

## ABSTRACTS

*Nadya ASHITOK*

### ***PROBLEMS OF INCLUSIVE EDUCATION IN UKRAINE***

The article presents the problems connected with the process of upgrading the inclusive education in terms of globalization. It deals with the concept of inclusive education from the viewpoint of its current importance and demand in modern society. The article examines the problems and the tendencies of inclusive education development, its theoretical and practical aspects.

The fundamental conceptual position, which is the basis of inclusive education and training, identifies the main approaches to educating children with special needs is highlighted. The article defines inclusive education, is a brief over view of the study of the theory of inclusive education and how to implement the idea of coeducation of children with different educational needs in Europe and Ukraine. Also the author presents an analysis of important tasks required for bringing to life the theoretical models of inclusive education of people with special educational needs in Ukraine.

The implementation of integrated (inclusive) approach serves as a humanistic alternative to special education. Inclusive Education uses a flexible approach to teaching to meet the different learning needs. As Ukrainian and international practice, the training becomes more efficient and benefit from all of the children.

Development strategy of the national educational system should be formed adequately modern integration and globalization processes, the requirements of transition to a postindustrial civilization that will provide stable movement and development of Ukraine of the XXI century, the integration of the national education system in the European and world educational space. To facilitate the implementation of this strategy should be properly organized and implemented the inclusive education, which Ukraine should coexist with general and special.

**Keywords:** students with special educational needs, inclusive education, the development strategy of the national educational system.

*Mykhailo CHAIKOVSKYI*

***NATIVE EXPERIENCE OF INTEGRATED AND INCLUSIVE  
EDUCATION IN THE SYSTEM OF HIGHER EDUCATION***

In spite of certain achievements in national legislation connected with the providing by education people special needs, mechanisms of realization of rights of these people are absent in Ukraine, that's why only a small amount of higher educational institutions gives educational services to the category of population mentioned above. Initiatives of these institutions and legislative preferences for invalids promoted gradual increasing of general number of students with special needs in higher educational institutions. According to the data of Ministry of Science and Education of Ukraine, published in the last report «About the state of invalids in Ukraine», the number of students studying in higher educational institutions of I – II levels of accreditation decreases, and the number of those, who study in educational institutions of III – IV levels of accreditation, increases from year to year. So, if in 1994 – 1995 e.y. only 945 students studied in higher educational institutions of Ukraine, in 2004 – 2005 e.y. there were almost 3 000 of them, and in 2006 – 2007 e.y. their number increased to 7 000. But it was less than 0,5 % from general number of invalids aged to 40. At the beginning of 2008 e.y. the general number of students with special needs in higher educational institutions of Ukraine increased to 13 453 people. The biggest part of them in general number of students by the state on 2007/08 e.y. in Kharkiv region was 14,6 %, in Donetsk region it was 9,8 %, in Khmelnytskyi region – 8,9 % and in Kyiv – 6,0 %. The general number of invalids in state educational institutions is 55,2 %, and in private ones – 25,7 %.

Inclusive higher education in Ukraine is considered as the system of educational services with combination of elements of special and inclusive education. In spite of the existence of necessary normative and legislative base for the implementation of inclusive education, it is still in primary stage of development in Ukraine. The researches which were hold are directed in general on the studying of theoretical aspects of inclusion in the system of higher education and only in some scientific works the aspects of practical implementation of inclusive tendencies in practice of socio-pedagogic work of higher educational institution are highlighted.

**Keywords:** invalidity, inclusive education, integrated education, youth with special needs.

***DIDACTIC PRINCIPLES OF ECOLOGICAL COMPETENCIES  
FORMATION IN GRADUATES OF MARINE PROFILE***

One of the actual today problems is to approach of fundamental changes in the human's attitude to the nature, ecological awareness foundation, ecological thinking, and natural environmental surroundings preservation to reach the interaction of the personality with the nature on the definite ecological knowledge basis. Such knowledge is the requirement for the future specialists of the marine sphere during their study in the high educational establishment and they must obtain the necessary ecological competence except exactly professional competence.

The problem of ecological culture formation is the subject of many research works. However, the question of marine specialists' ecological competence formation in the educational establishment during the training remains open – ended and insufficiently researched

Therefore, the important role devotes to the problem of providing new quality environmental education to evaluate the real consequences of their professional activities and opportunities for environmental protection and was able to competently solve environmental problems. In this regard, the purpose of the article is to reveal the didactic principles and approaches to the formation of ecological competence of seafarers. Didactic methods and approaches used in the ecological content teaching are reviewed in the article.

So ecological competence formation mechanism is rather complicated and lengthy process requiring the increased attention to the search of the most effective forms, methods, teaching principles, approaches and methods in environmental education specialists in marine industry.

It is a search for new real changes in the content and methodology of the educational process, the use of different didactic principles and approaches to learning enables the process of receiving competitive professionals.

**Keywords:** didactic principles, didactic approaches, environmental competence.

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*Olexandra FEDOROVA*

***DEVELOPING OF LISTENING SKILLS IN UKRAINIAN  
LANGUAGE STUDIES IN THE PREPARATORY DEPARTMENT  
FOR FOREIGN CITIZENS***

No one can deny the importance of listening skills in foreign language learning because the key to acquire a language is to receive language input. Without understanding verbal information at the right level, any kind of learning simply cannot occur. That is why listening is a fundamental language skill, and as such it merits a critical priority among the four skill areas for language students.

The aim of the article is to consider and analyze different classifications and types of exercises for the development of auditory skills and implement them in the process of teaching Ukrainian at the preparatory department for foreign citizens. The article considers the main types of exercises for developing listening skills in language studies and allocates the ones that are expedient to be used in Ukrainian language studies for foreign students.

