

ABSTRACTS

Renata BEDNARZ-GRZYBEK

PROMOTION OF HEALTH IN THE ACTIVITY OF LEON KOPFF

Spa treatment has a long history. Apart from the fact that visiting spas used to be trendy, the main goal remained medical treatment with mineral water, the climate, proper relaxation and the ability to forget about the tiring daily routine. General, as well as specialist medical magazines published numerous articles at the turn of the 19th century in order to popularize medical knowledge pertaining to health education, hygiene in flats and houses, reasonable diet and physical education. Dr Leon Kopff (1856 – 1933) followed that trend and presented his ideas on spa treatment in the illustrated biweekly «The Spa Review and Tour Guide» (1909). The magazine appeared in Cracow between 15th April and 1st October. It was edited by dr Jan Frączkeiwicz, dr Zenon Pelczar, dr Zygmunt Wąsowicz and dr Józef Zamietowski. In the magazine Leon Kopff popularized Polish spas, expressed his opinions on the behaviour of patients and bathers, the influence of water treatment on human organism and the drinking therapy – an important balneological activity. He also paid attention to reasonable feeding habits and diets for the obese. Besides, he noticed the importance of climate and landscape.

Key words: balneology, health resort magazines, spa medical treatment, Leon Kopff, magazine «The Spa Review and Tour Guide».

Dmytro BODNAR

SCIENTISTS' EVALUATION OF THE PEDAGOGICAL, SCIENTIFIC AND METHODOLOGICAL HERITAGE OF O.R. MAZURKEVYCH

The structure of a modern system of schoolchildren's literary education requires a detailed study and understanding of a creative contribution made by famous educators and researchers, including O.R. Mazurkevych who occupies a leading place among them. These principles determine the relevance of the study. The purpose of the article consists in clarifying the scientists' opinions on pedagogical, scientific and methodical heritage of O.R. Mazurkevych in order to determine his role in the development of the theory and history of pedagogy and methods of teaching literature in a secondary school and

opportunities to use his pedagogical, scientific and methodical opinions in modern school.

Having analyzed the scientists' works devoted to the study of his creative contribution we have made the conclusions concerning the scientists' attitude to the views of O.R. Mazurkevych on the problem of modern system of literary education development, methods of teaching literature, pupils' education by means of artistic expression. The scientists' opinions on the possibility of using methodological principles of teaching literature at school, proposed by O.R. Mazurkevych, are revealed in the article. It is concluded that the activities of O.R. Mazurkevych were aimed at the development of methodical science, the search for effective methods and techniques of teaching Ukrainian literature in secondary school. The need for further deep study of pedagogical, scientific and methodical works of the scientist and the use of his pedagogical and methodological ideas in teaching literature in the modern school is emphasized.

Key words: O. R. Mazurkevych, pedagogical heritage, literary education, education, literature, Ukrainian literature.

Maryna BOICHENKO

THE PECULIARITIES OF GIFTED STUDENTS IDENTIFICATION IN THE SECONDARY SCHOOLS: THE AMERICAN EXPERIENCE

Comprehensive development of gifted children and youth is a priority of national educational policy in many developed countries. It is common knowledge that early identification of gifted children will allow to provide appropriate educational services and pedagogical support in time and fully reveal their potential in the future. That is why we consider it expedient to appeal to the American experience in the identification of gifted students in secondary schools.

The purpose of the article is to highlight the peculiarities of identification of gifted students in American schools in modern conditions.

Results. The essence of the fundamental concept of the study – the gifted children and youth – in American public legislative documents with reflection of state specifics is clarified and the components of giftedness are outlined. The basic definition of gifted which is used in today was given in 1993 in the report «National Excellence: A Case for Developing America's Talent», namely: «children or youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared to others of their same age, experience, and environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic

areas, possess an unusual leadership capacity, or excel in specific academic fields». The methods (objective and subjective) and stages of identification of gifted students (general screening or student search, review of students for eligibility, services options match) in American schools are described.

Conclusions. In conclusion, we note that the methods described in this paper are aimed at identifying all children and young people of school age who are gifted in a certain area, regardless of their ethnic origin, financial situation, disability, etc, with the aim of providing them with special educational services and pedagogical support within secondary schools for the most complete disclosure of their intellectual, creative and leadership potential. Taking into account the urgency of developing a holistic model of identifying gifted students in Ukraine, which would not leave aside any gifted child, not only academically gifted, which is given central attention in the national schools, the prospect of further research is in identifying the innovative potential of the American experience of identification of gifted children and youth for implementation in practice of Ukrainian schools.

Key words: giftedness, identification, gifted students, American school, identification methods.

Mariya CHEPIL

IVAN FYLYPCHAK'S EDUCATIONAL ACTIVITIES: HISTORIOGRAPHY OF THE PROBLEM

The article reviews the educational activities of Ivan Pylypovych Fylypchak (1871 – 1945), a teacher, an active public figure, a researcher of the history of school education in Ukraine. The particular focus is on the content and deep patriotism of I. Fylypchak's educational activity, love for his people whom he centered his work and teaching practice around; extremely high self-demands while training future teachers; the family cult, respect for the mother and the father; reliance on the national history and traditions, which he was a connoisseur of; fostering a sense of duty to the people and the state. The article provides an overview of contemporary publications about I. Fylypchak and the content of his textbooks, his role in organization and support of youth clubs and associations, local historical activities.

Only a part of about a hundred works by I. Fylypchak known today are familiar to modern readers while still others might be uncovered in the future. They reflect historical and cultural processes in the region, I. Fylypchak's teaching practice in different types of schools, educational societies and organizations, represent a profound understanding of the history of Ukrainian education and culture.

The extensive study of I. Fylypchak's creative output commenced in the independent Ukraine. Processing large amounts of literature made it possible to identify the main conceptual ideas of his legacy, systematize his scientific publications. M. Chepil and H. Savchyn compiled a «List of Works by I. Fylypchak published in Ukraine and abroad» which is the first attempt to systematize pedagogical ideas and legacy of the teacher. It presents an overview of the historical essays and their artistic merits, Ukrainian textbooks, I. Fylypchak's education-oriented historical prose, its role in the education of future generations.

Many publications about I. Fylypchak's life and work can be found in local Sambir newspapers. They are mostly contributed by Ivan Fylypchak pedagogical college of Sambir teachers who study his life and work, replenish the local museum's collection, organize performances based on I. Fylypchak's works, hold scientific conferences. I. Fylypchak is known as a researcher of history of schooling in Halychyna, a middle school teacher, an author of narratives about school life, historical novels. These diverse activities of his are being intensively studied.

Key words: Ivan Fylypchak, historiography, educational activities, legacy, Ukrainian youth.

