation", the identity of a personal brand is connected with the answers to the questions: "Who are you?", "Who should find out about you?", "How will they find out about you?", "Why should they know about you?" [2,102]

The basis of a personal brand is reputation. In this case, we are talking about the teacher's reputation among students, colleagues, management (administration), and the wider academic community. A. Wheeler emphasizes that "a brand is an asset that needs to be protected, supported and cherished" [2, 58], and therefore "brand positioning as irreplaceable requires a daily effort to be the best." [2,18]

Therefore, in order to remain in demand in the modern world, on the labor market, a specialist must prove his uniqueness and professionalism, invest in his development and professional growth, be able to constantly promote himself, maintain the level of trust in his personal brand among the target audience.

Nina Levchuk - head of Google Marketing Solutions in Central and Eastern Europe, author of the "Mentoring for managers" program, founder of the Google Digital Academy for women in Ukraine, notes that the formation of a personal brand is a long-term process that requires strong internal motivation, a personal brand includes the following components: "what you say about yourself, how and where you say about yourself, what they say about you" [5].

Experts emphasize that it is worth talking about the formation of a personal brand if an individual has a unique idea, wants to be popular, to be different from competitors, to get additional opportunities, to have regular customers, to do business under his own name, to set the price of his services and to choose with whom and under what conditions to cooperate.

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Researching the role of a personal brand in the modern world, especially the professional world, scientists note that a personal brand helps an individual to position himself favorably, increase competitiveness in the labor market, create a reputation, become famous, as well as stress-resistant in relation to negative economic crisis phenomena, structure professional activity, to build relationships with one's own audience, to ensure continuous professional development and professional development, to reveal one's own potential, new ways for self-realization, to expand the circle of communication and professional interests, to increase self-esteem.

Taking this into account, we can conclude that a teacher's personal brand allows you to build your own style of teaching skills and gain recognition, increase your authority among students, colleagues and the environment, allows the teacher to look at himself through the eyes of others, study and present his strengths, work on and correct weaknesses, helps increase self-esteem, allows you to get sufficient stability, improve your own economic situation, provides inspiration and creativity.

So, in today's fast-changing world, a personal brand is the basis of professional stability.

Considerable attention of personal branding specialists is devoted to the analysis of brand formation technologies in personal and mass dimensions; tools for its promotion, performance evaluation criteria, etc.

Among the main channels of personal brand promotion and platforms for communication with the audience, the researchers name: participation in various online and offline events, creation of communities of experts and professionals, profiles in social networks, personal website, blogging, creation of a channel on YouTube, in Telegram, columns in specialized media, expert publications in mass media, etc.

The specificity of a teacher's work involves constant improvement of the level of qualifications and pedagogical skills, a high level of responsibility and care for reputation and authority.

The development of professional skills takes place at the expense of getting to know the latest scientific research within the subject, internships, taking advanced training courses, conducting scientific research, writing and publishing articles, participating in scientific and practical conferences, getting to know leading scientific developments, including in pedagogy, participation in joint research and educational projects, trainings and seminars of various levels, mastering new teaching methods, information and communication technologies, etc.

A modern teacher must have the following competencies, which are components of a personal brand: subject, psychological, pedagogical, didactic, methodical, communication,

social, media competence, planning and projecting competence. Also, be able to monitor the trends of social and economic changes in society and their impact on the development of the education system, critically evaluate one's own abilities, use resources and time correctly, consciously form one's own brand and use it to achieve professional goals, show initiative and entrepreneurship. To take into account the peculiarities and specifics of the new generation and the conditions of its formation in pedagogical activities. In particular, characterizing the alpha generation, researchers point out that these are children who differ in speed of perception, mobility, multifunctionality, but they are dependent on technology, superficial, and emotionally poor. Therefore, a teacher must not only have professional knowledge, but also meet the requirements of the times, modern digital realities and quickly master new competencies.

### **Conclusions**

Based on the analysis and generalization of scientific ideas about brand, branding, personal branding, it was concluded that the teacher's personal branding is a practical tool that allows for professional growth, self-analysis of professional and pedagogical activities, systematization of knowledge and skills. Competing in the market of educational services, teachers must constantly prove their professionalism, take an active position in life, "promote their services" among the target audience. Personal branding of a teacher is built taking into account his personal traits, professional qualities and practical experience of working in the education system, its construction includes appropriate stages and procedures, requires the teacher to work on himself, constant self-development, self-education and self-improvement.

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## **THE MODERN METHODS OF LEARNING IN THE HIGHER EDUCATION INSTITUTIONS: IMPLEMENTATION OF FOREIGN EXPERIENCE**

### **Summary**

The paper is devoted to the actual changes in the educational activities of university's students. The author points out the need to use the modern teaching methods, such as game technologies, in order to enhance the educational activities of students, develop their communicative competence, as well as their further professional development. The main features of game technologies, their types and features of each type are determined.

**Keywords:** higher education, teaching methods, student, technology, game

### **Introduction**

The current problems of student education at the university are the search for technologies that increase the level of assimilation of subject material, interest in certain areas of professional activity, the possibility of using theoretical material in solving practical situations. Game learning technologies are a modern and active method of solving this problem, which are actively used in the field of education in Ukraine and other countries.

The phenomenon of the game has attracted the attention of thinkers, philosophers, sociologists, psychologists and teachers throughout the history of mankind. The use of game-based learning methods in Ukraine and other countries has certain specifics and common features. Analysis of the works of domestic and foreign scientists L. Baikova, O. Buhriy, L. Wenger, M. Klaryna and others reveals these features.

### **Aim, subject and research methods**

The main aim of the paper is the study of foreign experience and the specifics of the modern and innovative teaching methods, one of which are game technologies. To achieve the goal and solve the tasks, a complex of theoretical methods was used - analysis, synthesis, abstraction, comparison and generalization

### **Research results**

The modern tendencies in the world educational space dictate the need to train specialists with new qualifications and a high level of professional training. Most countries with a high level of competitiveness of the national economy need highly qualified workers with the ability to quickly make decisions in non-standard situations. As a result, the main attention is paid to the development of the personality, its cultural and communicative preparation, the ability to independently acquire and develop knowledge, to form informational and social skills. The introduction of innovative teaching methods in the training of future specialists allows solving this problem.

One of the innovative teaching methods is the introduction of game technologies, which make it possible to increase the level of assimilation of educational material, activate the cognitive interest of students, and form professional competences and practical skills.

Game learning technologies allow students to be immersed in the professional field of activity, to reveal their creative potential, develop perseverance in learning a discipline, and develop teamwork skills. According to the analysis of the literature, the majority of scientists consider game technologies in universities to be professionally oriented pedagogical technologies. In particular, L. Baikova understands game technology as "a defined sequence of operations, actions aimed at achieving educational goals" [1, p. 13]. In addition, the author correctly highlights the following functions of game technology:

- a) educational - development of general educational skills and abilities;
- b) developmental – development of various mental functions;
- c) educational - development of personality qualities, general culture [1, p. 16].

N. Kudykina considers game learning technologies as a systematic way of organizing learning, aimed at the optimal construction of the educational process and the implementation of its tasks [9]; V. Kukushin claims that game technologies are a large group of methods and

techniques in the form of various pedagogical games [9]; H. Topchii defines game technologies as a set of pedagogical games subordinated to a defined goal, which guarantee a positive result - professional self-development of the future teacher [10].

The higher education of Ukraine has many years of experience in using game teaching methods, especially in management education and economic education. The games began to be actively introduced into the educational process at the end of the 20th century. Such methods most activate the learning process. Individual and collective (interactive) methods are distinguished.

Individual ones include simulation exercises, analysis of specific situations, etc., and collective ones include role playing, game design, educational business games. These methods are based on following some process, event, management structure, etc. Most often, game technologies are used when conducting seminars and practical classes, because their conduct is preceded by students' acquisition of theoretical knowledge both in lecture classes and during independent training. Game methods are multifaceted, and each of them contributes to the development of a certain skill in one way or another.

With this in mind, games-exercises, game discussions, game situations, role-playing and business educational games, computer business games [3] are distinguished.

Exercise games. These include crosswords, puzzles, quizzes, etc. The use of this method contributes to the activation of certain mental processes, consolidation of knowledge, quality control, and acquisition of skills. they are conducted in classes; games-exercises can be elements of homework, extracurricular activities. They are also used during free time from studying.

Game discussion. It involves a collective discussion of a controversial issue, an exchange of opinions and ideas between several participants. The main purpose of this method is to identify differences in the interpretation of the problem and establish the truth in the process of a friendly dispute. This method of learning makes it possible, after analyzing the essence of the phenomenon or process, to choose the optimal solution from the existing options. Achieving the set goal determines development

Game situation. The basis of this method is a problematic situation. It activates students' cognitive interest, directs their mental activity. The game situation is oriented to establish the connection between theory and practice on the topic that was studied or is being studied: the ability to analyze, draw conclusions, and make decisions in non-standard situations. Role-playing encourages students to psychological reorientation. They are aware of themselves not just as students who reproduce the content of the studied material in front of the audience, but

as persons who have certain rights and responsibilities and are responsible for the decision made. This method intensifies mental work, promotes quick and deep assimilation of educational material.

Business educational game. This is an educational and practical session, which involves modeling the activities of specialists and production managers in solving a complex problem, making a certain decision related to the management of the production process. A business educational game combines features of educational and future professional activity and is a collective activity. It enables the student to understand and overcome the contradictions between the abstract nature of the subject of educational and cognitive activity (knowledge, sign systems) and the real subject of future professional activity, the individual way of studying the student and the collective nature of professional activity, the reliance of learning mainly on the student's intellect and involvement in the process personality of the specialist [5].

Analyzing the foreign experience of using game technologies, it should be noted that this technique is more actively implemented in the educational process. For example, a special type of interdisciplinary seminar — a seminar "outside the walls" of the university, or "visiting" contributes to the activation of students' cognitive interest during seminar classes [2; 6-8]. Classes are designed for a semester and are usually held in two stages.

At the first stage, seminar participants study the activities of some organization (in medicine, theory) within the walls of the educational institution.

At the second stage, classes are held directly in the organization, where students not only observe the activity, but also actively participate in it. At the end of the seminar, the student writes an essay on the relevant issue, which is discussed in the group and counted as a credit.

The active university methods of studying abroad include the modeling method, which allows, as American scientists believe, "to practice specific types of behavior in real situations, to create models."

A situation is created for the student that requires an optimal solution to the problems facing him. Organically related to the modeling method, the situational method can be included in different groups - depending on the presence and choice of a classification feature:

- "Harvard case method" involves the analysis of a specific situation - analytical or conflict case;

- the basket method is a special type of situational method and is based on reflecting the activities of managers and forming in students the qualities necessary for a future manager through analysis, synthesis, and comparison of different situations of his work;

- the project development method involves students solving specific technical-organizational, economic and other tasks based on individual participation or participation as members of previously formed "project groups";

- the incident resolution method (or "Pilers method") is based on the solution of a so-called mini-case — an incident that is not typical for this system. Its necessary condition is non-standard situation, its unexpectedness, incomplete information about it.

On the basis of additional information, each student develops his own version of the solution, and the final decision is made during the discussion by all members of the group; The role of individual extracurricular work in combination with forms of practical training is growing. The method of working according to the "Keller Plan" is widely used in the practice of foreign higher education institutions, the essence of which is self-regulated mastering of educational material by students with the involvement of student proctors as consultants. Proctors are assistants from among the most successful fellow students, perhaps from among senior students, graduate students; they conduct individual counseling, provide constant "teacher-student" feedback. [2; 6; 8].

The given examples of the using the game learning technologies of both foreign and national universities are of some interest for higher school teachers, because it provides an opportunity to train future specialists who have flexible thinking, a creative approach to solving situational problems, take responsibility for the decisions made, have ability to work in a team.

### **Conclusions**

Thus, it could be concluded that game learning technologies are one of the effective ways to improve the professional training of preschool education specialists, since the game learning of professional activity on its model contributes to the systematic, integral formation of knowledge, abilities, skills, the intensification of independent cognitive activity, and the stimulation of intellectual creativity.

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**STUDY OF THE PRACTICAL EXPERIENCE OF THE  
INTRODUCTION OF IT TECHNOLOGIES TO THE PROCESS OF  
PROFESSIONAL TRAINING OF FUTURE TEACHERS OF HISTORY**

**ДОСЛІДЖЕННЯ ПРАКТИЧНОГО ДОСВІДУ ВПРОВАДЖЕННЯ  
ЗАСОБІВ ІТ-ТЕХНОЛОГІЙ ДО ПРОЦЕСУ ФАХОВОЇ ПІДГОТОВКИ  
МАЙБУТНІХ УЧИТЕЛІВ ІСТОРІЇ**

**Summary**

The presented article examines the state of practical experience in the implementation of IT technologies in the process of professional training of future history teachers in higher education institutions of Ukraine. For this, modeling and a number of statistical methods were used: questionnaires and testing, interviews, pedagogical observation, expert evaluation, etc.

The results of the testing proved the generally insufficient level and small amount of knowledge of the participants of the educational process in the field of IT technologies. In addition, most of the research participants did not follow the principles of illustration, placement of text, fonts and did not realize at what stage of the history lesson and for what purpose it is best to use multimedia tools. All this proves the urgent need to introduce IT technologies to the professional training of future history teachers.

**Keywords:** IT technologies, future teachers, practical experience, professional training

### **Анотація**

У поданій статті досліджено стан практичного досвіду впровадження засобів ІТ-технологій до процесу фахової підготовки майбутніх учителів історії у закладах вищої освіти України. Для цього застосовувалося моделювання та ряд статистичних методів: анкетування й тестування, бесіди, педагогічне спостереження, експертне оцінювання тощо.

Результати тестування засвідчили загалом недостатній рівень та невеликий обсяг знань учасників освітнього процесу в сфері ІТ-технологій. До того ж, більшість учасників дослідження не дотримувались принципів ілюстрування, розміщення тексту, шрифтів та не усвідомлювали, на якому етапі уроку історії і з якою метою найкраще використовувати засоби мультимедіа. Все це засвідчує нагальну потребу в уведенні ІТ-технологій до фахової підготовки майбутніх учителів історії.

**Ключові слова:** ІТ-технології, майбутні учителі, практичний досвід, фахова підготовка

### **Introduction**

В умовах неухильної інформатизації освіти й розвитку ІТ-технологій та кардинальних змін, що тривають в освітній сфері необхідно модернізувати професійну діяльність учителів історії. Відповідно, й фахова підготовка майбутніх учителів має орієнтуватися не стільки на суму знань, скільки на те, як вони будуть діяти в нових педагогічних умовах особистісно орієнтованого середовища, що динамічно розвивається, з обов'язковим досвідом практичної діяльності. Нами було досліджено стан практичного досвіду впровадження засобів ІТ-технологій до процесу фахової підготовки майбутніх учителів історії у закладах освіти України.

### **Aim, subject and research methods**

Від так, в умовах активного дослідження аспектів впровадження засобів ІТ-технологій до процесу фахової підготовки майбутніх учителів історії актуальною стає проблематика практичного досвіду використання означених навчальних засобів у процесі підготовки майбутніх учителів історії у закладах вищої педагогічної освіти, що супроводжується формуванням у них професійної компетентності, що є предметом статті. Поєднання даної проблематики свідчить про актуальність і новизну дослідження.



Відповідно, метою статті, визначено дослідження рівня сформованості практичного досвіду впровадження засобів ІТ-технологій до процесу фахової підготовки майбутніх учителів історії у закладах вищої педагогічної освіти України (далі – ЗВО).

Для здійснення даного дослідження нами було використано ряд методів дослідження: теоретичний аналіз наукової літератури з метою з'ясування стану досліджуваної проблеми; моделювання та ряд статистичних методів, з метою визначення наявного практичного досвіду впровадження засобів ІТ-технологій до процесу фахової підготовки майбутніх учителів історії у закладах освіти України, зокрема: анкетування й тестування, бесіди, педагогічне спостереження, експертне оцінювання запитань анкети, статистичний аналіз отриманих даних, а також опанування учасниками дослідження усього комплексу сучасних методів історичного навчання з вибором серед них найбільш ефективних в умовах функціонування інформаційно-комунікаційного педагогічного середовища.

### **Research results**

Завдяки високим темпам інформатизації сучасної освіти та впровадження ІТ-технологій фахова підготовка майбутніх учителів історії стає більш інтенсивною та має значно кращі результати. Це досягається за рахунок того, що навіть традиційні форми навчання завдяки ІТ-технологіям (одному із засобів, що стає надуніверсальним) через динамічність подання інформації вможливають краще й ефективніше засвоєння, що потребує значно меншої кількості часу і дозволяє опрацювати самостійно більшу кількість історичних відомостей. Відтак, завдяки самостійному пошукові навчально-наукової інформації, виконанню індивідуальних практичних завдань, проведення самостійних наукових досліджень, зростає активність самостійної навчально-пізнавальної і науково-дослідної діяльності майбутніх учителів. Тобто самостійна навчальна і наукова діяльність здобувачів вищої освіти може здійснюватися в будь-якому доступному для них місці та в той час, коли є така можливість за наявності комп'ютерної техніки, підключення до всесвітньої інтернету та навички пошуку та критичного аналізу історичних відомостей з відповідних електронних інформаційних ресурсів. Усе це досягається за рахунок зростання ролі сучасних ІТ-технологій у ході динамічного розвитку методів і форм дистанційного та змішаного навчання [2; 3].

До позитивних чинників використання ІТ-технологій слід виокремити використання інноваційних методик; умотивованість фахової підготовки самими майбутніми вчителями,

здатними застосовувати педагогічні методики відповідно до цілей навчання, змісту дисципліни, своїх можливостей [7, с. 38]. Багато в чому, ефективність освітнього процесу залежить від сприятливих психологічних умов фахової підготовки майбутніх учителів історії [4]. Більш того, ІТ-технології дозволяють адаптувати навчальний матеріал до рівня посильних навчальних можливостей здобувачів освіти, отримати доступ до оцифрованих історичних джерел мовою оригіналу, матеріалів віртуальних музеїв та архівів тощо. Тобто інструментами навчальної діяльності стають електронні навчальні ресурси – навчальні, наукові, інформаційні, довідкові матеріали та засоби, розроблені в електронній формі та представлені на носіях будь-якого типу або розміщені у комп'ютерних мережах, які відтворюються за допомогою електронних цифрових технічних засобів і необхідні для ефективної організації освітнього процесу [6].

Адже, сучасні ІТ-технології впливають на розумову діяльність людини, розвиток пам'яті, творчої уяви, вміння висловлювати свої думки і почуття, вміння спілкуватися з людьми, брати участь у колективній діяльності. Особливості освітнього процесу в сучасних умовах можна визначити за допомогою понять «інформаційний простір» або «інформаційно-освітнє середовище» [3, с. 130-133; 5, с. 28–29]. Загалом ІОС прийнято вважати педагогічною системою або підсистемою, сукупністю технічних і програмних засобів зберігання, опрацювання і передавання інформації або комплексом умов реалізації ІКТ в освітньому процесі [3, с. 208-209]. При цьому звертаємо увагу на його дидактичний потенціал як умови ефективності у використанні в поєднанні з іншими засобами фахової підготовки майбутніх учителів історії.

Основою створення ІОС закладу освіти є розвиток сучасної технічної бази: комп'ютери, комп'ютерні класи, мультимедійні проєктори, інтерактивні дошки тощо. Розвиток інформаційно-освітнього середовища визначає реалізацію низки напрямів інформатизації освіти: освоєння нових інформаційних технологій в освітній практиці; комп'ютерний супровід навчальних програм; телекомунікації; діагностика навчальних і особистісних досягнень майбутніх учителів; медіаосвіта, дистанційне навчання; створення освітніх електронних ресурсів; електронний документообіг; моніторинг якості освіти; мережеве онлайн-спілкування; використання ІТ-технологій в освітній статистичній звітності та ін. [3, с. 209-210].

Таким чином, для виявлення сучасного стану впровадження засобів ІТ-технологій до процесу фахової підготовки майбутніх учителів історії у закладах освіти України, можливостей активізації мотивації використання засобів мультимедіа з фахових дисциплін, підвищення якості засвоєння знань здобувачів освіти з використанням ІТ-

технологій, нами було досліджено стан практичного досвіду впровадження засобів ІТ-технологій до процесу фахової підготовки майбутніх учителів історії у закладах освіти України.

З метою визначення позицій практиків, нами було проведено анкетування вчителів - провідних фахівців у галузі фахової підготовки здобувачів освіти, бесіди, педагогічне спостереження; анкетування й тестування майбутніх учителів; експертне оцінювання запитань анкети, перевірка надійності й валідності тестових завдань; статистичний аналіз отриманих даних.

Із метою експертизи якості завдань анкети та її оформлення було залучено близько 20 фахівців у сфері оцінювання, освітніх вимірювань та викладання історії України. Наведемо загальні результати оцінювання запитань анкети експертами, зведені в табл. 1.

**Таблиця 1. Результати оцінювання запитань анкети експертами-науковцями**

	Запитання	Математичне сподівання	а Кронбаха
1	Як ви розумієте поняття «інформаційно-комунікаційні технології»? Чи відрізняються вони від мультимедійних? Прокоментуйте свою думку.	4,3	0,901
2.	Чи використовуєте (передбачаєте використовувати) в освітній діяльності (подальшій професійній діяльності) засоби ІТ-технологій? на кожному уроці / часто / фрагментарно / ніколи.	3,9	0,889
3.	Чи знаєте Ви мультимедійні навчальні засоби з історії та суспільно-гуманітарних дисциплін (якщо так, то вкажіть, які саме): - електронні підручники, посібники та ЕНМК; електронні історичні атласи; інформаційно-довідкові мультимедійні видання (електронні енциклопедії, галереї, інтернет-ресурси) - ігрові історичні навчально-розвивальні видання - тестові програми контролю історичних знань і умінь?	4,4	0,893
	Розставте у послідовності частоту використання Вами (передбачаєте використовувати) на уроках історії різних МНЗ (від 1 до 10, причому 1 – найчастіше, 10 – найрідше або ніколи)	4,3	0,902
	Електронні підручники і посібники		
	Електронні навчально-методичні комплекси. Мультимедійні презентації		
	Електронні історичні атласи		
	Інформаційно-довідкові мультимедійні видання (електронні енциклопедії, галереї, інтернет-ресурси)		
	Ігрові історичні навчально-розвивальні видання		

	Тестові програми контролю історичних знань і умінь з використанням засобів мультимедіа																							
4	На яких етапах уроків історії та суспільно-гуманітарних дисциплін доцільно використовувати засоби ІТ-технологій?	4,0	0,871																					
5	Чи відомі Вам програми для комп'ютерного тестування історичних знань і умінь учнів закладів загальної середньої освіти? (якщо так, то вкажіть, які саме)	3,4	0,905																					
6	Чи вмієте Ви скласти комп'ютерні тести з мультимедійним контентом? (якщо так, то вкажіть, у яких програмах)	4,1	0,876																					
7	Чи володієте Ви програмами для опрацювання аудіо та відеоматеріалів? (якщо так, то вкажіть, якими)	4,0	0,865																					
8	Якими комп'ютерними програмами для створення відеосюжетів Ви користуєтесь?	3,5	0,844																					
9	Які комп'ютерні програми використовуєте для створення мультимедійних презентацій Ви користуєтесь?	4,3	0,884																					
	Проранжуйте (від 1 до 7) запропоновані мотиви у порядку зменшення їх ролі у мотивації вивчення Вами історичних дисциплін.	3,6	0,892																					
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 80%;">Зміст питання</th> <th style="width: 20%;">Ранг</th> </tr> </thead> <tbody> <tr> <td>Внутрішні мотиви</td> <td></td> </tr> <tr> <td>Зацікавленість навчальним матеріалом (навчально-пізнавальні мотиви)</td> <td></td> </tr> <tr> <td>Бажання здобути глибокі історичні знання, уміння та навички</td> <td></td> </tr> <tr> <td>Бажання самовдосконалення та саморозвитку при вивченні фахових дисциплін, усвідомлення того, що професійна компетентність необхідна у подальшому житті, зокрема у практичній діяльності, пов'язаній з професією вчителя історії</td> <td></td> </tr> <tr> <td>Зовнішні мотиви</td> <td></td> </tr> <tr> <td>Бажання не відставати у рівні навчальних досягнень від однокласників</td> <td></td> </tr> <tr> <td>Бажання заробити додаткові бали за навчальну чи наукову роботу з фахових дисциплін</td> <td></td> </tr> <tr> <td>Отримання додаткового стимулювання за успішне навчання (стипендія, практика або стажування, успішне влаштування на роботу)</td> <td></td> </tr> <tr> <td>Побоювання реакції батьків на незадовільну успішність, втрата можливості отримання диплома</td> <td></td> </tr> </tbody> </table>	Зміст питання	Ранг	Внутрішні мотиви		Зацікавленість навчальним матеріалом (навчально-пізнавальні мотиви)		Бажання здобути глибокі історичні знання, уміння та навички		Бажання самовдосконалення та саморозвитку при вивченні фахових дисциплін, усвідомлення того, що професійна компетентність необхідна у подальшому житті, зокрема у практичній діяльності, пов'язаній з професією вчителя історії		Зовнішні мотиви		Бажання не відставати у рівні навчальних досягнень від однокласників		Бажання заробити додаткові бали за навчальну чи наукову роботу з фахових дисциплін		Отримання додаткового стимулювання за успішне навчання (стипендія, практика або стажування, успішне влаштування на роботу)		Побоювання реакції батьків на незадовільну успішність, втрата можливості отримання диплома				
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	Чи є обладнання у Вашому закладі освіти для повноцінного використання ІТ-технологій? Чи відповідає воно сучасним вимогам?	4,7	0,874																					
10	Сформулюйте Ваше ставлення до комп'ютеризації педагогічної освіти. Назвіть проблеми цього процесу	4,3	0,841																					

Після експертної перевірки анкети нами було проведено анкетування вчителів та викладачів історії - фахівців вищої категорії та вчителів-методистів ряду областей

України (міська та сільська місцевість). В результаті анкетування було з'ясовано ступінь спрямованості вчителів на використання ІТ-технологій у професійній діяльності

Анкетування понад 70 вчителів історії довело, що наразі майже усі вони (74 особи (85%)) розуміють зміст поняття «ІТ-технології», хоча різницю між їх різновидами чітко визначають одиниці (8 педагогів). Майже ніхто з опитаних учителів не заперечував значущості названих технологій для успішного проведення уроків історії у ЗЗСО, практично всі засвідчили збільшення інтересу з боку учнів до історії.

На особливе значення впливу історії на особистість за допомогою саме засобів ІТ-технологій звертали увагу 78% респондентів. Наше дослідження засвідчило, що у ставленні педагогів до інтенсивної комп'ютеризації педагогічної освіти існує й інша думка. 9,% фахівців вважають, що традиційні способи навчання значно надійніші і ніщо не може замінити безпосередній контакт педагога з учасниками освітнього процесу та використання підручника, пошуку джерел та артефактів.

Відповіді на запитання «Чи використовуєте в освітній діяльності засоби ІТ-технологій?» були проранжовані у такій послідовності: «ніколи» (4,6 %), «фрагментарно» (23 %), «часто» (62%), «на кожному занятті» (10%). Було відзначено, що більш високий рівень охоплення використанням засобів ІОС у молодих учителів.

Учасники опитування звертали увагу й на негативні наслідки комп'ютеризації педагогічної освіти, як-от: порушення гігієнічних норм і правил (40 %); ускладнення під час організації освітнього процесу (37 %); додаткові затрати часу у підготовці до заняття (34,5 %); порушення усталених принципів відносин учителя та учнів (25 %) тощо.

Головними проблемами використання ІТ-технологій у педагогічній освіті у ЗЗСО були названі: недосконалість матеріально-технічного забезпечення освітнього процесу (42,5 %); застаріле програмно-методичне забезпечення педагогічної освіти, невисокий рівень ППЗ (27,5 %); відсутність достатніх знань для роботи з комп'ютерною технікою на уроці (15 %); необхідність більш тривалий час готуватись до занять (11,5 %); недостатність навчальних комп'ютерних програм або їх низька якість (4,6 %).

Таким чином, практики, що викладають історію, при загальному позитивному ставленні до ІТ-технологій працюють часто за традиційними методиками, використовуючи комп'ютер, головним чином, для спілкування з учнями через меседжери та електронну пошту, а під час проведення уроків для демонстрації ілюстрацій та / або найпростіших мультимедійних презентацій. Причому якраз відсутність або невідповідність комп'ютерної техніки заважає покращенню ситуації більше, ніж небажання її використовувати самими майбутніми вчителями. Адже, як

свідчать результати анкетування, більшість із опитаних прагне опанувати нові технології, набути навичок роботи з програмами, необхідних для якісного створення мультимедійного контенту навчальних засобів, а також дізнатися й попрацювати з мультимедійними навчальними ресурсами.

Для вимірювання ступеня спрямованості на використання засобів мультимедіа у професійній діяльності було проведено анкетування студентів – майбутніх учителів історії (вони відповідали на ті самі запитання, що й учителі). Відповіді на запитання анкети вчителів у певних позиціях різнилися з відповідями, які надали здобувачі освіти. Приміром, на запитання «Чи передбачаєте використовувати у подальшій професійній діяльності засоби ІТ-технологій?» жоден із майбутніх учителів не відповів «ні»: на кожному уроці вважають за необхідне застосувати засоби ІКТ 62 % респондентів, часто – 20 % і фрагментарно – 18 % опитаних майбутніх учителів. Таким чином, майбутні вчителі вбачають за необхідне активніше використовувати ІТ-технології у професійній діяльності. Негативних наслідків комп'ютеризації педагогічної освіти вони поки не усвідомлюють, підкреслюють передусім переваги використання комп'ютерної техніки під час запровадження елементів дистанційного навчання.

Головні проблеми використання ІТ-технологій у педагогічній освіті у ЗЗСО, на думку майбутніх учителів, – це: відсутність достатніх знань для роботи з комп'ютерною технікою на уроці (34 %); застаріле програмно-методичне забезпечення педагогічної освіти, невисокий рівень програмно-педагогічних засобів (31 %); недосконалість матеріально-технічного забезпечення освітнього процесу (28 %); недостатність навчальних комп'ютерних програм або їх низька якість (12 %).

У подальшому нами були укладені тестові завдання на які відповідали здобувачів вищої освіти. Крім того, перевірялася наявність тих чи інших навичок роботи з МНЗ. Ми також дотримувались загальноприйнятої етапності конструювання тестових завдань [7]: визначення мети тестування; добір змісту навчального матеріалу; проектування матриці тесту; формування структури банку тестових завдань; конструювання тесту відповідно до рівнів пізнавальної діяльності; проведення тестування; оцінювання та аналіз результатів.

На етапі апробації нами було здійснено «вибраковку» тестових завдань, які не задовольняли відповідним статистичним показникам. Перевірка на надійність показала, що індекс А. Кронбаха, заснований на стандартизованих пунктах, дорівнює 0,89, що доводить високу надійність тесту. Визначення кореляції завдань тесту із сумарним балом респондентів, а отже, дискримінативну, здатність кожного завдання було здійснено за

допомогою коефіцієнта Пірсона. Для оцінювання валідності, зазвичай, використовують кореляцію між показниками тесту і якимось зовнішнім критерієм [1].

Аналіз результатів тестування понад 520 студентів історичних та історико-філологічних факультетів ЗВО України засвідчив загалом недостатній рівень та невеликий обсяг знань у сфері ІТ-технологій, зокрема, програм для опрацювання мультимедійного контенту, електронних навчальних ресурсів, інформаційно-довідкових мультимедійних видань, а також ігрових історичних навчально-розвивальних видань. Переважна більшість досліджуваних (88%) показала початковий та середній рівні.