Exercises for the formation of listening skills provide interoperability with other kinds of verbal activity, primarily with speaking. Text messages that are perceived by the ear should be up to the complexity of psychological and language training for foreign students. Listening by foreign language speakers flow Ukrainian broadcasting belongs to the skills that are impossible to create once and for all and in need of constant practice, strict management and control over the process of formation with the teacher.

Prospects for further research in this direction can be seen in creating of training system for the development of listening skills according to the ethnic content of the group with the peculiarities of phonemic reception. Our experience may be useful for teachers of Ukrainian as a foreign language.

**Keywords:** listening skills, communicative exercises, preparing exercises, phonemic hearing, intonation hearing.

*Liudmyla IVANENKO*

***METHODS OF SOLVING OF IMPORTANT CONTEMPORARY  
PROBLEMS OF SCHOOLCHILDREN COMPASSION EDUCATION***

The theme significance is reasoned by searching for effective methods of breeding compassion for school-age children. The objectives of the article are formulating the most important problems of upbringing of compassion, and analysis of the main methods of their overcoming.

Reformation of the educational sector in Ukraine needs to improve and update methods of education for compassion. In special regional research studies on compassion there is an obvious binding to a specific age group or specific conditions of education. In our opinion, it is necessary to shift the emphasis from age-appropriate category to general characteristics of the modern student archetype, and consider compassion as its conceptual component. It allows to optimize problem-solving of education for compassion under the social challenges of our country. We have proposed the concept of «modern pupil archetype», which allows to distinguish the following key features of a modern school-age child personality: cosmopolitanism, deep integration into the global information space, the priority of material values to spiritual, levelling the educational ideal, conflict.

The analyses of works of regional and foreign specialists on education for compassion give reason state that in the current Ukrainian pedagogical practice demonstrates significant discoordination between social demand for education for compassion, on the one hand, and imperfect law base and the predominance of traditional mostly oral methods of education on the other. Therefore, further researches should be aimed at the study and implementation of the world leading methods, which usage in modern domestic conditions will allow the effective solving of important problems in school education.

**Keywords:** compassion, methods of breeding of compassion, the concept of compassion, the archetype of a schoolchild.

*Olga IVANOVA*

***FACTORS OF UNIVERSITY INTEGRATION OF BELARUS  
IN THE EUROPEAN EDUCATIONAL SPACE: THEORY  
AND EXPERIENCE***

International cooperation becomes for Belarusian universities one of the ways of acquisition of a new European identity. Based on this, you need adequate search strategies of educational process upgrade and improvement of the quality of higher education in the context of globalization, internationalization and the dialogue of cultures.

This article contains an introduction, main part and conclusion. In the introduction, the author proves the necessity of the integration processes of universities of Belarus into the European educational space due to the growing contingent of foreign students at universities of Belarus. The bulk of the article is devoted to the integration of the three interrelated factors: globalization, internationalization and the dialogue of cultures.

Describing the process of internationalization, the author relies extensively on the theoretical propositions about the nature, components, cultural, scientific, moral and ethical aspects of the problem, about the connection of the internationalization with education export in various ways; personality traits, actively involved in internationalization are described. The report includes figures on the academic mobility of Belarusian students, at the universities of the CIS countries and Europe.

In the context of discussions about the problems of globalization and internationalization, the author pays great attention to social and cultural issues in higher education. «Meetings and contacts» of three cultural and educational traditions – European, Asian and Belarus – are the natural processes that take place daily at almost every Belarusian university. This experience as the experience of BrSU named after A.S. Pushkin shows, will contribute to an elaborate system of work with foreign students, the organization of a dialogue in the educational process, bilingual education, etc.

In conclusion, the author describes the specific results of the educational system of the Republic, emphasizes the importance of integration processes.

**Keywords:** integration, education, universities, European space, Belarus.

*Olena KOKHANOVSKA*

***NATURAL AND MATHEMATICAL EDUCATION:  
THE NATURE AND CONTENTS ASPECTS***

The article is examined the essence and the content aspects of natural and mathematical education. Under «natural and mathematical» it is determined purposeful pedagogical process, the result of which is mastering by a man the sum of knowledge in the field of naturel and mathematical sciences, forming of proper skills and habits. The aim of such kind of education is mastering by individuals of teaching process knowledge of subjects that are proper for given direction, skills and habits with the aim of their further use in life and professional activity. It is pointed out that nowadays one of the main tasks of natural and mathematical education is forming of integral natural and scientific outlook among young generation.

Scientific and pedagogical search permitted to realize that natural and mathematical training is compulsory component of continuing education and it is proper for all levels of educational system. Natural and mathematical sciences are widely – spread complexes that consist of hundreds of scientific subjects.

Preceded from the aim and the tasks of natural and mathematical education, its content has important meaning. The content of natural and mathematical education is determined by normative, legal, scientific and methodical documents. On the base of analysis of content of natural and mathematical education the article is picketed its three components: natural and mathematical knowledge, natural and mathematical skills and habits, natural and mathematical qualities of individuality.

It is proved that taking into consideration the importance of natural and mathematical education for all-round development of individuality, improvement of its quality is strategical question of State meaning.

It is outlined the main problems and lacks of contemporary natural and mathematical training, among them we have serious decrease of quantity of teaching hours, while having immovable content of teaching material, discrepancy between level of natural, mathematical knowledge of school-leavers and demands of higher educational establishments for university entrants; lowering of quality of natural and mathematical training of university-leavers and its disparity to contemporary labour-market etc.