Ewa DANOWSKA

JÓZEF BAŁABAN'S «THE STATE ELEMENTARY SCHOOL TEACHER» (1916 – 1918) IN COMPARISON WITH OTHER PEDAGOGICAL PERIODICALS AND TEACHING ASSOCIATIONS IN GALICIA

The interest in publishing pedagogical periodicals in Galicia arose in the 2nd half of the 19th century. The most significant titles included «School» (Polish: «Szkoła»), «Pedagogical Movement» («Ruch Pedagogiczny»), «The Pedagogical Periodical» («Czasopismo Pedagogiczne») and «School Reform» («Reforma Szkolna»). The State Elementary education was very important to both the Austrian governmental and educational authorities, which resulted in multiple laws and regulations defining the status of a teacher. The authorities' requirements were very strict. Among other, a teacher was to have impeccable repute, be hardworking and loyal to the rulings of the Austro-Hungarian monarchy. Teachers in all types of schools joined unions in order to protect their own material status and ensure a high level of professional qualifications. They gathered at congresses and conventions where current issues were discussed, as well as the need for school reform. Józef Bałaban from Lviv was one of the most famous educational activists. History teacher, author of a textbook

and several studies on the need for educational reform, Bałaban also undertook the role of editor and publisher of «The Elementary State School Teacher» («Nauczyciel Ludowy») periodical in the years 1916 – 1918. His periodical mainly undertook the problems of elementary state schools, published additional teaching materials for teachers and informed about issues concerning education and the school system. «The Elementary State School Teacher» was published in Lviv and devoted much space to the problems of local schools and current affairs which could be of interest to all teachers and educational activists. Bałaban wrote the majority of the articles himself. The editors recommended new publications and presented profiles of famous Poles. In the final double (July – December 1918) issue of the periodical, Bałaban announced his decision to discontinue issuing the periodical due to war damage that affected the editorial office. «The Elementary State School Teacher» is an example of concern for educational matters finding expression on the pages of a periodical, in spite of the ongoing war. The periodical always found buyers, spreading news and information, as well as publishing materials useful for teachers of not only elementary state schools.

Key words: Galicia, pedagogical periodicals, teachers' organizations, Józef Bałaban, «The Elementary State School Teacher».

Nadiya DUDNYK

THE IMPORTANCE OF MORALITY IN THE PROCESS OF CULTURE-CREATIVE UPBRINGING OF PERSONALITY

In the article the problem of «culture-creative education» is analyzed as an aspect of general cultural and moral development of the children of late preschool and early school age. There is determined the question of education the emotional – value attitude of children to the environment, the formation of active life position on the display of moral qualities.

The necessity of involvement of teachers and parents in active socialization is proved, as the senior preschool children and younger pupils have great potential psychophysical possibilities that enable forming the foundations of moral behavior through the socially useful activity. Important is the motivation of such work in the development of the individuality, which is the basis of manifestation of moral behavior, a sense of own social importance, nursing a desire for self-improvement, self-realization.

The article gives a comparative apprehended analysis of the basic concepts of education in recent decades, and focuses the attention on differences in explaining the scientists and teachers practicing means of education of moral qualities in the educational process. Attention is paid to understanding the

concept of «personality-oriented education» to develop the life-creative position of a human through the formation of moral qualities in childhood.

It was concluded that education, as the most powerful and mass educational institution, largely depends on the formation of cultural values by teaching the children positive moral beliefs that contribute to creating an atmosphere of optimism, kindness, mutual support, consolidation of society. For this it is necessary to consolidate efforts of researchers, practical educators, parents and the community in constant collaboration on the implementation of life-giving work to the ideals of morality.

Key words: morality, the process of education, culture-creative education, personality-oriented education, moral values.

Olena HALIAN

DEVELOPMENT OF THE PUPIL'S AGENCY AS A GUIDELINE IN PROFESSIONAL TRAINING OF FUTURE TEACHER

The article actualized need to prepare future teachers for the implementation of the agent nature of the pupil in the process of his training and development. This approach into the curriculum at the university determined the current stage of development of science (methodology post-nonclassical understanding of the agent), modern psychological and pedagogical approaches. In them pupil and teaching process are seen as integral phenomenon, characterized nonlinearity of this development and reflect the methodology of new ideas for a new school.

I indicated the poly-scientific knowledge of the agency of the personality, which contributes to the expansion and deepening of ideas about this phenomenon. Interdisciplinary approach in the plane of scientific analysis of educational reality broadens the boundaries of knowing the essence of the phenomenon studied, assimilates new discourses. Their inclusion in the research process provides the potential for developing the theory and practice of education and personal development. It combines different aspects of the methodology of pedagogy, features and terms of the organization of pedagogical influence, the essential characteristics of the agents of the educational process.

Are represented theoretical and conceptual positions that reveal the main features agency of the personality of a pupil, they determine the substantive characteristics of the educational environment for its development and they are a guide in professional training of the future teachers. This: consideration of pupil as an agent of education, upbringing and development that characterized by the intentional need for activity and can perceive oneself as the cause of what

he/she does. Agency of a pupil has different manifestations in educational activities, interaction with others, activities of social utility, self-cognition. The basis of pedagogical orientation of teachers should be valuable and integral relationship with pupils.

Targeting on the agency of the pupil requires a change in the position of the teacher in the educational process, enhance its professional culture. Consequently, in future teachers is an important educational and professional task – to provide the development of pupil's agency. But its solution is impossible without understanding and adoption of new knowledge about the nature of the activity of the personality, his needs, intentionality manifestations, conditions of self-realization, formed on the basis of the introduction in the universities of the principles of inter-, cross- and transdisciplinarity in the views on personality.

Key words: agent, agency of a pupil, signs of agency, poly-scientific, professional training of the future teachers.

Oresta KARPENKO

**CHILD CARE DEVELOPMENT
IN PEDAGOGICAL THEORY OF RYSZARD WROCZYŃSKI
(1909 – 1987)**

Ryszard Wroczyński, a professor of Warsaw and Łódź Universities, ranks high among Polish scholars. His creative output includes a range of works on Polish and foreign pedagogical issues, physical education and sports history, theoretical fundamentals of environmental upbringing, theory and practice of caring pedagogy, etc. Development of Polish educational activities and pedagogical reflections was outlined yet in 1964 as a transition from charity to caring pedagogy. Charity was interpreted as a system of urgent benevolent aid while caring pedagogy as a well-motivated advancement in the form of theory-based social assistance.

One of Wroczyński's major achievements was giving caring pedagogy the status of an autonomous discipline though intrinsically plunged within the axiological dimension of great social value. Its main purpose was provision of youth with equal life opportunities and same favorable conditions for development. R. Wroczyński was the first to include a section on «Problems of caring pedagogy» in his book «Sociálna pedagogika» («Social Pedagogy») where he covered basic concepts and substantiated the applicable scope of caring pedagogy, development of its problems and methods, directions and tasks. Caring pedagogy was defined as an offspring of social pedagogy, a young branch of pedagogical sciences, whose theoretical interest lies within issues of care and upbringing requiring social assistance.