Ступінь сформованості вмінь і навичок у процесі фахової підготовки майбутніх учителів історії в ІОС ми перевіряли з допомогою проблемно-пошукового завдання: підготувати мультимедійну презентацію до уроків історії України в ЗЗСО, коли пропонувались по дві теми уроків на вибір у 7–11 класах. Також майбутнім учителям пропонувалося, використовуючи вміння й навички пошуку, опрацювання, комбінування мультимедійних даних, розробити мультимедійний супровід до одного з уроків історії. Ми намагалися перевірити передусім міру сформованості умінь знайти різноманітний матеріал, такий, що відповідає темі уроку, відредагувати його за необхідності, використати на різних етапах уроку, а також застосувати відповідні методи та прийоми роботи з вивчення історичного матеріалу, урахувати технічні й художні вимоги до конструювання презентації. До того ж відбувалася перевірка сформованості творчих проявів у професійній діяльності з використанням засобів мультимедіа (оригінальність задуму та його втілення), а також ціннісних орієнтацій.

Аналіз виконання проблемно-пошукового завдання засвідчив, що більшість майбутніх учителів досить формально виконала завдання, дехто майже повністю скопіював презентації з мережі інтернет, багато здобувачів освіти не звертали увагу на якість мультимедійного матеріалу. Вони не дотримувались принципів ілюстрування, розміщення тексту, шрифтів, їх кольору у поєднанні з ілюстраціями та оформленням самих слайдів, стилю тощо. Також показ мультимедійних слайдів іноді не відтворювався через технічні помилки. Творчі прояви, тобто оригінальність задуму, цікавий візуальний і звуковий матеріал, оригінальність утілення засобу – усе це мало місце в поодиноких випадках.

Співбесіди з майбутніми вчителями після перегляду презентацій довели, що більшість із них не усвідомлюють, на якому етапі уроку історії і з якою метою найкраще використовувати засоби мультимедіа, не володіє необхідним мінімумом технічних

знань, а також навичок опрацювання мультимедійних даних. Здатність до творчого пошуку, саморозвитку з допомогою ІТ-технологій сформована слабо.

У результаті перевірки виконаних завдань 68 % респондентів виконали їх із серйозними помилками або не виконали зовсім; 27 %, головним чином, реалізували теоретичні знання з теорії та методики навчання історії на практиці, проте припустилися деяких помилок в оформленні й структуруванні презентації; 4,5 % продемонстрували творчий та професійний підхід до створення й оформлення мультимедійних проєктів до уроків історії України у закладах загальної середньої освіти.

### **Conclusions**

Отже, в результаті проведення діагностичних зрізів було визначено, що проблема введення мультимедійних навчальних засобів до фахової підготовки майбутніх учителів історії є практично невирішеною. При наявності досить високої мотивації до використання складових ІОС у майбутній професійній діяльності здобувачі вищої освіти не мають ґрунтовних знань мультимедійних навчальних ресурсів із фахових дисциплін, не володіють необхідним комплексом умінь і навичок, демонструють слабкі творчі прояви у розробленні власних навчальних засобів.

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## **VERBAL MEANS OF INFLUENCE UPON SOCIAL CONSCIOUSNESS IN CONTEMPORARY COMMUNICATION**

### **Summary**

This article is dedicated to the investigation of pragmatic influence upon the consciousness of a recipient of the speech with implicit content of information, expressed by verbal means of phonographic, lexical and morphological levels of language. Linguistic aspect of the scientific exploration anticipated analysis of stylistically marked language means, which are able to provide verbal manipulation in the contemporary communication. In particular, there was analyzed phonetic and graphical organization of poetic and non-poetic speech, as well as attempts to prove that phonographic speech arsenal is a powerful subsidiary tool, which is able to enhance appellative-expressional function of speech, disclose connotative semantics of lexical token, as well as transmit informational content, influencing pragmatically upon the consciousness of a recipient of the speech, especially in conditions of war. In particular, the phonetic and graphic organization of poetic and prose speech were analyzed, there were made attempts to prove that the phonographic language arsenal is a powerful tool that can enhance the appellation-expressive function of speech, reveal the connotative semantics of tokens, and implicitly convey information, influencing pragmatically upon the consciousness of a recipient of the speech, especially in conditions of war.

In the context of the raised problem, there was also investigated semantic and stylistic potential of means of lexico-phrasiological and morphological levels of language, their potential to transmit information implicitly, influencing cognitive, emotional and behavioral spheres of life-activity of recipient, creating illusion of self-made decisions and conclusions.

**Keywords:** communication, communicative intentions, implicit information, pragmatic influence, phonographic means of language, lexical means of language, morphological means of language, stylistic abilities

### Introduction

In the age of modern highly developed informational and media technologies communication, including interactive, perceptual and communicative components, is not only the most important factor of the multi-aspect formation and correction of society, but also the most effective mechanism of social and psychological impact on it.

Communication like any system formation is not possible without availability of arsenal of means, among which the verbal components – means of language coding are of great importance, by means of which certain information is created, transmitted and perceived.

During verbal communication information can be transmitted in two ways: explicitly (obviously expressed message, perceived by communicators unambiguously according to the meaning and content of language units) or implicitly (deliberately or subconsciously veiled by a sender information, which is able due to directly verbal resources of the language to provide expected or unexpected, positive or negative manipulative impact upon the recipient of this speech). Thus, depending on these or those communicative intentions of a speech sender implicit information can stimulate the recipient to decode a message through logical comparison, conclusions, reasoning, increasing thereby informational effectiveness, or latently, subconsciously for the recipient of the information, influence on his cognitive, emotional and behavioral spheres. And therefore all verbal means of all levels of the language, which provide expression of implicit content, can be conditionally divided into two groups, related to qualitative characteristics of language units and their quantitative relations in a text.

The issue of investigation of the nature of implicitness and detection of mechanisms of speech impact in communication were always interesting for numerous domestic and foreign scholars of various fields of activity and directions, particularly such as F. S. Batsevych, O.M. Bykova, Bruce D. Homer and Jason T. Ramsay, O. V. Dzykovich, N.V. Vasylenko, A. M. Erlichman, O. V. Yermakova, V. V. Zirka, N. Ya. Ivanishin, I. V. Ivankova, G. A. Kopnina, N. Ie. Malova, G. E. Pryhodko, V. V. Rizun, L. I. Riumshina, A. V. Sydorenko, I. Yu. Shkitska etc.

Some investigators in their scientific exploration come to conclusion, that implicit content of information is not expressed obviously, but easily recognizable. To our mind, this statement is not exactly accurate, because if the content is not expressed verbally, it means that it doesn't

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either exist at all, or its interpretation can't be unambiguous, thus for its identification we need to take into account context in particular and the situation of communication as well as unpredictability of individual peculiarities of perception of reported content. That is why we completely share the opinion with F. S. Batsevych, that implicit content (meaning) is such information, that having no direct expression, arises from implicit content (meaning) of language units resulting from their interaction with knowledge of a speech recipient (reader or listener) of the text, in particular with information taken from the context and situation of communication [2, p. 157].

Generalized observation of the scholars shows that the implicit information and communicative intentions of an author of a text can exist in different correlations. Taking this into account, the researches differentiate three varieties of implicit content of communication: 1) text-based – implicit information, which complies with communicative intentions of a recipient of speech; 2) subtextual – implicit information, transmission of which is a latent communicative intention of an author of a text; 3) pretextual – implicit information, which can be derived from the text, although it was not a communicative intention of a speaker.

Ability of a speaker to express or transmit his or her communicative intentions properly by means of linguistic signs and capability of a recipient to decode and to perceive them are an important part of linguistic and stylistic competence of all participants of communication.

Most of the investigators share the opinion that implicit information in communication has the same text-based or subtextual content and accordingly exerts pragmatic influence: it induces the recipient of speech to form a certain public opinion or social behavior, to get into a certain emotional state, to wrong conclusions, etc., which are imposed on him or her in the process of peculiar manipulative strategy, for instance, caused by disruption of the main formal logic laws of thought. In this context as relevant examples can serve such literary devices as: amphibole (deliberate ambiguity, semantic uncertainty; expressions, which content can be interpreted in a different ways according to pauses, logic emphasis, position of words, position of punctuation marks, etc.: *“printing (typing) cannot be forbidden”*; *“he couldn't write long”*, *“a territory defender followed a marauder with a gun”*); equivocation (substitution of the essence of concepts, intentional or uncontrolled usage polysemous or homonymous words in different meanings simultaneously: *“Russiests are nonhumans.”* – *“They are not humans, are they?”*); logomachy (usage by a communicator a word or a word combination in the meaning exact opposing the semantic meaning, which is meant by his opponent: *“Has Putin got obvious psychological deviations”* - *“Unfortunately they are not his only deviations”*. *“Broker?”* - *“Yes,*

*I am”- “Is it a vocation or a job?”- “It’s my surname... ”), etc.*

Verbal impact on a recipient is made by means of the sound arsenal of the language as well as due to usage of corresponding lexical and grammatical means, which are actually generally known as lexical and grammatical devices and expressive means, among which can be distinguished the following: choice of words and expressions, preferentially equal, but pragmatically belonging to different systems of values and world outlook; creating new words and expressions; choice of the best grammatical forms; choice of sequence in characteristic; stylistically coloured combinatorics of words; usage of discursive strategies of generalization, assertion; distraction; moralization; usage of positive estimating lexicon; strengthening of uniqueness and absolute advantages; transfer of characteristic of a part on the whole; mixing up related of corrective concepts, etc. [5, p.145-148].

### **Purpose, subject and research methods**

The aim of the article is to investigate pragmatic influence upon the consciousness of a recipient of speech of implicit content of information (in in different styles of texts of communication), expressed by verbal means of phonographic, lexical and morphological levels of language.

Linguistic aspect of scientific exploration foresees analysis of stylistically marked language means of phonographic, lexical and morphological levels of language, which are able to exert verbal manipulation in contemporary communication.

The aim of the scientific exploration caused complex approach to choice of methods of investigation. In the process of solution of research tasks the following general scientific methods were used: theoretical: analysis of scientific publications, which enabled to comprehend, systematize and generalize best practices in the context of the research problem; descriptive method, which foresees observation, systematization, interpretation, classification, for collecting and analyzing language material. Aiming at identification of stylistic potential of verbal means of influence and their communicative and pragmatic purpose functional method was used.

### **Research results**

At the phonetic level (in a broad sense of this concept) communicative and pragmatic influence on a recipient is implemented by means of such phonostylistic devices as

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phonaesthesia, alliteration, assonance, onomatopoeia, sound reproduction, etc. Concentration of same or similar (according to particular criteria) sounds and their various combinations in these stylistic figures verbalizes thinking process, creating peculiar phonosemantic pictures.

The main element of phonostylistic organization of poetic speech is regular and irregular sound repetition, due to which poetic texts acquire dynamism, expressiveness as well as in the context of the present war situation the meaningful, idea and emotional paradigm of Ukrainian spirit and valour are strengthened. Like in given passages from the poem without a title of, unfortunately, unknown 74-year-old resident of Luhanshchyna:

*From Donetsk to Kremlin*

*Is a land of Ukraine.*

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*While in Moskau frogs were singing,*

*Was flourishing our Kyyiv.*

*Pity, Putin doesn't know it*

*On Ukraine he is encroaching.*

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*The blood is flowing in my country,*

*But Ukraine will be alive.*

*We won't give you any piece,*

*Do remember it Russiest!*

*I believe, I know time comes*

*He will pay us for Donbass.*

*For my holy poor land*

*For the blood of our men.*

...

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*tziganova, putin, and kobzon*

*They'll all go into oblivion.*

*But at least one country'll stay,*

*It's my Motherland Ukraine.*

*Free and hardworking,*

*Covered with blood dropping.*

Emphatic strong-willed sound organization of the content of the given passages is achieved through sound parallelisms, for instance, in dynamic passages combination of

alliteration of sounds *v, t, k, hg, r* and assonance *o, a, u*, and in idyllic – *l, n* and *y, a, i* as well as due to the rhyme (concord of the 2<sup>nd</sup> and the 3<sup>rd</sup> sound combination at the end of all lines), which are prevailing (it is about poems in the Ukrainian original). And disrespectful and scornful attitude to the leader of the Russian federation and his henchmen is transmitted graphically by violation of orthographic norm (*tziganova, putin, and kobzon*), which supplements the semantics of what was said with additional connotations and emotional shades.

Powerful pragmatic impact upon the consciousness of a reader has phonographic text organization, due to which any graphic sign, word or sentence acquires visual interpretation through specific position of textual unit in an image or an object. Thus, visual form of a text doesn't only fix sound expression of a message, but also at the same time creates an aesthetic art product, which prompts a recipient to think, in order to realize, to see and synthesize all it into a unified image. Such visual and graphical method of text design is typical mainly for poetic speech – “poetic painting”, “graphic art poetry”, “poetic graphic”, “visual poetry”, etc.

Let's analyze vivid literary experiments with internal and external forms, in particular palindrome of A. Moisiienko “We make peace among savage people with a sword” as well as in acrostic of M. Cherniakhovskyy “Ukraine”.



Visual and relevant warning to all savage people, who is encroaching our independence and territorial integrity of Ukraine: “He who comes to our land with a sword in a hand, by the sword shall perish!” Visual codification of idea of glorification of bravery, willpower, belief in power of victory over enemy, and victory of good over evil in a written form, in graphic of a word and a letter, text, picture.

Having no own semantic content, sounds in a word “Ukraine” in the same-named acrostic of M. Cherniakhovskyy acquire symbolic and semantic meaning, influencing the consciousness of recipient by creating a brightly marked image:

***Ukraine***

*Unique and special for all people -*

*Kind and and loving Motherland.*

*Rain or sunshine - doesn't matter -*

*Another land we don't demand.*

*In roots we are in native soil, so*

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*No one wants to run, recoil.*

*Everlasting Motherland, you are in our  
hearts forever.*

In prose speech the phonosemantic potential of language means is not as strong as in poetry, nevertheless some devices of phonetic organization of a text can be singled out in it, this organization pragmatically influences upon consciousness of a speech recipient, transferring information implicitly. Thus, for instance, in nowadays military reality in headlines of Internet messages mass media, which provoke negative emotions, back vowels occur more often: “*Rosiyskaokupatsiinaarmia zakhopylaaeroport u Hostomeli*” (*Russian occupation army captured Hostomel airport*) («ZAXID.NET», 24<sup>th</sup> of February 2022, 19:58), “*Rosiyskaaviatsiaobstriliala Sviatohirsku lavru*” («*Russian aviation raked Sviatohorsk Lavra*»)(«Vechirniy Kyyiv», 13<sup>th</sup> of March 2022, 10:38), and the trembling sonorant consonant *r* is prevailing, it intensifies semantic tension, serves as an additional means for expressing the highest level of anxiety, despair, pain and indignation at the same time. Associative potential of these implicit components sharpens auditory sensation of reality, creates suggestive images, which is certainly fully implemented in the context only.

In a classical Ukrainian literature for creating expression, a kind of personification of phonemes masters of the word use traditional sound repetitions (in particular, assonance and alliteration), whose combination often perform onomatopoeiacal function, creating imitation of a natural sound, raising associative potential of repetitive phoneme, for example: “*A zgory syple ta i syple... vytrushuie dushu z dvinochkiv, struzhe sribni doshky i sverdlyt' krytsiu, place, holosyt' i sie rehit na dribne syto*”. (*And from above it pours and pours ... shakes the soul from the bells, scrapes the silver boards and drills the cry, cries, cries and sows laughter on a fine sieve.*) (From the short story «Intermezzo» M. Kotsibynskyy). Masterful instrumentation of consonants *v*, *r*, *s* and vowels *y*, *i*, *u*, *e* helps not only to convey the phonosemantics of the described phenomenon successfully, but also to strengthen the acoustic image of larks singing.

The implicit influence of information on the consciousness of a recipient is also realized by graphic means, in particular, it is about the variability of fonts and ways of graphic writing of words, punctuation marks, text segmentation tools, etc.

In modern military realities, the enemy shamefully violates the rules of information hygiene, trying to misinform the civilian population. To achieve this goal, fake informants use a powerful arsenal of expressive graphics, in particular, in our study we come across the replacement of font and density of a number of graphs (mostly in manipulative titles, which usually did not match the facts or content), on graphic signs-actualizers (exclamation marks,



ticks, etc., for example: “100% info !!!”, “urgent repost!”, etc.) – all these, except for misinformation, undoubtedly attract attention, impose slow intonation, encourage the semantic selection of “necessary” info token, i.e. perform the function of subtextual transmission of emotional content of the message and are important in the system of expressing means of the text.

At the lexical and phraseological level of language, the most diverse types of influence in communication are carried out due to the semantic and stylistic potential of tokens and phrases. Despite the fact that any lexical unit, depending on the context and intentions of the author is a powerful tool for verbal influence, the stylistic potential of tokens is manifested through their numerous figurative and evaluative capabilities, in particular giving emotional colouring to expressions. Expressive vocabulary can be used in all functional styles of literary language. However, it is most often used in works of art and journalism, as well as in the conversational and domestic spheres. Expressive vocabulary gives the expression more expressiveness, imagery, more noticeable effect on the feelings of the interlocutor, the reader. We are talking primarily about the book's sublime vocabulary (*thought, embarrassment, warrior, child, worthy*); poetics (*echo, visible, life-giving, dawn*); colloquial vocabulary (“*rusnya*” – *russian soldiers*, “*pankatsya*” – *to treat someone very carefully*, “*komizitsya*” – *be malicious*, “*zradophil*” – *a person, who betrays constantly*) and vulgarisms: (“*pyka*”, “*morda*” – *a muzzle*, “*durilo*” – *a foolish man*, “*hamlo*” – *a cad*).

Emotionally colored are often words that serve as synonyms for words that are stylistically and emotionally neutral: “*prybichnyk*” – “*poplichnyk*” (*supporter*), *ity* – *shkandybaty* (*go – hobble along*) “*govoryty*” – “*bazikaty*” (*talk – chatter*), “*tovstyy*” – “*debelyy*” (*thick – stout*).

For example, the words: *victory, happiness, joy, thirst, love, honor, native, beloved, tender, charming* have positive emotional coloring. Sad mood can be inspired by the lexical meaning of such words as: *war, pity, sadness, sorrow, yearning, separation*. Negative emotions are provoked by abusive words and vulgarisms such as: *a scoundrel, a swindler, a fraudster, a lazy person, a rude person, a muzzle, a monster, a villain*.

In the Ukrainian language there are a number of words that have a noticeable shade of solemnity: *fatherland, homeland, greatness, heroic deed, forerunner, champion, liberating, majestic*. The recipient is usually set up on a solemn mood by Old Slavonic words like: *head, herald, prophet, evangelist, blessed, blissful, gracious, sacred, righteous, worthy, golden-headed, to preach*. However, Old Slavonic words can sometimes be used in an ironic sense:

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*“They are sweating and crowding in order to get closer to the circle of the blessed ones: they could probably strike or show something unpleasant”* (T. Shevchenko).

As it was mentioned above, the stylistic potential of tokens is manifested through a number of figurative lexical possibilities. In particular, a wide range of such stylistic possibilities can be of great importance to the polysemy of words, but this phenomenon is manifested differently in different styles of language: the context of official business and scientific style uses only one of the meanings of the polysemous word; many terms are used in the official business and scientific style; in the usual forms of official-business and scientific style words in a figurative sense are expressed more broadly, especially when discussing acute problems of state and scientific life, while arguing, and so on. Therefore, we will focus our attention on the possibilities of ambiguity in artistic, journalistic and conversational styles, where it is a tool for creating imagery and comic effects.

The ambiguity of the word as a stylistic device which is used in puns, in humorous and satirical works, in particular, when in one context the author uses a free and phraseologically connected meaning or one of the types of transformation of phraseological units: *“On organization of such cooperatives, Mikhailo got the neck and filled his pocket”* (from a newspaper).

On the phenomenon of polysemy special means of language imagery are formed, tropes – words, used figuratively to characterize any phenomenon by means of secondary semantic meanings, which are able to convey implicitly the latent content of information. Let's focus our attention, in particular, on the stylistic potential of metaphor. Thus, compared to other paths, the metaphor is particularly expressive, imaginative, it has almost unlimited possibilities in the convergence of various objects and phenomena, which enables a new comprehension of their essence.

American linguists J. Lakoff and M. Johnson in their work *“Metaphors We Live By”* suggested that metaphor is a tool by which people use what they know about their immediate physical and social experiences to understand more abstract things. (e.g. work, time). According to the authors, we all set goals, make commitments, implement plans – and all these on the basis of partial structuring of experience, which we consciously or subconsciously implement through metaphors.

Influential pragmatic function is performed by lexical groups of words with expressive and emotional-evaluative connotations that bear semantic and pragmatic information.

In particular, homonyms, like polysemous words, belong to stylistically specific tokens: in almost any context, their meaning is functionally activated, used with a certain stylistic

nuance. Homonyms are mostly used in fiction, folk art, in colloquial speech: “*She is a bad mother who does not want to have a child*” (Folk Art). The main stylistic role of homonyms is to achieve a comic effect (humorous or satirical). They are used to create witty expressions, puns: “*Not everyone achieves high career, who immediately rushes to quarry*” (E. Bandurenko) (words “career” and “quarry” are written and pronounced in the same way, so it creates pun in Ukrainian version).

The semantic and peculiar phonetic-grammatical proximity of paronyms creates the uniqueness of their inherent expression, which accordingly adjusts the recipients emotionally, does not leave them indifferent to the perception of utterance in all styles of speech. Note that the stylistic potential of paronyms is most widely manifested in literary texts and folklore: *I doubt whether you are a Cossack or a “kiziak”* (Ukrainian “excrements”), - *laughed Varchuk, satisfied with his joke*” (M. Stelmakh) – it sounds like a pun; “*I am sure you will find and contact... - I will not mess with anyone...*” (S. Zhurakhovych) - the expression is emphatically emotional and contrasting. The poetic expression “*And where do these dreams come from?... I fly on the wings of the Persians to the land of the Persians, to the state of the Persians, to the duchy of the Persians, to Persia, so to say*” (I. Drach) is a parody, stylistically focused on arousal of a certain emotional and humorous state of man.

Actually, the stylistic function of synonyms is characterized by the fact that the denotative meaning is added to the emotional-expressive meaning. Thus, stylistic synonyms, which are more expressive for a certain feature, have a more “condensed” semantics than the relative neutral words. In speech, they can be used both to enhance emotionality and imagery, to emphasize certain nuances, to diversify the presentation, and sometimes to create a comic effect.

On the phenomenon of stylistic synonymy such implicit stylistic figure as periphrasis is formed, which performs not only nominative, text-forming functions, but also expressively evaluative and suggestive function, suggesting to the recipient positive, approving or negative, ironic perception of the described information (*the river of ancestors – Dnipro, the Fourth Estate - Media, yellow and blue ones or ukrops* (dills) - Ukrainians, *blue party president - V. Yanukovych, bunker gnome - putin*).

The main stylistic function of antonyms is to be a lexical means of opposition, a contrasting depiction of natural and social phenomena, character traits, and so on. Opposition as a stylistic device is widely used in colloquial phrases, proverbs and sayings. Semantic capacity, imagery of folk expressions is often created by antonyms, for example: “*neither alive nor dead; neither hot nor cold; with what he came, with what he left*”. The idioms of the

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classical writers of domestic and foreign literature are also often based on antonyms: “*Learn from foreigners and do not shun your native ones!*” (T. Shevchenko); “*A strong one always blames a weak one*” (I. Krylov).

A vivid imaginative picture, especially the emphasized opposition of opposite life phenomena, concepts, feelings, thoughts, and human characters is achieved through the antithesis: “*He, who was the son of a peasant, became the ruler in the kingdom of spirit. He, who was a serf, became a giant in the kingdom of human culture. He, who was self-taught, showed new, bright and free ways to professors and book scholars*” (I. Franko).

The new figurative emotional representation provokes a conscious combination of sharply contrasting concepts, which logically seem to be mutually exclusive (oxymoron): *a living corpse, a ringing silence, a poor rich man, a clever fool, a sweet torment*.

Among the manipulative lexical means on the Internet, E. Gorina identifies amoeba words [3, p. 15], whose aim is to create ambiguity: the recipient seems to understand what is being said, but he cannot understand the true meaning of the message, for example: “*Victory or let’s have a sit and talk?*” This is a so-called PR-move aimed at the target audience of social networks: first, this statement increases interest; secondly, the combination of semantically different words into one syntactic whole will inevitably provoke additional questions by the reader, so the user is manipulated by the author of the post and he clicks on the link “read more”.

Phraseological means of the Ukrainian language, as well as its lexical composition, are stylistically differentiated. Note that phraseology in fiction, as well as in colloquial speech, is used very widely. And, if it is motivated stylistically, functionally, aesthetically, it is advisable to use any phraseological unit (idiom).

The focus of our research is phraseological units, which have stylistically influential features and are the basis of figurative, emotionally loaded speech. In particular, we are talking about conversational and everyday speech: *be born and succeed; go where the eye can see; lie down on the job*; folk poetical units: *let the devil take him away; let our enemies cry; it did not turn out as expected*; some book phraseological units, in particular journalistic ones: *honorary duty, peaceful coexistence, cold war, people of good will, dot the i’s and cross the t’s*; art styles: *painful problems; measures of administrative influence; coefficient of performance (efficiency); relative importance (specific weight)*, etc.

A vivid implicit means of reproducing communicative intention can be considered as an individual-authorial transformation of phraseological units, whose purpose is to update the semantics and structure of phraseological units, in order not to “loose” phraseological image. It demands from the author such reorganization of semantics and structure that preserves the

correlation with the nominative, original phraseological unit: “*Science does not lead to the forest,*” - said a graduate of the Institute of Forestry; “*As Shakespeare said, to bee or not to bee*”; “*To be or not to be - the issue is solved. But how to be - that's the issue*”; “*All people have their own, but sometimes they want someone else's*”.

In artistic or journalistic styles, authorial changes of phraseological units more often occur in such genres as humoresque, parody, feuilleton, and so on. Such a replacement is observed in headlines or captions (to caricature, humorous cartoons, humorous photographs, etc.). Thus, in addition to the normative version of phraseological unit, we can talk about the author's version (individual, occasional, contextual).

In frames of the morphological level of language, attention will be focused on the analysis of implicit expression of information by morpheme (word-forming) and morphological means of language, which are deeply rooted in word structure and more hidden in context than its lexical and semantic possibilities.

Stylistic possibilities of word formation are identified in the comparison of words of the same root and the same meaning, but different in word-formation, i.e. in the synonymy of word-forming affixes that express the word, give it appropriate expression and, correspondingly, affect the recipient. For example, rarely used (unproductive) noun prefixes *pra-*, *voz-*, *uz-*, *su-* along with stylistically neutral meanings (“*suzir'ya*” – constellations, “*pradiid*” – great-grandfather, “*vozvelychyty*”- glorify) emphasize the elevation of what is said, add to words solemn tone: “*pramova*” - *protolanguage*, “*sugolossia*” - unison, “*sum'yattia*” - confusion. Prefixes of foreign origin *anti-*, *archi-*, *extra-*, *pseudo-*, *ultra-*, *ex-* transmit a book tone: “*antinarodnyy*” - anti-people, “*pseudo-patriot*”, “*archivazhlyvyy*”- very important, “*ex-president*”. Words with several prefixes acquire special expressiveness: “*z-nebarvyty*”- discolour, bleach, “*po-nazbyruvaty*” – to pick up, “*po-po-roz-po-diliav*” - divided.

Particularly expressive are the diminutive-hypocoristic suffixes *-enk-*, *-esenk-*, *-isink-*, *-usink-*, *-yusink-*, *-ik-*, *-ichok-*, *-chk-*, *-echk-*, *-its-* “*tonenkyy*” - thin, “*dribnesenkyy*” - tiny, “*khlopchyk*” – a boy, suffixes with a rough meaning, emotionally negative shade *-ysk-*, *-yisk-* - *ishch-*, *-yishch-*: “*divchysko*” – a girl, “*poboyishche*” - slaughter. Suffixes of smallness in combination with words of negative coloring give contemptuous, ironic, satirical, humorous shades: “*voyaka*” - warrior, “*vorizhenky*”- enemies.

The use or combined use of various units enhances the expressiveness and implicit influence: “*vozhavkaty*” - bark, “*napliuvyzm*” - spitting, “*zradofilia*” – betrayal.

The stylistic use of morphological structure of language is possible due to the availability in it of close, synonymous in meaning and functions phenomena, as well as due to

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the delimitation of morphological synonyms according to different styles of language. Morphological means of stylistics are less expressive for two reasons: they can be distinguished in a larger plane of the text than the word, moreover, they are more meaningful than the word (the vast majority of them we perceive as neutral means of speech).

The choice of morphological means of language (all its words) with a certain communicative and stylistic purpose is determined by: belonging or non-belonging of the word to a certain style and genre of language; form of expression – oral or written; semantics of the word, especially positive or negative; morphological features of the word, its morpheme structure, variability or immutability, belonging of the word to a certain part of speech with its inherent morphological (broader - grammatical) categories, meanings, methods and devices of word change (or its lack); emotional neutrality or a certain emotional colouring of the word.

Within this aspect of the study, we will focus on the semantic and grammatical categories of those parts of speech with full meaning that have the strongest potential for the transmission of implicit content of information.

In particular, the expressive stylistic means of semantic and morphological categories of the noun are: the transition of proper names into common and vice versa (Russia, Putin, Heroes); use of abstract concepts in the meaning of specific nouns with symbolic meaning (Revolution, Maidan); combination of anthroponyms-abbreviations with Ukrainian patronymics and surnames, which creates a comic-sarcastic effect (KutsokinKim (Communist International of Youth) Svyrydovych).

The category of the genus of nouns and grammatically agreed adjectives, pronouns, ordinal numbers and verbs is stylistically important, because in many cases the special use of grammatical form of the language unit gives to expression meaning, emotionality, helps to create a certain pictorial effect, especially this style is important for interpretation and rethinking. In particular, stylistic possibilities have morphological variants which are associated with the unmotivated form of genus of some nouns, which arises from the interaction of dialectal and literary language. For example, the ratio of stylistically neutral and stylistically marked units within the masculine/feminine represents feminine forms as archaic or colloquial, which enhances expressiveness of a message and promotes the aesthetic category of comic effect: “ – *I will ask you once and again not to interfere in my way of investigation. I do not interfere with you and do not interfere with your method* “ (Yu. Zbanatsky).

In order to create comic contempt “high” is given as “low”, nouns of the masculine and feminine genders are given as forms of the neutral gender: “*I’m not even talking about the herd, because it hasn’t ever seen a cow...*” (Ostap Vyshnya).

Intentional use of the masculine noun attracts attention to itself, first of all, in cases of attribution to nouns – names of non-beings formal indicators of masculine gender – the meaning of the masculine, and feminine nouns – accordingly the meaning of the feminine gender, not motivated by it, imposes, however, the way of perceiving the grammatical meaning of a word.

*“The wild goose is a very wise beast and there is no way to get closer to her”* (Ostap Vyshnya).

Stylistic peculiarities of the category of noun number are mostly distinguished in artistic speech, in particular, the plural or a mass character can be used as an expressive means (*rustling wheats, baskovs and gazmanovs*).