**Keywords:** natural-mathematical education content, educational components.

*Olena KORZH*

***THEORETICAL BASIS OF THE FORMATION  
OF THE PROFESSIONALLY SIGNIFICANT QUALITIES  
OF FUTURE DOCTORS***

The article is devoted to the problem of formation of the professionally significant qualities of future doctors. The analysis of definition of the term «professionally significant qualities» was made. Theoretical analysis of psychological and pedagogical literature showed the functioning of this definition in the scope of conception «professionally important qualities», «professionally important qualities of individuality», «professionally important personal qualities».

The genesis of the term «professionally significant qualities» was observed taking into account various points of view. In the article psychological characteristics of successful doctors were revealed. Personal properties are considered in interconnection with different forms of activity. Defined personal features are the basis of doctor's career. In medical occupation a doctor performs such relationships as «doctor – patient», «doctor college», «doctor – society», relation to himself as to the subject of the professional activity.

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The structure of the professionally significant qualities was seen through the building of a model of a professional. The author considers that effectiveness of doctor's career depends not only on the level of professional skills and his attitude to occupation, motivated orientation and the character of professional self-determination, but also on the developed professionally significant qualities.

In the article the author gives his definition of observable term. This gives an opportunity to conduct further research in the field of pedagogics basing on the authors interpretation of «professionally significant qualities of future doctors». The level of formation of the professionally significant qualities characterizes the process of person's development as a specialist's development.

**Keywords:** professionally significant qualities, future doctors, formation of the professionally significant qualities.

*Elizabeth KUCHERGAN*

***MODERN PEDAGOGICAL RESEARCH ON THE PRESERVATION  
OF HEALTH: AN ANALYSIS OF THE THESIS TOPIC***

The article deals with the subject of dissertations that were coordinated in the Interagency Council of coordination of scientific research of pedagogical and psychological sciences of NAPS of Ukraine (2004 – 2014 years.) on the problems of valeology, health and health preserving. Relevance of the subject led to a significant increase of the number of appointed theses issues, put the task before scientists to work out the mechanism of scientific evaluation metric of theses. The choice of the thesis is the most important step in the scientific work because the topic of work must be up-to-date, «reflects the basic scientific idea and must be content determined on the subject and object of study» (Letter of the Ministry of Education, Youth and Sports of Ukraine № 1/9-116 from 02.14.2013 g.).

The growing number of dissertations works leads to an information glut and the inability to establish the degree of autonomy and originality of the chosen topic, some consider it's relevant testing theses on key topics (for pedagogy in particular) concepts. The paper presents the results of the study of subjects of theses, through the use of content analysis, that is sample the following parameters: references to the concepts of «health» and «valueology» and derived words in the formulation of the research topic, specialty, for which the theme was coordinated.

The analysis, revealed that the most active issue of health preserving in pedagogy developed within the specialties 13.00.04 «Theory and Methods of



Professional Education» and 13.00.07 «Theory and Methods of Education». Within these themes the main are the promotion of healthy lifestyles, culture, health and the search for effective technologies to health preserving of participants of educational process, while in the topics of other pedagogical specialties (particularly 13.00.01 «General pedagogy and history of pedagogy; 13.00.02 «Theory and methods of teaching ...» etc.), this trend is developed a little, so – perspective for further research. The review of dissertation topic requires further setting of the works, what have been brought to its logical conclusion (are protected) and how the protected work influenced the subsequent development of health preserving, valeological factor in the national teaching science.

**Keywords:** valeology, thesis, health, health preservation, thesis, specialty.

*Ilyiya KUZMENKO*

***TRAINING OF HANDICRAFT SPECIALISTS DURING 1958 – 1968  
AS A SOURCE OF SOVIET UKRAINE'S LABOR RESOURCES***

The article is dedicated to historical and pedagogical problem – research of content of teaching of specialists of labour training on the territory of Ukrainian Soviet Socialist Republic in the period from 1985 to 1991 concerning strengthening of educational component of man's capital. It is marked that in Ukraine according to its later (in comparison with countries of European Community) development of system of education, industrial and labour relations, the ideas of man's capital became actual only starting with the 90-th years of the XX-th century. Before this moment in Soviet Ukraine they developed only in the context of notions «working power», «labour resources», «labour potential», «men's resources». The article is exposed views of Soviet scientists on the essence of labour potential.

It is outlined reforms in political and economical sectors of times of «rebuilding» that caused changes in vectors of educational space of USSR; it is examined normative and legal documents that influenced on changes of vectors in the field of economy and education, it is reflected transformational processes of period of «rebuilding» in the system of education in the context of development of labour potential of a State; it is outlined specificity of professional teaching of pedagogues in the system of people's education.

Special attention is paid to forming of educational component of man's capital of specialists of labour training in the higher educational establishments and in the institutes of post-graduate education of pedagogical personnel. It is determined that beginning with 1985 educational component of specialists of labour training was still changing. Attention was accented on

training of pedagogical personnel with such level of labour potential that could correspond as much as possible to demands of development of science and technics of Soviet society of those times, intensification of industry, inculcation of elements of «capitalist» economy.

New condition demanded changes in teaching plans of professional education of specialists of labour training in the side of professional orientation and deep knowledge of scientific, technical and economical bases of manufacturing, conscious and creative attitude to work, breadth of polytechnical outlook, firmness of outlook position concerning development of socialism and so on.

The article outlined content components of development of educational component of teachers of labour in the system of improvement of qualification and future specialists of labour training in the system of higher educational establishments of Ukraine in 1985 – 1991 years.

**Keywords:** handicraft specialists, educational system, labour resource, humans' capital educational aspect.

*Maria MIKHALCHUK*

### ***THEORETICAL BASES OF REFLECTION AS A MEANS OF PROFESSIONAL DEVELOPMENT OF A TEACHER***

The modern purpose of education is defined as the development of the creative personality, capable for the reflection, and self-realization (E.V. Bondarevskaya, S.V. Kulnevich). The problem of the reflection was the subject of discussion in the ancient philosophy: Socrates and Plato focused on the self-knowledge; Aristotle treated the reflection and thinking as the important parts of the divine intelligence.