A special role in arranging the environment (clubs, chambers, sports circles, playgrounds, etc.) was given to teachers. On top of that he substantiated forms of orphanhood compensation (adoption, foster families, children's homes, family-type children's homes), system of social protection (health care, legal assistance, youth's right to work).

In his theory of environmental arrangement R. Wroczyński underscored the factor of planning and integration of various elements of the environment. The original idea of the formation of human living environment on one's own, in the name of humanistic ideals prevailed in four editions of «Social pedagogy» and the book «Upbringing outside of school». The scholar explained educational tasks of school in a way which required a different approach to preparation of pedagogical staff for their custodial activities. For this purpose chambers and extended daycare groups are needed. School's function is to help overcome difficulties in upbringing and assist non-achievers. Psychological, cultural, educational societies should help school in free time arrangement. All institutions should facilitate children's development and be the main domain of caring pedagogy.

Key words: care, caring pedagogy, children, youth, Ryszard Wroczyński, Poland.

Tatyana KOVALCHUK
Maria SHIMANCHIK

EDUCATION IN THE CONTEXT OF EXISTENTIAL APPROACH AS A PEDAGOGICAL PROBLEM

The article reveals the essence of the existential approach to the planning and implementation of the education process. Value-target reference points in the development of student's existential sphere are considered from the standpoints of various scholars (E. Fromm, Eric Berne et al.). Attention is drawn to the fact that the main value-target reference point of education in the context of the existential approach is the development of human subjectivity, the ability to value-oriented planning of one's development. The article also describes different ways (methods, techniques) of the existential sphere of education in the context of the existential approach. The attention is paid to the realization of such subject-oriented technologies as psycho-pedagogical support of the event, stimulating self-development of students of pedagogical, social-oriented games, social planning (social samples).

The existential approach is seen as a methodological foundation of education in a post-modernist model of education. Implementation of the existential approach involves solving one of the main tasks – the development of human

existential sphere. According to an analysis of literature the article presents various approaches to address this issue with respect to the objectives of existential sphere. Disclosure of the existential approach, existential sphere involves finding an answer to the question of what values, interests need to be developed to achieve the quality of students.

Also dominant methods and technologies in the existential sphere of students are described. Particular attention is given to reflective and value-oriented students' understanding of themselves, their needs, interests, abilities, values. Existential sphere, according to the scientists, is characterized by the ability to manage their psychophysical condition, the harmony of feelings and actions, words and deeds; this area helps a person to enter into a certain relationship with others and performs the function of the selection of ideas.

Key words: education, existential approach, existential sphere, development, subjectivity, subject-oriented technologies.

Izabela KRASIŃSKA

**ABSTINENCE IN THE EDUCATIONAL ACTIVITY
AND IDEAS OF FATHER MIECZYŚLAW KUZNOWICZ
(1874 – 1945)**

Mieczysław Kuznowicz (1874 – 1945), a Catholic priest (Jesuit), a famous Polish social and educational activist, patron of neglected handicraft and labour youths. It was for them that he decided to direct (1906) an organization called «St. Stanisław Kostka Handicraft and Manufacturing Youth Association» in Cracow. The paramount aim of the organization was to educate its members in such matters as religion, morality, society, physical and professional education for the good of fatherland and principles of the Catholic Church. As a part of the activity of the Association he started anti-alcoholic and anti-nicotine campaign. He tried with the use of different means, to protect the young from the influence of addictive substances. To achieve these goals he created the temperance circle (anti-alcoholic) and the Anti-Tobacco League (anti-nicotine) within the Organization. He also expressed his opinions on the mentioned above matters via publications in forms if books, press articles, active participation in anti-alcoholic rallies or congresses. In his hard work for abstinence he could count on support from Adela Dziewicka, Tadeusz Dalewski and many others. They helped him arrange abstinence entertainment (theatre performances, trips, exhibitions, libraries and reading rooms, celebrations of national festivals) and energetically participated in lectures and rallies against alcohol and tobacco. An effect of the anti-alcoholic activity of Father Kuznowicz was foundation of the «Centre of Youth Temperance Circles» within the Association on 3rd

December 1925. The dominant goal of the Centre was to propagate the idea of temperance among the youths in Silesia, Lesser Poland and young people from the north-east part of the Second Polish Republic. The remaining territories were under the influence of the Centre organized on 1st January 1926 in Poznań. The main office was situated in Cracow. The centre could boast an office, a store with propaganda materials, besides, it used to issue its own magazine and organized anti-alcoholic exhibition. This sphere of the activity of Father Kuznowicz, i.e. propagating abstinence among labour and handicraft youth from his organization, is the subject of this article.

Key words: Kuznowicz Mieczysław, educational activities, abstinence, «St. Stanisław Kostka Handicraft and Manufacturing Youth Association», Poland.

Jan KURINNYI

CHARACTERIZATION OF SOCIAL AND PEDAGOGICAL CONDITIONS OF ECONOMIC SOCIALIZATION OF 5 TO 7 YEAR-OLD CHILDREN IN PRESCHOOL EDUCATIONAL INSTITUTION

The article discusses social and educational conditions of economic socialization of the child 5 – 7 year of life. Their effectiveness in the formation of the primary economic culture has been analyzed.

The most effective strategy of economic socialization is now considered the strategy of formation of an individual's readiness to adapt to the new social and economic conditions, from preschool period of childhood. Activating the search new forms of organization of the preschool institutions should include updating the environment and space of children's life, their parents and caregivers, conditioned the task of becoming economically developed personality.

In order to achieve high rates of economic social competence children need to pay more attention to the qualitative characteristics of socialized environment.

In order for that the environment of preschool institution has been able to effectively realize the potential inherent in its economic socialization of the individual, it has to corresponds to system constructive changes.

A design is a form of social engineering, including the socio-pedagogical where the design – a modeling of the proposed actions to implement them until the full confidence in the final result.

In turn, the modeling is a universal method of knowledge and as such is an integral part of the scientific solution of any socio-pedagogical problem. No less a necessary condition for the primary economic socialization of pre-

school children is condition for the organization of social and pedagogical practices of the family's interaction and preschool institutions, in order to change the dynamics of the value orientations of the person under the influence of early preschool economic socialization.

Family and preschool institution as the basic institutions of the primary economic socialization of preschool children are able to provide the optimal character of the interaction between them, if this interaction will be in favor of the family and through the prism of the family, and will be based first of all on realistic understanding of the social well-being of the family, and the prevention of parent totalitarianism.