In the morphological paradigm of manipulative means an important place is taken by the adjective, which specifies and expands meaning, in particular, of nouns, and enhances their implicit influence on a recipient. The vast majority of adjectives are used to describe features such as promotional items or services. Thus, relative adjectives characterize the objective properties of the advertising product (*domestic, muscular, Teflon*), and qualitative - perform evaluative and emotional function (*effective, wonderful, outstanding, prestigious*). For example: *“High-quality European fabrics are sold at a discount of 70%”, “Due to its unique composition Linex Forte protects against harmful bacteria”*.

High gradation of emotions is achieved through the use of forms of comparative (more luxury, stronger) and superlative (best, cheapest) degrees of comparison of adjectives, which contributes to the preference of the advertised product or service from a number of similar ones, and the recipient, decoding hidden information, chooses the best one for him: *“the most prestigious educational institution”, “the most effective headache remedy”*.

It is well known that numerals do not belong to especial expressive stylistic means of language, because they do not have synonymous forms. However, the emotional impact on the recipient can be achieved due to the hyperbolization of numerals (*a thousand times I told you, a hundred times I have to remind*). The process of objectification of numerical names used in poetry, in propaganda journalism, can be perceived as a stylistic means of expressive selection of subject-numerical image, for example: *“History has never probably been squeezed into such a bizarre tangle, the hearts of millions have never beaten in such an overstrain”* (O. Dovzhenko).

Among the few devices we can note the use of units of measurement to the usually immeasurable concepts: *“And my soul is full of tears Up to my very eyes ...”* (I. Drach); a peculiar interpretation of numerical quantities: *“We are so numerous like a black night, and you are only a billion ...”* (I. Drach).

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Stylistically colored in folk poetry are also compound numerals with the conjunction “and”. They emphasize the duration of the action (“*He was absent twenty and four years*”) or a significant amount of something (“*There were thirty and six Cossacks*”).

More often, aiming at a higher level of personification, personal and possessive pronouns of the 1<sup>st</sup> and 2<sup>nd</sup> person singular or plural are used, it creates the illusion of the speaker's presence and helps to establish contact between the sender and the recipient of the speech: “*We believe in our Armed Forces! I choose, I trust*”.

Manipulative influence on the recipient is also implemented by means of the polite traditional Ukrainian language form of the pronoun *You*, the use of which emphasizes respect for the recipient of speech and successfully helps to engage him in latent dialogue: “*I hope for your help*”. Definitive pronouns emphasize greater opportunities and have a suggestive effect on the recipient: “*The entire territory of Ukraine will soon be free*”.

Verbal vocabulary makes the text more dynamic, it also has a distinct manipulative character and a much greater inducing power than the other parts of speech. The pragmatic potential of the verb is implemented at lexical and grammatical levels. Semantic and stylistic characteristics of verbs contribute to the implementation of the target instruction – to influence the recipient of speech and to motivate him to the necessary action: *study, try, choose*. The infinitive form is used to convey imperativeness (strengthens orders, instructions, etc.), the necessity for action, inevitability, indecision, doubt, hesitation, and etc.

Verbs can serve as a means of implementing both rational and emotional influence strategies, which determines the feasibility of its use to optimize speech influence: *worry, counteract, protect, defend, care, win*. Replacing the first person singular of the present tense with the form of the third person gives clarity, confidence, solemnity, and the form of the second person is more abstract, so it often becomes generalizing and creates an atmosphere of intimate trust. As well as the use of the form of one tense instead of another, for example, present instead of past, future instead of past, etc., creates expressive nature of speech: “*When I was a little girl, I often dreamed that my mother **is combing** my hair, **inweaving** red *kisnyks* (hair decoration), **decorating** me with ribbons and flowers, **touching** me soft and **taking care** of me*” (I. Nechuy-Levytsky).

The pragmatic value of using adverbs is to intensify and clarify some features. In particular, adverbs serve as a kind of compliments of adjectives, verbs and other adverbs; reinforce the names of signs, clarify, emphasize, turn them into expressive facts of speech, which has a significant stylistic effect: *much more effective, to effect positive, quickly provides, hospitality in Ukrainian way*. And for the exaggerated expression of one or another feature,



assessment of the state or action, forms of degrees of comparison of qualitative-defining adverbs are used: *cheaper, most effective, more comfortable*.

Thus, the stylistic possibilities of morphological units manifest their expression in grammatical forms, categories, meanings of meaningfully changing words, limited and original – in unchanging meaningful words, as well as by means of the author's intentions. Each semantic-grammatical category of any independent part of language performs to some extent a functional load in the implementation of the pragmatic task of communication.

### Conclusions

Summing up, it should be noted that the influence of speech is a correlation of cultural, linguistic and psychological components. The most effective type of manipulative influence is verbal manipulation, which is skillfully implemented by a sender, who uses orally or in writing stylistically marked means, in particular, phonographic, lexical and morphological levels of language to influence latently the cognitive, emotional and behavioral spheres of life, creating illusion of self-made decisions and inferences.

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## **READING CIRCLES TECHNIQUE AS A GROUP WORK AT THE LITERATURE LESSONS FOR APPLIED LINGUISTS**

### **Summary**

The paper presents the analyses and case studies of the group work method "Reading Circle" designed by Mark Furr and Jennifer Bassett (Oxford University Press), which allows to intensify practical work in the course History of World Literature for Philology students majoring in Applied Linguistics. The distribution of the roles (a discussion leader, a summarizer, a wordmaster, a passage person, a connector, and a culture collector) makes it possible to comprehensively analyze the story according to the established scheme and familiarize the other students with it.

**Keywords:** History of World Literature course, students' needs, group work, roles in the groups, Reading circles.

### **Introduction**

The future applied linguists training curriculum involves familiarization with world literature history. At the same time, given the practical orientation of the named curriculum and professional demands, the faculty staff face the need of elaborating certain features while designing theoretical courses, in particular, the literature history. According to the State Educational Standard of Higher Education of Ukraine: Bachelor's Level Bachelor 03 "Humanities" – 035 "Philology" the special professional competencies for a philologist include PC5 : "The ability to use in professional activity systemic knowledge about the main periods of the studied literature development, from ancient times to the 21<sup>st</sup> century, the evolution of modes, genres and styles, prominent representatives and artistic phenomena, as well as

knowledge about the developmental trends of the world literary process including Ukrainian literature" [2, p. 8]. Thus, the Standard demands for any philologist proper knowledge of the world literature periods as well as the specifics of them, and the basic principles of literature theory. But the applied linguists are not trained to be literature critics or historians, their main professional task is to produce texts, provide digital analyses of the corpora, translate the texts with the help of computer-assisted translation tools and postedit the machine translation. That is why the curriculum includes a substantial number of IT courses (approximately, 40% of the whole bachelor training) which sets strict time limits for the curriculum designers.

The specificity of the world literature history course, developed for applied linguists, is determined by its time limits: students have to familiarize themselves with the world literature development in four months (the second semester, the first year of the bachelor's degree) [1]. Due to the time frames, the course has to be shaped as an overview: the lectures provide the students with the basic concepts of the main modes and styles of the European canon, and a more detailed acquaintance with the brightest representatives of each period takes place in practical classes.

### **Aim, subject and research methods**

The purpose of the study is to find the balance between tough time limits and the necessity to familiarize the students with the possibly bigger amount of texts belonging to the Western canon, to create a stable intertextual base for their future translation and analytic work. That is why we were looking for the methods and techniques able to intensify the process of such familiarization. Given the saturation of the practical material and the need to process the maximum possible number of literary works, the practical classes are structured as group work based on the methodology developed and proposed by Oxford University Press, "Reading Circles" [7]. The quality of group work directly depends on soft skills development, which efficiently correlates with the education of an up-to-date applied linguist: communication skills and the ability to work in a team, exchange the acquired information etc. Each of the smaller groups presents to their colleagues an analysis of specific work. The practical classes do not aim to provide an exhaustive analysis of this or that period or style, but they form appropriate guidelines for further reading and development of the literary text perception, which is necessary for both a translator and an applied linguist.

A personal search is key to the professional development of the future philologist, training their ability to process the text. In addition, students have the opportunity to deepen

their skills in literary text analyses at the meetings of the scientific group “Intertextual Studies”, which functions at the Department of Theoretical and Applied Linguistics of the State University “Zhytomyr Polytechnic”. Considering the needs of the future applied linguist, the “History of World Literature” course is designed to expand the humanitarian worldview of the student through the combination of the contexts of national cultures with the development of the language component reflected in the literary process and to strengthen the cognitive base of text reception. According to the defined goal, the course consists of two content modules: Ancient Literature and New Literature. This approach involves examining the functioning of artistic creativity from ancient times to the late 18th century – early 19th century, under the conditions of the dominance of structural normative poetics, and observing the development of free forms of new and modern literary works in the context of realistic and fantastic world views and changes in the world view of modern man.

Lots of teachers who practice the reading circles method in their classes agree on its efficiency and productivity. In particular, Madeleine Strobel (2023) notes: "Learner-led reading circles can provide opportunities for noticing form and lexis and adjustment of language in interaction. It also contributes to understanding how they can allow for negotiation of narrative details and regulation of reading comprehension" [12]. What really distinguishes the reading circles method from the other group discussions at the literature lessons, is the clear role-oriented structure, which defines a SMART task to all the participants and draws the attention of each team member to a specific aspect of a text under consideration. The method is widely used and highly prized by teachers from different countries and on different continents, the language instructors highlight the meaning of reading circles in teaching English as a second language (ESL) and the role of extensive reading for the intellectual development of their students. According to Christopher Nkechi M. (2023), this method creates "active readers, and reduces apathy towards reading when students participate in reading circles" [9, p. 166]. Ying-Chun Shih et al. [11, p. 130–15] analyse the named method as an efficient way of assessing and evaluating students in their literature and language lessons.

Meanwhile, the most important role of the reading circles method as a form of group discussion is not only the language teaching and developing reading comprehension, but the way to cooperate on the literature material in order to look at the story from various perspectives, to combine the specific views of the team members and to create the whole from the fragments. That is exactly the way when analyses become syntheses, as William Grabe and Fredricka L. Stoller claim in their expanded practical study “Teaching and researching: reading (applied linguistics in action)” [8]. So, I am going to demonstrate how the group discussion

method of reading circles helps to intensify the deep attentive close reading for the applied linguistic students and to cover a wider number of books in a limited time frame.

### **Research results**

In introducing students to the history of world literature, I focus on the narratives that resonate with each other, that are created simultaneously by the author and the reader, that create the mental space of humanity, despite the assumption that books are currently read by only half of the world's population. A philologist must realize that fiction is firmly rooted in the space of culture and resonates even with those people who have never read a single book in their lifetime. As Terry Pratchett says in an interview in 1999, "because everybody in England certainly the one thing they do know is that Macbeth has three witches in it, and they are vaguely aware of Scottish kings murdering one another and that's all. <...> And even if you've been living at the bottom of the well, you know that sort of things" [4, p. 190]. A famous British Postmodern writer gives us the essence of the interaction between an author and a reader. The intertextual references must be caught, and for this, the audience should be more or less well-read. Only then the dialogue between the book and the audience are possible and the culture process proceeds. The high importance of intertext awareness for applied linguists, who are trained to generate quality texts and produce translations, is obvious. Therefore, the professionalism of a philologist, and especially an applied linguist, depends on the ability to catch this echo and direct it in the right direction. Consequently, the objective of the literature course is to create a strong intertextual base for the students.

Throughout the course, students identify such points of text interaction and pay attention to the use of intertextuality techniques (quotation, reference, allusion, stylization, burlesque travesty, and parody) by Natalie Piegay-Gros (2002) [10]. In addition, working with texts contributes to the understanding of the influence of artistic text on consciousness, on the formation of thinking stereotypes, and the functioning of clichés. The study of world literature provides an opportunity to trace such mechanisms.

In order to comprehensively consider and analyze the work proposed for the practical classes, the group work method developed by Oxford University Press authors Mark Furr and Jennifer Bassett [7] is used in the classes. The principle of operation is quite simple and allows to distribute the efforts aimed at analyzing the text, provides an opportunity for each student to work according to their skills and preferences, as well as to collect the group's observations into a single unit for presentation at the practical class.

The reading circles method successfully correlates with the specific, measurable, assignable, realistic, and time-related (SMART) criteria (see for example, Bjerke & Renger, 2017 [3]). Each role task is highly specified: the student focuses on their personal elements of the text (expressive tools, plot, realia et.). The number of examples, which a student has to pick up, is defined by the algorithm of the task (5 words, 3 passages, 2 cultural realia etc.), even the summary is limited by a definite number of characters. Students feel comfortable with measured activities and when they break the limit, it demonstrates their sincere interest in the text. The assessment is incorporated in the teacher's guidelines, and given to the students at the course start. The grades range from 1 to 5, but the most creative answers get extra points. Contrastingly, plagiarism is strictly banned and usually punished with negative grades (minus 3 or more). The tasks are realistic and time-related. Each lesson is planned for two weeks. The time of submission is clearly set and relates to the regular schedule. Also, the amount of reading is no more than one book per two weeks, and that is quite a realistic task, especially when all the books are easy to find.

The submission of the task on the day before the practical lesson makes sure that each student will be evaluated, and the oral presentation during the class allows the students to improve their marks by collecting extra points. This scheme allows one to feel more flexible with the personal presence at the lesson, and the group work does not suffer the lack of information or discussion material due to the task being submitted on time.

The method involves an individual approach: more confident students may participate in the discussion as the leaders, and those, experiencing difficulties with an oral presentation or literary criticism, may start from the role of a word master. But, it is worth mentioning, that the most productive way presupposes taking turns and changing roles during the semester, to experience a variety of perspectives while analyzing a work of literature.

The method can be easily used both in the circumstances of offline and online learning. As it was mentioned above, the teacher reads the submitted task the day before the class. And the scheduled class allows to exchange opinions and information both via video-conference or in a regular room at the university.

The reading circles method by Furr & Bassett [5,6,7] description:

A "reading circle" is a small group of six (or 5-7) students, where everyone reads one common text, from different points of view, according to the role:

1. Discussion leader
2. Summarizer
3. Connector

4. Word Master
5. Passage Person
6. Culture Connector.

Students are offered the following *preparation algorithm* (designed by me for the applied linguistic students – Yevheniia Kanchura) for the practical class:

1. Each member of the small group, regardless of their role, must read the text proposed for the class. There are at least three (up to five) teams in the academic group. Each group has different texts, so during the class the students have an opportunity to get acquainted with more works.

2. Work, according to the role (detailed description of role functions according to Furr & Bassett, see below)

3. Each small group member sends their notes to the teacher the day before the scheduled class via the provided Google form. Submitted work forms part of the grade for the lesson. Compliance with the assigned task (role), independence and comprehensiveness of the answer are assessed. A personal creative approach is important.

4. Each small group meets online the day before the class, participants share their observations and prepare a joint presentation of their work.

5. In the practical class, the group gives the floor to the chosen speaker/speakers (most often – the discussion leader) and presents the result of the discussion and analysis of the work, its ideological dominants and linguistic expressive tools, the specific of the time period and the source culture to which the text belongs, and points to its timeless significance for culture and literature of nowadays. The duration of the group's performance is up to 10—12 minutes. After the presentation, the group answers the questions of the other students. All questions and answers are evaluated. The duration of the whole discussion for one small group is up to 20 minutes.

The roles of the participants of the “Reading circle” are chosen by the students themselves. Groups are formed at the beginning of the course and remain stable, but it is worth changing the roles, so each student can regard the literary text from different points of view.

The functions of each member of the “Reading circle” were designed by Mark Furr and Jennifer Bassett [7] and adopted by me in my own teaching experience according to the needs of my applied linguistic students. The adaptation is presented in my textbook “World Literature History for Applied Linguists” [1].

1 Discussion leader. After reading the text, the student prepares in writing 5 general questions, which are to be asked of the group participants during the discussion – preparation



for the practical class. Questions are also sent to the teacher through the provided Google form. The Discussion leader facilitates the group discussion and together with the team prepares an oral presentation with the conclusions of the discussion for the practical class. The originality and difficulty of the questions are assessed with extra points.

2. Summarizer. While reading the text, notes the main events, ideas, and characters of the work. After reading, writes a small annotation in their own words, no more than 1500 characters with spaces. As experience proves, it is quite difficult for first-year students to master the art of concise narration, so special attention is paid to training the skill of writing annotations. The summarizer must briefly retell the main points of the work. The oral presentation lasts no more than one minute. The ability to concisely and coherently highlight the main points in the text, to write an abstract, is one of the key skills for writing any research text.

3. Connector. While reading the text, notes 2 points that, in their opinion, tie the text to today's reality. A student can support their own experience, the experience of acquaintances, or information from the mass media. If it is a fantasy or historical text, it is recommended to look for points of similarity in the characters' feelings and behaviour. Students have to provide examples from real life to substantiate their observations. Such skills help determine the relevance of the text for the modern reader and bring the work closer to them.

4. Word Master. Reads a text and picks out words or expressions that are new or difficult to understand, or are keywords to the text. Word master chooses 5 words, provides their interpretation, and explains their role in the work. The work of a word master is not purely a dictionary work, it includes the analyses of the expressive means of the text: metaphors, epithets, etc. The ability to identify keywords is necessary for a young scholar, and awareness of the role of a word in a text is a professional skill of a philologist. Therefore, giving only a dictionary definition is not enough for a high grade, it is important to express the student's personal opinion and provide a personal comment.

5. Passage Person. While reading the text, the student selects 3 passages that, from their point of view, are the most interesting and cause an emotional reaction in the reader. It should not be the opening, the climax, or the denouement, which is the object of research of the Summarizer, it should be the passage, resonating with the soul of this particular reader. The Passage Person presents selected fragments to the group, justifies their choice, explains the role of the fragment in the text, and discusses it with the group. The students can also choose those fragments that were unclear, so joint brainstorming can lead to an intriguing discussion. The

work of a Passage Person, like the work of a Word Master, is work with linguistic expressive means and a key skill of a philologist.

6. Culture Connector. While reading the text, look for similarities and differences between our culture and the culture of the society described in the work. It is important to emphasize that by “culture” we understand the system of norms, customs, and traditions characteristic of the historical period and society (people) described in the work. That is, it is not about the ethical or psychological aspects of the character's behaviour, but about its compliance with the established norms of the society of that time. The culture connector finds similarities and differences with the norms of our society, demonstrates 2 – 3 appropriate examples from the text, and comments on them in accordance with modern experience.

As a case study, I suggest regarding a work of a group, which was analyzing *Au Bonheur des Dames* (1883) by Émile Zola, made by the 1st year students of 2022/23. The work was done on the Ukrainian text of the novel, I am providing the English excerpts for the audience's better understanding.

Discussion leader's questions:

1. The title of the novel *Au Bonheur des Dames* (*The Ladies' Delight* or *The Ladies' Paradise*) at first glance suggests the idea of a love story, but is it really so?
2. How did Octave Mouret achieve such success in sales and surpass all competitors?
3. Why did Denise reject Octave's proposals, having mutual feelings for him, and what did Octave think about it?
4. Do you think, that Octave Mouret's idea of a woman who “could not resist a bargain, that she bought without necessity whenever she thought she saw a thing cheap” [13, ch. IX] are true today?
5. Does Denise achieve her “female happiness” in the novel?

So, according to the discussion leader's questions, the students are able to reflect on the novel's title, which reveals the key concepts of the book, the storylines of the protagonists, and the content which is important for the time setting (the rise of commercial capital in 19th century Europe) along with the permanent issues of consumerism and human's nature.

The Summarizer suggested the following:

“In Émile Zola's novel *Au Bonheur des Dames*, the author describes the story of a young girl named Denise, who, after losing her parents, moves to Paris to live with her uncle, the owner of a small cloth and flannel shop. Not far from the store was a huge department store called “Au Bonheur des Dames”, which sold a wide range of fabrics, dresses, and jewellery at low prices. Its owner was Octave Mouret, a young businessman who wanted to make his shop

the most successful in all of Paris. Uncle Bodyu hated the department store and its owner, but Denise got a job there. At the store, the girl quickly proves to be a talented and hard-working employee, and she also learns about the fierce competition and intense pressure that employees face in order to achieve the store's sales targets. Meanwhile, Octave Mouret becomes increasingly obsessed with expanding his department store and dominating his trade in Paris. He is also attracted to Denise, but she resists his advances and remains focused on her work. In the final chapters of the novel, Denise and other workers at Ladies' Happiness go on strike to protest the long hours and low pay that they are forced to endure. Denise becomes the leader of the movement and negotiates a peace agreement with Mouret, which improves the conditions of the workers. With the rest, as you might have guessed, Denise and Mouret were happy together, despite the difficulties they had to face".

The summary, which includes a little more than 1400 characters, covers the main plot twists of the novel, demonstrates the system of the characters and allows the students, who read other books, to get acquainted with the famous novel.

The Word master presented to the group the realia words, which connect the plot with the space and time settings, relate to the lifestyle of 19th century France, but are not widely known by a contemporary reader: “омнібус” (omnibus), “манто” (mantle), “фай” (woollen fabric), “фаянс” (earthenware), “этажерка” (here: a sort of store stand) and “жевжик” (an ironic characteristic used by the translator). So, in this exact case, the students chose the vocabulary, need for a better understanding of the novel atmosphere. Actually, the work of a word master correlates with the culture collector's task, and they cooperated a lot. In other cases, we may read other sets like keywords or key concepts of the book. For example, “gold, imagination, true love, elder, Atlantis” for *The Golden Flower Pot: A Modern Fairytale* by E.T.A. Hoffmann.

The choice of the passage person demonstrates a deep understanding of the additional plot lines, like the death of Denise's cousin. “The next morning, at six o'clock, Geneviève expired after four hours' fearful agony” [13, ch. XIII]. Two other passages reveal Denise's features of character: creativity and dignity: “And afterwards when she revealed herself to be a remarkably clever saleswoman, well up in the mechanism of the house, the others conspired to deprive her of all good customers” [13, ch. V]; “No, leave me alone! I am not a Clara, to be thrown over in a day”[13, ch. X].

The connector found the episode, when Mouret meets his university friend and confesses that he “took my degree, just to please the family”[13, ch. III]. The scene reminds some first-years that they were forced by their parents while choosing their future profession.

Also, the connector mentioned Mouret's marketing tools and the way he attracted the customers. The students compare them with modern marketing approaches and tricks. So, they really connect the novel with society nowadays.

The culture collector describes the elements of lifestyle in Paris in the 1880<sup>th</sup> and compares them with our modern life. Among these elements are the high authorities who influence common people's life, a street prostitute who manages to get rid of her terrible occupation, theatres and shops, ways of people's communication and establishing social links. All together creates a wide picture of the cultural and social background of the novel.

The team made a PowerPoint presentation and demonstrated it to the other students. The vivid and thought-provoking discussion followed. That is why, the students, who didn't read the novel, were familiarized with it, and it was included in their cultural and literary context.

### **Conclusions**

Thus, we come to the *conclusion*: under the conditions of significant time constraints, the teaching of the history of literature course is oriented, first of all, to the formation of background knowledge of the canon and the ability to recognize intertextual interspersions in modern texts, which, for the most part, an applied linguist will have to work with. Therefore, in order to expand the possibilities of practical familiarization with world literature and intensify the independent work of students during the course, the "Reading circle" technique is used, which allows involving of each student of the academic group in the analysis of the text, evaluate each one, stimulate and structure the discussion, to develop the professional skills of a philologist. The effectiveness of the Reading circles method of group work is verified by practice.

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## **USAGE OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN THE METHODOLOGY OF FOREIGN LANGUAGE TEACHING**

### **Summary**

This article explores the integration of Artificial Intelligence (AI) technologies in the methodology of foreign language teaching. It highlights the potential benefits and challenges associated with using AI in language learning, emphasizing its role in enhancing learner engagement, personalized instruction, and language proficiency development.

**Keywords:** Artificial Intelligence Technologies, Methodology of Foreign Language Teaching, language practices, foreign language, lesson preparation

### **Introduction**

The recent development of artificial Intelligence technologies has brought new changes to society's everyday processes. AI Technologies are widely used in many spheres of life, such as programming, marketing, psychology et cetera. More than that, some use AI in order to learn or to teach foreign languages. Given a wide variety of methodologies and powerful instruments, the language learning process can be less complicated for non-native speakers.

The purpose of this article is to show how recent advances in AI can benefit foreign language teachers.

### **Purpose, subject and methods of research**

The purpose of this article is to explore the integration of artificial intelligence technologies in foreign language teaching, examine their potential benefits and their impact on

traditional language teaching methods. The subject of this article is the optimization and transformation of foreign language teaching methods with the help of AI tools and applications.

### Research results

Below you can see a list of pre-defined templates that can be used to generate necessary information in ChatGPT (table 1).

**Table 1. Templates to use in ChatGPT in order to facilitate lesson preparation process**

*Source: Own study on the basis: Malyn Forestry College*

Problem to solve	Template to use
Generating a list of words on a certain topic	Generate X words of X level on the topic "Insert topic here"
Exercise for matching terms and definitions	Create an exercise to match terms and definitions on the topic "Insert topic"
Generating exercises for practicing new vocabulary	Create an exercise to fill in the gaps to practice the following words: "insert words here, use comma as a delimiter"
Generating a list of synonyms/antonyms to a certain word with definitions and examples of usage	Generate a list of synonyms to the word "insert necessary word here". Include a short definition, as well as an example of usage
Explanation of a certain grammar topic	Write an explanation of "Insert grammar topic"
Generating an exercise to practice a certain grammar topic	Generate an exercise to practice "Insert grammar topic"
Creating questions for speaking practice on the pre-defined theme	Create 5 questions for discussion on the following topic "Insert your theme here".
Assessing students' progress with tests and quizzes	Create an extended quiz on "Insert topic here"
Generating a list of ideas for an essay (writing practice)	Generate X topics for an essay on "Insert topic here"
Producing questions for speaking to practice grammar topic	Generate 20 questions to practice "Grammar topic"
Practicing grammar through reading and speaking	Generate reading exercise to practice "Grammar topic"

Expanding vocabulary is one of the essential part of the language learning process. Obtaining language fluency and proficiency is not possible without practicing new vocabulary. It helps to prevent struggles when communicating with native speakers, to comprehend articles on different topics and to articulate ideas or thoughts more vividly.

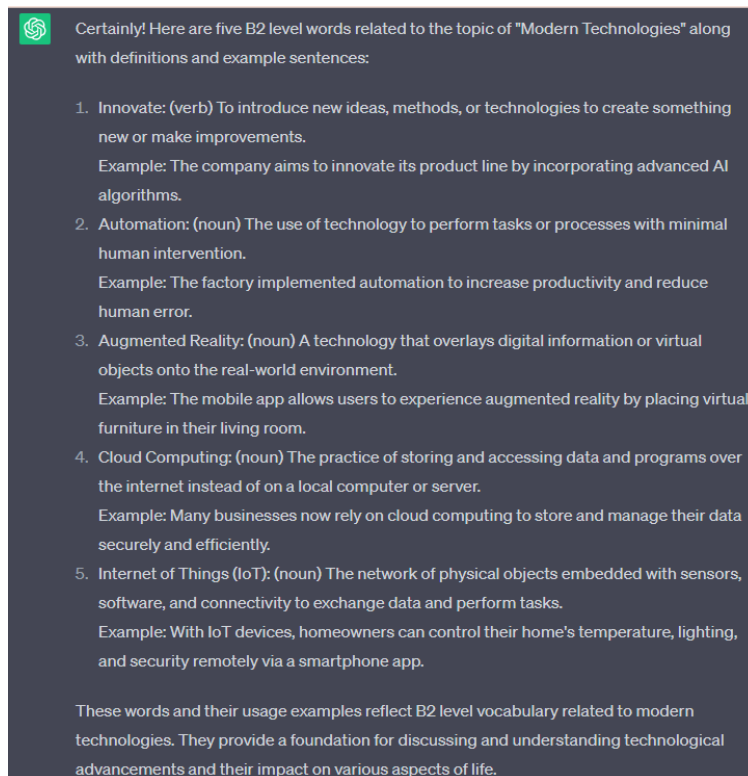
However, sometimes it might be challenging to put new words into practice or to understand the meaning from context. An AI system can assist teachers with some problems that might appear while preparing a lesson. There are different approaches to vocabulary instruction, among them are passive acquisition, context skills, and multiple exposures.

Starting with a passive approach, which is known to be a process where a teacher passes information to language learners and they memorize given material. Consequently, a teacher might provide students with a list of new terms and expressions, with their definitions and examples of usage. Now we can explore how ChatGPT and other AI can facilitate this task for teachers.

In order to prepare a list of terms, with their definitions and optionally examples of usage, tutors might use the following structure:

*Generate X words of X level on the topic "Insert topic here". Include their definitions and usage examples.*

A possible response from the AI application will be as follows:



**Picture 1. List of words on a predefined topic from the AI application.**

*Source: Own study on the basis: Malyn Forestry College*

Having passively acquired new words, students need to practice them. Therefore we need to include context skills in the lesson. Instead of creating exercises from scratch, a tutor might ask AI to create an exercise to put the words generated previously into practice.



In order to create an exercise for matching terms and definitions (pic. 2), the following template can be used: *Create an exercise to match terms and definitions on the topic "Insert topic"*.

Match the following terms with their corresponding definitions:

Terms:

1. Artificial Intelligence (AI)
2. Virtual Reality (VR)
3. Internet of Things (IoT)
4. Blockchain
5. Biometric Authentication

Definitions:


- a. A technology that simulates a computer-generated environment, allowing users to interact with and experience a virtual world.
- b. A system where devices, objects, or machines are interconnected and can communicate with each other over the internet.
- c. A technology that enables the secure and transparent recording and verification of transactions in a decentralized and distributed ledger.
- d. A field of computer science that focuses on the development of intelligent machines capable of performing tasks that typically require human intelligence.
- e. A security measure that uses unique biological traits, such as fingerprints or facial recognition, to authenticate and verify the identity of individuals.

Answers:

1. Artificial Intelligence (AI) - d
2. Virtual Reality (VR) - a
3. Internet of Things (IoT) - b
4. Blockchain - c
5. Biometric Authentication - e

**Picture 2. Exercise for matching terms with definitions generated by AI.**

*Source: Own study on the basis: Malyn Forestry College*

 Exercise: Fill in the Gaps

Instructions: Fill in the gaps with the appropriate words from the word bank (to innovate, automation, augmented reality, cloud computing, internet of things) to complete each sentence. Each word can be used once or not at all.

1. With the rapid advancement of technology, businesses are constantly seeking new ways \_\_\_\_\_ and stay ahead of the competition.
2. The rise of \_\_\_\_\_ has transformed industries, allowing for efficient and accurate processes without human intervention.
3. \_\_\_\_\_ has revolutionized how we interact with our environment by overlaying digital information onto the real world.
4. Many organizations are shifting their data storage and management to \_\_\_\_\_ services, offering scalability and accessibility from anywhere.
5. The \_\_\_\_\_ has interconnected everyday objects, enabling them to send and receive data, leading to improved automation and convenience.