In the context of modern researches reflection is examined: as the principle of human thinking, directed on comprehension and realization of the forms and the pre-conditions of the activity; as substantive consideration of the knowledge, critical analysis of its content and methods of cognition; as the activity of self-knowledge, exposing internal structure and peculiarity of a person's inner world, while studying the thought and consciousness of a person.

Pedagogical reflection is a process and result of fixation by the participants of the pedagogical process of their consciousness, behavior, internal psychical acts and states, personal experience, the condition of the development, self-development and the reasons.

Pedagogical reflection is also considered as a complicated psychological phenomenon, which shows the ability of a teacher to be included into an

active research position in relation to the activity and personality as the subject with the purpose of understanding, comprehension and estimation of the efficiency for the development of a student's personality.

Personal, intellectual, cooperative and communicative components are distinguished in the structure of a teacher's reflection competence. Pedagogical reflection as a means of professional self-development of a teacher carries out a number of functions: design function; organizational function; communicative function; sense-creative function; motivational functions; correctional function, etc.

Pedagogical reflection includes the stages in which the structure of the reflexive activity of a teacher is displayed: transpositional, reproductive, analytical-estimated, productive and predictive stages.

**Keywords:** reflection, pedagogical reflection, reflexive competence, types of reflective activity, reflection as means of professional development.

*Valentyna MYS'KO*

#### ***SOCIAL AND LEGAL PROTECTION OF A CHILD AS THE BASIS OF PEDAGOGICAL ACTIVITY OF JANUSZ KORCZAK***

Socio-political realities of Ukraine have caused the transformation of modern ukrainian consciousness and stressed flash interest to the problem of children's rights. In the context of existing social and cultural conditions scientists have created a common ground, which was the basis for development of legal norms, rules and provisions relating to fundamental life of the child.

Children are the most promising part of society, and therefore the progressive development of society largely are due to children, understanding their problems, interests, needs, abilities to make a step towards them. Specificity and the main focus of socially-legal policies regarding to children in Ukraine should help to reduce exposure to the negative effects arising from the implementation of reforms and creation of conditions for optimization of existing and creation of new social institutions.

Among the past scholars in the sphere of protecting child rights, the particular importance is attached to the great Polish educator Janusz Korczak, who was the precursor for the rights of the child. J. Korczak was created the Charter rights of the child in 1919. He determined three rights firstly (right of the child to date, the right of the child to be as he is, the right of the child to his death) later expanded their list. Janusz Korczak statement of children's rights was not the result, but the beginning of its activities on social and legal

protection of children. The basic principle of his work in this direction was the respect for the rights of the child.

Due to the special pedagogical intuition, recognition and respect for children's rights, trust and the rule of law (Code), not the will of another person (adult), every time radiated love for young people J. Korczak reached the expected result. In the House of Orphans was established governmental system (Friendly Court, the Council of government, the Diet), which provided legitimacy, democratic principles of coexistence, positive moral and psychological climate.

It is difficult to overestimate the importance, the significance of ideas and experience of J. Korczak in modern Ukraine realities. Their practical value and undeniable need for constant and remain relevant to the child respect, unconditional defense of their rights, providing optimal conditions for the free comfortable development of personality.

**Keywords:** children's rights, respect for children's rights, social and legal protection, comrades' courts, judicial council.

*Ivanna PARFANOVICH*

### ***SYNERGETIC APPROACH TO THE SYSTEM OF GIRLS' DEVIANT BEHAVIOR PREVENTION***

The methodological approaches to the system of girls' deviant behavior prevention that act on different levels on prevention are identified: gender, personality oriented, systematic, synergetic, security and safety, interdisciplinary, institutional, which are provided at different levels of prevention. Methodological approaches were applied while developing the design, implementing and analyzing of schoolgirls deviant behavior prevention. Such approaches can be implemented in practice, if the realities of girls' socialization in various areas and the problem are treated from the socio-pedagogical point of view

Problematic issues of prevention of deviant behavior of girls are examined in the light of the historical aspect and presentation of different types of girls today. Proved that the unity and interdependence of the components of prevention activities aimed at improving the social and psychological indicators of status and development of girls, provide socialization and gender identity.

Synergetic approach as strengthening prevention effect due to the joint action of interference, coherence of forms, methods, trends, technology, and trends of work, is seen as a methodological approach to the prevention of deviant behavior of girls in secondary schools. The degree of clearness of

antisocial attitudes in family, orientation of informal groups of girls, the negative impact of the opposite sex, neighbors, acquaintances, and the legal, social, medical, psychological, pedagogical areas of prevention of girls' deviant behavior in secondary schools in social-pedagogical activities.

Synergetic approach is proposed to apply to: the essential understanding of the mechanisms of formation of deviant behavior; national institutional support of girls' livelihoods and development, prevention organization on the regional level, micro-environment, reference environment, the community, education, leisure time of girls; the system girls' deviant behavior prevention in secondary schools.

Socio-pedagogical conditions of the system of schoolgirls' deviant behavior prevention from the standpoint of expediency, efficiency, complexity, diversity, integrity, and in accordance with the requirements and general principles of prevention are defined. These conditions include: the increased use school's resources and capabilities; the improvement the professional level of practitioners, involved into preventional process; preventive work with parents; the elimination of negative and enhansion of positive social relationships in girls' informal surrounding; the use of social institutions' preventive possibilities; the cooperation between schools and religious and church communities; scientific and methodological guidance of preventive activities.

