ABSTRACTS

Nadiya ASHYTOK

COMPETENCE APPROACH AS A METHODOLOGY OF PROFESSIONAL TRAINING AT HIGHER SCHOOL

Competence approach from the perspective of its implementation in practice is based on the existence of the relationship methodology of pedagogy as a science and methodology of teaching practice. It is determined for the achievements of science educators, practitioners, provided ways and means of solving educational problems and practices methodology, scientists and educators information appropriateness of methodological tools and educational technologies of transforming reality.

Within the methodology of pedagogy as a science, competency based approach to training have been studied to some extent at the universities. Most researchers have defined the result of student’s training in competency-based approach is to develop knowledge for future professional activities (appropriate knowledge, skills, values, personal qualities, experience), which a person has acquired and is able to demonstrate after learning within particular specialty. Competence Formation is passed by the amount of learning competencies.

Methodology of teaching practice for competency approaches implementation to student’s training is in a state of becoming. The conditions, ways and means of solving educational problems from the perspective of this approach isn’t sufficiently studied. The attention in the article is focused on the importance of developing educational standards of competency-based approach and feasibility of establishing methodologies for various forms of research, practical search and transformative nature intended implementing these standards.

It seems problematic to author evaluating acquired competencies. Solutions to this problem are awarding diplomas to graduates of higher education institutions after year of trainings that these individuals have to go through at the place of work. An important condition for obtaining diplomas should be a positive response to employer’s level of intern’s achievement.

Key words: competence approach, competence, training, higher school, educational standard.
CHILDREN’S RIGHTS TO EDUCATION
AND REHABILITATION IN POLISH LEGAL DOCUMENTS
AND THEIR PRACTICAL IMPLEMENTATION

For years in Poland, the attempts were made to care, help and support
disabled children, especially their rights for education, seeking methods for
aiding the development as well as care, treatment and education. Comprehensive
embrace of these issues have been presented by Maria Grzegorzewska, and
Professor Aleksander Hulek dynamically introduced it to the process of psycho-
social integration. Contemporarily implemented education reform effectuates
students with special educational needs to the kindergartens, public schools,
but also caters to them, provides support, psycho-pedagogical help, including
early development aid and equalization of educational opportunities in public
schools closest to the place of residence. These actions are taken in order
to secure the students support: not only to actuate their development, but also to
help in education and integration with able-bodied friends – peers, and to orga-
nize various forms of therapeutic and compensatory classes.

Many barriers that impede the implementation of every disabled child’s
rights can be pointed in Poland, including the education. Basic difficulties are
barriers and financial ailments, i.e. lack of funding the education reform and
mass schools for not only a disabled student’s accommodation, but to ensure
a professional support. The absence of specified financial resources for special-
lists employment in schools, such as: special pedagogue, psychologist, therapist
working with autistic children, speech therapist, speech neuro therapist and
others, as well as purchase of specialist devices. Still legal and administrative
difficulties should be pointed, which are constantly changing regulations and
legal flaws of implemented education reform. These types of legal-adminis-
trative difficulties may cause resistance of local authorities’ decision makers,
or lack of understanding for engaging activities. Simultaneously a number of
beneficial changes can be seen in practice. The knowledge of disabled child and
his family’s needs and problems is increasing, followed with change of social
attitude, integration of many specialists with parents and teachers. Then social
awareness regarding disability increases, as well as social acceptance of disa-
bled child and his family. The access’ availability of children with various disa-
bilities to the mass schools and kindergartens is rising. The level of know-
ledge regarding therapeutic-rehabilitation and diagnostic methods and teacher’s
professionalism are also rising. Able-bodied students’ attitude is changing like-
wise and beneficial changes regarding students with special educational needs
can be noticed.
Key words: children’s rights, a child with a disability (disabled child), education, barriers, Poland.

Tatiana BATRAK

STUDENT’S EXTRACURRICULAR ACTIVITIES AS A FACTOR OF TEACHING THE EXTRACURRICULAR ACTIVITIES OF TEACHERS OF WORLD LITERATURE IN SCHOOLS

The article highlights the issue of future teachers of foreign literature training in extra-curricular activities. The concept of extracurricular activities and their role in the professional development of young people was described. The author finds the harmonious personality formation impossible if literature was studied in isolation and therefore emphasizes the need to learn the subject in the context of other arts in the form of extracurricular activities aimed at their acquaintance with the best examples of classical and modern foreign culture. The role of the works of art being involved in the process of Foreign literature learning is significant for the future teacher individual development, his cultural self-development, students’ social and moral character formation.