In accordance with the above positions we have formulated the following condition of the primary economic socialization of children in preschool institution – resistance on the game in the space of primary economic socialization as construction «I» and the acquisition of property. Thus, the game activity of preschool children is an exceptional means of economic socialization in the context of the construction in structure of their personalities physical, harmonious, combination of physical, social and spiritual «I».

Key words: economic socialization, primary economic culture of the preschool child, social environment, the interaction of family and preschool institution, game, the «I» conception.

Malgorzata KUŚPIT

SPECIFICITY OF THE EDUCATION AND UPBRINGING OF STUDENTS WITH APTITUDE FOR SPORTS

Abilities and talents are the subject of research and analysis of representatives of many disciplines. Talented people manifest characteristics that allow them to achieve a high level of performance in a specific area of activity. Nowadays, more and more important in the development and shaping of abilities and talents, apart from individual factors what is underlined, becomes the social environment. This paper deals with the specifics of the functioning of people with aptitude for sport and the possibilities of developing and promoting talent through educational impact and influence. The right approach of teachers, coaches and parents can help optimize the development of potential at an early stage of education and training in various sports. Education of gifted students is associated with multi-directionality of interactions in many areas. This applies to learning specific skills and stimulating development. Relevant in this case are the skills of identifying and achieving the intended objectives that relate to the interests of people, their capabilities and values. An important role in the formation and development of talents is played by parents, teachers, coaches. They can influence motivation and achievement of young players by

their presence and support. An important role is played in this case by teachers. They contribute to the development and shaping of talented students. Therefore, awareness of one's own strengths and weaknesses, ability to assess the relationship with the child and their family are essential aspects in working with gifted individuals.

Key words: sports, education, abilities, aptitude, capabilities, talent, upbringing.

Olena KVAS

PROBLEM OF CHILDHOOD IMAGE FORMATION IN SOCIAL-HUMANITARIAN RESEARCHES

The article analyzes social-humanitarian research of childhood, as child and childhood are at one hand, at the focus of the society, at the other – in new history there come up events that create appropriate climate for singling out the research on problems of child and childhood into a new scientific trend. Childhood has its history, for it is constantly affected by social changes, different concepts and forms, differing in time frames and structure. In ancient and medieval tradition taking care of children was minimal. Children were seen as they were in reality, not who they will become when older, that is why the emotional part of the relationship between parents and children was displaced by the functional part. Childhood was considered as a period that had to be overcome as soon as possible. New image of childhood appeared in the epoch of Enlightenment, the interest in childhood was re-established, the inner worlds of children and adults became more distinctly differentiated, childhood was declared an autonomous social and psychological value. The basis of relations between children and adults was submission, the upbringing had to overcome unruly behavior of children. Childhood was considered not as an independent way of life but just preparation for it. Modern researches pay attention to the socially competent child who operates in a certain subculture. The interaction in the dyad «adult – child» is based on theory of association and vulnerability of children and their dependence on adults' care. Childhood in its development was manifested in the forms of submission and duty of obeying, characteristic of the ancient world and the Middle Ages, and later education that was topical to modern times and almost to the present, nowadays can be outlined as the concept of children as socially competent actors, that are active subjects of self-development in relations «adults – children», that are subjected to constant changes.

In the recent decade research of the above issues has become topical and got new content and forms. The issue of childhood in most countries of the

world has become important for state policy. For the society solving problems concerning upbringing of children, creating appropriate conditions for enlargement of opportunities of competent choice of a life path by a child and his self-development based on the humanization of real life of the child has become a priority.

Key words: social-humanitarian researches, childhood, childhood history, childhood model.

*Teresa LEWANDOWSKA-KIDOŃ,
Barbara SKAŁBANIA*

INCLUSIVE EDUCATION IN THE POLISH EDUCATIONAL SYSTEM – ANALYSIS AND REFLECTIONS

Inclusive education as a priority of educational system solutions of many countries is becoming the future of education which meets the expectations of students, the ones with special educational needs included. It is based on a social model of disability and is in conformity with the principles of counteracting social exclusion being at the same time oriented towards the process of social inclusion. Including a disabled student in the area where their healthy peers function, has above all, a social, relational and emotional dimension. Being with others is a key to a proper process of socialising, self-understanding as well as understanding others, proper social communication and open expressing of one's needs. It is also space for the development of bonds and cooperation. Long-standing success of inclusive education shows its value in terms of effects connected with personal and social development of students, which expresses itself in the students' openness, creativity and commitment in the process of their own learning. The beyond didactic dimension of inclusive education taking the form of an improvement in the social functioning of students is an added value, the result of peer, environmental inclusion.

Inclusive education makes an effort to meet the expectations of a student and a parent, challenges social stereotypes concerning the functioning of a person with disability, especially the ones about limitations, impossibility of realization by them their personal life goals, it also breaks with the consequences of being stigmatized. Increase in an interest in this form of education is a proof of social changes, openness and flexibility when approaching the problem of a «different person», the «otherness» of a human being.

However, the success of inclusive education has been possible thanks to constant improvement of contemporary solutions in an organizational, technical, but above all, motivational and mental aspect. An inherent trait of a positive change is a teacher's approach full of openness, acceptance and com-

prehension, as well as his flexibility, professional qualifications, social, communicational and relational competences. Since the success of inclusive education is conditioned by many factors, there is a need to support all those who are involved in its realization and who through their passion and enthusiasm show that school may be different, open, friendly and common for everybody.

Key words: inclusive education, special educational needs, disability, attitudes of teachers, preparation of teachers, inclusive learning outcomes.

Natalia MELNIK

SPECIFICITY OF QUALIFICATION AND SPECIALITIES OF PRESCHOOL TEACHERS IN WESTERN EUROPE

Integration of Teacher Education into the European educational space is characterized by updating changes in the content, forms, methods and means of training the teaching staff of all educational units. A special note of the study is the peculiarities of awarding qualifications and specialties that European graduates of pedagogical universities receive after graduation.

The author analyzes features professional training of pre-school education in European countries on the basis of the qualifications and diplomas, comparative analysis. In Europe there is a considerable number of pre-school education practitioners are distinguished in various definitions and terms, depending on the country, the services they provide, institutions where they work, their qualifications and functional responsibilities «teacher», «preschool teacher», «assistant teacher», «family teacher») est.

Six major professional profiles of experts of preschool education in Europe in the issue were identified. The first (although this has no hierarchical order value) is early childhood professional with professional formation and training to work with children across the age span from birth to compulsory education. The second profile – is characterized by the previous initial vocational education. Third profile allows graduate work in preschools and elementary schools. The fourth type of profile, professional preschool education is – social teacher. Fifth profile can be described by the expert on working with babies. The last group of professional practitioners Health/care of children up to three years.