This implies unity, interdependence and strengthening of influence in prevention of negative development and well-being of girls with normative behavior, risk groups with a significant expression of display deviations, taking into account all kinds of behavioral deviations for the study of determinants, specific formation and displays of deviations; unity of prevention components and technological stages of work, taking into account the conditions of implementation of prevention.

**Keywords:** girls, girls' deviant behavior, girls' deviant behavior prevention, synergistic approach.

*Oksana PAVLISHAK,  
Oksana HUTYRIAK*

### ***MOTIVATION AS AN INTEGRAL PART OF TEACHING PEDAGOGICAL STUDENTS FOREIGN LANGUAGE IN AUSTRIA***

The article deals with the analysis of teaching pedagogical students foreign language and developing their motivation in Austria. The efficiency of different methods, forms and means used in teaching foreign language for development strong motivation has been proved. The peculiarity of motivation

development at foreign language lessons is shown. It is emphasized that professional approach in teaching provides differentiate learning taking into account educational needs, it also requires necessary conditions for educational material learning according to professional identity which is provided by aims, objectives, content and organization of educational process.

The main aim of teaching a foreign language in non-philological higher educational establishments in Austria is to motivate students and to train communicative competence. The research proves that to reach this aim Austrian teachers use different educational methods, means and forms. The most efficient among them are: Case Study Method, Role-play Method, Project Method and Course paper. Teaching foreign language by using all these innovative methods and means promotes communicative motivation, learning in authentic situations where the aim is every moment of interaction between students, mutual task solving which provides and keeps communicative motivation.

It is confirmed that learning motivation approach takes one of the most important places in the system of communicative method of foreign language teaching in Austria. It is one of the most efficient forms of educational process organization. Learning motivation is in characteristics of any educational approach and any educational activity.

The prospects of the research are concentrated in the analysis of motivation development in foreign language teaching.

**Keywords:** foreign communication, teaching methods and forms, motivation, individualization, foreign language.

*Mariana PETRECHKO*

### ***TRACING AND ASSESSING THE STUDENTS' PROGRESS USING THE TEACHING METHOD – DALTON PLAN***

Creating her teaching method Helen Parkhurst intended to equalize the pupils' individual difficulties and to provide the same opportunity for advancement both to the slow and to the bright children.

Under the Dalton Plan students complete contracts, these are the core of the Plan. To show all the assignments in all subjects as a whole they are presented in the form of a single contract, and the progress is marked with the help of the weeks of the work done.

Each assignment sets forth the work which every member of the class is expected to accomplish in a subject in a school month. It is further subdivided into weekly periods of five days each – a day's work counting as one unit. Thus, pupils are able to measure and record their own progress.

The advancement a child makes is the very aim of education. Dalton Plan enables a teacher to use various means of tracing the progress. To make sure a child is working steadily there was designed a system of graphs. This consists of four various graphs used both by the students and the teachers, for both need to be aware where the child is and what he needs to do. Apart from graphs teacher makes use of various tests, both written and oral. To make sure the slow child masters at least the minimum and the quick one does his best graded assignments and graded tests were used. Again, there have been variations. Achievement section on an assignment or a suggestions at the back of the graph stimulate child to work thoroughly.

Individual sessions, group meetings, projects presentations, conferences (whole class meetings) give an opportunity to reveal and explain difficulties. Thus, it is important to keep in mind that Dalton Plan is not a fixed system or method and it enables both a teacher and a student use the traditional and develop the original means to trace the progress of a child that work best in the conditions of a particular school.

**Keywords:** teaching method, assignment, graph, test, conference, assessment, laboratory.

*Lyudmila PETRYSHYN*

### ***ANALYSIS OF IMPLEMENTATION OF THE SYSTEM CREATIVITY FORMATION OF FUTURE SOCIAL TEACHERS IN UNIVERSITIES***

In the article on the basis of the theoretical and methodological analysis of research problems described creativity as a necessary condition of professional social workers, since the various activities it has to use an individual approach to each client, which requires creativity; the stages of implementation of the pedagogical system of formation of creativity for future social workers; built model of creativity formation of future social workers, which interpreted as a descriptive characteristic containing requirements for professional knowledge, skills, capabilities, structure and results of educational activities professionally important qualities of future social workers and creative competence in the professional field, based on conditions, stages, principles, methods, tools and teaching methods of its formation in the educational activities in universities; The features of experimental verification of implementation of pedagogical system of formation of creativity for future social teachers in higher education.

During the implementation of the pedagogical system of formation of creativity for future social workers in the professional training, we have created, formed all components of creativity, which are also based on

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pedagogical creativity possessed creative knowledge and skills, thus forming creative personality of the future social teacher, capable professional competently solve social and educational problems.

Diagnostic study to determine the level of formation of creativity for future social workers carried at the universities has enabled us to assert that it is obvious for all diagnostic methods carried out at the test stage of the experiment, we can conclude that the experimental group rate for all methods rose significantly in contrast konstatuvalnomu stage research that indicates the level of creativity of SMEs, which are personal and professional future property professionals social and educational sphere, the basis of their creative individuality and actively used during riznovydyvyh forms of professional activity. Moreover, creativity is manifested in the high level of creative thinking and ability to produce innovative ideas; rich verbal and non-verbal forms of creativity; high intellectual abilities; activity in all areas of social and educational activities.

**Keywords:** creation, creative, creativity, system, system implementation, the formation of creativity, future social workers, professional training.

*Olha PYLYPIV*

### ***PRIVATE ELEMENTARY COMPREHENSIVE SCHOOLS IN UKRAINE: HISTORY AND TODAY***

The rapid progress of manufacturing technologies, computerization and informatization of society, changes in economic policy, formation of market relations and competition require restoring the prestige of education. This necessitates reforming the current system of national education. She confronts science teaching task of finding ways to further improve the national school system, find ways to rise it to the level of modern requirements.