Answer Key:

1. to innovate
2. automation
3. Augmented reality
4. cloud computing
5. Internet of Things

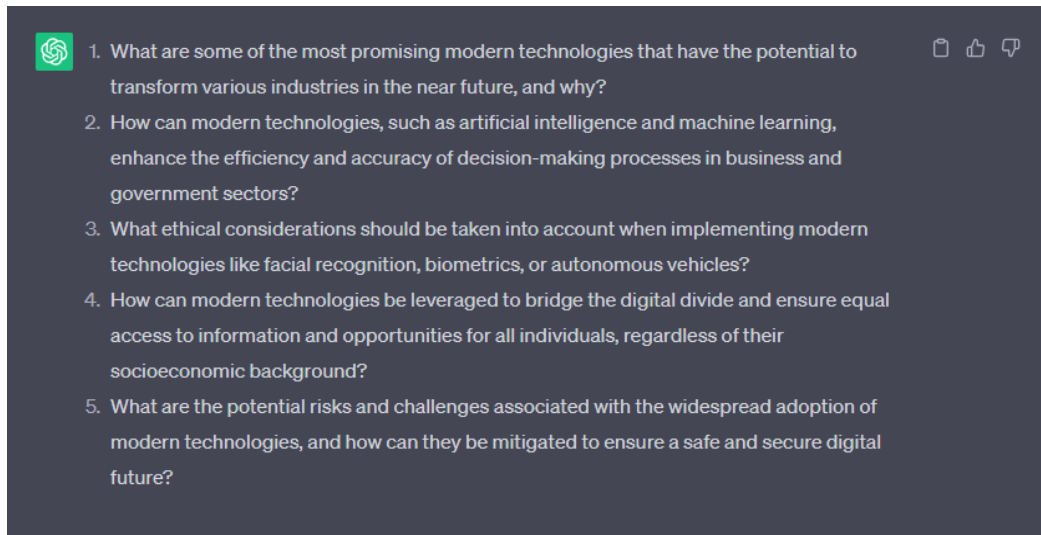
**Picture 3. Fill in the gaps exercise generated by ChatGPT.**

*Source: Own study on the basis: Malyn Forestry College*

However, speaking practice is an essential tool in language learning as well. At times it might be challenging for an educator to produce ideas on speaking exercises. AI Technologies can be of assistance to such assignments as well.

Below there are a few examples of how AI can facilitate the process of generating questions for speaking practices (pic. 4).

*Create 5 questions for discussion on the following topic "Insert your topic here".*



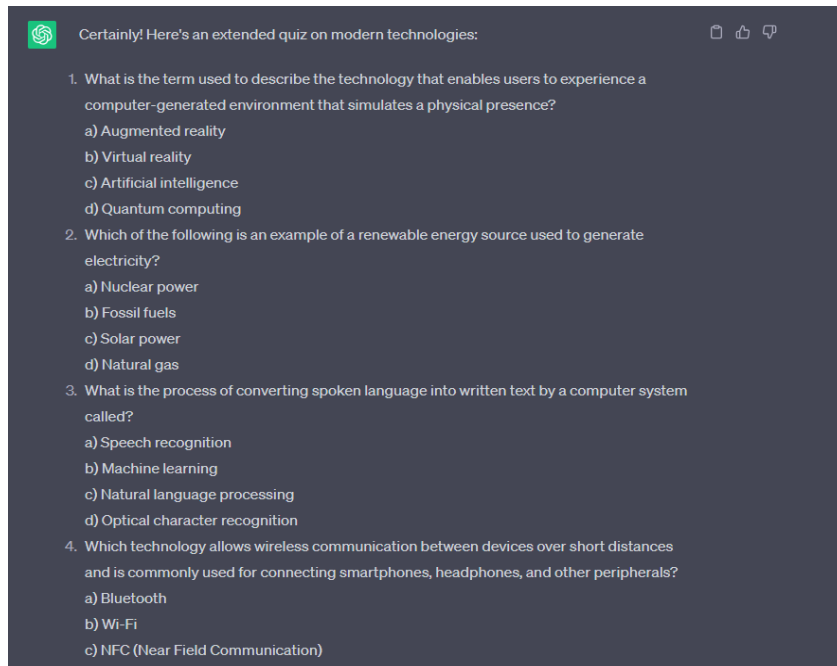
**Picture 4. Speaking practice generated by AI**

*Source: Own study on the basis: Malyn Forestry College*

Assessments can contribute to the learning process as well. Not only do they help to measure students' progress. but based on the tests an educator might provide extended feedback, highlight problem areas, create a personalized learning plan and as a result drive motivation to achieve better results.

Possible ways of assessing students' progress are shown below.

*Create an extended quiz on "Insert topic here".*



**Picture 5. Test questions generated by AI.**

*Source: Own study on the basis: Malyn Forestry College*

*Generate X topics for an essay on "Insert topic here".*



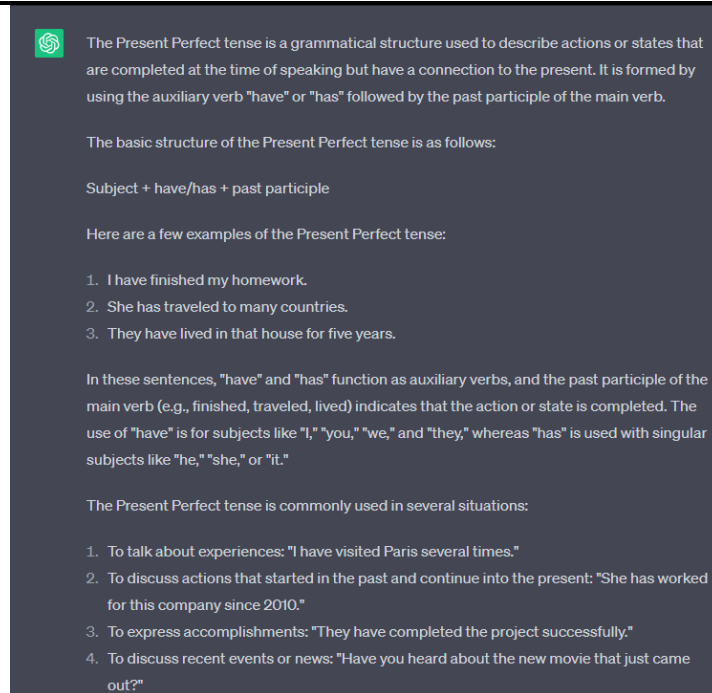
**Picture 6. Essay ideas generated by AI.**

*Source: Own study on the basis: Malyn Forestry College*

Apart from vocabulary expansion, there are other essential parts of obtaining language proficiency. Grammar is also indispensable in language learning mostly because it provides the structure and rules necessary for effective communication. Understanding grammar helps learners construct accurate and coherent sentences.

Below you will see how passive acquisition and contextualization can be applied to grammar topics with the help of ChatGPT. In order to generate an explanation of a certain grammar topic, use the structure below:

*Write an explanation of the "Grammar topic".*

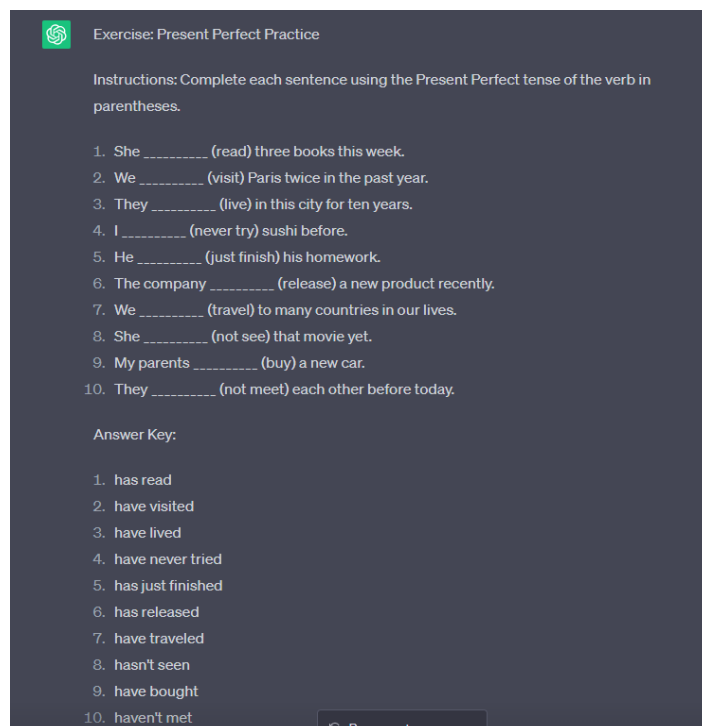


**Picture 7. Explanation of Present Perfect Tense generated by AI**

*Source: Own study on the basis: Malyn Forestry College*

Contextual skills can be obtained through the implementation of the knowledge. For the purpose of getting an exercise for additional practice of a grammar topic, educators can use the following structure:

*Generate an exercise to practice "Insert grammar topic".*

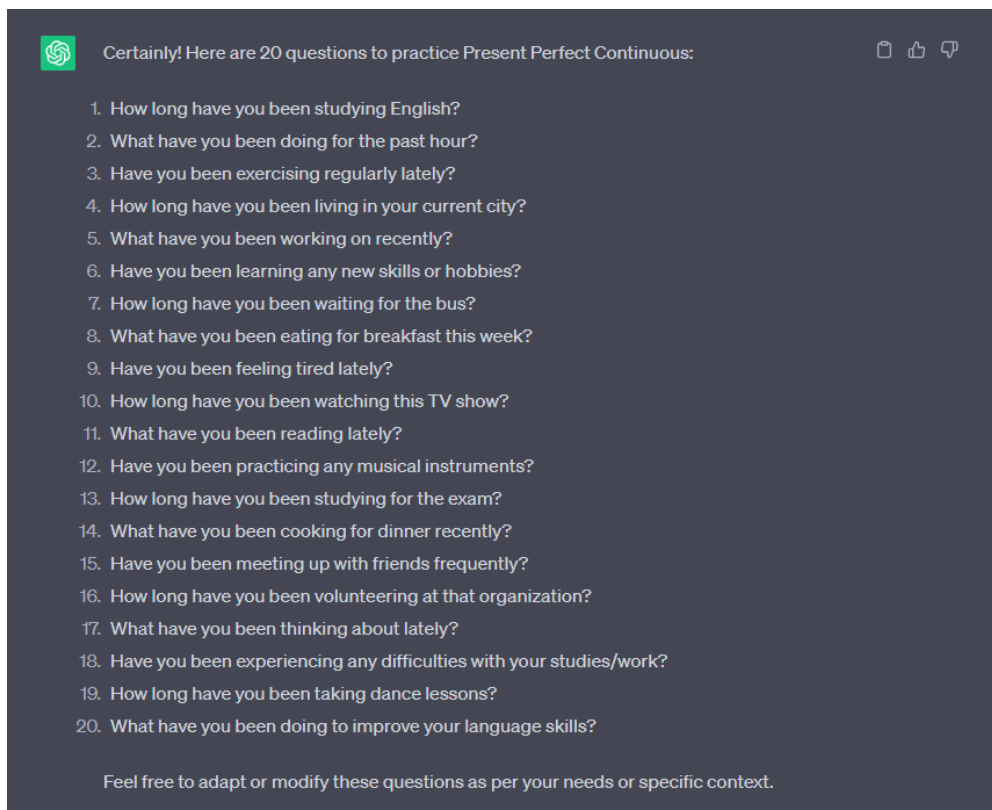


**Picture 8. Exercise for practicing Present Perfect Tense generated by AI**

*Source: Own study on the basis: Malyn Forestry College*

Speaking practice is crucial when learning grammar as it provides a practical and dynamic application of the rules and structures being studied. Putting grammar knowledge into speaking practice will benefit students in many ways, such as: overcoming speaking anxiety, developing fluency, application of grammar rules and consequently better comprehension. It bridges the gap between theoretical understanding and practical application, ultimately leading to improved grammar proficiency and effective language use.

*Generate 20 questions to practice the “Grammar rule”.*

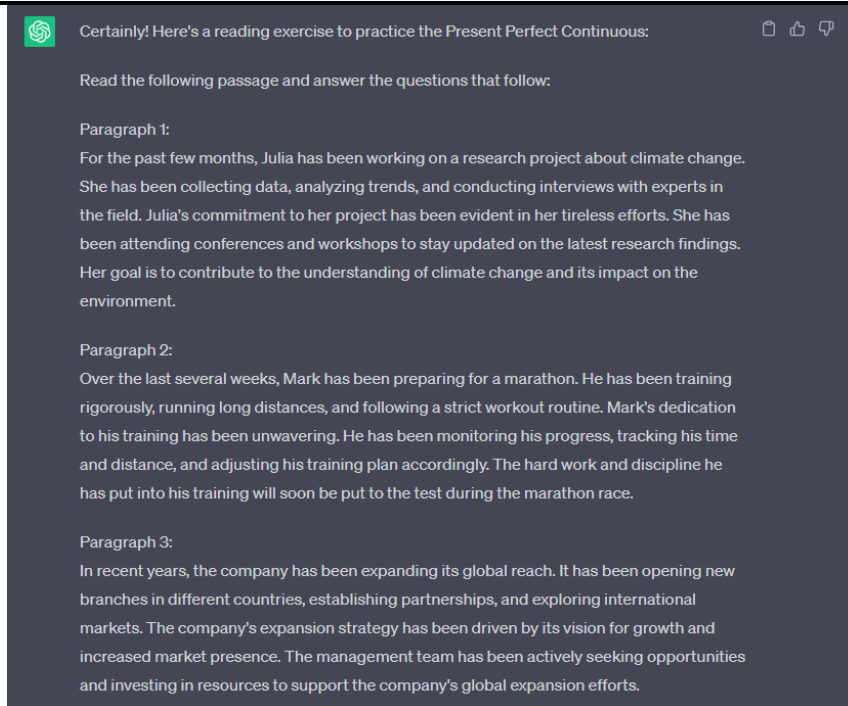


**Picture 9. Speaking practice of Present Perfect Continuous generated by ChatGPT.**

*Source: Own study on the basis: Malyn Forestry College*

Apart from speaking, writing and expanding vocabulary, developing reading skills is equally important. With ChatGPT, a teacher can make the process of learning grammar more engaging.

*Generate a reading exercise to practice “Grammar topic”.*



**Picture 10. The reading practice of Present Perfect Continuous generated by ChatGPT.**

*Source: Own study on the basis: Malyn Forestry College*



**Picture 11. Comprehension questions to the text from picture 9 generated by ChatGPT.**

*Source: Own study on the basis: Malyn Forestry College*

As we can see, Artificial Intelligence technologies can be easily applied to such repetitive processes as lesson preparation given that this tool is used according to the teaching methodologies.

### **Conclusions**

In conclusion, AI can be a powerful tool in the hands of a tutor that can save up to half of the time needed for lesson preparation. Not only does AI facilitate the lesson preparation process, but it can also be used for other purposes.

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## **FACTORS OF SELF-DEVELOPMENT OF A TEACHER-LINGUISTIC**

### **Summary**

The article analyzes scientific research on the formation of a new type of teacher, who is able to ensure the personal and civic formation of students of higher education. It was found that for the professional development of a teacher, in particular a philologist, it is necessary to continuously and systematically improve skills and abilities, expand and deepen knowledge in various fields of knowledge, namely: philology, pedagogy, psychology and teaching methods. The factors of the self-development of a lexicographer are determined: approbation of scientific and methodological concepts, introduction of media didactics into the educational process, implementation of creative programs in academic disciplines, study of best practices of colleagues from other educational institutions, development and conduct of open lectures/practical and seminar classes, implementation of reflection, compilation of a creative portfolio pedagogue-linguist, etc. The article noted that the self-development of a teacher-linguist is characterized by persistent motivation for teacher activity, activity and initiative in mastering specialized knowledge and using it in specific professional situations of a philological focus.

**Keywords:** self-development, factors, self-improvement, professionalism, competences

### **Introduction**

New realities, modern civilizational processes, globalization and global cataclysms are changing the model of society, which requires changes in the educational process. The key issue



of modern education is the development of a new type of teacher who is able to ensure the personal and civic development of students of higher education. Therefore, the prospects for the development of the educational field are focused on the formation of the teacher's professional competence through self-improvement and self-development.

A teacher-linguist is primarily a bearer of universal cultural values, who implements his own strategy of professional thinking, behavior and activity in the teaching profession, thus forming pedagogical professionalism.

Pedagogical professionalism is achieved by the continuous self-development of the teacher, which is based on the factors and principles of competencies that reflect a certain educational system that corresponds to the social order of society: the level of general culture; mastery of subject content and pedagogical technologies; ability to pedagogical reflection; the ability to carry out innovative activities in the field of education; psychological and pedagogical competence.

L. Nikolenko believes that "self-development acts as a means of realizing certain dominant goals, as a result of their achievement, in our opinion, it is possible to change the life paradigm of the teacher's personality, acquiring a new meaning of life. The inclusion of informal and informal components determined the teacher's self-development as lifelong education" [6]. And that is why there is a need for a conscious understanding that the self-development of a lexicographer is a purposeful, personally-driven act, the results of which can be considered the improvement of a person's mental and moral-ethical potential. The motivational components of the teacher's self-improvement are determined by the level of personality development and his abilities that regulate his activity at the cognitive, emotional, evaluative and volitional levels.

### **Aim, subject and research methods**

The aim of the article is to find out and highlight the main factors in the formation of a teacher's professional competence in the modern world.

The subject of the article is the factors of self-development of a teacher-linguist.

Research methods are general scientific methods (analysis, synthesis, generalization, observation) and a pedagogical method of studying the products of activity.

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### **Research results**

In the modern world, the requirements for the quality of philological education are increasing. Conceptual changes are taking place in the understanding of the role and tasks of the teacher-linguist in higher education institutions. New theories about professional self-improvement and self-realization appear in the scientific literature, presented by the works of E. Bachynska, V. Vvedenskyi, B. Dyachenko, N. Murovanoja, I. Tsybalyuk, and others. The algorithm of the lexicographer's activity for improving the components of professional competence, innovative forms of activity are defined in their works by O. Kutsevol, H. Tokman, V. Shulyar and others.

G. Danilova emphasizes the following factors of professional self-development of teachers: 1) competence (psychological-pedagogical and social knowledge, theoretical-practical and methodical knowledge, pedagogical skills, pedagogical abilities); 2) personal orientation (self-realization in the context of the acmeological model "I-competence" in the dynamics from "I-real" to "I-perspective (ideal)); 3) moral and spiritual culture (moral consciousness, moral activity, moral relationships) [1].

O. Matviychuk in the article "Books and reading are an important factor in self-development and self-improvement of a teacher" notes: "Issues of self-development and self-improvement of a teacher retain their relevance regardless of specific historical conditions and are constantly in the center of attention of researchers. It should be noted that progressive writers, scientists, teachers, public figures defined the important role of reading as the main means of self-education and paid special attention to the issue of the development of libraries as a component of self-education. A modern teacher must also be ready to accept new ideas, technologies, methods, and means of pedagogical activity; capable of constant learning, and his self-education should begin with books, libraries and reading" [5].

The self-development of a lexicographer is a systematic and purposeful work aimed at deepening knowledge of the specialty, acquiring new abilities and skills, at determining effective models of the professional educational program with the aim of improving and improving qualifications in linguistic, literary, speech, psychological, pedagogical, pragmatic, creative, scientific levels.

The organization of the teacher's self-educational process is the result of continuous learning and self-improvement. Therefore, it is necessary for the teacher to individually develop a program of his own self-development, which would be based on the basic and fundamental factors of the formation of professional competence.

Such factors can include:

1. approval of scientific and methodological concepts (publication of scientific articles, monographs, textbooks, manuals, educational and methodological complexes);
2. the introduction of media didactics into the educational process (the teacher's task is to research and constantly monitor educational Internet publications that produce educational information, and appropriately use the achievements of the civilized world in their practice, taking into account didactic goals);
3. implementation of creative programs in educational disciplines (development and conducting of author's courses), adaptation of the educational program to the specified conditions and target audience of the educational process;
4. preparation of students for participation in language and literary contests, Olympiads, intellectual games;
5. studying the best practices of colleagues from other educational institutions by participating in domestic and international internships;
6. development and conduct of open lectures/practical and seminar classes, implementation of reflection (to understand and grasp the positive and negative aspects of one's own activity in order to prevent mistakes in the teaching of a certain discipline in the future);
7. systematic development by the teacher of his own base of the best scenarios of educational events (literary evenings, literary/language quests, etc.), interesting techniques, effective innovative forms and methods, development of his own visual aids (creative portfolio);
8. participation and organization by the teacher of trainings, webinars, seminars, scientific and practical conferences;
9. systematic work on methodical and scientific topics;
10. development of diagnostic procedures, tasks and tests for educational disciplines, verification of the effectiveness of the applied methods of education and upbringing;
11. reflection of one's own activity (through an objective assessment to reach self-realization), self-correction;
12. compilation of the creative portfolio of the teacher-linguist (samples of works in written or printed form, video materials, diary of reflections, video/audio components of the educational process);
13. approbation of promising experience, publication of individual developments during methodical scientific seminars;

14. the organization of group work (a group of young philologists, pantheonists (or researchers of another writer's work), local literary historians, a group of Ukrainian dramaturgy, etc.).
15. visiting cinemas, theaters, museums, exhibitions;
16. reading books on pedagogy, psychology and works of art.

### **Conclusions**

Self-development of a teacher-linguist is an integrated quality of personality, characterized by persistent motivation for teacher activity, activity and initiative in mastering the basics of knowledge, their appropriate use in specific professional situations of philological orientation, and their use in pedagogical activity. Investigating the factors of self-development of a teacher in the modern world, the dominant components of professional improvement have been identified, which include the possession of a broad scientific worldview, a system of professional and pedagogical knowledge of a high level of generalization and the ability to apply it effectively and quickly acquire knowledge in the field of one's profession and related fields, build and implement a trajectory his further professional growth.

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## **ACADEMIC INTEGRITY AS ONE OF THE ASPECTS OF ADAPTIVE LEARNING: PROBLEMS OF IMPLEMENTATION AND RESPONSIBILITY**

### **Summary**

Adherence to academic integrity is the key to quality higher education in Ukraine. Prolonged and systematic violations of academic integrity by all those involved in the educational process lead to the devaluation of diplomas at home and their non-recognition abroad. Employers' distrust of the higher education system and universities, declining healthcare quality, stagnation of science and depreciation of the country's scientific potential, and slow economic growth leave graduates unemployed and increasingly difficult to find work. If the country does not develop, it will lose its credibility in the world.

**Keywords:** academic integrity, adaptive learning, academic plagiarism

### **Introduction**

The reform of higher education in Ukraine in today's context must itself guarantee the high quality of education. In recent years, more and more attention has been paid to academic integrity. More and more often, discussions about education and science focus on minimising plagiarism. The topic of academic integrity is covered in research papers and publications, videos on the Internet, radio and television, pickets and performances, and comments on social media. Quality assurance system of higher education - ensuring an effective system of prevention and detection of academic plagiarism in the scientific research of employees of

higher education institutions and higher education students. (Law of Ukraine "On Higher Education", 2014/2023, Article 16)

Adaptation is an integral process of human life. It is not only a connection with the environment, but also the restructuring of various functions that adapt the body to physical, emotional and mental stress. Adaptation is manifested in all areas of human activity. The adaptation of students is a complex, active, multi-level process, in which the motivational sphere, skills, abilities are restructured in accordance with new tasks, goals, prospects and conditions of implementation.

The relevance of the topic is due to the fact that Ukraine will be able to guarantee and maintain high quality education only if the scientific environment is represented by productive and honest actors in the educational process.

The current legislation of Ukraine on academic integrity is based on the provisions of the Constitution of Ukraine (1996/2019), the Laws of Ukraine "On Education" (2017/2022), "On Higher Education" (2014/2023), "On Professional Higher Education" (2019/2022), "On Scientific and Scientific and Technical Activities" (2015/2023), "On Copyright and Related Rights (1993/2023), regulations of the Cabinet of Ministers of Ukraine, current orders and recommendations of the Ministry of Education and Science of Ukraine, the National Agency for Quality Assurance in Higher Education, and other national regulatory framework.

Over the past few years, the Ukrainian authorities have been concerned about academic integrity in the scientific community. Despite this, the situation is still unsatisfactory. According to Unicheck statistics, in Ukraine in 2018, the average rate of textual matches in the papers checked by the system reached 33.16%. The statistics show that at least 10% of young people agreed with the possibility of buying a ready-made term paper or diploma, while 44%-85% consider it to be categorically wrong. From 31% to 53% of the surveyed students believe that it is sometimes possible to download ready-made essays from the Internet and pass them off as their own, while from 41% to 63% of respondents expressed the opinion that such actions are unacceptable in the educational process.

As George Washington said: "I hope that I shall always have sufficient firmness and integrity to defend what I consider the most desirable of all titles, the reputation of an honest man." Honest people have no doubts about others. The current problem of all institutions of higher education is the implementation of academic integrity and responsibility for its violation among all participants in the educational process, and Lypkuvata Agricultural College is no exception. At Lypkuvata Agricultural College, this problem is created by the lack of awareness

and non-compliance of the educational process with effective regulatory and legal aspects of scientific ethics and academic culture.

The main purpose of the study is to identify the problems of implementing and maintaining academic integrity at Lypkivativ Agricultural Vocational College among the participants of the educational process.

To achieve this goal, the following tasks were set: to analyse the regulatory and legal documents for the implementation and observance of academic integrity, which are guided by the college; to define the concept and components of academic integrity and responsibility for its violation; to monitor the quality of education among participants in the educational process through an anonymous survey.

The study assumes that the level of professional training of competitive specialists at Lypkuvata Agricultural College can be improved by adhering to the values of academic integrity and using effective means to prevent academic dishonesty of all participants in the educational process, based on the formation of values and education of professionals with a conscious civic position.

### **The concept of academic integrity and its fundamental principles**

Increased attention among scientists to defining the essence of academic integrity was highlighted in the collective work "Academic Integrity as a Basis for Sustainable Development of the University" (Finikova T.V., & Artyukhova A.E., 2016), the collective monograph "Academic Integrity: Problems of Compliance and Priorities for Dissemination among Young Scientists" (A. Aryukhov, 2017), materials of the III International Scientific and Practical Conference of Students and Young Scientists "Academic Integrity of Students as a Factor in the Formation of Civil Society" (N. I. Zoriy, 2018).

Rosie Mackay said: "Academic integrity is linked to a set of values and practices located within disciplinary and professional research and practice communities. We cannot expect students to act in a way that respects academic integrity unless we explain why it is important and teach in a way that reflects its importance." (Rosie Mackay, 2021)

Academic integrity is an all-encompassing concept; it refers not only to the general corporate culture of a higher education institution, but also to the internal culture of the individual. European and New Zealand scholars E. Löffström, T. Trotman, M. Furnari, K. Shepherd define the concept of "academic integrity" as an awareness of the culture of behaviour in the academic environment and the ability to act honestly in accordance with established



ethical standards and respect the scientific achievements of colleagues. Scholars at Syracuse University (USA) note that academic integrity is "fair play", "a game without deception." (Introduction to Mohyla Studies, 2019-2020)

The Law of Ukraine "On Education" treats academic integrity as one of the essential principles of the educational process in Ukraine. According to Article 6, academic integrity is one of the principles of state policy in the field of education and the principles of educational activity.

Article 42 of the Law of Ukraine "On Education" regulates the concept of academic integrity as a set of ethical principles and rules determined by law that should guide participants in the educational process during learning, teaching and conducting scientific (creative) activities in order to ensure confidence in learning outcomes and/or scientific (creative) achievements.

Integrity is an important component of any educational experience, both on the part of the teacher and the student. The International Centre for Academic Integrity identifies the fundamental values of academic integrity:

- Integrity - promotes the search for truth and knowledge through intellectual and personal honesty in learning, teaching, and research;
- Trust - a climate of trust encourages and supports the free exchange of ideas, which in turn allows scientific research to be realised to its fullest potential;
- Equity - establishing clear and transparent expectations, standards and practices to maintain fairness in the relationship between students, faculty and administration;
- Respect - Values the interactive, cooperative and participatory nature of learning and discovery; respects and values the diversity of opinions and ideas of each participant in the educational process.
- Responsibility - reliance on the principles of personal accountability, reinforced by the willingness of individuals or groups to set an example of responsible behaviour;
- Courage - the transformation of values from talking about them to appropriate actions, their defence in the face of pressure and difficulties requires determination, commitment and courage.

Responsibility for adherence to the principles of academic integrity is the responsibility of every participant in the educational process.

### **Types of violations of academic integrity and liability for violations**

Pedagogical, scientific-pedagogical and research workers are obliged to adhere to academic integrity and ensure its observance by students in the educational process and research activities. (Borsukovsky Y. V., 2022, p. 12)

Compliance with academic integrity involves: referring to sources of information when using ideas, developments, statements, and data; compliance with copyright and related rights legislation; providing reliable information about research methods and results, sources of information used, results of own educational (scientific, creative) activities and own pedagogical activities; monitoring compliance with academic integrity by students; objective assessment of learning outcomes; (Law of Ukraine "On Education" 2017/2023) independent completion of learning tasks, tasks of current and final control of learning outcomes (for persons with special educational needs, this requirement is applied taking into account their individual needs and capabilities). (Letter from the Ministry of Education and Science, 2018)

At the legislative level, the types of violations of academic integrity are defined: "academic plagiarism is the publication (in part or in full) of scientific (creative) results obtained by other persons as the results of one's own research (creativity) and/or reproduction of published texts (published works of art) of other authors without attribution; Self-plagiarism is the disclosure (in part or in full) of one's own previously published scientific results as new scientific results; fabrication is the invention of data or facts used in the educational process or research; falsification is the deliberate alteration or modification of existing data relating to the educational process or research; cheating is the performance of written work with the involvement of external sources of information other than those permitted for use, in particular in the assessment of learning outcomes; cheating - providing deliberately false information about one's own educational (scientific, creative) activities or the organisation of the educational process; forms of cheating include, in particular, academic plagiarism, self-plagiarism, fabrication, falsification and cheating; bribery - providing (receiving) by a participant in the educational process or offering to provide (receive) funds, property, services, benefits or any other benefits of a material or non-material nature in order to obtain an undue advantage in the educational process; biased assessment is a deliberate overestimation or underestimation of the learning outcomes of students; false co-authorship is the inclusion in the list of authors of scientific or educational work of persons who did not participate in the creation of the product; academic sabotage is the commission by a participant in the educational process

of actions that enable him or her to obtain illegitimate academic benefits or reduce such for other members of the academic group or community." (Law of Ukraine "On Education" 2017/2023)

Establishing the fact of violation of academic integrity, according to the current Ukrainian legislation, is based on the following basic principles (CMU Resolution, 2021): awareness of the importance of academic integrity and responsibility for its violation; zero tolerance for violation of academic integrity; compliance with the law and internal regulations of the higher education institution; fairness and objectivity; legal certainty, openness and transparency of rules and procedures for identifying violations of academic integrity.

In case of systemic and long-term violations of academic integrity, irreversible consequences are possible, such as devaluation of diplomas in the country and their non-recognition abroad, lack of trust in educational services, stagnation of scientific potential and slowdown in economic development.

The main types of academic liability are defined by the Law of Ukraine "On Education" in accordance with Article 42, paragraphs 5 and 6. All participants in the educational process may be held academically liable for violations of academic integrity.

Types of liability for pedagogical, research and teaching staff of educational institutions: refusal to confer a degree or award an academic title; deprivation of a degree or academic title; refusal to confer or deprivation of a pedagogical title, qualification category; deprivation of the right to participate in the work of bodies established by law or to hold positions established by law.