The characterization showed that peculiarities of qualifications lies in the following points: in France only three years of study in England and Scotland – this is not acceptable and does not entitle graduates to work in any preschool, and in Germany a bachelor's degree can work in preschool industry, though in the short term requirements will be strengthened, determining differences; as for the common trends, they are to strengthen the quality requirements for training and strengthening the requirements for the professional

activities and responsibilities. The training and qualifications of Germany, France and Britain retain their authenticity and identity, preserving national traditions, the training system of preschool education sufficiently integrated into the common European educational space and meet the modern standards of teacher training in Europe. The analysis allowed to identify common and distinctive aspects reflect uniformity of training on the one hand and preserving national traditions on the other.

Key words: training pre-school teachers, preschool education specialists, integration, Europe-wide requirements, qualifications, diplomas, teacher education.

Olena NEVMERZHYTSKA

AXIOLOGICAL IDEAS IN EDUCATIONAL THOUGHT DURING THE LIBERATION MOVEMENT (1917 – 1920)

Every educational system has a goal that depends on several factors: the level of psycho-pedagogy, ideology and social order, etc. The process of building an independent Ukrainian state has set the task to form a moral, nationally conscious person, a patriot of his homeland, a good citizen, a physically perfect, hard-working person, able to notice the beauty and create it by himself.

We are interested in the history of Ukraine during the national independence in the early twentieth century. It is important to come back to it and see which axiological ideas formed the basis for the national education system in order to form nationally conscious younger generation.

Educational thought of the Liberation struggle period is interesting and original. For the first time in many centuries Ukrainian teachers not only had the opportunity to freely create the concept of national education, but most importantly – to implement them. The ideas of national schools, mother tongue, humanism, citizenship education, patriotism, religion and morality can be traced in the works of native teachers. This period in the development of national education and schooling is associated with the names of I. Ohienko, S. Rusova, S. Siropolko, Y. Chepiha and others.

Liberation struggle period is a period of creation and implementation of the national school concepts (national and state educational and active school (S. Rusova), national labor and free school (Y. Chepiha), development of axiologically pedagogical ideas within the national paradigm based on the national ideology. Analysis of works by I. Ohienko, S. Rusova and Y. Chepiha made it possible to isolate the core ideas of national education, like native school, native language, humanism, citizenship, patriotism, religion, morality, amateurism, pedagogical freedom and freedom of education. The purpose of education

in this period was described as the formation of a new type of people – enterprising, active, determined, self-confident, hardworking, morally and intellectually developed, ready for self-realization in personal, family, civil and public life. Its content was determined by morally religious, national, civil, family, valedologically ecological values.

Key words: axiological ideas, education, educational values, educational ideal, national school, Liberation struggle period.

Marzena OKRASA

«TO BE» OR «TO HAVE» AND THE MEANING OF LIFE AS THE INDICATOR OF ADULTHOOD

Attitude towards life is associated with the system of approved values. Awareness of the importance of value and striving to achieve them is the chance of a positive response to the question about the meaning of life. Meaning of life and not feeling it are closely tied to human existence. Inadequate education of model or the hierarchy of values, and following the short-term attaining the so-called useful and needs, may determine the loss of meaning in life.

The attitude of «have» relies mainly on a quest to possess material goods and the attitude of «to be» is based on the objective to develop the interest, deepen the knowledge and help another person.

So the aim of the study was to determine the relationship between attitudes of «to be» and «to have» and a sense of meaning in life. The research covered 125 students, aged 21 – 26 years. To measure attitudes of «to be» and «to have» the method of diagnostic survey with the questionnaire technique was used.

The people tested in group «to be» have clear goals in life, realization of which gives them a sense of meaning of their own existence. Similarly feel people from the group «to-be» who see the meaning of their existence. In contrast, subjects qualified for the «have» group more likely than other respondents discover an emptiness and meaninglessness of their existence, feel the lack of sense of life and do not have clearly defined goals in life. People from the group «to be» base own self-esteem on positive attitude and openness to the reality; from group «to be and to have» on trust to themselves, their capabilities, and a certain reserve to the outside world; with the attitude of «be» base on competition and comparing yourself with other people and mistrustful and full of anxiety compared to reality.

Key words: attitude towards life, the meaning of life, system of values, the attitude of «have», the attitude of «to be».

Vita PAVLENKO

SUBJECT-TO-SUBJECT INTERACTION IN THE EDUCATIONAL PROCESS IN POLAND

The emergent values and objectives of education as well as modern scientific and technical achievements mainly determine the selection of forms, methods and tools of education, which the teachers increasingly prefer at this stage of education development.

Many works of Polish scientists are devoted to pupils' creativity problem, namely to such aspects as: *pedagogic selection, character traits of creative pupils, study and education of creative pupils, creative process, development of pupils' powers, teachers' training in dealing with creative pupils.*

The article deals with the peculiarities of subject-to-subject interaction in the educational process of Poland. O. Yakovleva emphasizes such main characteristics of the creativity as: a) the creativity can be revealed in the process of subject-to-subject interaction; b) the creativity is addressed to other person in any way.

Different teaching techniques of junior pupils' creative potential development are presented. The main principles of K. Szmidski's creativity development such as availability principle, principle of contracted group, playing principle, personal motivation principle of cognitive need, principle of creative process strengthening, principle of hindrance prevention and principle of creative teacher are analyzed.

A. Tokarz offers very interesting principles of the development of person's creative potential, such as: multiplicity principle, principle of values formation and delay, principle of knowledge comparative utility, principle of contradiction, principle of positive emotions and principle of agency.

The article analyzes the creative potential development model of R. Ripple, which includes the model of barriers elimination and the model of creativity stimulation development.

The article presents the essence of the notions «creativity», «creative competence», «junior pupils' competence», «subject-to-subject interaction».

Such main qualities of the creative teacher as force, flexibility, endurance, intellect coordination and abnotiveness are highlighted in the article.

Intellective power – is teacher's ability to concentrate on the very thing so far as it is necessary.

Pliancy of mind – is teacher's ability to skip the thread of thoughts. It is the ability to think outside the box.

Endurance – is teacher's ability to maintain high activity level not to struggle and without losing coordination for a long period of time.

Intellect coordination – is teacher's ability to operate on several notions keeping the balance in any circumstances.

Abnotiveness – is teacher's complex ability of the literal perception, conceptualization and understanding of the creative pupil. It is the ability to notice the creative pupil and give him/her necessary psychological and pedagogic support in the process of its creative potential realization and actualization. Creativity is necessary not only in the science or professional activity but also in everyday life. It helps to apply the non-conventional approach to the problems and come to terms with realities of the changeable world. The teacher must care for pupils' creativity development because it can help them to meet a demand of modernity.