One of the strategic objectives in this respect, as stated in the National program «Education» (Ukraine XXI century), is to overcome «... the state monopoly in education through the creation on an equal basis of private educational institutions and formation multivariate investment policy education».

The national system of private education is now at the stage of its development, active search for solutions to challenges that are put forward in front of her students, their parents and society in general. In view of this, the updated reference to past experience. In particular period of XX – beginning of XXI century, when private schools have become widely spread and accumulated teaching staff of these schools regarding developments of the educational process can be useful to modern scholars and teachers practitioners.



Analysis of sources shows that, to a certain extent conditional, the following lines of research undertaken. First, the study of the historical trend, including the emergence and development of private schools in the pre-revolutionary period and in the context of the modern history of Ukraine. The second direction of research scientists private education as an independent social institution, of the phenomenon of private educational institutions. The third line of research is reflected in the works that contain some aspects of state regulation of private sector education system. Fourth line up study of psychological and pedagogical problems managing private schools. This classification allows the problem holistically encompass the period.

**Keywords:** educational establishments, Ukraine, private elementary comprehensive schools, types of private comprehensive schools, peculiarities of private schooling.

*Tatiana REVA*

***THE MAIN STAGES OF MODERNIZATION  
OF THE CHEMICAL EDUCATION IN THE TRAINING  
OF PHARMACISTS IN THE BOGOMOLET'S NATIONAL MEDICAL  
UNIVERSITY IN THE STUDY COURSE OF INORGANIC CHEMISTRY***

Modernisation of traditional course of inorganic chemistry for the students of pharmaceutical faculty conduct us from application of innovative technologies of studies in the module system of pharmaceutical education. For global structure we used complex module approach. Thus in the system it is important to fix a methodological block, and in the structure of educational course to include a mathematical constituent that can be presented as different types of tasks to complication and character of implementation. Employments are developed on module principle. A student during lectures and practical employments must understand educational material in the process of teaching and scientific researches for the analysis of the investigated processes, laws, sets relations between them, there was acquainted with principles of work of devices and apparatus, could estimate the results of experiment, untie to the calculation of task, to explain essence of the phenomena, establish an intersubject connection

The methodological role of intersubject connections can be described as next positions:

- intersubject copulas assist the increase of theoretical level of studies of students, increase of level of solidity and effectiveness of their methodical preparation;

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- intersubject copulas assist forming of system style of thinking, scientific world view of students;
  - intersubject copulas assist the increase of the system of organization and management subject studies.

Inorganic chemistry is an interlink, fundamental component of the special disciplines, that is studied by the students of pharmaceutical faculty during all period of studies that gives an opportunity to assert about large meaningfulness of this object.

**Keywords:** modernization of higher education, professional competence, chemical education, provizor.

*Alla REVT'*

### ***INNOVATIVE EXPERIENCE SOCIAL REHABILITATION OF DISABLED CHILDREN AND THEIR PARENTS IN UKRAINE***

The article deals with the problem of innovative forms usage of social rehabilitation work with disabled children. The basic conceptual dimensions of the problem, technological activity with families are aimed at improving social health of all family members raising a disabled child are highlighted in the article. The analysis of modern socio-pedagogical practice have confirmed that the category of disabled children includes children with significant disability. This phenomemon leads to social exclusion due to violation of the child's development and growth, capacity for self-movement, monitoring their behavior, education, communication, gaming and work activity in future.

Families with children of physical or mental deviations represent one of the most vulnerable social groups. Social support of families is to resolve a range of problems associated with supprting a child: survival, treatment, education, social adaptation and integration into society.

The aim of the article is a theoretical justification for innovation in social rehabilitation work with children with disabilities and families.

The literature analysis on this subject have proved the effectiveness of rehabilitation work which depends on a multidisciplinary team of specialists on the one hand and the participation of parents in this process on the other hand.

Having provided such a participation is the most difficult problem. Both traditional and innovative methods and forms of social work with family and parents of a disabled child are implemented in Ukranian practice nowadays.

**Keywords:** social rehabilitation, disabled child, family, lyalkoterapiya.

***THE INFLUENCE OF AUDIOVISUAL TEACHING MATERIALS  
OF WEB RESOURCE ON THE QUALITY OF TRAINING  
OF TEACHERS OF MATHEMATICS***

Using of web technology is growing in all areas of life, particularly in education. The aim of the paper is to study the influence of audiovisual teaching materials of web resource on the quality of training of teachers of mathematics.

We can define the following directions of training teachers to use audiovisual teaching materials of web resource: search activity based on thematic catalogs of hierarchical structure; search activity with the usage of search engines; the use of audiovisual educational potential of web resources for research in the educational process; design of web environment as thematic catalog subject area or personal website; methodical help to learners to create their own audiovisual teaching materials of web resource; the creation of audiovisual teaching materials of web resource on a topic that satisfy certain requirements; audio-visual support for course; participation in the creation, support and development of educational portal; the creation of audiovisual teaching materials of web resource. Audiovisual teaching materials of web resource can be classified according to the following criteria: the function and purpose; groups of users in the audiovisual teaching materials of web resource; the nature of the basic data and the way of organization of the users' activity; the way of access to teaching materials.

Thus, the use of audiovisual technology enhances the improvement of the educational process. Audiovisual teaching materials of web resource should be used at the stage of practical tasks fulfillment. At this stage the teacher has to perform a lot of work on the formation and monitoring of individual practical tasks, audiovisual teaching materials help to make such activities automated. These technologies enable teachers to make learning process individualized. Using audiovisual teaching materials of web resource, system of education can provide high-quality training of teachers of mathematics who successfully influence the process and implement informatization of the education system.