Types of academic responsibility for applicants for professional higher education: repeating the assessment (test, exam, test, etc.); repeating the relevant educational component of the educational programme; expulsion from the educational institution (except for persons receiving general secondary education); deprivation of academic scholarships; deprivation of tuition fees provided by the educational institution; (Godik K.O, Fidanyan O. H., Fedoseiev O. I., 2021) remarks; notification of parents, legal representatives; deprivation of prizes received in violation of academic integrity at pupil and student competitions, tournaments, Olympiads, contests; expulsion from an institution of professional higher education. (Law of Ukraine "On Professional Higher Education" (2017/2023)

The procedure for detecting and establishing violations of academic integrity, as well as the types of liability for specific violations, are determined by the collegial governing body of a professional higher education institution. (Law of Ukraine "On Professional Higher

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Education" (2017/2023) It is a violation to hold students liable for academic plagiarism before they have been trained in the rules of academic ethics and the use of sources.

Failure to respond to facts that violate academic integrity is grounds for disciplinary action against the head of a higher education institution. (Law of Ukraine "On Higher Education" (2017/2023)).

For failure to identify and counteract violations of academic integrity, an educational institution may be held academically liable in the following ways: written warning to the head of the institution about the facts of violation of academic integrity; suspension of accreditation of the relevant educational programme in which the violations were committed; cancellation of the accreditation of the educational programme; cancellation of research projects funded by the state (regional) budgets; suspension of funding for research projects at the expense of the state (regional) budgets until the identified violations are eliminated. (Godik K. O., Fidanyan O. H., Fedoseiev O. I., 2021).

### **Implementation of academic integrity at Lypkivativ Agricultural Vocational College**

The regulatory and legal support for the implementation of the principles of academic integrity (Letter of the Ministry of Education and Science, 2018), which guides the activities of LIPKUVATSIA Agrarian College, consists of the Laws of Ukraine "On Education" (2017/2022), "On Professional Higher Education" (2019/2022), and the College Charter. The academic integrity of an educational institution depends on all participants in the educational process. Compliance with the principles of academic integrity is the basis for the sustainable development of an educational institution and an effective tool for ensuring the quality of education.

Academic integrity in the educational process is ensured by proceedings recommended by international institutions and aligned with the requirements of the Ukrainian educational system.

The academic year 2022/2023 faced a new problem - the absence of students not only in the educational institution, but also with forced emigration to other countries. Information and innovation technologies open up new opportunities for mastering aspects of educational and social activities, promote the development of the individual personality and help teachers and tutors to keep in touch and communicate with the group, which greatly facilitates the process of adaptation and implementation of academic honesty of students.

Each higher education institution helps each freshman to adapt as much as possible to make them feel more comfortable and confident in the new environment and in the new conditions and principles of learning. First-year students are a special unit of the student community that is very vulnerable and sensitive to change, although sometimes they are like soft plastic for gradual adaptation to further changes in life. When you enter a new educational institution and team, it is important to adapt as soon as possible. It is in the first year that the foundation of the specifics of studying in higher education institutions is laid. It is important for a first-year student to realise that each stage of study has its own rules of the game, requirements, principles and special characteristics. Adherence to these parameters will become their main focus and will eventually determine their academic success.

In accordance with the "Guidelines for Higher Education Institutions to Support the Principles of Academic Integrity", the Lipkuvata Agricultural College implements a system of measures and compliance with the following rules and regulations in the educational process to implement academic integrity:

- creation of a college honour code
- taking courses and participation of teachers in webinars on "academic integrity"
- developing a course on proper academic writing and involving students in it
- establishment of a commission on ethics and academic integrity
- development of a regulation on combating and preventing academic plagiarism in the qualification works of students
- information literacy of participants in the educational process
- increasing the motivation to learn corporate level of academic culture and consciousness of all participants in the educational process
- compliance with the ethical standards of the academic environment
- verification of sources
- fighting against plagiarism
- countering corruption
- responsibility for violations of academic integrity.

The institution pays special attention to combating bribery and academic plagiarism. But the biggest problem of the college remains the fight against academic plagiarism among students, which is difficult to detect. This is due to the fact that most of the written work is not done electronically, but in the form of handwritten text, which, unfortunately, cannot be checked by more than one program.

However, it should be noted that innovative technologies open up new opportunities to improve the work of all participants in the educational process and encourage educational institutions to increase the percentage of written work in electronic format. To check qualifying graduation papers and research papers, teachers use anti-plagiarism software such as Unicheck, Plagiaatcontrole, and Anti-Plagiarism on the recommendation of the Ministry of Education and Science of Ukraine.

The college adheres to formal academic practices of Ukrainian students and borrowed features of European academic culture (project #49169, 2014-2015): attendance at online and offline classes; mastering the skills of high-quality academic writing; systematic preparation for classes, tests, exams; teachers prepare for classes creatively and conscientiously; academic performance; clear focus on the formation of a competitive specialist.

To unite all participants in the educational process around academic values, the Declaration of Academic Integrity is voluntarily signed.

To analyse awareness of and compliance with the rules and norms of academic integrity, periodic anonymous surveys are conducted among teachers, students and the college administration.

### **Conclusion**

While researching this topic, we have identified problems of implementation and observance of academic integrity at Lypkivativ Agricultural Vocational College among all participants in the educational process. This problem is created by the lack of awareness and non-compliance of the educational process participants with effective regulatory and legal norms of scientific ethics and academic culture. In the process of analysing the regulatory and legal documents that guide the college in implementing and maintaining academic integrity, the concept and components of academic integrity and responsibility for its violation were defined. To monitor the quality of education among the participants in the educational process, we conducted an anonymous survey before and after students took the course "Good Academic Writing" and advanced training for teachers and administrators on "Academic Integrity". During the initial survey of all participants in the educational process at the college, we found that most of them have no idea about the concept and components of academic integrity, thus unknowingly resorting to its violation, but there are also those who are aware but deliberately do not follow the rules and norms of academic integrity and encourage others to do so.

The results of the second survey have increased awareness of and compliance with the rules and norms of academic integrity. However, most participants in the educational process still resort to various forms of academic fraud.

According to the analysis of the survey, it was found that the academic culture of future competitive specialists depends on the academic culture implemented in the educational process of the college.

The use of the values of academic integrity and the introduction of effective means to prevent academic dishonesty is an integral part of improving the level of professional training of specialists at Lypkivativ Agricultural Vocational College, and adherence to the principles of academic integrity in learning and teaching affects not only the quality of education but also contributes to the formation of the fundamental values of highly qualified specialists. At the same time, academic dishonesty destroys education and turns the educational process into imitation.

Over time, the views of all participants in the educational process on the problems of academic integrity change and they strive to be academically honest and capable of developing the relevant competence in themselves and others.

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## **DEVELOPMENT OF THE PERSONAL BRAND OF TEACHING STAFF**

### **Summary**

This article analyzes the state of development of the personal brand of teaching staff using a questionnaire created in Google Form in May 2023. The research was carried out within the scope of scientific cooperation between the SIHE «University of Education Management» of the National Academy of Pedagogical Sciences of Ukraine and the Communal Institution «Prylutsk Center for Professional Development of Pedagogical Workers» of the Prylutsk City Council of Chernihiv Region. More than 200 teachers took part in the survey by age: under 30 years - 8.5%, 31-40 years - 22.1%, 41-50 years - 33.2%, over 50 years - 36.2%; by qualification category: specialists – 13.1%, teachers of the second category – 6%, teachers of the first category – 16.1%, teachers of the highest category – 24.6%, senior teachers – 21.1%, methodical teachers – 19, 1%; by teaching experience: 0-3 years – 5%, 4-10 years – 9%, 11-20 years – 25.1%, over 20 years – 60.8%; by area: urban - 100%.

**Keywords:** personal brand, personal brand development, teaching staff

### **Introduction**

Today, more and more people are thinking about developing a personal brand, regardless of their field of activity: marketing, PR, industry, sports, art, psychology, education, science, and others. Today, in the era of digital technologies, the Internet, and artificial intelligence, the main feature of personal brand formation and development is the ability for everyone to create a personal brand using social media and other communication channels. An

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important task in this context is to form a new generation of highly qualified specialists, teachers and scientists who are competitive and in demand in the global market. The newest guidelines of Ukraine's educational policy have resulted in a set of requirements for the professional qualities of a teacher: systematic self-education work on professional development, deepening of theoretical knowledge and practical skills, taking into account the main provisions of the Concept of the New Ukrainian School.

A teacher is always in the center of attention. It is influenced by internal needs (satisfaction, competitiveness, career, self-realization) and the external environment (constant changes, societal demands, scientific development, digitalization). The most difficult thing is to follow the plan of intended goals and its implementation. The modern era puts new demands on the teacher: to think about one's success and competitiveness. Already now, there must be changes in the personal position of the teacher from the status of an ordinary civil servant, passively waiting for the state to pay attention to his professional findings, to the position of an active subject in the market of educational services, capable of managing his professional capital in the best way and finding the most profitable areas of his application both in your educational institution and in other institutions. The main competitive advantage for a modern teacher is his personal brand. In the conditions of martial law, the personal brand has an overarching mission: to present Ukrainians on the world stage as a nation that knows how to act and get out of crisis situations.

At the end of January 2023, research teams from Meltwater and We Are Social prepared a comprehensive report Digital 2023, in which they shared information about the most significant trends in the digital space of today, as well as trend forecasts for the following months of 2023. The most popular social networks by the number of active users (in millions): Facebook — 2,958; YouTube — 2,514; WhatsApp — 2000; Instagram — 2000; WeChat — 1309 [9].

Both domestic and foreign scientists were interested in the issue of personal brand development, namely: T. Peters, who as early as 1997 used the concept of «personal brand» in his article and offered advice on how to turn your name into a brand [5]; R. Pera, G. Viglia and R. Furlan [4] investigated the use of storytelling tools for self-positioning on the Internet; V. Tarnovskaya studied the phenomenon of personal branding in social networks and, in particular, studies how You Tube users create their personal brands on the Internet [8] J. Philbrick and A. Cleveland studied personal branding as a path to professional success [6], L. Labrecque, E. Markos and G. Milne [2], L. Harris, and A. Rae investigated the development of a personal brand through social networks [1]; O. Moroz and O. Pashchenko studied the

theory of modern branding [3]; D. Pinchuk and S. Lutsenko studied the professional branding of a modern teacher [7] and others.

Personal branding of a teacher is the teacher's performance of his work at the level of high standards and standards, worked out in practice and already described in methodological developments. A personal brand clearly defines the core of the personality. A brand that reflects the true values of a teacher creates a clear communication space between him and the target audience, that is, the class [7, p.25].

So, based on the analysis of scientific and methodological literature, we can state that the personal brand of a teacher is a set of personal qualities and a unique combination of a teacher's professional experience that distinguishes him from others and gives him exclusivity in his activity.

However, significant research on the development of the personal brand of pedagogical workers does not exhaust all aspects of this problem, but requires further consideration and study, which explains the relevance of this article.

### **Purpose, subject and research methods**

The purpose of the research: to analyze the state of development of the personal brand of teaching staff (on the basis of the Communal Institution «Prylutsk Center for Professional Development of Pedagogical Staff» of the Prylutsk City Council of Chernihiv Region).

The subject of the research: development of the personal brand of teaching staff.

Materials and methods of the research: an analysis of the state of development of the personal brand of teaching staff was carried out with the help of a questionnaire created in Google Form in May 2023, and appropriate conclusions were drawn based on the results. The research was carried out within the scope of scientific cooperation between the SIHE "University of Education Management" of the National Academy of Pedagogical Sciences of Ukraine and the Communal Institution "Prylutsk Center for Professional Development of Pedagogical Workers" of the Prylutsk City Council of Chernihiv Region.

### **Research results**

In order to study the state of development of the personal brand of teaching staff in May 2023, a survey was conducted using the proposed questionnaire created in Google Form (on the basis of the Communal Institution «Prylutsky Center for Professional Development of

Pedagogical Staff» of the Prilutsk City Council of Chernihiv Region) and more than 200 teaching staff were covered by age: under 30 years - 8.5%, 31-40 years - 22.1%, 41-50 years - 33.2%, over 50 years - 36.2%; by qualification category: specialists – 13.1%, teachers of the second category – 6%, teachers of the first category – 16.1%, teachers of the highest category – 24.6%, senior teachers – 21.1%, methodical teachers – 19, 1%; by teaching experience: 0-3 years – 5%, 4-10 years – 9%, 11-20 years – 25.1%, over 20 years – 60.8%; by area: urban - 100%.

Analyzing the results of the questionnaire, it was found that the majority of teaching staff (90.1%) believe that the topic «Development of the personal brand of teaching staff» is relevant in today's conditions.

To the question «What do you understand by the term «personal brand?» teachers' opinions were divided into the following positions: 9.1% of teaching staff associate the concept of «personal brand» with a person's image; 30.5% of teachers - with their own style of professional activity; 33.9% of teachers - with their own experience and achievements; 25.5% - with the image formed about a person by other people; 1% is difficult to answer.

To the question «Does a teacher need to develop his personal brand in the conditions of martial law in Ukraine?»: 71.9% of teachers answered «yes»; 27.1% of teachers find it difficult to answer; 1% answered «no». As we can see, the majority of teachers (71.9%) believe that a teacher needs to develop his personal brand in the conditions of martial law in Ukraine. This gives reason to claim that in the conditions of martial law in Ukraine, the personal brand of teachers has a higher mission: to present Ukrainian specialists in the field of education on the world stage as a nation that knows how to hold the educational front and get out of crisis situations.

To the question «Why does a teacher have a personal brand?»: 31.7% chose the option «to declare yourself as an expert and expand your circle of contacts»; 65.3% - «desire to pass on their knowledge and help others develop»; 19.6% - «opportunity to influence (authority, self-esteem)»; 38.7% - «identification of strengths that open up new opportunities»; 70.9% - «building one's own work style».

Based on the obtained results, we can say that the importance of a personal brand for teachers is based on building their own work style (70.9%) and the desire to transfer their knowledge and help others develop (65.3%).

To the question «Which social network do you use most often?»: 55.8% of teachers chose Facebook; 12.1% - Instagram; 27.1% - You Tube; 4.5% - TikTok.

As you can see, the most popular social network among the majority of teaching staff is Facebook (55.8%).

To the question «Do you have your own blog?»: 82.4% of teachers answered «no» and 17.6% answered «yes».

The received answers to the question suggest that the majority of teachers (82.4%) do not have their own blog, which may indicate a lack of need to create their own blog or a lack of theoretical knowledge and practical skills to create their own blog.

To the question «Which platforms do you use to develop your personal brand?»: 6% of teachers use Blogger; 1.5% - Wix; 68.3% - Facebook; 24.6% - Instagram; 41.7% - YouTube; 5% - Tik Tok; 4% - other platforms; 7% do not use it at all.

As you can see, more than half of teachers use the social network Facebook (68.3%) to develop their personal brand.

To the question «Do you need a checklist for personal brand development?»: 67.5% of teachers answered «yes» and 32.5% answered «no».

The generalization of the obtained results allows us to conclude that the majority of respondents consider the topic «Development of the personal brand of teaching staff» to be relevant, which indicates the need of teachers for in-depth study of this problem, which is necessary for the successful implementation of professional activities in the conditions of the New Ukrainian School, as well as the need to ensure continuous development personal brand of pedagogical workers in the system of professional development.

### **Conclusions**

Therefore, a personal brand is an important competitive advantage in modern realities.

Based on the results of the survey of teaching staff, we can state that teaching staff have a need to develop their personal brand, as evidenced by the request of the majority of teachers to develop a checklist for personal brand development (67.5%).

We see the prospects for further research in the development of a checklist for the development of the personal brand of teachers.

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## **STUDY OF READINESS OF COMPUTER SCIENCE TEACHERS FOR USING GAMIFICATION IN THE EDUCATIONAL PROCESS**

## **ВИВЧЕННЯ СТАНУ ГОТОВНОСТІ ВЧИТЕЛІВ ІНОФРМАТИКИ ДО ВИКОРИСТАННЯ ГЕЙМІФІКАЦІЇ В ОСВІТНЬОМУ ПРОЦЕСІ**

### **Summary**

The article presents the results of a theoretical analysis of various approaches to understanding the essence of the concept of "gamification of the educational process". Based on the analysis conducted, the concept of "gamification" was identified as the process of using game mechanics in non-game situations to improve pupils' / students' perception of educational material by using the game context.

The main components of the gamification system are characterized (game dynamics, game mechanics, game aesthetics, social interaction), which were used as a basis for creating a model of gamification components, additionally including such features as in-game experience, game segments, actions, achievements, etc.

The results of the research conducted were analyzed, the aim of which was to study the awareness of the educators regarding the peculiarities of using gamification, their attitude to the integration of this approach into the educational process. It was concluded that the level of readiness of a significant number of teachers for using gamification remains insufficient. The advantages and disadvantages of gamification as an educational concept are analyzed. A

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conclusion was made about the perspective of its implementation in the educational process as a way of motivating students to learn.

**Keywords:** gamification, gamification of the educational process, computer science teachers, preparation of teachers for using the gamification in the educational process, information technologies, digitalization of education

### **Анотація**

У статті представлено результати теоретичного аналізу різних підходів до розуміння сутності поняття «гейміфікація освітнього процесу». На основі здійсненого аналізу сформульовано визначення поняття гейміфікація як процесу використання ігрових механік у неігрових ситуаціях для покращення сприйняття учнями / студентами навчального матеріалу шляхом використання ігрового контексту.

Охарактеризовано основні складові системи гейміфікації (ігрова динаміка, ігрова механіка, ігрова естетика, соціальна взаємодія), на цій основі побудовано модель складових гейміфікації, яка охоплює додатково досвід, компоненти гри, дії, досягнення тощо.

Проаналізовано результати проведеного дослідження, метою якого було вивчення обізнаності вчителів щодо особливостей використання гейміфікації, їх ставлення до цього підходу в освіті. Зроблено висновок, що рівень готовності значної кількості вчителів до використання гейміфікації ще не набув необхідного рівня. Проаналізовано сильні і слабкі сторони гейміфікації. Зроблено висновок про перспективність її реалізації у навчанні як способу мотивації учнів до пізнання.

**Ключові слова:** гейміфікація, гейміфікація освітнього процесу, підготовка вчителя до гейміфікації освітнього процесу, інформаційні технології, цифровізація освіти.

### **Introduction**

Однією із сфер діяльності людини, яка здатна швидко розвиватися під впливом новітніх технологій, зокрема цифрових, є освіта. З кожним роком стає все більше засобів цифровізації, інформаційно-комунікативних технологій, які здатні докорінно змінити методики викладання різних предметів як у школі, так і у закладах вищої освіти.

Однак, на жаль, якісні зміни у системі освіти відбуваються повільно, оскільки на реалізацію нових методик у практичній діяльності та навчання вчителів до їх реалізації



потрібно багато часу. Також слід констатувати наявність певного внутрішнього опору з боку консервативних педагогів [4].

Розвиток цифрових технологій спонукає вчених по всьому світу до пошуку ефективних засобів освітньої діяльності або переосмислення та модернізації існуючих. Одним із таких засобів можна назвати гейміфікацію, що все частіше згадується в науково-педагогічних колах, в основу якого покладено використання у процесі навчання ігрової діяльності, зокрема комп'ютерних ігор. Впровадження тенденцій ігрофікації в освітній процес допомагає учневі ще на початкових етапах сформувати інтерес до знань, розвивати креативність та ініціативність, підвищувати пізнавальну активність.

### **Aim, subject and research methods**

Метою представленої статті є визначення сутності гейміфікації освітнього процесу як сучасного освітнього тренду та вивчення стану готовності вчителів інформатики до її використання у процесі навчання.

Для здійснення цього дослідження нами було використано низку методів дослідження, зокрема: теоретичний аналіз наукової літератури з метою з'ясування стану досліджуваної проблеми; моделювання; опитування; статистичні методи обробки інформації з метою визначення наявного практичного досвіду реалізації гейміфікації у процесі навчання.

### **Research results**

Оскільки поняття "гейміфікація" достатньо нове, передусім проаналізуємо його значення. Вчені трактують поняття "гейміфікація" по-різному. Тривалий час відбуваються обговорення та дискусії, що супроводжуються певними розбіжностями у тлумаченнях.

Сам термін "гейміфікація" походить від слів "gamification", "game" (гра), а термін "ед'ютейнмент" – від англійського слова "education" (освіта) і "entertainment" [10, с.67], тобто за основу взято слово "game" (з англ. – гра). При цьому слід зазначити, що не зважаючи на схожість цих понять, вони не є тотожними. Більшість ігор має розважальну мету, тоді як ключовою метою гейміфікації все ж таки є досягнення певної користі, отримання нових знань та навичок. Тобто, гейміфікація (ігрофікація, геймізація, від англ.

gamification) – це використання ігрових практик та механізмів у неігровому контексті для "залучення користувачів до вирішення проблем" [7].

Деякі дослідники, зокрема О. Дядікова, А. Пономарьова, посилаючись на думку Еріка де Броша де Комба (Eric de Broche des Combes), викладача Гарвардського університету, вважають, що англійське слово "гра" (game) надто звужує сутність поняття «гейміфікація», а в деяких випадках є і зовсім недоречним. На противагу вони пропонують французьке слово ludiciel (програмне забезпечення комп'ютерних ігор), що використовується для позначення ігрового інструменту. Саме цей термін, на його думку, трактує гру не як веселощі, а як механіку, засіб організації та структурування [8].

Зважаючи на те, що проблемою використання ігор у навчальному процесі, зокрема комп'ютерних, вже певний час займаються світові вчені, звернемось до їхнього досвіду. Так Кевін Вербах (K. Werbach) – викладач університету Пенсильванії, США – розуміє гейміфікацію як спосіб залучення аудиторії до вирішення освітніх завдань шляхом "використання ігрового мислення і динаміки ігор"; "перетворення чогось на гру" [5]. В одній із своїх робіт 2012 року він трактує гейміфікацію як використання ігрових елементів та ігрових методик у неігровому контексті. К. Капп (K. Capp) [4], дає більш розгорнуте розуміння поняття гейміфікації як використання принципів ігрової методики, естетики і мислення з метою залучення суб'єктів освіти (учнів, студентів, тощо) до навчального процесу, підвищення їхньої мотивації до навчання та кращого засвоєння матеріалу. Особливу ефективність гейміфікація демонструє при навчанні точних наук [6; 9].

Досліджуючи сутність гейміфікації в освітньому процесі, О. Ткаченко слідом за іншими дослідниками, зазначає, що в загальному значенні під гейміфікацією слід розуміти використання елементів гри та ігрових технік у неігровому контексті для залучення кінцевих користувачів до вирішення проблем у різних галузях. Під гейміфікацією ж освіти вона розуміє використання ігор, ігрових технік та ігрових практик з освітньою метою. Тобто, на її думку, у гейміфікації освіти є два провідних напрями: застосування ігрових технік (ігрових моделей, ігрового матеріалу, ігрових правил, тобто елементів гри), коли учні засвоюють матеріал за допомогою лекцій або підручників, та освітні ігри, які занурюють учнів у вигаданий ігровий світ, де навчальний матеріал сприймається на основі гри [12].

Таким чином, здійснений нами аналіз різних підходів до розуміння поняття "гейміфікація освітнього процесу" дозволяє сформулювати його як використання

ігрових механік у неігрових ситуаціях для покращення сприйняття учнями / студентами навчального матеріалу шляхом використання ігрового контексту.

Серед основних елементів гейміфікації вчені передусім визначають ті, що безпосередньо впливають на розвиток особистості дитини та підтримують її інтерес до навчання. Так, К. Вербах у авторському курсі "Gamification" на платформі Coursera проілюстрував цю структуру у вигляді піраміди, у якій всі рівні взаємопов'язані, спираються на попередній рівень [5] та містить 4 невід'ємні складові цієї системи :

*ігрова динаміка* – певна побудова та алгоритм використання сценаріїв, щоб постійно підтримувати інтерес гравця на високому рівні та забезпечувати його емоції (зворотний зв'язок – інформація про успіхи гравця, його досягнення);

*ігрова механіка* – інформування, або правила, які мають визначати поведінку гравця (колекціонування; накопичення ресурсів; виклик (мета для досягнення); співробітництво (виконання роботи над помилками, взаємодопомога при вирішенні задач); можливе використання елементів сценарію (іноді – складного сюжету з нелінійним розвитком), які характерні для ігрового процесу (це можуть бути нагороди, бали, унікальні статуси, тощо); можливий вплив на сценарій залежно від їх рішень та виконаних завдань;

- *ігрова естетика* – елементи, які нагадують гру (адаптаційні інструкції, аватарки, значки (бейджі), шкала прогресу, рівні, дошка лідерів, квести, команди, подарунки), що дозволяють створити таке ігрове враження, аби гравець відчував себе частиною подій, які відбуваються, що сприяє емоційній залученості;
- *соціальна взаємодія* – використання технік, що забезпечують взаємодію гравця та гри, або багатьох гравців між собою (наприклад, рольова спрямованість ігрового процесу) [5].

Основні компоненти гейміфікації представлені на рис. 1.1 у вигляді розробленої нами моделі. Ідеї К. Вербаха доповнені категорією досвід, яка відіграє важливе значення у побудові гейміфікованого освітнього процесу. Якщо людина має намір не лише здобути нові знання, а й засвоїти, осмислити та використовувати їх у житті, обов'язково потрібно відпрацьовувати набуті знання на досвіді.

Гейміфікація може бути застосована у навчальному процесі різними способами: шляхом використання готових ігор; шляхом запровадження певних ігрових механік у навчальний процес (і це необов'язково може бути комп'ютерна гра); шляхом розробки вчителем власної гри на основі навчального матеріалу. Однак цей варіант можливий лише за наявності у вчителя відповідних знань і навичок, а також певної зацікавленості і переконаності в ефективності методу.

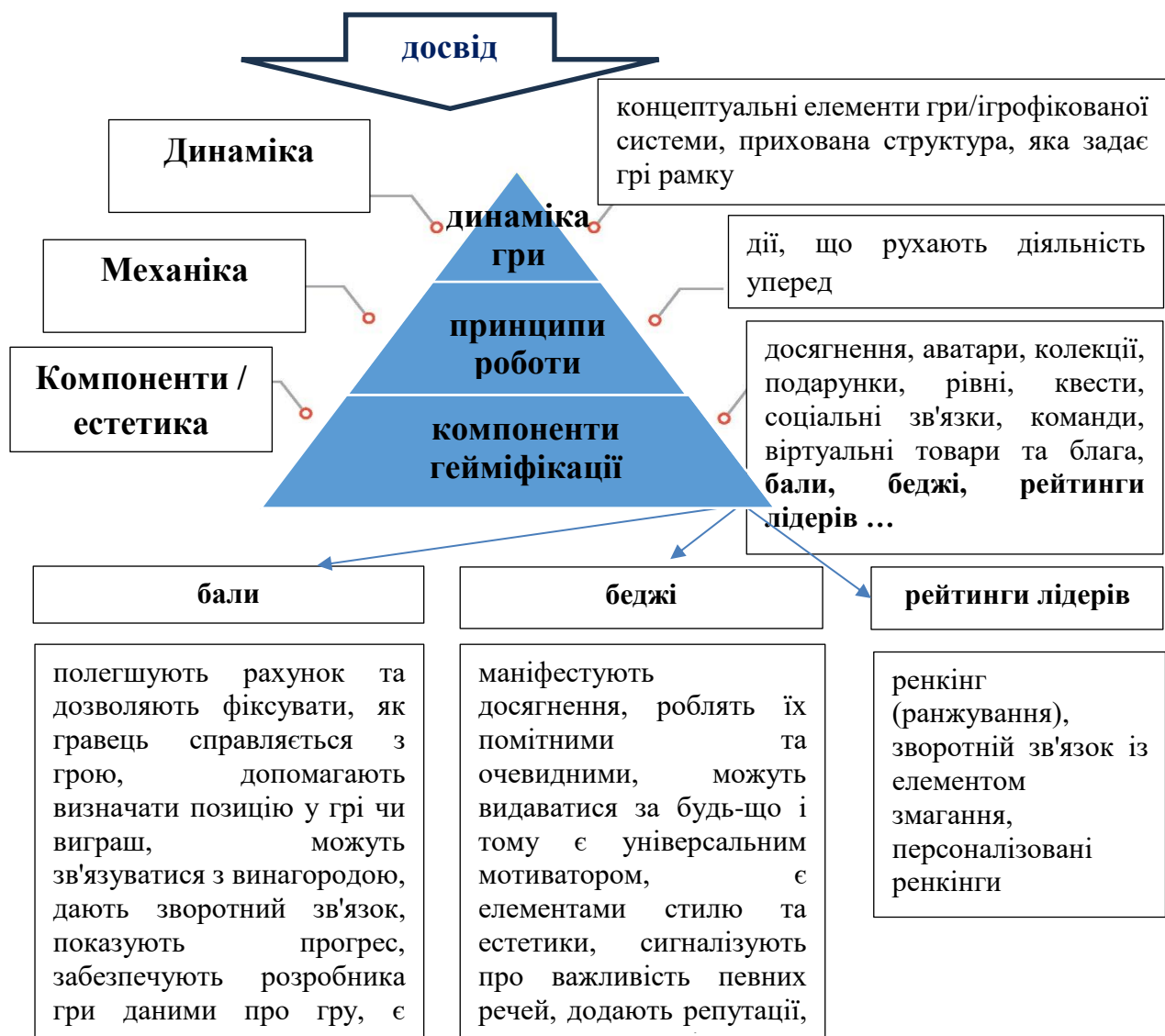


Рис. 1. Складові гейміфікації

Для вивчення стану застосування гейміфікації в освітній процес, нами було проведено дослідження, метою якого стало вивчення обізнаності вчителів щодо особливостей використання гейміфікації, ставлення до цього методу та рівень сформованості у них умінь використовувати її елементи під час навчання. Експериментальною базою став Озерненський ліцей Новогуївїнської селищної ради (Житомирська область), зокрема вчителі основної школи, передусім ті, що викладають точні науки (інформатика, математика, фізика, географія тощо). Вчителям було запропоновано опитувальник, при складанні якого було враховано низку чинників, зокрема:

1. Питання складені таким чином, щоб вони були зрозумілі навіть для тих педагогів, які не володіють знаннями про гейміфікацію.
2. Всі питання однозначні і не вводять респондентів в оману.
3. Опитувальник містить пояснювальні блоки для кращого розуміння питань.

Результати дослідження засвідчили, що більшість з опитаних вчителів (61%) повністю знайомі з цим поняттям "гейміфікація" і навіть використовують її прийоми у своїй роботі. На думку опитуваних це дозволяє їм довше утримувати увагу учнів на завданнях, підтримувати мотивацію до навчання. 26% опитаних відповіли, що чули про дане поняття, але не розуміють його сенсу. 13% респондентів з даним поняттям познайомилися вперше під час опитування, однак у подальшому вони змогли ознайомитися із запропонованими визначеннями, які були представлені в тексті опитувальника, і це дозволило надалі об'єктивно відповідати на інші запитання.

На думку респондентів, гейміфіковані завдання викликають інтерес та позитивні емоції, мотивують та заохочують як учнів, так і педагогів. Школярі із задоволенням беруть участь в таких іграх, під час гри займають активну позицію, що сприяє підвищенню їх мотивації до навчання і ефективнішому закріпленню знань. Гейміфікація сприяє розвитку комунікабельності, цілеспрямованості, пізнавальної та інтелектуальної активності учнів, є відмінним способом впливу на дитячу поведінку. Досвід, який здобувається за допомогою ігрових технологій, долає певні психологічні та соціальні обмеження, завдяки чому можливе виявлення творчого потенціалу, адже у грі відбувається безпосередній розвиток особистості. Крім того, використання елементів гейміфікації сприяє розвитку креативності, індивідуальності поглядів, формує характер, задовольняє певні індивідуальні потреби.