It is also necessary to implement the examples of modern art as a creative reflection of today’s reality into the extracurricular activities. It will promote the idea of culture as a social phenomenon, which is closely connected with the everyday life. Learning foreign culture, students start to understand the unfamiliar, to appreciate the peculiarities of other cultures; develop their skills of multicultural dialogue. The world art culture carries a vast accumulation of international social experience which has a great educational potential. The acquaintance of future foreign literature teachers with the best examples of modern and classical arts in extra-curricular activities helps to create spiritual and moral qualities of future teachers and facilitates their preparation for the same activities at school.

Key words: Foreign Literature, foreign art culture, education, students, training, extracurricular activities.
LANGUAGE CULTURE CREATION AS AN ELEMENT OF THE FUTURE TEACHER PROFESSIOGRAM

Language culture creation is one of the most urgent questions nowadays. This is not only philological problem, but social as well – as it is related to different communication methods. The article covers linguistic principles of language culture creation for future teacher. Proved that the necessary condition for high level language culture for future primary school teachers provided dialect environment is compliance principles of oral speaking: orthoepic, lexical, grammar, stylistic. The most important their properties are accuracy, cleanliness, purity etc. Also there is covered speech environment role in creating language culture of individual.

Substantial research has been conducted in 2012 – 2015 in Vasyl Stefanyk Precarpathian National University and Ivano-Frankivsk College (Department of Elementary Education and Department of Pre-school Education). It showed that students have low and middle language skills. Future teachers and pre-school educators make mistakes including word stress and vocabulary. The tools «Speak Ukrainian Correctly» (2012) and «To Stress Correctly» (2013) were developed on the base of the analysis of common students’ mistakes.

A necessary condition for high level language culture for future primary school teachers is compliance with norms of verbal speaking: pronouncing, lexical, grammatical and stylistic. The most important qualities of students’ business communication are accuracy, content, relevance, consistency, accuracy, etc. We determine language culture for future teachers as possession of verbal and written forms of language on all levels, ability to use optimal language tools for current situation. Language norm is main concept of language culture. We believe that main requirement for any spoken phrase is its correctness. As a result of these factors, requirements for communication are created. We thought that during future teachers’ speech improving the primary importance is work on language accuracy.

Violation of normative language is explained by the influence of the Russian language, dialects, the mass media and linguistics surrounding. Many of the common mistakes found were due to lack of understanding modern Ukrainian language. One take-away from the research is to teach students proper Ukrainian language so they can better understand grammar rules. University teachers need to possess a higher standard of linguistics and vocabulary to better equip the students to be successful in their language ability.

Key words: language culture, principles of modern Ukrainian literary language, future teacher, language accuracy, emphasizing.
EDUCATIONAL AND CONSULTATIVE ACTIVITY OF UKRAINIAN DOCTORS REGARDING PRESERVING THE HEALTH OF CHILDREN AND YOUTH IN HALYCHYNA (THE FIRST THIRD OF THE TWENTIETH CENTURY)

The article deals with educational activity of Ukrainian associations regarding formation of knowledge on the basics of hygiene, training of healthy lifestyle for children and adults, and prevention of emergence and spread of various diseases, including tuberculosis. In the early twentieth century, under conditions of foreign states domination and political oppression of the Ukrainian people, national public associations of Halychyna («Narodna Licznytsia», Ukrainian Hygienic Association, Ukrainian Medical Association, «Vidrodzhennia» and others) created a public system of health care for population of the region, thus offsetting gaps in the social policy of Austria-Hungary and Poland.

Doctors and especially students, teachers, clergy and public figures took an active part in this process. They all cared not only about the physical health of the personality, but also of his spiritual, mental and social components. Ukrainian doctors and medical students who belonged to the associations «Narodna Licznytsia», Ukrainian Hygienic Association, Ukrainian Medical Association, provide the population of Halychyna (not only Ukrainians, but also Poles, Jews, Germans and other national minorities) with free professional assistance. There are grounds to talk about the creation of national medical movement of volunteers that actually founded the organization of public health care system. Ukrainian doctors provided medical services to the most vulnerable segments, including peasants, pupils and students. Doctors activity had a great impact on ensuring health of Ukrainians. They had lectures for people, promoted a healthy lifestyle, spread knowledge about prevention and treatment of diseases, harmfulness of alcohol consumption and smoking. Doctors were successful at the fight against tuberculosis. The magazine «Narodne zdroвлі», edited by doctor R. Osinchuk, played an important role in disseminating knowledge about healthy lifestyles. It has been published since 1937 by association «Vidrodzheniia» along with Ukrainian Hygienic Association. It was the only Ukrainian-language magazine in Poland.