**Keywords:** higher educational institutions, educational process, audio-visual educational materials, educational web resources.

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*Svitlana SELIVONIK*

***DEVELOPMENT OF SCHOOL PUPILS' COGNITIVE INTEREST  
BY MEANS OF MATHEMATICAL PROBLEMS  
OF OLYMPIAD CHARACTER***

The problem of the development of school students' cognitive interest in the course of training occupies one of the leading places in modern psychological and pedagogical research: interest is considered as a means of high-quality training, as a reason for social action and a direct basis of cognitive activity; interest is also connected with the personality's needs.

In pedagogical practice cognitive interest is considered as an external stimulus to education, as a means of activization of pupils' cognitive activity or a teacher's effective tool allowing him to make the process of training more attractive.

In psychological and pedagogical literature a number of stages in the development of cognitive interest are distinguished: curiosity, inquisitiveness, actually cognitive interest, creative interest. These stages define a different degree of selective orientation and attitude to the subject and, respectively, an extent of the influence of cognitive interest on the personality.

The researchers of the problem of the development of pupils' cognitive interest consider its three levels: low, average and high (G. Schukina). The low level is characterized by an open interest in new facts and entertaining phenomena, however, pupils' interest isn't realized yet: it appears, then dies away. The average level of the development of cognitive interest presupposes search, guess, active operating available knowledge and acquired ways of activity. The high level provides pupil's interest for cause and effect relationships, detection of regularities, establishment of general principles of the phenomena under various conditions.

Monitoring results of the experimental work aimed at the development of pupils' cognitive interest testifies that the use of the system of problems of Olympiad character intensifies the formation of ways of mastering knowledge and skills, creates conditions for emotional satisfaction from discovering and using mathematical knowledge.

The conducted research has allowed revealing pedagogical conditions to promote the formation of pupils' cognitive interest at average and high levels.

**Keywords:** interest, cognitive interest, the nature and levels of cognitive interest, Olympiad problems, methods of solving Olympiad problems.

***THE COMPARATIVE ANALYSIS  
OF SCHOOL BILINGUAL EDUCATION IN CANADA  
(NUNAVUT, NORTHWEST TERRITORIES, YUKON)***

The comparative analysis of school bilingual education in Nunavut, Yukon and Northwest Territories was carried out. The analysis of the scientific literature has shown that the official languages of Nunavut are English and French along with the Inuit language. In 2000 the representative of the Nunavut Department of Education reported that Inuit language was endangered. Thus 20-year plan for the development of bilingual program for the Nunavut educational system was presented. Newly introduced strategy of bilingual education development proposes several educational models such as:

- Qulliq Model;
- Innuinnaqtun Immersion Model;
- Two-way Bilingual Model;

Northwest Territories recognize 11 official languages. Citizens of the region can use any of the official languages at public institutions. However the most widely used are English and French. School bilingual education in Northwest Territories is based on Language Nests – an immersion approach to language development. According to this approach children acquire language naturally in immersion settings. The level of immersion within a program depends on the availability of the teacher who is fluent in aboriginal language and the availability of language speakers of the community to participate in the program.

The most widespread languages in Yukon are English and French. Thus the Department of Education, Culture and Employment supports different French language programs in public schools of the territory. They are the following:

- French immersion (Early French Immersion and Late French immersion);
- Intensive core French;
- Basic core French.

It was concluded that bilingual education develops and promotes the understanding that multiculturalism reflects the cultural and racial diversity of Canadian society and helps to preserve and enhance cultural heritage. The territories of Canada provide access to bilingual educational institutions, where students can learn official as well as native languages. Such learning is implemented in different language learning programs strongly supported by departments of Education.

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**Keywords:** bilingual education, curriculum, official language, immersion, First Nations.

*Maria SHIMANCHIK,  
Tatiana KOVALCHUK*

***SUBJECT-PROFESSIONAL POSITION OF THE TEACHER:  
ESSENCE, STRUCTURE***

The article deals with subject-professional position of the teacher as an integral characteristic of the person which represents unic components – value-motivational, meaningful-activity, personal. The work includes the table of the structure of subject – professional position of the teacher, which includes elements of each component. Allocation of value-motivational component in the structure of the subject-professional position due to the fact that the dominant influence on the development of the person providing needs, motives, formed system of value orientations. The rationale of content-activity component in the subject-professional position is that all personality traits are formed and developed in active, independent and purposeful activity, based on deep mastery of knowledges. Highlight personal component due to the specific set of skills and qualities, which are attributes of the subject-professional position and also a special role of abilities in formation and development of the personality.

Between components and elements of teacher's subject-professional position the interrelation and interaction is observed. Thus the backbone role of a valuable and motivational component which defines the contents and realization of other components is noted.

Authors assign a special part in structure of a subject-professional position of the teacher to abilities to a reflection and self-reflection, development of professionally significant qualities and abilities, motivated activity, and also requirement and ability to self-development and self-education.

In the conclusion, authors conclude that definition of essence of teacher's subject-professional position, its structure allows to develop adequate strategy of its development in the course of vocational training, productive ways of tactical realization that causes the theoretical and practical importance on the developed of research problem.

**Keywords:** subject-professional position, value-motivational component, meaningful-activity component, personal component, subject activity.

*Nina SLYUSARENKO,  
Maria KULBATSKA*

### ***SUBJECT-SUBJECT APPROACH IN THE TEACHING PROCESS***

The sense and advantages of the subject-subject approach in the teaching process are examined in the article. The essence of the concepts of «object», «subject», «subject-object approach», «subject-subject approach» are viewed. The peculiarities of subject-subject interaction and its implementation mechanism are highlighted. Particular attention is paid to the fact that subject-subject approach is one of the key elements of an effective interaction among partners of communication, as it involves mutual and fruitful development of a student and a teacher in the process of their communication and joint activities.