So, creativity development depends up pupils' and teachers' (generation) age and intelligence level. It is the creativity development, which is focused on other person's prosperity and worries about the society as a whole.

Key words: creativity, creative competence, grade's competence, junior pupil's competence, subject-to-subject interaction.

Liubov PROKOPIV

**TARGET COMPONENT
OF EDUCATIONAL WORK
IN SMALL SCHOOLS IN UKRAINE
(second half of the XX century)**

The article deals with the main approaches to understanding the target component of organization of educational work in small schools in Ukraine in the second half of the 20th century. Analysis of the source base allows to determine the evolution of the target component of education in small schools during the second half of the twentieth century.

In the first phase (1949 – 1958) of development of the studied problem, there was ideological pressure on the educational process and implementation of legislative and institutional norms of educational work in small schools. The goal of educational work in a small school was to mould «a builder of communism, devoted to the ideals of the party and government», to ensure the overall development of a pupil, a resident of the village. Among the priorities of educational work in small schools were imitation and aspiration to achievements of senior students.

In the second phase (1958 – 1985), educational work in small rural schools continued to be subject to «the ideals of the party», the unified legal framework of the Ukrainian SSR, the strict implementation of plans and directives. The specific features of rural schools, their connection with the sociocultural

environment, nature, economic culture contradicted inadequate ideological functions.

In the early 1980s, small rural school, its educational potential continued to be subject to the machinery of government strictly. Commitment of the individual, his needs and interests were in last place. Among the objectives of educational work in small schools in 1985 – 1991, we can identify the following ones: the unity of ideological and political, moral and labor education, the development of «communist ideology», understanding of the benefits of the Soviet way of life, education of patriotism and proletarian internationalism, gratitude and devotion to it and to the Communist Party.

In the early 1990s, the specific conditions of rural development were taken into account. The main goal of education in small schools was the combination of organized activities and free communication among children, agricultural focus of education: development of farmer combination of agriculture and its specificity, gardening and more.

After analysis of evolution of the target component of education in small schools during the second half of the 20th century, we should say that profiling of rural schools activities, including the small schools, and the interrelation of all areas of education are among the important and effective objectives of education, which should be used at present stage.

Key words: ungraded school, school of small, stage activities, education, rural school, education goal, the task of education.

Inna ROGALSKA-YABLONSKA

COMPETENCE APPROACH AS A BASIS OF SOCIO-COMMUNICATIVE COMPETENCE OF A PERSONALITY IN THE EARLY CHILDHOOD

The article is devoted to substantiation of competence approach as methodological guidelines for the development of social and communicative competence of the child.

The variety of approaches to the phenomenon of education, including quite clearly distinguished include cultural, synergetic, axiological, anthropological, competence. It is noted that educational theory as a strategy of educational activities designed to track changes in social needs, in terms of today it offers a new solution of the problems of education and socialization of children and youth, new approaches to their life and work.

The author determines the need to develop pedagogically grounded technologies of personality socialization problems during preschool childhood,

which requires renewed teaching approach and to create conditions for the socialization of the child and the formation of social and communicative competence in the pedagogical process kindergarten. It is noted that a competency model of education correlates with a dynamic «open» society, in which the products of the process of socialization, education and training, training the younger generation to perform all vital functions responsible person is ready to implement free, humanistic-oriented choice. It is emphasized that this approach into the curriculum include not only knowledge, ability, skills, and above all ways of working, reproductive experience and creativity, experience value attitude to the social and cultural environment. However, the individual competence involves the development of specific skills needed to implement relevant activities. The new personality oriented paradigm preschool education paradigm radically changes the approach to the activities of education, of a child as an object and subject of socialization, culture, and his own life; relation to the teacher as a mediator between the child and society, able to implement equal interaction with the world community adult children; relation to the process of socialization in childhood as an important system, educationally prudent process extended in time, semantic and operational aspects, which allows the child to come into cultural society and develop the position of the subject of social life; attitude to school as a social institution where cultural patterns are created Joint lives of children and adults, where the social-pedagogical support of socialization of the child. The competency approach, based on the need to ensure a balanced pedagogical socialization processes, contributing to the culture of child involvement in society and development positions subject of social life, allows us to point out on the principles of social responsibility, diagnostics and versatility.

Key words: competence approach, competence, social and communicative competence, preschooler.

Yulia STEPURA

**STRUCTURAL AND FUNCTIONAL MODEL
OF TEACHER TRAINING TO INTRODUCE
AESTETOTHERAPEUTIC MEANS
IN THE JUNIOR SCHOOLCHILDREN'S
SOCIAL EDUCATION**

The article deals with the scientific and pedagogical sources attempted to determination of the profession and pedagogical model of the students training to the social education of young schoolchildren by means of aestetotherapy, which the author interprets as a scheme-project of the system, person-

centered implementation orderly and unity components, which are interrelated and interdependent and aimed to the creating a high level of readiness of the future teachers to the designated activity.

This article separates and determines the basic components of the model of professional primary school future teachers training to use the aesthetotherapeutic means in pupils' social education: target, cognitive, action-technological, control and consequences, which are, according to the author's opinion, able to provide targeted formation of students' readiness to the social education of young schoolchildren by means of aesthetotherapy. According to the author's interpretation, the target component of this model displays a training aim and tasks, the achievement of which will increase the level of the readiness of future primary school teachers to use the aesthetotherapeutic means in pupils' social education. The cognitive component of the model contains a system of knowledge and skills needed for effective use of aesthetotherapeutic concept in the social education of young schoolchildren. Activity and technological component of this model describes the students' preparation to the designated activity. The final (control and consequences) component is aimed to continue quality controlling of mastering of educational material and self-evaluation and preparation of progress.

The author highlights the analysis of scientific sources, which describe the modern researches of future teachers training to the social and educational activities by using means of aesthetotherapy, which have main stages of the students' preparation to the designated activities: motivational and value, reproductive-active and creative-reflective.

The author notes, that the perspective of forward scientific aesthetotherapeutic means has a holistic, structural and functional direction and is characterized by its phased implementation. The model is regarded by the author as tools organization of educational training competent of future teachers training and is quite suitable for implementation to the educational process of higher pedagogical establishments for humane and aesthetic educational content. Researches should be aimed to experimental verify the effectiveness of the designated model of professional primary school future teachers training to use the aesthetotherapeutic means in pupils' social education.

Key words: aesthetotherapy, model, professional training, the components of the model, stages of realization of the model, objective and result of the model.

THE FOREIGNNESS: THE NEED TO DISCUSS ASPECTS FOR MULTICULTURAL LEARNING

The forced mobilities (migration for example) are linked to a global political and economical change. International trade, tourism and the prosperity on the electronic sector bring new questions and new problems. One goal of multicultural, cross-cultural learning is to bring what is called doing, what is called practice from an unknown, not reflected base to a base of consciousness and reflection.