Key words: Ukrainian doctors, «Narodna Licznytsia», Ukrainian Hygienic Association, Ukrainian Medical Association, education.
Efficient training of a competent professional requires, first of all, special teaching aids of the educational process and the corresponding information facilities for research, the use of modern information technologies for teaching in higher educational institutions of Ukraine. Involvement of the Internet resources, telecommunications networks to plan and conduct classes in higher educational institutions allows students to work at an individually pace, to collaborate with other students and the teacher. Nowadays we regard as important the distribution of telecommunications networks, the development of the Ukrainian Internet sector, intensified introduction of Internet services in various areas of public life, digital broadcasting, further development of multichannel telecommunications networks and further computerization.

The use of computer tests and diagnostic systems at English lessons allow the teacher in rather a short time to get an objective idea about the level of knowledge that students acquired, and to correct it promptly. Here we can use both free online communication and specially organized communication through e-mail, electronic conferences and bulletin boards, which creates a unique authentic situation for dialogues.

It is the new learning technologies based on information and communication technologies that allow to intensify the educational process, increase the speed of perception, understanding and the depth of mastering masses of knowledge. In the intensification of students performance while learning English the effective methods are problematic questions, problematic exercises, heuristic conversation, business games and role-playing, discussions, projects, simulation methods, video situations analysis, brainstorming, etc., which allow to move from monologue to dialogue and active search with the use of information technology.

Apart from effective methods and forms of education and their optimal combination, important factors in the implementation of modern information technologies in training teachers of English are individualization and differentiation of educational student activities, control over their educational activities and its evaluation in combination with self-control and self-assessment and so on.

The most widely used communication is organized via telecommunications networks: correspondence between individual students and between whole classes and schools, exchange of information between schools of different cities, countries. Then the teacher plays the role of an organizer who helps to
plan correspondence, to write a letter or to make a collective response, to direct the work of the students so that all of them would be involved and would perform the task.

**Key words:** factors, information technologies, individualization of education, forms and methods of educational activities.

*Marija CHEPIL*

**THE ACTIVITIES OF UKRAINIAN GALICIAN TEACHERS**
*(late XIX – early XX centuries)*

Theoretical knowledge and experience of Galician teachers and educational leaders in the second part of XIX – early XX century is helpful for solving current educational problems. They managed to lay the theoretical and methodological foundations of youth and children’s national education while putting its main provisions into practice.

Ukrainian Galician educators highly estimated professional activities of teachers who were expected to manage children of different backgrounds, abilities, heterogeneous moral and intellectual levels, on the one hand, while influencing the future and destiny of entrusted children, on the other. The impact of continual educational activity on the spiritual development of pupils, and thus the fate of the people and the native land was seemingly imperceptible, though undoubtedly convincing.

Teachers were attributed with a special role in raising nationally conscious citizens, patriots of the native land. Teachers lacking patriotism were not considered as such in the full sense of the word and could not expect love and appreciation on the part of the people who they were to educate. Their task was seen in teaching history to people, cultivate love of the native land, because only loving one’s own native land and people one could come to love other nations. Committed Ukrainian teachers had to make every effort to provide moral education for families, faithful sons of their people and the church, intelligent and law-abiding citizens. Organizing reading rooms, public societies, reviving the nation’s spiritual life and cultural heritage, strengthening the status of the mother tongue as a valuable means of communication, conducting various educational activities (academies, excursions, competitions, scientific groups, reading rooms, etc. to honor famous Ukrainian writers and national figures) were prioritized. Teachers had to introduce pupils to the history of their land, Ukrainian culture, and folk customs, strengthen ties with the native people and keep faith in them, fight for their freedom and independence. The role of teachers in educating nationally conscious citizens, patriots of the native land was
predominant in the outlined period. Teachers were looking for opportunities to put into practice the theoretical research in the field of national education.