It is pointed out that subject-subject interaction in pedagogical process provides an opportunity for every student to realize themselves in educational activities and behavior. The abilities, interests, values and subjective experience of each child are taken into consideration.

The authors of the article underline that the modern education system is oriented to the individual approach. The subject-subject interaction during academic process helps a teacher to recognize a student as an independent personality.

The authors prove that subject-subject interaction can help to develop student's academic level, to enlarge his skills to design his actions and behavior, to look for new ways to solve problems, to have his own point of view on various processes and phenomena. A teacher during academic process must act as a sensitive partner who supports their students.

**Keywords:** object, subject, subject-object approach, subject-subject approach.

*Olena STECHENKO*

### ***EUROPEAN INTEGRATION BASED CHANGES IN MEDICAL AND PHARMACEUTICAL HIGHER EDUCATION: NEAR FUTURE OPPORTUNITIES***

Implementation of the new Law of Ukraine «On Higher Education», which confirmed the direction of the European integration of higher education in Ukraine requires coordination experience gained implementing the European Credit Transfer System (ECTS) in higher medical and pharmaceutical education branches.

In O.O. Bohomolets NMU the main achievements in the implementation process of ECTS training of doctors and pharmacists were discussed, among them: bringing most of the names and content of subjects to their European counterparts; Implementation of the new structure curriculum specialists; determining the amount of credit for all specialties; unification annual volume load of students (60 credits); implementation of the Diploma Supplement European model with structured information on the learning outcomes; Ministry of Health of Ukraine approved the application of the system of evaluation of academic disciplines; introduction of external assessment to «Testing Center ...» the Ministry of Health of Ukraine» seekers of higher medical and pharmaceutical education in the preparation «Step 1» and «Step 2» as part of its certification.

The next task for the implementation of European integration, transformation of the content and form of higher medical and pharmaceutical education in Ukraine will be methodologically deepening and creative scientific transformation of independent work of students in various academic disciplines and development, together with the Ministry of Health of Ukraine, new state standards for masters of medicine and pharmacy. Implementation adjusted curriculums in higher medical and pharmaceutical education on Ukraine and correction of educational programs according to O.O. Bogomolets NMU proposed changes will enable the transformation of undergraduate programs of medical doctors and pharmacists.

**Keywords:** Bologna process, credit-modular system, European credit-transfer system, higher medical and pharmaceutical education, educational plans for preparing specialists.

*Natalya SULTANOVA*

***THE FAMILY AS A SOCIAL INSTITUTE  
OF SOCIALIZATION OF THE CHILD  
(XX CENTURY – BEGINNING OF XXI CENTURY)***

The socio-cultural transformation of Ukrainian society on the verge of XX – XXI century affects differently on the socialization of the child in family. The problem of ensuring the transmission of tradition, assimilation, storage and use of social experience, vision and values is becoming especially topical. The problem of the factor of socialization in the modern family appears extremely acute. The aim of the article is to highlight and justify theoretical and applied principles of family roles in socialization in period XX – early XXI century.



In pedagogical research the term «socialization» is defined as the process of social adaptation, implementation capacity for everyday, moral, social survival in the present, expecting or unforeseen circumstances. Socialization of the child within the family influence, carried out by teaching social gender roles and behavior, learning positive motivations and accepting family values and guidelines.

A family is a leader of the processes of socialization. It occupies a central place in the moral formation of personality, from the first days of life it takes care of child's health and education, the family gives children a basic knowledge about the world, producing some ideas and skills, helps to contacts with many other people. The family is the leading microfactor of the child's socialization, because it's a natural environment at the initial stage, the source of material and emotional support. However, in retrospective spectrum we see the transformation of family functions, the loss of values and the emergence of other benchmarks according to the new social conditions. These and other factors during the twentieth century have contributed limitation of socialization impact of parental education on child's personality, however, they does not reduce the importance of forming influences of family environment on the child's socialization.

**Keywords:** family, social institution, socialization, family upbringing, educational processes, factors of socialization.

*Maria YARUSHAK*

### ***THE CONTENT OF UPBRINGING UKRAINIAN GIRLS BY MEANS OF ETNOPELAGOGICS***

Every nation, creating its own educational system that addresses the ideals of the past. Ukrainian educational system has its purpose, the means of achieving that correspond to the notion that a child must be in a period of development. Without studying this experience, without the revival and preservation of folk traditions of family education can not educate the younger generation of socially active, national conscious citizens, worthy heirs of material and spiritual values of their people. The content of girls education in Ukrainian etnopedagogics includes forming morality, skills of public consciousness, aesthetic taste, intellectual and physical development and more.

Theoretical basis and practical aspects of girls education by means of ethnopedagogics in Ukrainian family of the researched period are defined. The features of upbringing of a girl in the family by the following means of ethnopedagogics are described: moral and religious formation; respect for work and need to work; physical education (body development, hardening,

etc.); mastery of native language, writing, and general culture. The features of child upbringing by means of ethnopedagogical in Ukrainian family are analyzed in this article. The content and the basic problems of education, training and preparing girls for adult life are highlights. The features of the educational process are disclosed, taking into account the child's age, humane treatment of the child, respect for parents (especially mothers), consistency and continuity of educational action, personal example in education, preparation for adult life, marriage and family relations.

Further research requires the use of ethnopedagogy problem in the education of girls in modern pre-schools, training girls to adulthood, formation of their independence.

**Keywords:** education, family, ethnopedagogical, educational system, the authority of parents.