The invitation to international learning is concentrated in seeking contact with ethnical, religious etc. minorities (which often have been living for centuries in the so called «majority-countries»). These minorities came to majority-countries because of looking for work (labour-migration) or looking for asylum. Multicultural learning means to respect the *differences* between cultures, means to recognize that these differences are an enlargement. Multicultural learning is learning by doing. The nonsense of splitting between praxis and theory is clearly shown here.

Multicultural learning is linked to both inland-other and foreign-other. Both we have in our countries. It includes all, not only minorities, migrants or asylum seekers. There are different tendencies to recognize foreignness. There are harmonious, conflictive, idealizing and assimilating tendencies, according to power of definition. Cultures' functions are process' functions, developing in actual historical, political, economical fields, it is like a «whole» (Greek: holón) of behaviours. These behaviours are accepted self-evidently. Certainly, the circumstances and the conditions can change; new influences are added.

Multicultural learning can invite to reflect the history of ethnocentrism and the history of concepts and the construction of the relationship «nature – culture» in different cultures. The goal of multicultural learning is the equality of cultures, religious and ethnic groups within a rainbow of colours which makes Ukraine so rich. This equality has to be accompanied with pedagogic responsibility. This aims at the acceptance of dimensions of your own experience.

Cultural, social and economic basic questions (alimentation, to live, old-age-status, religion ...) and the process of trying to resolve the linked problems are like matrices of modes of thinking and behaviour in the different living conditions and missions in life: woman, man, child, labour ... and so on. We always have to reflect the *difference* in all manifestations of culture and human being. But these differences are an addition to welfare, to peace, to conviviality and to consciousness, at last the goods for peace.

Key words: dialogue, pedagogical anthropology, consciousness, Z. Freud.

SOCIAL SUPPORT OF MATERNITY AND CHILD WELFARE IN BELGIUM

The system of social support of maternity and child welfare is one of social institutions which provides social stability and progress of society.

According to an analysis of information sources, the family policy has always had a social character in Belgium. The first law on state family support was adopted in 1930. It aimed at providing social support and every family with children was guaranteed a decent minimum income.

Family policy was considered to be the most important factor of economic, social and cultural progress of society. Thus, a lot of reforms were made which met the requirements of the Conference of family organizations of EU.

One of the main directions of modern state family policy includes supporting families with two parents working. The governmental policy aimed at helping any woman combine employment with maternity. It was demonstrated by introducing legislation on maternity leave and protection of working mothers' rights.

In 80 – 90's of the 20th century the Belgian government gave to families with children the following privileges: child benefits, tax concession, privileges of using public transport, discharging from the army and housing benefits.

The public policy of helping families with parents working is of high interest. In 90's there were such types of preschool establishments:

I. Nursery schools for children under 3 years old.

II. Independent institutions for children under 10 years old in French community and under 6 in Flemish community.

III. Public and private institutions for children.

IV. There were other types of children institutions: play grounds, play rooms, child care centers, one day kindergartens, groups of preschool training for children of 2.5 years old.

Today the most wide-spread kind of child benefits is the grant – one-off payment for giving birth. It was also another type of child benefit which had universal character and didn't depend on family income.

So, the problem of social support of maternity and child welfare in Belgium is regulated by legislative acts aimed at helping any woman combine employment with maternity.

Key words: social support, maternity and child welfare, benefits, family support, Belgium.

**TRAINING OF TEACHERS
IN IMPLEMENTATION OF ARTS
PEDAGOGICAL POTENTIAL IN THEIR
PROFESSIONAL ACTIVITY**

The article reflects the relevant aspects of teachers' training in using pedagogical potential of different types of art in the educational process of a comprehensive school. The attention is focused on the integration of special formal education and non-formal art education at Ukrainian pedagogical higher education institutions education; it is one of the most effective ways of forming professional skills in using art in the process of teaching and up-bringing of younger generation.

It is emphasized that non-formal art education at pedagogical university is a voluntary individual artistic activity, undertaken extra curriculum at higher pedagogical institutions, and it is realized mainly in artistic and creative groups and is not accompanied by the issuance of an official diploma standard. It is defined that artistic and creative groups are organized forms of voluntary association of students and teachers based on purposeful artistic and creative activities and those are: choirs, vocal ensembles, instrumental ensembles, orchestras, dance ensembles, song and dance ensembles, fine arts groups, film, photography and video studios, circus, theater groups, folk groups, groups of arts and crafts, cultural and community character, etc.

It is proved that as a result of receiving non-formal art education participants of music, dance, artistic, literature and theater groups are able to gain experience of using didactical, developing, communicative and up-bringing capabilities of art by the group heads. It is specifies that participants of artistic and creative groups acquire knowledge and develop practical skills in reproducing the best musical, dance, artistic, literary and theatrical patterns of Ukrainian or foreign folk and modern art. Recipients of non-formal art education manage to create in the field of different types of artistic and educational activities, chosen by them, and to follow standards of theatrical art, generally accepted by community culture. The article outlines the results of teachers' artistic and education activity in artistic and creative groups; the activity is set to develop their communicative competence, including the ability to use the languages wealth, model the process of professional and pedagogical communication, organize the process of transmission and receiving information, manage communication flow, establish subject-subject relationships, communication links in the group etc. It is highlighted that integration of formal and non-formal art education is important, due to the fact that works of art are an

inexhaustible source for learning and mastering social norms which underlie behavior, socio-acceptable and recommended by community.

Key words: pedagogical potential of art, non-formal art education.

Oleksandra SVIONTYK

BREEDING THE SENSE OF RESPONSIBILITY AS A MANIFESTATION OF MORALITY

The interpretation of the meaning of «morality» and «spirituality» in the psychological and pedagogical literature is analyzed. The actuality of breeding a sense of responsibility as a manifestation of morality children of primary school age is outlined through the prism of the tasks of modern education. The social and societal need for active influence on children on purpose to the formation of responsibility as personal traits is substantiated. The theoretical explanation of the importance of promoting education on the impact of a child's mind is represented in today's educational environment. It's indicated the need for the use of means of indirect influence in the process of democratic education of the younger generation with aim to form the consciousness through the education of moral qualities, producing the need of their displaying in life.

The importance of pedagogical heritage of V. Sukhomlynsky as a theorist and practitioner of moral education of children of primary school age is underlined. It's distinguished and partially analyzed ethical and educational works for children of teacher-humanist. The topicality in modern educational conditions of works of V. Sukhomlynsky as by contents, so by educational direction is evaluated. The accordance of construction works on the basis of indirect educational influence in promoting the process of active reading with pedagogues and parents without excessive moralization is analyzed. The necessity in the early school years to form the moral culture as a basis of spiritual and personal moral values is proved. In further researches may be analysis of author works by educational direction of other known Ukrainian and foreign writers for children and teachers. As an innovation can be a comparative analysis of children's educational literature in different periods of developments of Ukrainian society in terms of understanding of moral and social responsibility.