**Key words**: Ukrainian teachers, educational activities, children, patriotism, national consciousness, Galicia (Ukraine).

Olha DIENICHIEVA

**THE PROBLEM OF SCHOOL CHOICE IN AUSTRIA**

The main factors of changes in the education system are: migration flows, different religious denominations, social disparity, the need in the youth literate education competitiveness. The influence of social and economic development of Western Europe on the educational reforms of gymnasiums in Austria is shown. The gymnasium education system acquires new characteristics in realization of its main aim – formation of the definite type of an individual’s worldview on the basis of traditional Liberal arts education in conjunction with the world scientific and technological advance. Within this framework, the problem of school choice for children whose parents are migrants has emerged.

It is necessary to draw attention to the multicultural society existence within one country. It causes certain difficulties: a variety of traditions and customs, low level of language knowledge, different social status, and unequal opportunities (autochtons and allochthon) to access a good education. Multilinguality inside the country demands changes in legislation and provokes a wide range of transformations in education system (innovations in the curriculum, organization of educational process considering religious beliefs). Thus, it complicates the school choice in Austria.

State schools and gymnasiums in Austria accept children regardless of social status and religion. Private gymnasiums have a right to introduce entrance exams, but it is a prerogative of each educational establishment to take it separately. However, the school choice is influenced by social, religious and national origin of parents.

The system of education in modern Austria allows the realization of rights of ethnic minorities, migrants (legal and illegal), refugees in the process of education. Providing with equal opportunities for gymnasium education is an important factor of present-day society development under the conditions of intensive migration flows and geopolitical changes in the world. The school choice is emerged in the context of certain contradictions: the state offers equal rights in education and there are restrictions caused by social factors.

**Key words**: problem, effective educational process, Austria, choice, gymnasiums, bilingual education, religion, family.
The article deals with the main approaches to understanding content and forms of student research in Ukrainian universities (1950 – 1990). In accordance with stages of activities she has defined, the author describes the specifics of organization of students’ training during the second half of the twentieth century and provides examples of various forms of organization of SR. The author emphasizes that student research is the historical and pedagogical problem that requires study and deep analysis of previously gained experience.

The post-war environment and sociocultural conditions of development of society prevailing in Ukraine (Ukrainian SSR) in the late 1940s – early 1950s revealed the specifics of student research in classical universities of Ukraine. In the post-war years, reports of students during lectures and seminars were the most common, student scientific circle became widespread too. In the early 1950s, student scientific societies, aimed at in-depth study of various aspects of science and technology, were created on the basis of student circles. In classical universities, the forms of organization of students’ training became more diversified at the beginning of 1960s. Other forms of SR organization such as scientific expeditions, «student universities» became more common. Carrying out of the scientific research became the main objective of student research in the classical university.

In 1970 – 1975, the attitude of government towards research has slightly changed and became more controlled. Holding of student competitions and conferences, that were organized by the respective departments and for certain specialties, was widespread. Student research became the mandatory element of training in classical universities in the early 1980s.

In 1985 – 1991, at the stage of reorganization of education, the classical universities continued to operate according to the Comprehensive Plans of the Organization of SR for the Entire Period of Study, which introduced the courses of Basic Scientific Research into curricula. Student scientific societies and clubs, contests of student research papers and competitions remained effective forms of student scientific work.

The practice of organizing students’ training in Soviet times did not have the exhaustive results. However, student research in classical universities in 1950s – 1990s was clearly a part of an organized educational and scientific system of higher education, which corresponded to the political, social and economic needs of the respective period.
The process of modernization of education encourages experts to devise innovative pedagogical tools that will ensure professional excellence of teachers and equate it to art. Many scholars propose their ways of forming a creative personality, and thus revive the interest in the pedagogical creativity as an important precondition of teaching professionalism.

Scholars have been traditionally addressing the issue of creating the professional image of the modern teacher and have viewed it as an effective tool to influence students and promote successful self-fulfillment requiring an individual creative approach to the profession.

In our view, a personal and professional image of the teacher, i.e., a complex characteristic integrating all personal and professional qualities forms the basis of an individual style when exerting professional activities in a creative way.

Image activity of a teacher is a kind of educational activities and is implemented by means of a personal and professional image. Depending on the subject influenced by the image this activity can be divided into internal (image creative) and external (image transforming). Image activity is a path to image creation which stimulates a teacher to systematically update his image and transform his students’ personalities by means of image impact and interaction. Thanks to image creation skills future teachers are able to develop artistic teaching and pedagogical flexibility, improve teaching skills and pedagogical creativity.