Педагоги, які активно застосовують гейміфікацію у навчанні, вбачають її потенціал у доповненні та розширенні можливостей традиційного навчання за рахунок залученості учня в навчальний процес (вирішення завдань, зворотний зв'язок), досягнення автономії, можливості експериментування (освоєння простору можливостей), досягнення результативності тощо. Гейміфікація досягає залученості за допомогою прискорених циклів зворотного зв'язку, чітких цілей і правил гри, переконливої розповіді, завдань (складних, але досяжних). Справжня цінність гейміфікації полягає в тому, щоб ігровий принцип сприяв створенню осмисленого навчального досвіду.

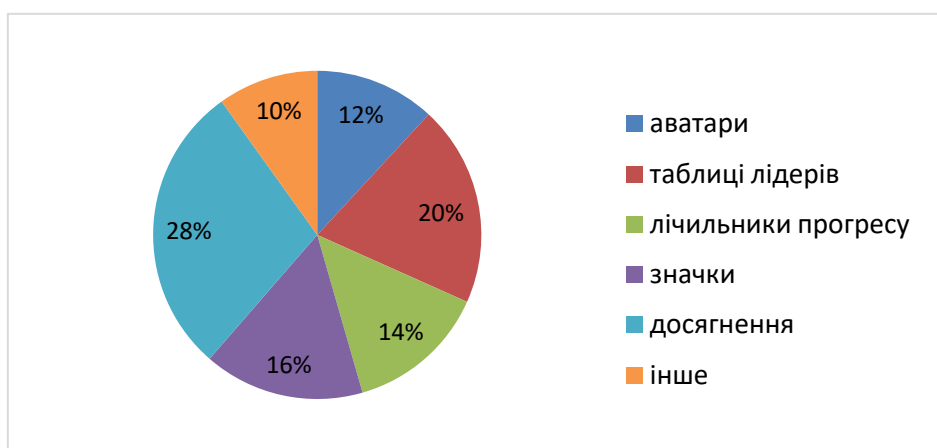
Вчителі відзначають, що гейміфікація в навчанні забезпечує гнучкість розуму, змагальність (ігри та елементи навчання на ігровій основі підвищують природну тягу

дитини до конкуренції, в якій вона може вчитися на своїх невдачах, а не бути покараною за них) і здатність співпрацювати один з одним.

Гейміфікація допомагає учням ефективно вивчати конкретні навчальні предмети, зокрема інформатику, яка сама має багатий потенціал не лише для використання, а й для створення ігор. Ігрова форма навчання не створює морального тиску зобов'язання, знання засвоюються ненав'язливо, прогресують індивідуальні таланти учня. Гейміфікація сприяє досягненню основної цілі освітнього процесу – не лише набуття знань, а й їх осмислення та використання у реальному житті, під час висловлювання власної думки.

Більшість з опитаних вчителів використовують окремі методи й прийоми гейміфікації та вважають її трендом в сучасній освіті, але є й такі, які не зовсім впевнені, що цей напрям є ефективним методом у роботі з дітьми. Ці вчителі вважають, що у гейміфікації навчання існує низка спірних моментів, які викликають дискусії щодо доцільності її використання. Наприклад, вони зазначають на необ'єктивному використанні нагород. Учитель та учні мають чітко усвідомлювати, за які досягнення видаються нагороди. Також, на їх думку, гейміфікація може психологічно підривати поведінку учнів. Багато дітей можуть зосередитися на отриманні нагороди, а не на засвоєнні матеріалу. Оскільки підростає покоління схильне до конкуренції між однолітками, можуть відбуватися конфлікти між учнями.

У ході дослідження було з'ясовано, що найбільш мотивуючими чинниками в гейміфікації є такі елементи як досягнення (28% виборів), таблиці лідерів (20%), відзнаки (16%) тощо. Досягнення як елемент можна застосувати без особливих витрат до будь-якого етапу освітнього процесу. Це та дослідницька знахідка, яка повинна бути вкрай цікава і вчителям, і педагогам-практикам.



**Рис. 2.** Найбільш привабливі елементи гейміфікації у роботі вчителів

Проведене дослідження дозволило зробити висновок, що навіть в сучасному інформатизованому цифровому світі не всі вчителі шкіл та ліцеїв ознайомленні з гейміфікацією та методикою роботи з її використання під час процесу навчання. Мотиваторами для сучасних школярів у різних видах діяльності виступають їх досягнення і можливість самовираження. З цього погляду, вчителі вважають що ігрові технології не є показником впливу на їхні результати навчання, але це безпосередньо впливає на мотивацію, зацікавленість у навчанні.

Вважаємо, що результати нашого дослідження підтверджують розвідки інших вчених, зокрема дослідження, проведені у Київському університеті імені Бориса Грінченка, де було опитано 2055 студентів та 769 викладачів Університетів, що є учасниками Проекту Modernization of Pedagogical Higher Education by Innovative Teaching Instruments (MoPED) 586098-EPP-1-2017-1-UA-EPPKA2-SVHE-JP [1] з різних регіонів України. Ці результати засвідчили, що у практиці університетів та шкіл України гейміфікація ще не отримала значного поширення. Результати анкетування студентів та викладачів щодо освітніх трендів дають можливість зробити висновок, що серед найактуальніших напрямів освіти гейміфікація є найменш значущим. Лише 18,6% опитаних студентів та 7,5% учителів вважають гейміфікацію одним з головних трендів.

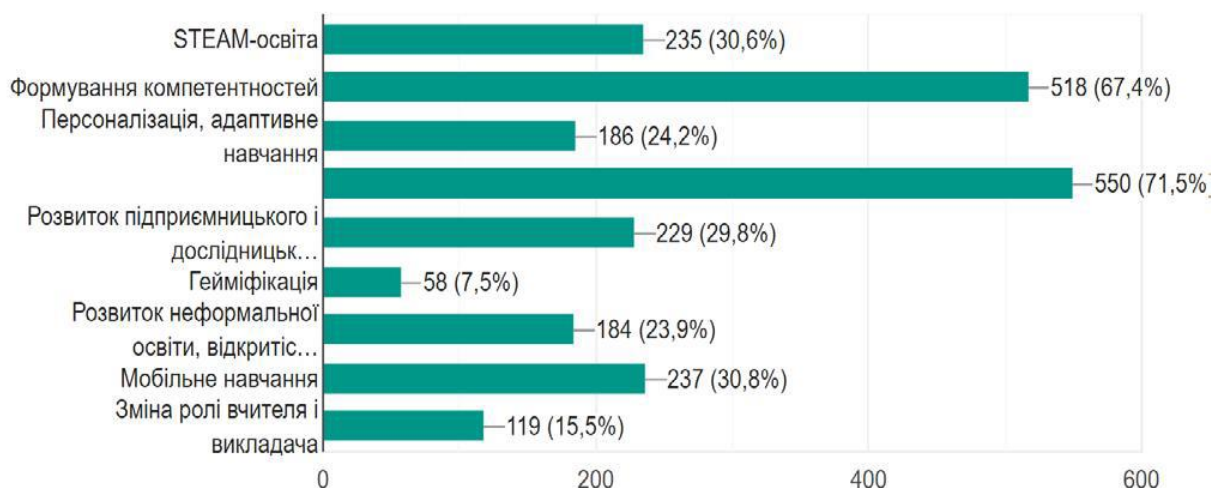


Рис. 3. Результати вивчення найактуальніших освітніх трендів для викладачів університетів [1]

Таким чином, результати проведеного дослідження дозволяють зробити висновок про те, що серед педагогів розповсюджена думка, що гейміфікацію не варто переоцінювати і використовувати повсюдно [2]. Важливо, щоб гра залишалася одним із

доступних засобів навчання, не замінюючи традиційні методи повністю. Гра не завжди може надовго затримувати увагу учня, який налаштований на засвоєння знань, та може швидко перетворитися на звичайну забавку. Гейміфікація – це передусім інструмент, призначений для покращення якості освіти, для полегшення оволодіння учнями системою знань з конкретної галузі, для стимулювання дітей до навчання. Він повинен привертати увагу, а не відволікати. Тому слід застосовувати його вибірково, у певній послідовності, поволі [8, с. 113 – 123].

Отже, впровадження гейміфікації в освітній процес має як свої переваги, так і недоліки, однак цей напрям набуває в освіті все більшої популярності завдяки більшій залученості та зацікавленості учнів під час навчання.

### **Conclusions**

Таким чином, гейміфікація є перспективним та гнучким засобом підвищення якості освітнього процесу. Спеціально підготовлений для реалізації цього виду діяльності вчитель може сам обирати ігри та засоби їх використання залежно від власного досвіду, професійної компетентності та специфіки предмету. Окремою нагальною потребою слід визначити необхідність спеціальної підготовки майбутнього вчителя до реалізації гейміфікації.

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**IDENTIFICATION OF THE MILITARY LOGISTIC SYSTEM OF THE  
ARMED FORCES OF THE REPUBLIC OF POLAND – THE CONCEPT  
OF LOGISTIC SYSTEM AND ITS PROPERTIES – PART 1**

**IDENTYFIKACJA WOJSKOWEGO SYSTEMU LOGISTYCZNEGO SIŁ  
ZBROJNYCH RZECZYPOSPOLITEJ POLSKIEJ – POJĘCIE  
SYSTEMU LOGISTYCZNEGO I JEGO WŁAŚCIWOŚCI – CZĘŚĆ 1**

**Summary**

Identification of the military Logistics system of the Polish Armed is a very important element, a link in securing troops in peace and war. The aim of the article is to present the concept of the system and its properties and its reflection in the Armed Forces system.

**Keywords:** logistics, system, security, properties

**Streszczenie**

Identyfikacja wojskowego systemu logistycznego Sił Zbrojnych RP jest bardzo ważnym elementem, ogniwem prowadzenia zabezpieczenia wojsk w czasie pokoju i wojny. Celem artykułu jest przedstawienie pojęcia systemu i jego właściwości oraz jego odzwierciedlenia w systemie Sił Zbrojnych.

**Słowa kluczowe:** logistyka, system, zabezpieczenie, właściwości

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*Logistyka sama w sobie nie ma innego celu,  
jak tylko kreację i wspieranie Dowódcy,  
stosownie do jego zamierzeń.*

Henry E. Eccles

## **Wstęp**

Zmiany w środowisku bezpieczeństwa – zagrożenie za wschodnią granicą (konflikt na Ukrainie), zdobyte doświadczenia (misje w Bośni i Hercegowinie, Irak, Afganistan) oraz wnioski dotyczące funkcjonalności systemu logistycznego stały się podstawą przyjęcia kierunków rozwoju logistyki. Nie bez znaczenia dla przyszłości logistyki wojskowej są przeobrażenia Sojuszu Północnoatlantyckiego (przyjęcie kolejnych państw: Finlandia 2023r. i oczekujące Szwecja oraz Bośnia i Hercegowina). Zmieniający się sposób prowadzenia działań militarnych, innego wymiaru nabiera geograficzny zasięg oddziaływania oraz struktura wojsk. Logistyka staje się ponadnarodową, a to oznacza, że system logistyczny Sił Zbrojnych RP musi być przygotowany do współdziałania z innymi armiami Sojuszu na każdym teatrze działań.

Transformacja systemu logistycznego ukierunkowana jest na uzyskanie konkretnych, brakujących zdolności, uzupełnienie istniejących niedoborów oraz dostosowanie do realiów współczesnego pola walki, a także potrzeb wynikających z profesjonalizacji sił zbrojnych oraz zwiększającej się liczebności żołnierzy i sprzętu. Ukierunkowana ona jest na rozwiązania organizacyjne i dyslokacyjne. Ich celem jest zwiększenie skuteczności, a także umożliwienie udziału sił zbrojnych w szerszym spektrum zadań obronnych narodowych, sojuszniczych i stabilizacyjnych.

Osiągnięcie celów w dziedzinie rozwoju systemu logistycznego SZ RP będzie możliwe dzięki optymalizacji stacjonarnego i mobilnego potencjału logistycznego. Integrowanie podsystemów zabezpieczenia logistycznego jednostek wojskowych niezależnie od ich podległości organizacyjnej. Poszukuje się także nowych rozwiązań organizacyjnych i technologicznych dla uzyskania maksimum efektu przy minimalnych kosztach.

Modernizacja ukierunkowana jest na przebudowie struktur jednostek i zwiększenie ich zdolności w obszarze integralnej logistyki stacjonarnej i mobilnej. System funkcjonowania ma zapewnić możliwość świadczenia kompleksowych usług zabezpieczenia jednostek niezależnie od ich służbowego podporządkowania na terenie całego kraju zarówno w czasie „P”, jak i „W”. Pozwoli to na usprawnienie systemu zabezpieczenia wojsk w celu utrzymania oraz zwiększenia zdolności do kolektywnej obrony i terytorialnego wsparcia w operacji

obronnej prowadzonej na terenie kraju. Pozwoli to na ewoluowanie sił i środków w procesie logistycznego zabezpieczania jednostek wojskowych.

Dynamika zachodzących zmian, pojawianie się nowych wyzwań oraz wywiązywanie się ze zobowiązań sojuszniczych to przesłanki do dokonywania analiz oraz ocen dotychczasowych założeń, wprowadzania uzasadnionych innowacji i wzbogacania teorii problemu. Proces ten powinien również objąć swoim zakresem poszczególne elementy systemu logistycznego SZ RP, w tym struktury organizacyjno – funkcjonalne Wojskowych Oddziałów Gospodarczych – Oddziałów Zabezpieczenia, wyposażenie ich w niezbędny sprzęt do prowadzenia zabezpieczenia logistycznego.

Profesjonalizacja Sił Zbrojnych RP, zmiany w środowisku bezpieczeństwa, zmieniające się rodzaje zagrożeń, a także sposoby prowadzenia działań militarnych stanowią wyzwania stojące obecnie przed logistyką Sił Zbrojnych Rzeczypospolitej Polskiej (SZ RP). Racjonalizacja funkcjonowania systemu logistycznego, uczynienie go bardziej wydajnym i możliwym do wykorzystania w rozszerzonym spektrum narodowym oraz sojuszniczych zadań obronnych jest jednym z wyzwań współczesności. Działania podejmowane przez SZ RP związane z transformacją systemu logistycznego są ukierunkowane na uzyskanie konkretnych, brakujących zdolności, uzupełnienie występujących niedoborów oraz dostosowanie do realiów współczesnego zagrożenia.

Rozwój systemu logistycznego SZ RP wymaga między innymi racjonalizacji rozwiązań związanych z wykorzystaniem stacjonarnego i mobilnego potencjału logistycznego. Integrowane są podsystemy zaopatrywania i obsługi jednostek wojskowych niezależnie od ich podległości organizacyjnej. Poszukuje się także nowych rozwiązań organizacyjnych i procedur mających na celu doskonalenie procesów logistycznych i dążenie do jak najmniejszych kosztów funkcjonowania systemu.

Logistyka w Wojsku Polskim podlega ciągłej modernizacji i dostosowywaniu do aktualnych uwarunkowań operacyjno – taktycznych oraz gospodarczo – ekonomicznych. Logistyka SZ RP została zdefiniowana, opisana i doprecyzowana w wielu dokumentach narodowych o charakterze doktrynalnym i normatywnym. Jest także obwarowana wieloma przepisami branżowymi (instrukcjami i wytycznymi) różnych szczebli zarządzania. Wydawać się więc może, że ustalenia te należy jedynie wdrażać, jednak nie jest to takie proste. Być może właśnie ze względu na liczbę różnorodnych przepisów i dokumentów dokonywanie trafnych wyborów w codziennej działalności wymaga od osób, które zajmują się logistyką zarówno planistyczną, jak i wykonawczą, określonej wiedzy popartej doświadczeniem.

We wszystkich jednostkach organizacyjnych Wojska Polskiego, stosownie do posiadanych kompetencji, realizowanych zadań i zgromadzonego potencjału logistycznego (stanów osobowych oraz posiadanych środków, w tym finansowych), każdego dnia dokonuje się wyboru dopuszczalnych rozwiązań.

Wymagania jakie stoją przed siłami zbrojnymi, narzucają nowe spojrzenie na wiele zjawisk we współczesnej logistyce wojskowej, generują także potrzebę nowych rozwiązań i jakościowego skoku w wielu obszarach funkcjonalnych zabezpieczenia logistycznego Sił Zbrojnych RP.

Szybki rozwój logistyki wymusza potrzebę sprawnej i bezkolizyjnej obsługi zamówień, transportu, magazynowania, zaopatrzenia, dystrybucji, utrzymywania zapasów, prognozowania popytu, gospodarowania odpadami [2].

Aby zabezpieczenie logistyczne mogło nadążać za dynamicznymi zmianami środowiska zagrożeń i walki, muszą powstawać nowe koncepcje, które będą uwzględniać potrzeby logistyczne zabezpieczanych jednostek.

### **Pojęcie systemu i jego właściwości**

Podejście systemowe wywodzi się z filozoficznych koncepcji rozpatrywania świata jako uporządkowanej i wewnętrznie skoordynowanej całości, która służy realizacji określonego celu, zwanej misją systemu [8], jak i w oparciu o ogólną teorię systemów [1].

Niewątpliwą zasługą ogólnej teorii systemów jest rozpowszechnienie się systemowego sposobu postrzegania rzeczywistości, a także rozpowszechnienie i jednolite rozumienie pewnych pojęć ogólnych, co sprzyja porozumiewaniu się w badaniach interdyscyplinarnych. W literaturze przedmiotu pojęcie systemu definiowane jest na wiele sposobów i w różnych konwencjach: system to całość, która tworzy zbiór elementów i relacji między nimi [17] lub celowo określony zbiór elementów o określonych właściwościach oraz relacjach między tymi elementami i (lub) między ich właściwościami, a podejście systemowe – sposób myślenia znajdujący zastosowanie w działaniach poznawczych i praktycznych, w których zjawiska są traktowane kompleksowo w swoich założeniach wewnętrznych i zewnętrznych [18].

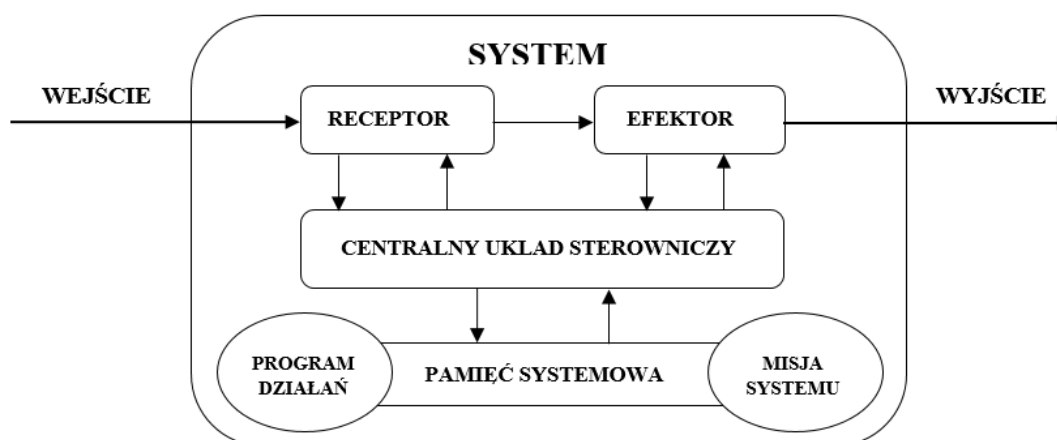
System to całościowo traktowany zbiór obiektów (elementów) wzajemnie powiązanych i/lub całościowo oddziałujących lub postrzeganych przez otoczenie. Każdy obiekt składowy występuje jako względnie wydzielona całość powiązana z innymi obiektami i z otoczeniem [13].

System to zbiór elementów oraz relacji, jakie między nimi występują, wchodzący na określonych zasadach w interakcję ze środowiskiem, z którego został wyodrębniony. System może być procesem realizującym określoną klasę podobnych procesów, zespołem urządzeń i środków technicznych służących do realizacji określonych procesów. System to zbiór wyrobów i/lub elementów funkcjonujących jako całość. W pewnych granicach systemy tej kategorii mogą być poszerzone, a ich elementy zastępowane przez inne. Wymaga to kontroli połączeń elementów systemu i wzajemnego ich dostosowania [6].

System definiujemy uporządkowany wewnętrznie układ elementów mający określoną strukturę (całość); zespół zasad organizacyjnych, norm i reguł obowiązujących w danej dziedzinie (np. system finansowy, system wychowania); w metodologii zespół sposobów działania (metoda) [4].

Również nazywamy wyodrębniony z otoczenia zbiór elementów materialnych lub abstrakcyjnych mających wzajemne powiązania wewnętrzne i rozważanych z określonego punktu widzenia jako całość [5] lub zbiór elementów wzajemnie na siebie oddziaływujących, który wymienia z otoczeniem materię, energię i informację. W gospodarce stworzony przez człowieka system jest zbiorem ludzi, maszyn i procedur, dzięki którym prowadzona jest działalność przemysłowa, handlowa bądź obsługowa [14].

System według M. Mesarovic'a jest zbiorem relacji między jego elementami. Relacje między elementami opisują działanie, funkcjonowanie systemu [9]. System jest układem cybernetycznym w konwencji wejście [5] – wyjście [5]. W proponowanym ujęciu cybernetycznym, najbardziej właściwym dla holistycznego podejścia systemowego, system można przedstawić jako układ cybernetyczny – „czarną skrzynką” (rys. 1.) [7].



**Rys. 1. Cybernetyczna interpretacja systemu**

*Źródło: K. Ficoń, Inżynieria zarządzania kryzysowego. Podejście systemowe, Wyd. BEL Studio, Warszawa 2007, s. 27.*

**Fig. 1. Cybernetic interpretation of the system**

*Source: K. Ficoń, Inżynieria zarządzania kryzysowego. Podejście systemowe, Wyd. BEL Studio, Warszawa 2007, s. 27.*

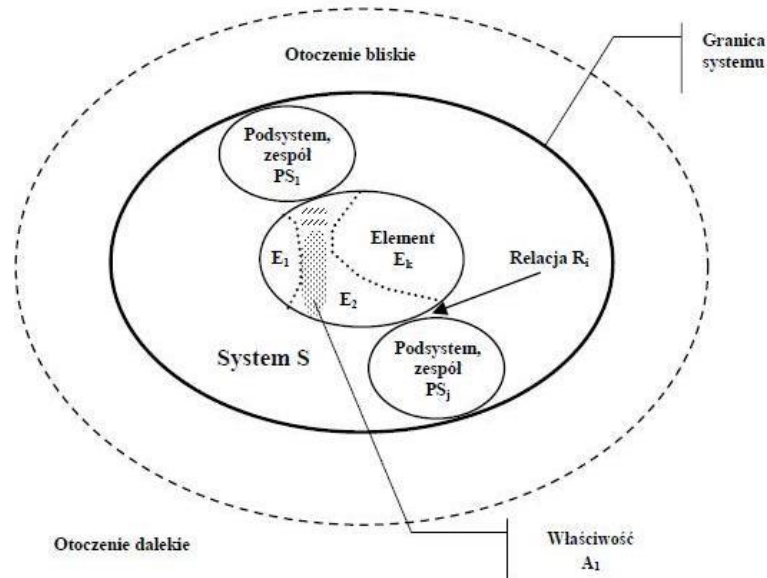
System nazywamy zespół wzajemnie sprzężonych elementów, spełniający określoną funkcję i traktowany, jako wyodrębniony z otoczenia w określonym celu (opisowym, badawczym, do innego zastosowania – np. system jest procesem technologicznym) [21].

System według G. J. Klira to dany zbiór stanów wraz ze zbiorem przejść między stanami [9].

Na podstawie tych i innych definicji dostępnych w literaturze przedmiotu można zatem system zdefiniować jako pewną całość wchodzącą w skład większych całości i utworzoną z mniejszych całości powiązanych ze sobą w sposób nadający jej pewną strukturę i funkcje realizowane przez te całości [11].

W systemie  $S$  (całości) wyróżniono podsystemy (mniejsze całości)  $S_1, S_2, \dots, S_j$ . Każdy z podsystemów  $S_j$  może zostać podzielony na kolejne składniki (części), aż w końcu zdefiniujemy elementy  $E_k$ . Element ten jest składnikiem systemu, który nie podlega dalszemu podziałowi na części składowe. Między podsystemami i elementami występują pewne relacje  $R_i$ . Wszystko, co pozostaje poza analizowanym systemem (wyodrębnionym) znajduje się w otoczeniu systemu. W zależności od położenia elementów w systemie możemy wyszczególnić elementy wewnętrzne i graniczne systemu. Elementy graniczne są to te elementy, które mają sprzężenie z elementami niebędącymi elementami analizowanego systemu (np. elementy otoczenia i elementy graniczne innego systemu), czyli możemy je nazwać elementami wejścia i wyjścia systemu. Elementy otoczenia pozostają z elementami systemu w relacjach o różnym znaczeniu dla analizowanego zagadnienia. Możemy rozróżnić otoczenie bliższe i dalsze [11]. O zakwalifikowaniu do któregoś otoczenia nie decyduje dosłowna odległość geometryczna, a siła związku z realizowaną przez system funkcją celu [11]

- rys. 2.



Rys. 2. Struktura systemu

Źródło: T. Nowakowski, *Niezawodności systemów logistycznych*, Wyd. Oficyna Wydawnicza Politechniki Wrocławskiej, Wrocław 2011, s. 39.

Fig. 2. System structure

Source: T. Nowakowski, *Niezawodności systemów logistycznych*, Wyd. Oficyna Wydawnicza Politechniki Wrocławskiej, Wrocław 2011, s. 39.

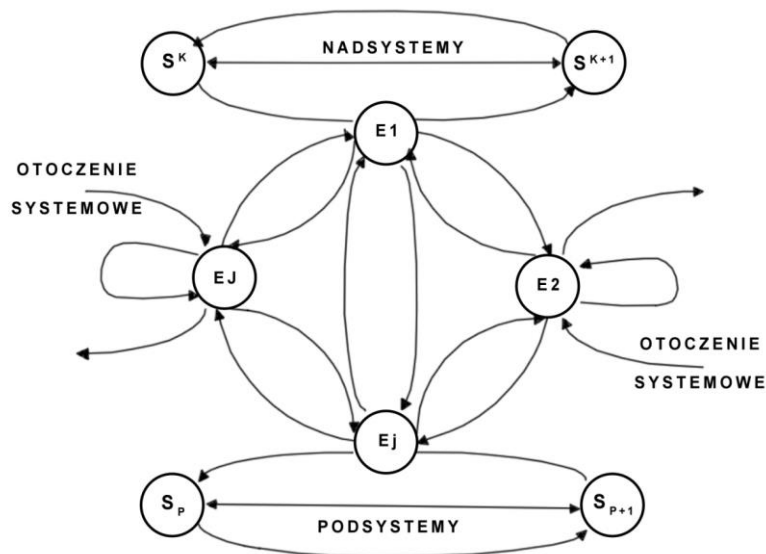
Istotnym elementem strukturalnym otoczenia systemowego są nadsystemy i podsystemy, które oddziałują na wyodrębniony system [7] - rys. 3).

Przedstawieni autorzy przyjęli w swoich pracach wąskie rozumienie otoczenia systemu, jako zestawu składników i ich istotnych cech, gdy składniki nie są częściami systemu, przy czym zmiana któregośkolwiek z nich może wywołać zmianę systemu. Każdy z analizowanych systemów jest jednocześnie systemem otwartym [10].

System jest to zbiór elementów z pewnymi właściwościami i relacjami, stanowiący jedną celową całość [11].

System jako zorganizowana całość, która staje się przedmiotem badań, charakteryzuje się właściwościami, które odróżniają go od otoczenia, a jednocześnie nie stanowią prostej sumy cech jego elementów.





Rys. 3. Graficzna interpretacja systemu i otoczenia systemowego

Źródło: K. Ficoń, *Inżynieria zarządzania kryzysowego. Podejście systemowe*, Wyd. BEL Studio, Warszawa 2007, s. 24.

Fig. 3. Graphical interpretation of the system and system environment

Source: K. Ficoń, *Inżynieria zarządzania kryzysowego. Podejście systemowe*, Wyd. BEL Studio, Warszawa 2007, s. 24.

Analizując definicję pojęcia „system”, można wyodrębnić właściwości [15], które występują stale, bez względu na jego praktyczne przeznaczenie, wielkość, zakres oraz posiadaną strukturę [19]. Właściwości systemu [11] zostały przedstawione w tabeli 1 [1,11,16,20].

Tabela 1. Właściwości systemu

Źródło: opracowanie własne na podstawie [3,5,11,12,22]

Table 1. System properties

Source: own study based on [3,5,11,12,22]

Lp.	Właściwość systemu	Charakterystyka właściwości
1.	Względność	Zależność systemu od różnych czynników, względów, ujmowana w rozmaitych relacjach.
2.	Złożoność	System obejmuje wiele aspektów, że jest trudne do zrozumienia, zanalizowania, jest skomplikowanym, a także to, że system ma skomplikowaną budowę, konstrukcję, strukturę.
3.	Sterowalność	Panowanie nad systemem, wpływać na niego, rządzić nim.

4.	Różnorodność	System składa się z różnych elementów, jest rozmaity, niejednorodny, niejednorodny. Każdy element systemu może charakteryzować się unikatowym sposobem działania i stanem różnym od stanów i sposobów działania pozostałych elementów. Wpływa to na sposób działania i stan całego systemu.
5.	Spójność (Koherentność)	Polega na takim uzależnieniu i powiązaniu ze sobą wszystkich elementów składowych systemu, że dowolna zmiana zachodząca w jednym elemencie powoduje zmiany we wszystkich pozostałych. Przejawia się więc tym, że system zachowuje się jak jedna całość. Malejącej spójności odpowiada rosnąca niezależność, czyli niewystępowanie powiązań między elementami wyróżnionej całości.
6.	Centralizacja	Pojęcie stosowane w procesie organizacji, zarządzania; lokowanie uprawnień decyzyjnych na wyższych szczeblach zarządzania.
7.	Kompleksowość	System stanowi pewną całość, mającą ściśle określone właściwości i sposób zachowania.
8.	Dekomponowość	Zdolność do podziału systemu na mniejsze wzajemnie powiązane części składowe: podsystemy, układy i elementy.
9.	Agregacja komponentów	Odwrotność dekompozycji, czyli łączenie podsystemów, układów i elementów w jeden system.
10.	Odosobnienie	Możliwość wyodrębnienia obiektu z otoczenia i rozpatrywania go jako tzw. systemu zamkniętego. Właściwość ta określa, że nie istnieją takie elementy systemu, które byłyby zarazem elementami otoczenia i odwrotnie.
11.	Identyfikowalność	Możność odseparowania z systemu każdego z jego odwzorowanych elementów. Wskazuje, że istnieje zdolność do rozróżniania, klasyfikowania i charakteryzowania poszczególnych komponentów systemu.
12.	Nieokreśloność	Nie można scharakteryzować jednoznacznie wszystkich właściwości komponentów i relacji pomiędzy nimi.
13.	Cyrkularność	Oznacza, że relacje między elementami nie są jednostronne, a zachowanie jednego elementu wpływa na drugi.
14.	Adaptacyjność	Właściwość zapewniająca reagowanie w sposób pożądaný na zmiany stanów systemu i zmiany stanów otoczenia.
15.	Współzależność	Właściwość zależna od liczby i znaczenia relacji między elementami systemu, których zmiana stanu wywoła reakcję pozostałych elementów.
16.	Addytywność	Cecha wielu wielkości matematycznych, fizycznych i chemicznych. Dana wielkość jest addytywna, jeśli jej wartość dla sumy składników równa jest sumie wartości dla poszczególnych składników.
17.	Mechanizacja	Wprowadzanie do systemów środków technicznych i urządzeń zastępujących fizyczną pracę ręczną pracą zmechanizowaną. Urządzenia te mechanizują operacje technologiczne, kontrolne, transportowe i magazynowe.