Key words: morality, spirituality, responsibility, responsible behavior, social responsibility.

AXIOLOGICAL BASES OF PRESCHOOL TUTOR TRAINING FOR EDUCATIONAL ACTIVITIES

The relevance of the disclosure of the axiological foundations of the tutor training of the preschool children to educational activities acquires in modern conditions an exceptional importance and urgency and is enhanced by the fact that the fullness, complexity of the exiosphere of a modern preschool tutor depends on the formation of value spheres of the child's spiritual and moral world, the ability to be happy, live in harmony with the environment.

Training for educational activity was considered through the formation of the axiosphere of a future teacher that was understood as a continuous process of acquiring and assigning moral and value imperatives by a person which constitute the core and basis of professionalism. It is stressed that this formation could be observed in the higher pedagogical educational institution and remains throughout the professional life of a teacher.

It is proved that the axiological aspect of tutor training of the preschool children to educational activities is nuclear, crucial for professional self-development of personality of a future professional which is manifested in the direction of intellectual and moral forces, aspirations, attempts to achieve the high professional achievements. The desire to achieve and to approach to the ideal teaching as a complex phenomenon, an image model offers a tremendous opportunity to perfection. Under such conditions each pedagogical act is a moving forward, the disclosure of pedagogical abilities, the embodiment of pedagogical orientation, and the expansion of a zone of «immediate development» of a future teacher on the basis of moral and spiritual dominant.

From the standpoint of the axiological approach it is determined that the tutor training of the preschool children to educational activities in modern conditions is a multidimensional process of the development of the students' exiosphere, the formation of value orientations, achieving the highest level of spiritual development.

The axiological bases of tutor training of the preschool children to educational activities are to create the conditions for assigning the highest spiritual values by the individual, filling a subject with professional ideals thanks to which a student with a help of the teacher rises above the sphere of real life, thus symbolizing the infinity of the development of the individual professional. So the highest spiritual values become the motive and need, and a part of a holistic spiritual «the self» of the preschool teacher.

Key words: axiology, axiological bases, axiological approach, creation of axiological space, educational process, future preschool tutor, future tutor training of preschool children.

*Tetyana ZAVGORODNIA,
Inna STRAZHNIKOVA*

**PROBLEMS OF EDUCATION
IN EDUCATIONAL RESEARCH
OF THE WESTERN REGION OF UKRAINE:
HISTORIOGRAPHICAL ASPECT**

The article studies the semantic structure of pedagogical studies of upbringing as a concrete historical phenomenon determined by a set of social factors that outline main components of the theory of education – beginning from its categorial-conceptual apparatus and completing by the definition of the structure, characteristics, driving forces, contradictions, stages, management mechanisms and other aspects of the process that has its own functions, forms, methods, tools, and other elements of implementation.

Development of the theory and practice of national upbringing takes priority in the development of modern pedagogy. Despite the focus on understanding this phenomenon as to modern conditions of state building, scientists constantly emphasize its ethno-historical origin, contents and stages of formation as a system of beliefs that set an important part of Ukrainian public opinion.

Thus on the regional level «universality» and «inclusiveness» of national education were appropriately reflected in the studies. On the one hand, we have very few specific studies on regional development of national education, on the other hand, it is studied as a separate component that is present in most educational processes and phenomena and it is important aspect of the study of various scientific problems.

One of the fields of pedagogical researches is the issue of custody and guardianship concerning not only children and youth, but also adults. Difficulty of generalization of scientific knowledge about it is caused by the fact that on the one hand it is studied in the field of many scientific disciplines (philosophy, psychology, sociology, law, history, religion, etc.), and on the other hand it is objectively interpreted in different areas and sections of the social pedagogy, history of education, ethnic pedagogy, theory and practice of upbringing, social and educational work with children in the context of teaching and private initiatives and so on.

The holistic approach largely defined and actualized conducting of historical and pedagogical researches on various areas of development of theory

and practice of upbringing on Western Ukraine territories. They are researched on different stages in regional, chronological, scientific, theoretical and other dimensions. Thus, the theme of labor upbringing was actively studied in Soviet pedagogy, nowadays it is almost never researched. Despite topicality and scale of cutody, for today, the study of its development in researches of Western region of Ukraine of the set period is limited just by Halychyna.

Key words: education, Western region of Ukraine, historiography, research, educational process, improvements.

Olena ZOTOVA-SADYLO

METHODOLOGICAL ASPECTS OF PROFESSIONAL BUSINESS COMMUNICATION OF FUTURE ECONOMISTS

Methodological aspects of professional business communication formation process have been substantiated in the article. The authorial professional business communication training technology has been presented and analyzed here. A special focus is made on the content component of the developed technology. We are confident that successful professional business communication training is possible in consequence of cohesive system of in-class and extra-curricular occupational dedicated activity. The in-class component of the professional business communication training technology should be organized at student-centered approaches. The speciality course «Professional Business Communication» is an optimal way for implementing the in-class component technology. The particularity of the course is its integrated content. The combination of liberal arts disciplines like Philosophy, Psychology, Sociology, Languages, Business Communication, Public Relations, Economics, Logic etc. in economic higher educational establishments' curricular makes it possible to get a holistic learning material perception. The course is targeted at II – IV year students of Economics because of an adequate foreign language level and their readiness to obtain the training material. Teaching process could be realized in two languages (the native and the foreign one). The academic program of the specialty course «Professional Business Communication» and the study guide «Professional Business Communication: scientific and methodical approach» have been prepared. Mentioned methodological support can be applied to training students of economics. If needed, the programme should be adapted to training specialists in different spheres, for example lawyers, teachers, social services employees (in social, hotel and tourist businesses). Omnitude is one more particularity of the suggested project. *The speciality course goal* is to go more deeply into high level of academic knowledge and

practical skills of professional business/intercultural business communication to the students of economics. *The specialty course tasks* are to foreground the «professional business communication» concept and actualize its special aspects in business activity; to externalize intrinsic motivation to master professional business communication skills with the purpose of functional relationship modeling among partners, managers, colleges etc.; to familiarize the students with ethical business practices and their intercultural aspect; to develop skills of efficient communication and solve conflicts. Methodological recommendations, lectures, seminars, trainings plans have been presented in the study guide «Professional Business Communication: scientific and methodical approach» [2].

Key words: professional business communication, system of future economists' liberal education, complex of in-class and extracurricular occupational dedicated activity.