Image creation skills should be purposefully formed while studying at university. In particular, educational techniques and methods are usually adopted in the course of pedagogical practice while executive and performing skills are acquired through extracurricular educational work and leisure activities.

Image creation appears crucial at the stage of initial professional formation of future elementary school teachers. Image activity is a path to image creation which can be implemented by means of a personal and professional image. Image creation is highly promoted by cognitive learning. Our further scientific research will be aimed at searching for innovative ways of the personal and professional image formation.
Key words: a personal and professional image, image creation activities, image creation, visual appeal, artistic teaching, future elementary school teachers.

Oksana FESENKO

RESEARCHING THE ESSENCE OF THE PHENOMENON «METHODOLOGICAL COMPETENCE» IN THE SCIENTIFIC LITERATURE

As Ukraine is on the verge of entering the world educational space there are significant changes in the field of education that make it possible for future teachers to acquire methodical competence as an important factor of professional formation and formation of pedagogical excellence. Therefore, the problem of researching the essence of the phenomenon «methodological competence» is topical and pressing.

The increased attention to the problem of forming methodical competence can be explained by the theoretical and scientific validity of this issue in the generally accepted standards concerning the content of pedagogical education that are established in Conceptual bases of pedagogical education development of Ukraine and its integration into the European educational space. In recent years scholars in their works are increasingly focused on the essence of methodical competence (V. Adolf, S. Azaryshvili, I. Akulenko, I. Grebeniev, T. Guschina, T. Zagryvnia, O. Zubkov, O. Ilchenko, T. Kocharian, G. Bunk) as a component of professional competence of a future teacher while teaching a particular subject or a discipline. Works of T. Baybara, N. Bibik, I. Ziaziun, L. Koval, O. Savchenko, S. Sysoieva, L. Horuzha, I. Shaposhnikova address the problem of professional and methodological preparation of teachers under new conditions, strengthening the role of independent work of students, introduction of modern active methods using information technology of training at a higher educational institution.

Scholars determine the concept «methodological competence» of a teacher as system formation (a multi-component phenomenon, an integrated multi-level professionally significant characteristic of a person, a set of professional knowledge, a system of knowledge). In this context we consider it reasonable to analyze the essence of the concepts such as «methodological» and «methods» as similar in meaning with the phenomenon «methodological competence».

Key words: methodological competence, methods, methodological, teaching methods, elementary school teacher.
INTERACTION ARRANGEMENT WITH BACCALAUREATE STUDENTS DURING THE STUDIES OF PROFESSIONAL DISCIPLINES (SHARING EXPERIENCES)

The basic mechanisms of improving the quality of vocational training of bachelors of pre-school education to sports and recreation activities with children are determined. The peculiarities of students’ learning activity organization based on partnership during the course «Theory and Methodology of Physical Training of Pre-school Children» are observed.

The problem of teacher and students’ interaction is observed during the studying of the topic «Outdoor Games». The special emphasis is placed on ways of forming the students’ intellectual abilities, initiativeness and activity in mastering job-related experience during lectures and practical lessons as well as self-study. The stress is laid on the expediency of pedagogical tooling (methods, means, forms of organization of students on the lesson) usage during the students’ active obtaining of job-related skills, abilities and experience. The giving of lecture based on interactive methods of teaching (self-preparation of information from theoretic recourses using the mastered knowledge, group discussion of the lecture questions, collective scheme formation, students’ own conclusions and attitudes proofs and argumentations, self-formulation of terms, applying for life and job-related experience, completing creative tasks during the lecture, summarizing the lecture) is offered, using forms of organization of students (collective work, working in small groups, in pairs, etc.).

The expediency of giving a practical lesson in the form of role play is proved. Applying such a form of active study is an effective way of realization of competency component in preparation of specialists. The plan of giving a practical lesson, the lesson procedure is offered. The attention is turned to some aspects of preparatory work: giving tutorials, instructions, discussing some questions with students. It is proved that mastering practical knowledge and skills is possible only in case that a student becomes interested enough in this by themselves and makes some efforts. It is strongly assured that working in a team during the lesson will help reveal responsibility, initiativeness, activity, mobility, self-confidence, vocational flexibility. The stress is laid on the importance of creating by the teacher such environment during the practical lesson so that the students were able to reveal not only knowledge and skills, but also to prove their own professional competency to each other. It is strongly proved that a practical lesson in the form of business game is built on partnership of the teacher and students, trust and kindness.
Conclusion: cooperation of the teacher and students during lectures, practical lessons, self-studies gives an opportunity to found the base of job-related abilities and experience in the field of physical training of pre-school children.