18.	Hierarchizacja	Wzajemne usytuowanie dwóch systemów, w którym dowolny system i „reszta świata” nie należącą do systemu rozważać można w dwojaki sposób. „Reszta świata” może być zarówno otoczeniem systemu, jak i systemem wyższego rzędu tj. nadsystemem (wtedy gdy interesuje nas struktura tego systemu).
19.	Niezawodność	Jest to zdolność systemu do wykazywania w pewnym procesie pożądanego i uprzednio określonego zachowania.
20.	Całościowość	System to całość, przy zachowaniu indywidualności każdego z elementu systemu, jednocześnie noszą ślady oddziaływania na nich ich systemu.
21.	Zmienność	Może ona dotyczyć możliwości zmian struktury samego systemu jak i zmian samego procesu w systemie w ramach ustalonej pierwotnie struktury.
22.	Stabilność	Zdolność zachowania samego stanu (tożsamości) systemu w obliczu zakłóceń i wymuszeń wewnętrznych. Zmiany te zachodzą na ogół w obliczu oddziaływań zewnętrznych płynących z otoczenia lub meta systemu.

Oznacza to, że ujęcie systemowe nie przyjmuje prostej zależności przyczynowo – skutkowej. Wynika z tego, że element A ma wpływ na element B, ten zaś na C, co kończy się przełożeniem znów na A.

Oprócz wymienionych powyżej właściwości K. Ficoń twierdzi, że każdy system posiada określone cechy i charakterystyczne właściwości, takie jak:

- systemy rozpatruje się zawsze jako spójną całość składającą się z elementów, połączonych różnymi współzależnościami;
- systemy prakseologicznie dążą do realizacji określonych celów i zadań poprzez wykonywanie systemowych funkcji;
- dla potrzeb współdziałania z otoczeniem posiadają wejścia i wyjścia oraz stosowne kanały komunikacji i różnych oddziaływań np. sterowania, zakłócenia, zasilania;
- wszystkie systemy dokonują transformacji zbioru wejść (potrzeb) w zbiór wyjść (możliwości), której warunkiem jest przetwarzanie informacji;
- praktycznie wszystkie nietrywialne systemy mają charakter systemów złożonych w sensie funkcjonalnym i organizacyjnym, składają się z różnych podsystemów pozostających w rozmaitych relacjach;
- z reguły systemy dążą do końcowego stanu pewnej równowagi i stabilności wynikającej z realizowanej misji i założonych celów [7].

Uogólniając liczne definicje pod pojęciem systemu będziemy rozumieć: względnie wyodrębniony zbiór elementów z pewnymi właściwościami i relacjami, stanowiący pewną całość i funkcjonujący według pewnego kryterium działania, odnoszącym się z reguły do efektywności i niezawodności. Według tak wyznaczonych właściwości ma działać i funkcjonować wojskowy system, a w tym system logistyczny.

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**IDENTIFICATION OF THE MILITARY LOGISTIC SYSTEM OF THE  
ARMED FORCES OF THE REPUBLIC OF POLAND – THE CONCEPT  
OF LOGISTIC SYSTEM AND ITS PROPERTIES – PART 2**

**IDENTYFIKACJA WOJSKOWEGO SYSTEMU LOGISTYCZNEGO SIŁ  
ZBROJNYCH RZECZYPOSPOLITEJ POLSKIEJ – POJĘCIE  
SYSTEMU LOGISTYCZNEGO I JEGO WŁAŚCIWOŚCI – CZĘŚĆ 2**

**Summary**

The military Logistics system is a basic element, a link in the organizational and structural system of the Polish Armed Force. How important are the Logistics system and how do they affect its functioning.

**Keywords:** logistics, system, processes, properties

**Streszczenie**

Wojskowy system logistyczny jest podstawowym elementem, ogniwo w systemie organizacyjno – strukturalnym Sił Zbrojnych RP. Jak ważnymi elementami systemu logistycznego są jego właściwości i jak one wpływają na jego funkcjonowanie.

**Słowa kluczowe:** logistyka, system, procesy, właściwości

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*Rola logistyki polega na zabezpieczeniu sił zbrojnych w środki materialne, za pomocą których mogą one realizować swoje zadania, czyli treścią logistyki jest korelacja i ciągle podtrzymywanie zaopatrzenia w celu maksymalizacji ich zdolności bojowej.*

Henry E. Eccles

## **Wstęp**

Na przełomie ostatnich lat obserwujemy duże zainteresowanie logistyką, również w środowisku wojskowym. Zainteresowanie ta problematyką wiąże się zapewne z przemianami społeczno – politycznymi i ustrojowymi w Europie Środkowej i Wschodniej, a w konsekwencji szerszym otwarciem na Zachód, jak również przynależnością do NATO. Nie sposób wyobrazić sobie współczesnej armii bez dobrze zorganizowanej i wyposażonej logistyki, a więc armii pozbawionej w zasadzie możliwości szybkiego przemieszczania się, armię bez sprawnego systemu zaopatrywania, obsługi i napraw – remontu uzbrojenia i sprzętu wojskowego. Nowoczesne Siły Zbrojne musi cechować stała dążność do przystosowywania się do zmiennych potrzeb otoczenia, kierując zadania militarne, jak i logistyczne do spełnienia w różnych miejscach na świecie. Zadania te współcześnie wykonywane są najczęściej przez koalicyjne siły wielonarodowe, zazwyczaj kontyngenty wydzielane przez państwa członkowskie NATO lub Unii Europejskiej, a także ONZ. Jest to globalny charakter współczesnych operacji militarnych, stabilizacyjnych i uzasadnione jest założenie, że taki charakter będą posiadać także operacje prowadzone w najbliższej przyszłości.

## **Systemu logistyczny**

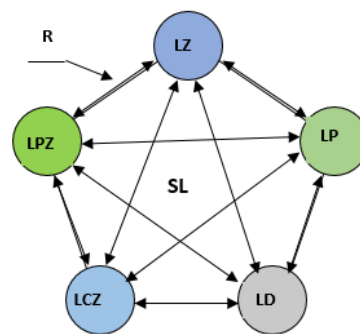
System logistyczny jest pojęciem, który bazuje na definicjach dotyczących „systemu” i jego „własnościach niezmienniczych”. System logistyczny jest różnie definiowany, jest to konsekwencja braku jednolitej definicji pojęcia „systemu” [26]. System logistyczny, nawiązując do pojęcia systemu, można opisać przez zbiór elementów (podsystemów, zespołów) logistycznych mających odpowiednie właściwości, między którymi istnieją określone relacje i zależności [21].

System logistyczny S. Abt przedstawia jako celowo zorganizowane w obrębie danego układu gospodarczego przepływy materiałów i produktów oraz odpowiadających im informacji, umożliwiające optymalizację zarządzania łańcuchami dostaw (m.in. przez

automatyczną identyfikację towarów, symulację komputerową, kontroling, elektroniczną wymianę danych oraz kompleksowy rachunek kosztów) [1].

System logistyczny według H. Ch. Pfohla jest system przestrzenno – czasowej transformacji towarów, procesów przemieszczania i magazynowania. Procesy te zachodzą zarówno w przedsiębiorstwach usługowych, produkcyjnych lub handlowych, w których wypełnianie potrzeb czasowych i przestrzennych stanowi jedynie część zadań. Można go podzielić na następujące podsystemy: logistyki zaopatrzenia, logistyki produkcji, logistyki dystrybucji, logistyki części zamiennych i logistyki powtórnego zagospodarowania (odnoszącej się do odpadów) [23]. Można zatem zapisać to w relacji (rys. 1)

$$SL = f ( LZ, LP, LD, LCZ, LPZ, R )$$



Legenda:

- f – funkcja
- SL – system logistyczny
- LZ – logistyki zaopatrzenia
- LP – logistyki produkcji
- LD – logistyki dystrybucji
- LCZ – logistyki części zamiennych
- LPZ – logistyki powtórnego zagospodarowania
- R – relacje

Rys. 1. Schemat systemu logistycznego

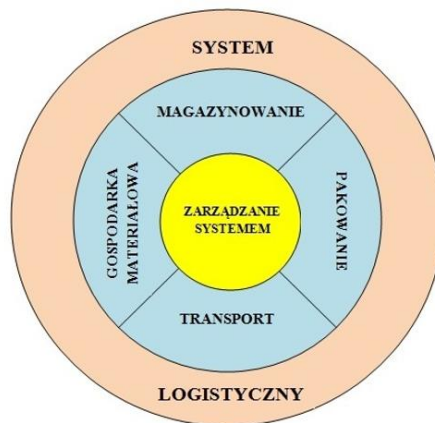
Źródło: opracowanie własne

Fig. 1. Logistics system diagram

Source: Own study

Według H. Ch. Pfohla system logistyczny obejmuje zbiór powiązanych ze sobą procesów takich, jak: sterowanie zapasami, magazynowanie, pakowanie, transport, zarządzanie informacją logistyczną (rys. 2.) [3].





**Rys. 2. Procesy systemu logistycznego**

*Źródło: opracowanie własne na podstawie H. Ch. Pfohl, Systemy logistyczne. Podstawy organizacji i zarządzania, Wyd. Instytut Logistyki i Magazynowania w Poznaniu, Poznań 1998, s. 20.*

**Fig. 2. Logistics system processes**

*Source: Own study based on H. Ch. Pfohl, Systemy logistyczne. Podstawy organizacji i zarządzania, Wyd. Instytut Logistyki i Magazynowania w Poznaniu, Poznań 1998, s. 20.*

Zdaniem M. Christopera system logistyczny obejmuje obieg i składowanie produktów od ich źródeł surowcowych poprzez różnorodne stany przetwarzania, pakowania, transport i dystrybucję do finalnego odbiorcy. W zależności od tego, jak szeroko definiuje się system logistyczny, z pojęciem tym łączy się marketing i wymiana towaru na drodze od źródeł zaopatrzenia do miejsc finalnej konsumpcji [6].

Zdaniem P. Blaik system logistyczny to zbiór elementów logistycznych (podsystemów), których powiązania konkretyzują się poprzez procesy takie, jak: produkcja, transport, magazynowanie, odbiorca – wraz z relacjami między nimi oraz między ich własnościami, warunkującymi przepływ strumieni towarów, środków finansowych i informacji [4].

Według E. Gołembskiej system logistyczny to racjonalnie zorganizowany i połączony zespół takich elementów (podsystemów), jak: produkcja, transport, magazynowanie, odbiorca wraz z relacjami między nimi oraz między ich własnościami, warunkującymi przepływ strumieni towarów, środków finansowych i informacji [12,13].

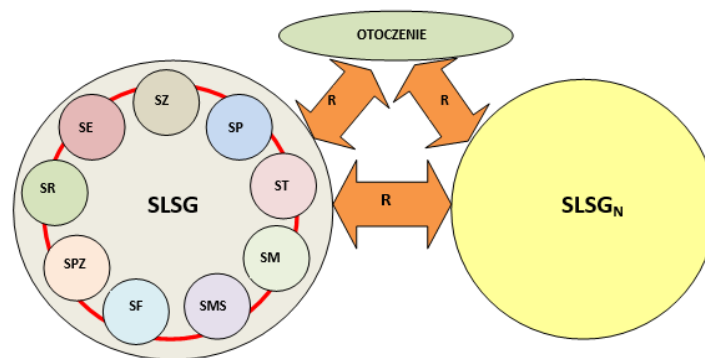
System logistyczny rozumiany przez T. Kamińskiego to planowo zorganizowany zespół środków działalności dla celowego przepływu materiałów, produktów i informacji, w obrębie określonego układu, jest zbiorem elementów, łącznie ze związkami istniejącymi między tymi elementami, jak i ich atrybutami, które są wykorzystywane w celu spójności tego systemu. Aby prawidłowo funkcjonował musi być racjonalnie zarządzany [15].

Według J. Witkowskiego system logistyczny jest celowo zorganizowanym i zintegrowanym zbiorem elementów (ludzi, majątku trwałego i obrotowego, działań i norm regulacyjnych, wraz z występującymi między nimi związkami, które zaangażowane są w zachodzące w przedsiębiorstwie procesy przepływu surowców, zapasów produkcyjnych i wyrobów gotowych oraz towarzyszących im informacji [27].

System logistyczny sił zbrojnych przedstawiany przez M. Brzezińskiego to zbiór organów kierowania oraz wykonawczych sprzężonych relacjami informacyjnymi i zasileniowymi przeznaczonych do utrzymania ciągłości procesów logistycznych realizowanych na rzecz wojsk własnych i sojusznicznych [5].

Według E. Michłowicza system logistyczny to celowo zorganizowany i połączony zespół takich elementów (podsystemów), jak zaopatrzenie, produkcja, transport, magazynowanie, odbiorca – wraz z relacjami między nimi oraz między ich własnościami, warunkujący przepływ strumieni, środków finansowych i informacji [17]. System logistyczny systemu gospodarczego (SLSG) może się składać z następujących podsystemów: podsystemu zaopatrywania, produkcji, transportu, magazynowania, marketingu, finansowego, zamówień, recyklingu, ekologicznego (rys. 3). Można zapisać to w relacji:

$$\text{SLSG} = f ( \text{SZ, SP, ST, SM, SMS, SF, SPZ, SR, SE, R} )$$



Legenda:

- f – funkcja
- SLSG – system logistyczny systemu gospodarczego
- SLSG<sub>N</sub> – „N” system logistyczny systemu gospodarczego
- SZ – podsystem zaopatrywania
- SP – podsystem produkcji
- ST – podsystem transportu
- SM – podsystem magazynowania
- SMS – podsystem marketingu
- SF – podsystem finansowy

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SPZ	– podsystem zamówień
SR	– podsystem recyklingu
SE	– podsystem ekologiczny
R	– zbiór relacji pomiędzy podsystemami oraz pomiędzy systemem i otoczeniem
—	– relacje między podsystemami

**Rys. 3. Schemat logistycznego systemu gospodarczego**

*Źródło: opracowanie własne*

**Fig. 3. Diagram of the logistic economic system**

*Source: Own study*

Przedstawione podziały są podziałami fazowymi systemu logistycznego. System logistyczny jako system nie może funkcjonować w oderwaniu od innych systemów. Dotyczy to zwłaszcza systemów, których zakres funkcjonowania pokrywa się częściowo z zakresem funkcjonowania systemu logistycznego lub pozostaje z nim w ścisłym związku [7]. Niezbędna jest wtedy koordynacja pewnych struktur i działań, aby uzyskać efekty synergiczne [2, 19].

System logistyczny definiowany przez K. Pajewskiego to zbiór (zorganizowana całość) wszystkich elementów zaopatrywania uporządkowanych relacjami współużyteczności lub (i) współzależności, które podlegają rygorom gry systemowej od momentu wejścia środków zaopatrzenia do systemu zaopatrywania do czasu ich zużycia (konsumpcji) lub wyjścia z systemu [22].

Według E. Nowaka wojskowy system logistyczny to organizacja wojskowa działająca zgodnie z zasadami sztuki wojennej oraz teorii organizacji i zarządzania, złożona z organów kierowania oraz jednostek i urzędzeń logistycznych sprzężonych ze sobą relacjami, przeznaczona do organizowania i realizacji dostaw zaopatrzenia i świadczenia usług (specjalistycznych i gospodarczo – bytowych) dla wojsk [18].

System logistyczny (SL) SZ RP, K. Ficoń określa jako organizację wojskową złożoną z organów kierowania oraz jednostek i urzędzeń logistycznych sprzężonych ze sobą relacjami, przeznaczoną do realizacji dostaw zaopatrzenia i świadczenia usług logistycznych dla celów szkolenia sił zbrojnych w okresie pokoju i dla potrzeb zabezpieczenia działań bojowych w okresie wojny [10]. Można to zapisać jako:

$$SL = f(E, R) \rightarrow \max C$$

gdzie:

- f – funkcja
- E – zbiór elementów systemu SL;
- R – zbiór relacji w więzi organizacyjnej;
- C – cel działania systemu SL.

Sztab Generalny WP określił system logistyczny jako zaspokajanie potrzeb wojsk, obejmujące zaopatrzenie oraz usługi niezbędne im do szkolenia i walki [25].

System logistyczny to uporządkowany zbiór elementów struktury organizacyjnej oraz obszarów funkcjonalnych, których przeznaczenie, a także wzajemne powiązania i relacje zapewniają sprawne funkcjonowanie Sił Zbrojnych RP w czasie pokoju, kryzysu i wojny. Podstawowym zadaniem systemu logistycznego jest zabezpieczenie potrzeb SZ RP w zakresie technicznym, materiałowym, transportu i ruchu wojsk, infrastruktury wojskowej oraz medycznym w czasie pokoju, kryzysu i wojny. System logistyczny powinien posiadać taki potencjał i możliwości, aby sprawnie reagował i płynnie przechodził z czasu pokoju do czasu wojny [24].

System logistyczny można zatem określić w sposób ogólny jako zbiór elementów logistycznych, których powiązania konkretyzują się poprzez wspomniane procesy transformacji. Między tymi elementami, o specyficznych właściwościach, zachodzą ściśle, skonkretyzowane także w sensie organizacyjnym, powiązania. Oznacza to, że w praktyce strukturę systemu logistycznego konstituują tylko te procesy logistyczne, które są podporządkowane w sposób systemowy odpowiednim rozwiązaniom organizacyjnym. Podstawowa problematyka związana z identyfikacją i kształtowaniem systemu logistycznego sprowadza się przede wszystkim do zdefiniowania struktury tego systemu oraz określenia związków między nim a elementami przedsiębiorstwa. Elementy jego występują w relacji do otoczenia systemu. Przedstawienie i zorganizowanie procesów logistycznych w postaci systemu logistycznego pozwala na analizę systemu z punktu widzenia jego zachowania. Zachowanie systemu logistycznego jest wynikiem współdziałania wszystkich elementów systemu, zarówno między sobą, jak i z otoczeniem systemu [4].

Istotą funkcjonowania systemów logistycznych jest zgodność osiągniętych celów z zadaniami, które przyporządkowane są całej organizacji. Aby możliwe było osiągnięcie tej zgodności konieczne jest wyodrębnienie poszczególnych elementów, ich zbiorów oraz podsystemów, których zadaniem jest realizacja sformułowanego celu. Podstawowym problemem w procesie analizy i oceny systemu logistycznego jest charakterystyka i klasyfikacja systemu pod kątem określonych właściwości [21].

Specyfika systemów logistycznych polega na planowaniu, realizacji, kontroli i sterowaniu przepływem wielkości materialnych (towarów) i niematerialnych (informacji). Systemy uczestniczące w czasowo – przestrzennej transformacji dóbr materialnych są systemami logistycznymi [11].

Nowoczesny system logistyczny powinien być:

- manewrowy i elastyczny, czyli sprawny do funkcjonowania w różnych warunkach, pozwalający na osiągnięcie koniecznej ruchliwości, a zarazem ciągłości;
- ciągły i trwały, czyli dysponujący odpowiednimi siłami i środkami logistycznymi;
- przystosowany do bezpośredniego zaopatrywania i obsługiwoania wojsk, czyli zapewniający optymalną organizację procesów logistycznych;
- prosty i przejrzysty, czyli czynności organizacyjno – administracyjne powinny charakteryzować się prostotą, wysokim stopniem normalizacji, unifikacji i automatyzacji;
- jednolity i kompatybilny, czyli zapewniający koordynację przedsięwzięć zabezpieczenia logistycznego [8,9,14].

System logistyczny jest pojęciem, który bazuje na definicjach dotyczących „systemu” i jego „własnościach”. System logistyczny jest różnie definiowany, jest to konsekwencja braku jednolitej definicji pojęcia „systemu” [26].

Zważywszy, że miejsce systemów logistycznych jest zlokalizowane w teorii systemów, należy stwierdzić, że właściwości systemu są też właściwościami systemu logistycznego. Oprócz tego można wskazać właściwości takie, jak:

- wynikające z ich struktury: złożoność, spójność (koherencja a addytywność), równorzędność (hierarchiczność i centralizacja)
- wynikające z zachowania: zmienność w czasie, określoność (przyczynowość a losowość), celowość i adaptacyjność [16,21].

Właśnie dlatego pojęcie systemu logistycznego jest traktowane tak rozciągliwie, panuje zupełna dowolność interpretacyjna, a ona sama ma być panaceum na wszystko. Różnice te wynikają zapewne z uwarunkowań w jakich działają ich autorzy. Nieznany autor stwierdza, że „Logistyka nie jest wszystkim, ale wszystko bez logistyki jest niczym” [20]. Pewnie dlatego wielu autorów wprowadza pojęcia systemu logistycznego jako: przemysłowa, handlowa, transportowa, magazynowa, materiałowa, wojskowa, zarządzania, marketingu, produkcji czy zasilanie wojsk. Prezentowane określenia systemu logistycznego wskazują na ich pragmatyczny charakter i traktowanie go jako działania mające na celu taką organizację procesów, które przynoszą efekty ekonomiczne. Stąd też pojęcie systemu logistycznego jest bardzo pojemne, a on sam jest ściśle powiązany z różnymi dyscyplinami naukowymi, posiłkując się ich teorią np. organizacji i zarządzania, ekonomiki, systemów informatycznych.

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## **DEFENSIVE ACTIONS OF THE POLICE IN CONNECTION WITH A THREAT TO STATE SECURITY**

## **DZIAŁANIA OBRONNE POLICJI W ZWIĄZKU Z ZAGROŻENIEM BEZPIECZEŃSTWA PAŃSTWA**

### **Summary**

Security is the basis for the proper and uninterrupted functioning of the state and its development. It enables society to function in a sense of freedom, guaranteeing protection and defense against the threats of the modern world. The Constitution of the Republic of Poland indicates that authorities and institutions shape the security policy being responsible for public security, i.e. preventing threats, counteracting threats as well as conducting rescue operations to protect the population and property in the event of extraordinary events. Within the framework of the Police's tasks related to the performance of the common defence duty of the Republic of Poland and preparations to act in conditions of a threat to state security and in wartime, defence tasks imposed on the Police within the framework of the common defence duty and state defence preparations as well as allied obligations of the Republic of Poland are performed.

**Keywords:** Police, defense tasks, operational tasks, activities, HNS tasks in the Police, anti-sabotage



### Streszczenie

Bezpieczeństwo jest podstawą prawidłowego i niezakłóconego funkcjonowania państwa oraz jego rozwoju. Umożliwia ono funkcjonowanie społeczeństwa w poczuciu wolności dając gwarancję ochrony i obrony przed zagrożeniami współczesnego świata. Konstytucja Rzeczypospolitej Polskiej wskazuje organy oraz instytucje kształtują politykę bezpieczeństwa będąc odpowiedzialne za bezpieczeństwo publiczne tj. zapobieganie zagrożeniom, przeciwdziałanie zagrożeniom a także prowadzenie działań ratowniczych mających na celu ochronę ludności i mienia w sytuacji zaistnienia zdarzeń nadzwyczajnych. W ramach zadań Policji związanych z wykonywaniem powszechnego obowiązku obrony Rzeczypospolitej Polskiej oraz przygotowaniem do działania w warunkach zagrożenia bezpieczeństwa państwa i w czasie wojny, realizowane są zadania obronne nałożone na Policję w ramach powszechnego obowiązku obrony i przygotowań obronnych państwa oraz zobowiązań sojuszniczych Rzeczypospolitej Polskiej.

**Słowa kluczowe:** Policja, zadania obronne, zadania operacyjne, plan działania, zadania HNS w Policji, przeciwdywersyjne

### Udział Policji Państwowej w Kampanii Wrześniowej 1939r

„Policja Państwowa z chwilą ogłoszenia mobilizacji, względnie od dnia wskazanego uchwałą Rady Ministrów, staje się na mocy danego prawa częścią sił zbrojnych Państwa i wchodzi w skład, jako wojskowy korpus bezpieczeństwa”. Brzmienie owego artykułu nie uległo zmianie w treści rozporządzenia Prezydenta RP z 6 marca 1926r. o Policji Państwowej, ogłoszonego po nowelizacji jako tekst jednolity obwieszczeniem Ministra Spraw Wewnętrznych z dnia 31 grudnia 1930 roku [1]. Odrębną kwestią jest fakt, że w trakcie działań wojennych właściwie w ogóle nie wykorzystano potencjału 27 – tysięcznego korpusu policji (liczącego po mobilizacji rezerwistów PP 57 tys. osób). Sytuacje w których policjanci walczyli bohatersko ramię w ramię z żołnierzami (Warszawa, Grodno, Lwów, Kowel, Łuck, Dżisna) były rezultatem aktualnych okoliczności, a nie realizacją odgórnie przyjętych planów [2]. Organy Policji ewakuowały się na wschód w zasadzie w takim samym trybie, jak pozostałe urzędy administracji cywilnej. Zbyt późna decyzja o militaryzacji Policji Państwowej nie mogła odwrócić biegu wydarzeń. Dopiero 10 września 1939 roku wydane zostało odpowiednie rozporządzenie podpisane przez ministra spraw wewnętrznych, ministra spraw wojskowych oraz generalnego komisarza cywilnego, zaś do komendanta głównego PP, a więc osoby

najbardziej zainteresowanej, dotarło ono 11 września, ponieważ w praktyce niemożliwe było nawiązanie łączności z ewakuującymi się oddziałami, było ono przepisem martwym[3]. Z tego samego powodu nie wykonano słusznej i celowej decyzji marsz. Edwarda Śmigłego-Rydza z dnia 8 września 1939 roku, nakazującej premierowi gen. Felicjanowi Sławojowi-Składkowskiemu utworzenie na Bugu kordonu policyjnego, który miał zatrzymać falę uchodźców i jednocześnie zapewnić porządek na wschód od tej rzeki [2].

Powróćmy jednak do wydarzeń poprzedzających wybuch II wojny światowej. W 1935 r. podjęto prace nad planem mobilizacyjnym Wojska Polskiego, który miał zastąpić dotychczasowy pochodzący z lat 1925-1926 plan „S”, nieprzystający do nowych realiów” polityczno-militarnych. Ten nowy dokument został oznaczony symbolem „W”, od nazwiska płk. dypl. Józefa Wiatra [4]. Zgodnie z założeniami planu mobilizacyjnego „W” karty mobilizacyjne powołujące rezerwistów w ramach mobilizacji alarmowej, która ze swego założenia miała być tajna, znajdowały się w dyspozycji starostów i policji. Starostowie i szefowie jednostek policyjnych po otrzymaniu polecenia o rozpoczęciu mobilizacji byli zobowiązani dostarczyć owe karty rezerwistom [4].

Współcześnie dominuje opinia, że zagrożenia militarne w obecnym środowisku bezpieczeństwa są trudne do zdefiniowania, ale w każdym przypadku wywoływać będą sytuacje kryzysowe. Według D. Majchrzaka zagrożenie militarne to „zdarzenie lub prawdopodobieństwo zaistnienia takiego zdarzenia, w którym dochodzi do zagrożenia żywotnych interesów społeczeństwa, celów politycznych, wartości i interesów państwa; często wystąpi zagrożenie utraty niepodległości, suwerenności i integralności terytorialnej”; jednocześnie jednak zwraca on uwagę na skutki zaistniałego zagrożenia, które „W obecnych uwarunkowaniach (...) najczęściej będzie miało charakter militarny (wywołany przez siły zbrojne) ale możliwe są też inne formy o charakterze niemilitarnym (np. asymetryczne)” [5]. Wśród sytuacji sprzyjających powstawaniu zagrożeń militarnych najczęściej wymieniane są: wyścig zbrojeń; proliferacja broni masowego rażenia; prowadzenie zintensyfikowanych ćwiczeń (manewrów wojskowych), prowadzenie agresywnej polityki bezpieczeństwa, a także rozwój ruchów separatystycznych oraz agresywnych religii [6].

Przedstawiając przygotowania obronne w świetle Konstytucji RP z 1997 r., należy także zaznaczyć zadania Rady Ministrów w tym zakresie. Ten kolegialny organ władzy wykonawczej, składający się z ministrów oraz prezesa, jest najwyżej w hierarchii organów administracji rządowej [7]. W art. 146 pkt 1 ustawy zasadniczej określono, że Rada Ministrów prowadzi politykę wewnętrzną i zagraniczną Polski. Jest odpowiedzialna w związku z tym za szereg zadań, w tym za zapewnienie bezpieczeństwa wewnętrznego i zewnętrznego państwa

oraz porządku publicznego czy też sprawowanie ogólnego kierownictwa w dziedzinie obronności kraju [8].

### **Zadania obronne Policji**

W realizacji zadań w dziedzinie wewnętrznego bezpieczeństwa państwa ważną rolę odgrywa Policja, która zapewnia ochronę bezpieczeństwa ludzi i majątku narodowego oraz utrzymywanie bezpieczeństwa i porządku publicznego. Zadania obronne Policji wynikają z aktów prawnych wydanych przez właściwe organy władzy państwowej i są to ustawy, rozporządzenia oraz akty prawne niepublikowane (niejawne), którymi są zarządzenia, dyrektywy itp. Zadania obronne wynikają ponadto przede wszystkim z ustawy [9].

W ramach zadań Policji związanych z wykonywaniem powszechnego obowiązku obrony Rzeczypospolitej Polskiej oraz przygotowaniem do działania w warunkach zagrożenia bezpieczeństwa państwa i w czasie wojny, realizowane są zadania obronne nałożone na Policję w ramach powszechnego obowiązku obrony i przygotowań obronnych państwa oraz zobowiązań sojuszniczych Rzeczypospolitej Polskiej, zadania operacyjne, którymi są zadania obronne realizowane w warunkach zagrożenia bezpieczeństwa państwa i w czasie wojny, w tym związane z podwyższaniem gotowości obronnej Policji oraz przygotowania obronne, czyli wykonywanie zadań obronnych w okresie pokoju w celu zapewnienia właściwej realizacji zadań operacyjnych.

### **Zadania kierowników jednostek organizacyjnych Policji**

Przygotowania obronne w Policji realizowane są poprzez wykorzystanie podstawowej wiedzy i dobrych praktyk oraz w ramach realizacji zadań określonych przez Komendanta Głównego Policji oraz wojewodę. Zadania obronne kierownika jednostki organizacyjnej Policji przewidzianej do militaryzacji wynikają z ustaw i rozporządzeń, aktów wewnętrznego kierowania Komendanta Głównego Policji oraz niejawnych zarządzeń (przepisów) wydanych przez właściwe organy administracji rządowej.