Svitlana IVAKH

THE ISSUE OF PHYSICAL AND MORAL HEALTH OF CHILDREN AND YOUTH IN THE WORKS OF FEMALE TEACHERS OF EASTERN GALICIA IN THE INTERWAR PERIOD

The article analyses the work of cultural and educational societies of Eastern Galicia in the interwar period («Ukrainske likarske tovarystvo»/«Ukrainian medical society», «Ukrainske tovarystvo opiky ditei i molodi»/«Ukrainian society of children and youth care», «Ukrainske hiiyienichne tovarystvo»/«Ukrainian hygienic society.» Reviziinyi soyuz ukrainskykh kooperatyviv»/Auditing Union of Ukrainian cooperatives», «Vidrodzhennia»/«Renaissance», «Soyuz ukrainok»/Union of Ukrainian women, etc.) and their active members, particularly women teachers, concerning the physical, and spiritual and moral education of children and youth. It has been identified that the main directions were a promotion of hygienic knowledge among wide, mostly uneducated sections of the population; raising the sense of responsibility of mothers for their own health and the health of their family; propaganda of healthy lifestyles; development of a network of children’s recreation institutions (holiday houses and camps); expansion of sports and tourist and recreational activities, etc. The abovementioned societies proved to be efficient at preventing and reducing mortality among children, at forming foundations for preserving physical and moral health of the young generation, at educating the whole population of the region, mainly the rural one.

Wide sections of the population are shown to have received necessary valeological knowledge from the magazines of that time which were printing authorities of the abovementioned cultural and educational societies («Zdrovlie»/«Health», «Vidrodzhennia»/«Renaissance», «My molodi»/«We are young», «Meta»/«Target», «Ridna shkola»/«Native school», «Zhinocha dolia»/«Women’s fate», «Ukrainskyi holos»/«Ukrainian voice», etc.).

It has been confirmed that problems of physical and moral training of children and young people were made one of the leading ideas and an important direction of organisational and practical activities of women’s societies and their members, primarily teachers and doctors. It is stressed that the mentioned activity of female teachers developed in the process of generally peda-
gogical and educating tasks which were solved by the Ukrainian community of Galicia of the studied period. In particular, the author studies the resolutions of the Ukrainian Women’s Congress (1934) and the First Ukrainian pedagogical Congress (1935) connected with solving problems of hygienic, physical and moral education of children and youth.

**Key words:** female teachers, physical health, moral health, healthy lifestyle, hygiene education, spiritual and moral education, protection of childhood and motherhood.

**Sabina IVANCHUK**

**THE PROBLEM OF DEFINING LEVELS OF CONSUMPTION CULTURE WITH OLDER SENIOR PRESCHOOL CHILDREN**

In modern society is more urgent to prepare the younger generation for life in the new economic conditions. The formation of the qualities of the owner, the owner, rational consumer directed economic education, which experts recommend starting with preschool children. Values of children placed in families where there is daily records of income and expenditure analysis rational use of money, careful attitude to food products to the work of others and so on.

Questions about the role of consumption in society always interested researchers. Culture of consumption is an important element of a developed society with a high level of economic development. Definitions of question requires a separate study to determine the content, methods and techniques of consumer culture education in preschool children.

The main factor in a culture of individual consumption is a social group in which it is brought up, and socio-economic values that prevail in it. Consumer behavior of other members of the group becomes a role model can have a stimulating character both positive (eg, the desire for rational consumption along with others) and in a negative sense (for example, the desire to outdo the other consumption). Therefore timely attention and positive example to others promotes adult education of the children value attitude to consumer goods, imparting them skills literate consumer behavior.

Analysis of recent research and publications showed that the issue of individual consumption culture was studied in connection with the investigation of problems of economic competence society.

The purpose of the article – to define the criteria, indicators and levels of education of bases of culture consumption in preschool children.
The author offers criteria, indicators and objectives to determine the components of the training bases of culture consumption in preschool children. The content of the diagnostic survey, presented quantitative and qualitative analysis of the levels of education of bases of culture of consumption in older preschoolers.