Do głównych zadań obronnych kierownika jednostki organizacyjnej Policji przewidzianej do militaryzacji należą:

- udział w zapewnieniu bezpieczeństwa i porządku publicznego w czasie przegrupowania wojsk własnych i sojuszniczych;
- wspieranie Sił Zbrojnych RP w prowadzeniu działań przeciwdywersyjnych;

- 
- udział w zapewnieniu bezpieczeństwa i porządku publicznego podczas dostarczania kart powołania do czynnej służby wojskowej w trybie akcji kurierskich oraz w rejonach mobilizacji Sił Zbrojnych RP;
  - przechowywanie i doręczanie kart powołania do czynnej służby wojskowej w przypadkach, gdy zadań tych nie mogą wykonać inne organy administracji publicznej;
  - doprowadzanie osób podlegających obowiązkowi stawienia się do kwalifikacji wojskowej do: komisji lekarskich, urzędów gmin, oraz komisji lekarskich, urzędów gmin lub jednostek wojskowych;
  - udostępnienie policyjnych systemów i środków łączności na potrzeby przekazywania informacji o zagrożeniach i alarmowania oraz udział
  - w zbieraniu tych informacji, ich przetwarzaniu i przekazywaniu;
  - zapewnienie porządku publicznego i ochrona pozostawionego mienia w czasie prowadzenia akcji ratowniczych i ewakuacji ludności;
  - zapewnienie obiegu poczty specjalnej oraz udział w zapewnieniu łączności w systemie kierowania resortem spraw wewnętrznych;
  - zapewnienie funkcjonowania systemu kierowania powiązanego organizacyjnie z systemem kierowania resortem;
  - zapewnienie bezpieczeństwa i porządku publicznego w rejonie stanowisk kierowania wojewody;
  - zapewnienie ochrony osobistej organom administracji rządowej szczebla wojewódzkiego;
  - udzielanie doraźnej pomocy innym organom i jednostkom w ochronie i obronie obiektów, obszarów i urządzeń ważnych dla bezpieczeństwa i obronności państwa [10].

Zadania obronne Policji Kierownicy jednostek organizacyjnych Policji przewidzianych do militaryzacji, wykonując zadania obronne, mają obowiązek prowadzić przygotowania do objęcia jednostki organizacyjnej Policji militaryzacją, utrzymywać zdolność jednostki organizacyjnej Policji przewidzianej do militaryzacji do wprowadzenia wyższych stanów gotowości obronnej oraz do realizacji pozostałych zadań operacyjnych, a także przygotować szczególną ochronę wskazanych obiektów policyjnych i uczestniczyć w przygotowaniu szczególnej ochrony obiektów ważnych dla bezpieczeństwa i obronności państwa (administrowanych przez inne organy). Kierownicy jednostek organizacyjnych Policji przewidzianych do militaryzacji mają obowiązek również przygotować własne stanowiska kierowania, prowadzić szkolenia obronne, zapewnić właściwe uczestnictwo w przedsięwzięciach szkoleniowych organizowanych przez inne podmioty i organy oraz

realizować przedsięwzięcia z zakresu przygotowania ochrony stanów osobowych jednostek organizacyjnych Policji przewidzianych do militaryzacji przed środkami masowego rażenia i substancjami toksycznymi, jednocześnie wspierać działania i przygotowania obronne terenowych organów obrony cywilnej i uczestniczyć w realizacji zadań wsparcia państwa gospodarza (HNS) oraz celów sił zbrojnych i wymagań długoterminowych dla Rzeczypospolitej Polskiej. Udzielać wsparcia organom administracji wojskowej i dowódcom jednostek wojskowych w realizacji przedsięwzięć związanych z powoływaniem żołnierzy rezerwy do służby wojskowej.

### **Zadania operacyjne kierowników jednostek organizacyjnych Policji**

Przewidzianych do militaryzacji określają akty wewnętrznego kierowania i nadzoru komendanta głównego Policji. Opracowano na ich podstawie dokumenty wykonawcze, w których są zadania związane z powoływaniem do czynnej służby wojskowej oraz mobilizacyjnym rozwinięciem sił zbrojnych, przegrupowaniem wojsk własnych oraz pobylem i przemieszczaniem wojsk sojusznicych, realizowane w ramach wsparcia państwa gospodarza (HNS), wspieraniem Sił Zbrojnych RP w działaniach przeciwdywersyjnych [11], działaniami obrony cywilnej, zapewnieniem obiegu poczty specjalnej w systemie kierowania państwem poprzez dostarczanie dokumentów właściwym organom funkcjonującym na stanowiskach.

### **Plan podziału zadań HNS w Policji**

Przygotowania obronne w Policji. Podstawowa wiedza i dobre praktyki kierowania, udziału w zapewnieniu łączności w systemie kierowania resortem spraw wewnętrznych poprzez utrzymanie sprawności działania posiadanych systemów i środków łączności eksploatowanych na stanowiskach kierowania ministra właściwego do spraw wewnętrznych oraz terenowych organów administracji rządowej, zapewnienia funkcjonowania systemu kierowania Policją uwzględniającego wykorzystanie stanowisk kierowania w dotychczasowych i zapasowych miejscach pracy, zapewnieniem porządku publicznego w rejonach głównych stanowisk kierowania naczelnych organów władzy i wskazanych centralnych organów administracji rządowej, ochroną stanowisk kierowania wojewodów, rozwinięciem i prowadzeniem szczególnej ochrony oraz ochroną obiektów policyjnych, udzielaniem doraźnej pomocy innym organom i formacjom ochronnym w prowadzeniu szczególnej ochrony obiektów ważnych dla bezpieczeństwa i obronności państwa oraz

zapewnieniem ochrony osobistej wojewodom i komendantom wojewódzkim (stołecznemu) Policji.

### **Zadania operacyjne Policji**

Zadania operacyjne Policji związane z powoływaniem do czynnej służby wojskowej oraz mobilizacyjnym rozwinięciem wojsk polegają na patrolowaniu tras akcji kurierskich, udzielaniu pomocy organom administracji cywilnej i wojskowej w przekazywaniu sygnałów zapoczątkowujących mobilizację, doręczaniu kart powołania oraz prowadzeniu kwalifikacji wojskowej do jednostek wojskowych osób uchylających się od służby wojskowej, podejmowaniu działań na rzecz utrzymania bezpieczeństwa i porządku publicznego w rejonach zbiorów żołnierzy rezerwy, współdziałaniu z wojskowymi organami porządkowymi w zakresie zapobiegania naruszeniom bezpieczeństwa i porządku publicznego w rejonach przyległych do jednostek i terenów wojskowych oraz udziale w ochronie przeciwdywersyjnej rejonów mobilizacji Sił Zbrojnych RP.

Zadania operacyjne związane z przegrupowaniem wojsk własnych oraz pobytem i przemieszczaniem wojsk sojusznicznych, realizowane w ramach wsparcia państwa gospodarza (HNS), polegają na kierowaniu ruchem pojazdów cywilnych w celu zapewnienia bezkolizyjnego przemieszczania wojsk, udzielaniu pomocy wojskowym organom kierowania ruchem [12]. Zadania obronne Policji przemieszczania się kolumn wojskowych oraz udziale w zapewnieniu warunków sprawnego przejazdu transportów wojskowych przez miasta i węzły komunikacyjne, udzielaniu pomocy w zamknięciu dróg dojazdu do rejonów przepraw i załadunku (rozładunku) wojsk, wykonywaniu czynności związanych z zabezpieczeniem miejsc wypadków lub katastrof, udziale w prewencyjnym zabezpieczeniu miejsc pobytu żołnierzy poza terenami wojskowymi, udziale w przeciwdywersyjnej ochronie tras przegrupowania wojsk.

Zadania operacyjne wspierania Sił Zbrojnych RP w działaniach przeciwdywersyjnych polegają na pozyskiwaniu informacji o zagrożeniu dywersją, w tym prowadzeniu rozpoznania w miejscach i na terenach uznanych za szczególnie zagrożone, weryfikacji i przetwarzaniu pozyskanych informacji oraz ich wymianie z innymi podmiotami zaangażowanymi w działania przeciwdywersyjne, podejmowaniu działań prewencyjnych w stosunku do osób podejrzanych, izolacji terenu przed ludnością cywilną przy likwidacji grup dywersyjnych przez oddziały wojskowe oraz dokonywaniu sprawdzeń pirotechnicznych miejsc i obiektów.

Zadania operacyjne związane z działaniami obrony cywilnej dotyczą zapewniania bezpieczeństwa i porządku publicznego podczas ewakuacji ludności, środków majątku narodowego i dóbr kultury, przekazywania komunikatów terenowych organów obrony cywilnej, przetwarzania i przekazywania informacji oraz udostępniania systemów i środków łączności na potrzeby kierowania działaniami ratowniczymi, wykonywania czynności przewidzianych do realizacji w warunkach katastrof naturalnych i awarii technicznych, ochrony stanów osobowych jednostek organizacyjnych Policji przewidzianych do militaryzacji przed oddziaływaniem bojowych środków masowego rażenia. Do zadań operacyjnych należą także przedsięwzięcia związane z zabezpieczeniem i ewakuacją dokumentów niejawnych, archiwów i cennej aparatury technicznej oraz logistycznym zabezpieczeniem jednostek organizacyjnych Policji przewidzianych do militaryzacji.

Zadania realizowane przez Policję w każdym stanie zagrożenia będą mieć znaczący wpływ na sytuację w kraju, w tym na gotowość obronną państwa. Wiele z tych zadań jest określonych w sposób jawny w przepisach prawnych, większość z nich wynika z potrzeby zapewnienia skutecznego działania Policji w sytuacji zagrożenia bezpieczeństwa i w czasie wojny.

Bezpieczeństwo Polski cechuje się niezmiennością celów i zasad w zapewnieniu bezpieczeństwa państwa, jego obywateli i podstawowych Przygotowania obronne w Policji. Podstawowa wiedza i dobre praktyki wolności oraz demokratycznego porządku w kraju. Zmiany, jakie wynikają ze współczesnych zagrożeń, powodują, że w kreowaniu stanu bezpieczeństwa państwa bierze udział wiele podmiotów decyzyjnych i wykonawczych. Ze względu na szczególny charakter i złożoność organizacji powołanych do obrony i ochrony państwa ich współpraca wymaga wielu przedsięwzięć zapewniających sprawność działania i skuteczne dysponowanie środkami, a także wysokich kwalifikacji personelu oraz kompetencji i odpowiedzialności kadry kierowniczej.

Przeciwstawienie się zagrożeniom bezpieczeństwa wymaga zespolenia, działania wszystkich komponentów realizujących zadania w dziedzinie bezpieczeństwa narodowego. Wysiłki w tym zakresie powinny być zawsze podejmowane wspólnie; dobra organizacja może zaś być szansą skutecznego przeciwstawienia się zagrożeniom bezpieczeństwa państwa. Współdziałanie wszystkich elementów systemu bezpieczeństwa jest niezbędnym warunkiem realizacji różnorodnych zadań. Jest to trudne i złożone przedsięwzięcie, jednak konieczne, ponieważ żaden z uczestników systemu nie jest zdolny do samodzielnego wykonania zadań związanych z bezpieczeństwem narodowym.

### **Plan działania**

Plan działania kierownika jednostki organizacyjnej Policji przewidzianej do militaryzacji szczebla wojewódzkiego oraz powiatowego w warunkach zagrożenia bezpieczeństwa państwa i w czasie wojny ma na celu zapewnienie systemowej, skoordynowanej i efektywnej realizacji przedsięwzięć właściwych dla okresu podwyższania gotowości obronnej państwa oraz funkcjonowania jednostki organizacyjnej Policji w związku z zagrożeniem [9].

Plan działania zakłada, że w warunkach zagrożenia bezpieczeństwa państwa i w czasie wojny jednostka organizacyjna Policji przewidziana do militaryzacji będzie działać jako jeden z podmiotów funkcjonujących w ramach systemu obronnego państwa. Zakres i formy funkcjonowania jednostki organizacyjnej Policji przewidzianej do militaryzacji wynikają bezpośrednio z ustawy o Policji, ustawy o powszechnym obowiązku obrony Rzeczypospolitej Polskiej, decyzji i zarządzeń komendanta głównego Policji oraz planu operacyjnego funkcjonowania. Zgodnie z tak przyjętym założeniem, kierownik jednostki organizacyjnej Policji przewidzianej do militaryzacji odpowiedzialny jest za utrzymanie stanu porządku i bezpieczeństwa publicznego w warunkach zagrożenia bezpieczeństwa państwa i w czasie wojny na terenie swojego działania.

Plan działania stanowi zbiór dokumentów określających zasady:

- realizacji przedsięwzięć właściwych dla okresu podwyższania gotowości obronnej państwa;
- współdziałania jednostki organizacyjnej Policji przewidzianej do militaryzacji z Siłami Zbrojnymi RP i innymi podmiotami systemu obronnego państwa;
- funkcjonowania jednostki organizacyjnej Policji przewidzianej do militaryzacji w warunkach zagrożenia bezpieczeństwa państwa i w czasie wojny;
- zabezpieczenia logistycznego oraz ochrony własnych zasobów osobowych jednostki organizacyjnej Policji przewidzianej do militaryzacji przed skutkami działań w warunkach kryzysu i w czasie wojny.

Plan działania zakłada wystąpienie pełnego spektrum zagrożeń o zróżnicowanym ich stopniu, czasie, miejscu, formach i skutkach. Przyjęte rozwiązania organizacyjne mają w stopniu maksymalnym ograniczyć skalę skutków zagrożeń, zoptymalizować warunki funkcjonowania terenie obszaru odpowiedzialności usytuowane są obiekty ważne dla bezpieczeństwa i obronności państwa podlegające szczególnej ochronie. W przypadku



zagrożeń w krajach sąsiednich przewiduje się możliwość wystąpienia na terenie kraju niżej wymienionych niekorzystnych zjawisk:

- wzrost nastrojów niepokoju społecznego, efektem czego może być rosnąca liczba zachowań niezgodnych z przepisami administracyjnymi i karnymi;
- ruchy migracyjne ludności, co skutkować może pogorszeniem się bezpieczeństwa na drogach, dalszym wzrostem niepokojów społecznych, wzrostem przestępczości kryminalnej skierowanej na środki komunikacji i przewożone mienie, spadkiem wykrywalności przestępstw związanym z malejącym rozpoznaniem operacyjnym;
- niepokoje w ośrodkach odosobnienia; przewidywane są bunty, ucieczki
- więźniów, niepowroty, napady na strażników więziennych;
- wzrost liczby posiadanej nielegalnie broni, w związku z czym można przypuszczać, że wzrośnie liczba przestępstw popełnianych przy użyciu broni;
- wzrost liczby przestępstw gospodarczych i kryminalnych, wzrost liczby przypadków różnych form zaboru mienia, fałszerstw, korupcji itp.;
- pojawienie się działań o charakterze terrorystycznym, w tym niepotwierdzonych zgłoszeń o podłożeniu materiałów wybuchowych, prób wymuszeń, porwań dla okupu, agresywnych zachowań w stosunku do przedstawicieli administracji państwowej i samorządowej;
- wzrost liczby przestępstw kryminalnych w kategoriach przestępstw najcięższych: zabójstwa, rozboje, gwałty, przestępstwa skierowane przeciwko funkcjonariuszom państwowym (próby zaboru broni, wyposażenia służbowego);
- wzrost liczby zjawisk patologicznych zarówno w odniesieniu do nieletnich,
- jak i osób dorosłych (wzrost spożycia alkoholu, rosnąca narkomania);
- spadek skuteczności organów ścigania i administracji spowodowany zarówno malejącą wykrywalnością, jak i obciążeniem innymi zadaniami;
- wzrost liczby przestępstw gospodarczych i kryminalnych, zwiększenie
- liczby różnych form zaboru mienia, fałszerstw, korupcji itp.;
- pojawienie się działań o charakterze terrorystycznym, w tym niepotwierdzonych zgłoszeń o podłożeniu materiałów wybuchowych, prób wymuszeń, porwań dla okupu, agresywnych zachowań w stosunku do przedstawicieli administracji państwowej i samorządowej;

- nasilenie przestępczości kryminalnej w kategoriach przestępstw najcięższych: zabójstwa, rozboje, gwałty, przestępstwa skierowane przeciwko funkcjonariuszom państwowym (próby zaboru broni, wyposażenia służbowego).

W przypadku zaistnienia lokalnego konfliktu z udziałem Polski przewiduje się możliwość:

- niepokojów społecznych w związku z rosnącymi trudnościami ekonomicznymi, ograniczeniem praw obywatelskich, świadczeniami na rzecz obrony;
- Przygotowania obronne w Policji. Podstawowa wiedza i dobre praktyki strat osobowych powstałych w wyniku prowadzonych walk;
- wystąpienia przeciwko organom państwowym;
- łamania przepisów i niestosowania się do zaleceń władz;
- uaktywniania się grup o radykalnych poglądach wymierzonych w politykę państwa (negowanie służby wojskowej, sojuszy polityczno-wojskowych, priorytetów politycznych i gospodarczych);
- nasilenie i brutalizacja przestępczości kryminalnej;
- wykorzystywanie zaistniałej sytuacji do realizowania własnych celów, takich jak zemsta, zagarnięcie mienia, usunięcie niewygodnych osób;
- masowe kradzieże i włamania do obiektów, w których są przechowywane artykuły spożywcze;
- tworzenie się organizacji przestępczych złożonych z uciekinierów z zakładów karnych, dezertersów z wojska, policji i innych formacji, w wyposażeniu których znajduje się broń, żołnierzy z rozbitych jednostek wojsk własnych i obcych.

W przypadku rozszerzonego konfliktu zbrojnego (wojny) przewiduje się możliwość wystąpienia wszystkich wyżej wymienionych negatywnych zjawisk, lecz w większej skali i o większym nasileniu.

### **Zadania w zakresie osłony prewencyjnej sieci drogowej**

Dla sprawnego przegrupowania wojsk własnych i sojuszniczych na obszarze Rzeczypospolitej Polskiej wyznaczono linie komunikacyjne (samochodowe, kolejowe i lotnicze) mające znaczenie obronne. Za organizację przegrupowania wojsk własnych i sojuszniczych przez obszar województwa odpowiada ich dowódca, który współdziała w zakresie zapewnienia bezpieczeństwa i porządku publicznego z komendantem Żandarmerii Wojskowej i kierownikiem jednostki organizacyjnej Policji przewidzianej do militaryzacji.

Koordinację działań policyjnych realizuje kierownik jednostki organizacyjnej Policji przewidzianej do militaryzacji [13].

W celu sprawnego przegrupowania wojsk przez obszar województwa na potrzeby Sił Zbrojnych RP wydzielono trasy komunikacyjne. W czasie przemieszczania wojsk Policja realizuje następujące zadania:

### **Zasady, organizacja i udział Policji w działaniach przeciwdywersyjnych**

Podejmowanie przez policję ukierunkowanych działań wymaga znajomości podstawowych pojęć dotyczących omawianej problematyki, takich jak: działania dywersyjne, działania przeciwdywersyjne, sabotaż czy terroryzm.

**Działania dywersyjne** - akcje specjalne na tyłach lub zapleczu wojsk nieprzyjaciela prowadzone przez odpowiednio zorganizowanej przygotowane zespoły ludzi lub pododdziały wojsk głównie w celu zdeorganizowania życia politycznego i administracyjno-gospodarczego w kraju nieprzyjaciela i osłabienia jego potencjału militarnego, a także utrudnienia mu działań na froncie i obniżenia wartości moralnej i bojowej jego wojsk.

**Działania przeciwdywersyjne** - część składowa obrony przeciwdywersyjnej polegająca na przeciwdziałaniu grupom dywersyjnym, sabotażowym i terrorystycznym, które przeniknęły na obszar kraju lub przedostały się do strefy tyłowej wojsk.

**Sabotaż** - umyślne zakłócanie życia gospodarczego lub politycznego, przeszkadzanie, zakłócanie produkcji lub innej działalności gospodarczej poprzez świadomą niedbałą pracę, celowe niszczenie lub uszkodzanie narzędzi produkcji.

**Terroryzm** - działanie grup społecznych w formie wymuszeń, zabójstw, porwań osób, uprowadzeń, dokonywania zamachów bombowych na skupiska ludności i ważne obiekty, ukierunkowane na spowodowanie możliwie dużej liczby ofiar celem wymuszenia pożądaných decyzji politycznych, ekonomicznych i innych. Potencjalna różnorodność form, rodzajów i sposobów działań dywersyjnych wskazuje, że podstawą skuteczności przeciwdziałania dywersji jest prowadzenie wnikliwego i stałego rozpoznawania tego typu zagrożeń. Udział policji w działaniach przeciwdywersyjnych będzie polegał głównie na:

- pozyskiwaniu informacji o zagrożeniu dywersją — od ludności w trakcie
- wywiadów środowiskowych, od osobowych źródeł informacji, w działaniach operacyjnych, podczas działań prewencyjnych;
- prowadzeniu rozpoznania w miejscach i na terenach zagrożonych;

- analizowaniu pozyskanych informacji, ich weryfikacji i wymianie z innymi podmiotami zaangażowanymi w działania przeciwdywersyjne;
- podejmowaniu działań prewencyjnych w stosunku do osób podejrzewanych o działalność dywersyjną;
- izolacji terenu przed ludnością cywilną przy likwidacji grup dywersyjnych przez oddziały wojskowe;
- sprawdzeniu pirotechnicznemu miejsc i obiektów.

Istotnym aspektem udziału Policji w działaniach przeciwdywersyjnych jest to, że stosowanie przez dywersantów właściwych im środków i metod działania, zazwyczaj już w fazie przygotowań do wykonania aktów dywersji, wyczerpuje znamiona przestępstw kryminalnych, np.: nielegalne posiadanie broni, materiałów wybuchowych, substancji chorobotwórczych lub toksycznych, posługiwanie się fałszywymi dokumentami itp., co daje podstawę do interwencji policyjnej. Reagowanie w stosunku do tych osób (oraz sprawców czynów już popełnionych) polega na podejmowaniu wszelkich działań zgodnych z prawem. Nie jest to równoznaczne z podejmowaniem walki zbrojnej i nie może być z nią utożsamiane. Zadania w zakresie działań przeciwdywersyjnych o charakterze ochronno-obronnym wykonywane przez policję oraz inne podmioty współdziałające Przygotowania obronne w Policji. Podstawowa wiedza i dobre praktyki z Policją realizować będą wydzielone siły i środki. Będą to działania przeciwdywersyjne mieszczące się w zadaniach związanych z:

- ochroną i obroną obiektów własnych;
- udzielaniem pomocy pododdziałom ochronnym realizującym zadania ochrony i obrony określonych obiektów (podlegających szczególnej i obowiązkowej ochronie);
- zabezpieczeniem procesu mobilizacji Sił Zbrojnych RP;
- udziałem w zapewnieniu bezpieczeństwa i porządku publicznego na trasach przegrupowania wojsk własnych i sojusznicznych.

Centrum informujące o zagrożeniach dywersyjnych i innych dla funkcjonowania systemu obronnego państwa będzie znajdowało się na stanowisku kierowania komendanta wojewódzkiego (stołecznego) Policji. Komendant wojewódzki (stołeczny) Policji w zakresie działań przeciwdywersyjnych będzie ściśle współpracował z wojewódzkim sztabem wojskowym, w szczególności w zakresie planowania działań przeciwdywersyjnych i udziału w tym przedsięwzięciu policji w rejonie odpowiedzialności.

Reasumując, warto zaakcentować, że przygotowania obronne mają zapewnić państwu funkcjonowanie, a nawet przetrwanie w sytuacji zagrożenia lub agresji z zewnątrz. W związku z tym ważna jest już sama świadomość nie tylko organów administracji publicznej, lecz także

społeczeństwa, w jakim celu podejmowane są określone działania planistyczne, organizacyjne czy też finansowo-rzeczowe. Wymagają one rzetelności i determinacji od podmiotów zaangażowanych w przygotowania obronne w państwie, ponieważ „zacząć troszczyć się o bezpieczeństwo trzeba zawsze, we własnym sercu i umyśle (...)” [13].

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## **Regulamin nadsyłania i publikowania prac w Zeszytach Naukowych WSA**

1. Zeszyty Naukowe Wyższej Szkoły Agrobiznesu, zwane dalej Zeszytami, są periodykiem naukowym wydawanym w nieregularnym cyklu wydawniczym.
2. Treść każdego Zeszytu odpowiada zakresowi tematycznemu jednego z odpowiednich wydziałów w Wyższej Szkole Agrobiznesu t. Wydziałowi Rolniczo-Ekonomicznemu, Wydziałowi Technicznemu, bądź Wydziałowi Medycznemu.
3. Redakcja Zeszytów mieści się w sekretariacie Wydawnictwa Wyższej Szkoły Agrobiznesu. Pracą redakcji kieruje redaktor naczelny.
4. W celu zapewnienia poziomu naukowego Zeszytów oraz zachowania właściwego cyklu wydawniczego redakcja współpracuje z krajowymi i zagranicznymi jednostkami naukowymi, stowarzyszeniami oraz innymi instytucjami.
5. Do oceny przyjmowane są dotychczas niepublikowane oryginalne prace redakcyjne, monograficzne, pogładowe, historyczne, teksty źródłowe, sprawozdania z posiedzeń naukowych, oceny książek, komunikaty naukowe, wspomnienia oraz wiadomości jubileuszowe. Opracowania przyjmowane są przez redakcję do końca czerwca każdego roku. Redakcja nie zwraca Autorom nadesłanych materiałów.
6. Do publikacji należy dołączyć oświadczenie o oryginalności pracy oraz o tym, że nie została zgłoszona do innej redakcji (wzór oświadczenia jest możliwy do pobrania na stronie internetowej WSA – załącznik nr 1 do Regulaminu). Oświadczenie powinno zawierać adres pierwszego autora pracy, numer telefonu oraz e-mail. W oświadczeniu powinna być zawarta zgoda (podpis) wszystkich współautorów pracy.
7. Prace są publikowane w języku polskim lub angielskim z uwzględnieniem opinii redaktora językowego.
8. W oświadczeniu dołączonym do tekstu należy opisać wkład poszczególnych autorów w powstanie pracy oraz podać źródło finansowania publikacji. „*Ghostwriting*” oraz „*guest authorship*” są przejawem nierzetelności naukowej, a wszelkie wykryte przypadki będą demaskowane i dokumentowane, włącznie z powiadomieniem odpowiednich podmiotów (instytucje zatrudniające autorów, towarzystwa naukowe, stowarzyszenia edytorów naukowych itp.).
9. Przekazane do redakcji opracowania są wstępnie oceniane i kwalifikowane do druku przez Naukową Radę Redakcyjną, zwaną dalej Radą. Skład Rady określany jest przez Senat WSA.

10. Publikacje wstępnie zakwalifikowane przez Radę są oceniane przez recenzentów, zgodnie z procedurą recenzowania opublikowaną na stronie internetowej WSA w zakładce Zeszyty naukowe WSA. Łącznie z opinią recenzent wypełnia deklarację konfliktu interesów, stanowiącą załącznik nr 2 do regulaminu. Redakcja powiadamia Autorów o wyniku oceny, zastrzegając sobie prawo do zachowania poufności recenzji.
11. Za proces wydawniczy Zeszytów jest odpowiedzialny sekretarz naukowy redakcji, który zatwierdza układ treści Zeszytów, określa wymagania wydawnicze dla publikowanych materiałów, współpracuje z recenzentami, przedstawia do zatwierdzenia całość materiałów przed drukiem Naukowej Radzie Redakcyjnej, współpracuje z Radą i innymi instytucjami w zakresie niezbędnym do zapewnienia poziomu naukowego Zeszytów oraz zachowania cyklu wydawniczego.
12. Redakcja zastrzega sobie możliwość odmowy przyjęcia artykułu bez podania przyczyn.
13. Nadesłane materiały, niespełniające wymagań wydawniczych określonych przez redakcję, są zwracane Autorowi/Autorom.
14. Wydawnictwo Wyższej Szkoły Agrobiznesu nie wypłaca wynagrodzenia za nadesłane publikacje zakwalifikowane do druku w Zeszytach.
15. Wersją pierwotną (referencyjną) czasopisma jest wydanie papierowe. „Zeszyty Naukowe WSA” są dostępne także na stronie internetowej Wyższej Szkoły Agrobiznesu – [www.wsa.edu.pl](http://www.wsa.edu.pl), w zakładce Wydawnictwa.

## Wymagania wydawnicze - Zeszyty Naukowe WSA

1. Artykuły powinny być przygotowane w formie wydruku komputerowego oraz w wersji elektronicznej, w języku polskim lub angielskim. W celu usprawnienia procesu wydawniczego prosimy o rygorystyczne przestrzeganie poniższych zasad:

- przesłany artykuł powinien być opatrzony dokładną afiliacją Autora/Autorów,
- objętość artykułu nie może przekraczać 15 stron formatu A4,
- imię i nazwisko Autora/ów – czcionka 12 pkt,
- nazwa instytucji/jednostki naukowej – czcionka 12 pkt,
- tytuł artykułu w języku polskim i angielskim – czcionka 14 pkt (bold); podtytuły – czcionka 12 pkt (bold),
- do publikacji należy dołączyć słowa kluczowe (3–5) oraz streszczenie nieprzekraczające 15 wierszy napisane w językach polskim i angielskim – czcionka 11 pkt,
- tekst zasadniczy referatu pisany czcionką Times New Roman CE – 12 pkt,
- odstęp między wierszami – 1,5,
- jeżeli referat zawiera tabele (najlepiej wykonane w edytorze Word albo Excel) lub rysunki (preferowany format CorelDraw, Excel, Word), należy dołączyć pliki źródłowe,
- tabele i rysunki powinny być zaopatrzone w kolejne numery, tytuły i źródło,
- przy pisaniu wzorów należy korzystać wyłącznie z edytora równań dla MS WORD,
- preferowane formaty zdjęć: TIFF, JPG (o rozdzielczości minimum 300 dpi),
- w przypadku publikowania prac badawczych układ treści artykułu powinien odpowiadać schematowi: wprowadzenie (ewentualnie cel opracowania), opis wykorzystanych materiałów czy metod, opis badań własnych (omówienie wyników badań), wnioski (podsumowanie), wykaz piśmiennictwa.

2. Odsyłaczami do literatury zamieszczonymi w tekście publikacji są przypisy dolne, które muszą mieć numerację ciągłą w obrębie całego artykułu. Odsyłaczami przypisów dolnych są cyfry arabskie złożone w indeksie górnym, np. (2).

3. Zapis cytowanej pozycji bibliograficznej powinien zawierać: inicjał imienia i nazwisko autora, tytuł dzieła, miejsce i rok wydania, numer strony, której dotyczy przypis; w przypadku pracy zbiorowej: tytuł dzieła, inicjał imienia i nazwisko redaktora, miejsce i rok wydania; w przypadku pracy będącej częścią większej całości – także jej tytuł, inicjał imienia



i nazwisko redaktora. Źródła internetowe oraz akty prawne należy podawać także jako przypis dolny.

4. W wykazie piśmiennictwa zamieszczonym w kolejności alfabetycznej na końcu publikacji należy podać kolejno: nazwisko autora/ów i pierwszą literę imienia, rok wydania, tytuł pracy (czcionka italic), wydawnictwo oraz miejsce wydania. Przykłady:

- **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.

- **czasopisma:** Staszewski M., Getek I. *Specyfika żywienia krów o wysokiej wydajności.*, Zeszyty Naukowe WSA, Wydawnictwo WSA nr 37, Łomża 2007.

- **strony internetowe:** [www.4lomza.pl](http://www.4lomza.pl). 1.12.2009 r.

- **akty prawne:** Ustawa z dnia 27 lipca 2002 r. o zmianie ustawy o szkolnictwie wyższym oraz ustawy o wyższych szkołach zawodowych. Dz.U. z 2002 r. Nr 150, poz. 1239.

**UWAGA:** teksty niespełniające powyższych wymagań zostaną zwrócone Autorowi

## **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 kategorią 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.

.....  
.....

autorstwa:

.....  
.....

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
1.....	.....	.....
2.....	.....	.....
3.....	.....	.....
4.....	.....	.....

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:

.....

Podpis recenzenta

**\* Recenzent oświadcza, że występuje następujący konflikt interesów**

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Podpis recenzenta:

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