The results of diagnostic convinced of the need to search for the best educational conditions that would encourage the education of children the basics of culture consumption, acquiring the necessary skills and qualities rational consumer who thrifty attitude to natural and social resources.

**Key words:** economic education, culture consumption, criteria and indicators, preschool children.

---

**Oresta KARPENKO**

**CHILD CARE AS A SCIENTIFIC PROBLEM: AN INTERDISCIPLINARY APPROACH**

Care is the subject of study of many sciences (psychology, pedagogy, medicine, law, sociology, economics and politics). The theory of care appeared in the last decades, mainly in psychology and philosophy. Care is often identified with concern. Among the numerous meanings associated with the terms «care» and «caring» there are a few that belong to the ethics of care. The preferred meaning depends exclusively on what activity a person is involved with.

The theory of care has had a significant impact on education. Its emphasis on relationships has led to a strong debate among theorists and practitioners about the nature and importance of the teacher-student relationship. A concerned relationship between teachers and students implies a mindful mutual interaction and cooperation. Establishing proper relations between the management and teachers can help create an environment in which caring can flourish.

The applicability of the theory of care and its variations has been traced in different areas of scientific research. In education the ethics of care is likely to have had the greatest influence on moral education consisting of four components such as design, dialogue, practice and confirmation. Among them, teachers and critics have rated a detailed dialogue and practice first. The model of moral education in care aimed at dialogue, attentive attitude to the expressed needs and participation of students who are to learn how to handle their morality is in sharp contrast to the character formation programs, which dictate the need for special virtues and response to derivative needs. Closely related to the ethics of care is social education.

Alongside relationship and virtue-based types of care two views have arisen possessing numerous similarities though apparently different, too. In edu-
cation they gave rise to differences in curricula, learning techniques, management, moral education. The philosophical discussion is directed to evaluating merits of relation-based and virtue-based care, the superiority of justice over care and vice versa, the role of social virtues for «moral practice», the factor of gender in the theory of care and the place of the ethics of care in social policy as contrasted to domestic environment.

Key words: care, concern, the theory of care, the ethics of care, a child.

Olha KOBRIJ

PROFESSIONAL TEACHER TRAINING MODELLING IN HIGHER EDUCATIONAL INSTITUTIONS OF UKRAINE

Higher education reformation necessarily involves fundamental changes in the modern interpretation of the content of educational activities and requires its corresponding representation in the curricula, programs and textbooks. Thus, in teacher training modelling we should focus on the functions of the future teachers associated with creating learning environment similar to the realities of life, and its democratic structure. As a model is a generalized mental image that reflects the nature, structure and function of pedagogical phenomenon or process, and excludes incidental and insignificant dependences.

A clear vision about one’s future profession and clear benchmarks in the content of teacher education facilitate familiarization with professiogram of a specialist, that is a model of future professional performance and professional qualities of the teacher. Of course, it is consistent with the social order, common objectives for education and professional training at higher educational institutions. Thus, the function of future educational performance presupposes determination of the specific amount and quality of information, problem setting, that allows to focus on the students’ independent creative work, designing according to the age and individual characteristics of the educational material, planning structure of the correspondent action of the partners of communication, building cooperation with them, implementation of certain decisions, the study of teaching experience, etc., which creates favourable conditions for the development and upbringing of the personality.

The central element in the model which forms the content for professional pedagogical teacher training at higher educational institutions of Ukraine is structural content building, which provides balance between training, development and upbringing. Thus, in order to function effectively, except to identify content directions in realization of all its structural components, this model certainly has to embody an effective element of implementing the content of educational activities, which is reflected in real indicators of its effectiveness,
which, in its turn, show the extent of accomplishing the objectives and indicate significant changes in the development of student’s personality (of course, we are not talking only about being informed, but also about development and upbringing), which makes it possible to draw conclusions about future professional self-fulfilment and developed professional skills. At the same time achieving these objectives involves implementation of the content of pedagogical education in various methodical ways by the use of the relevant instruments (chiefly interactive methods – business games, role play, psychodramas, psychodrawings, brain-ring games, brain storming, round table discussions and so on).

**Key words:** modelling, content of educational activities, the democratic structure of teaching, curricula, programs, textbooks.

*Maria KOCÓR*

**SCHOOLS IN THE CONDITIONS OF DEMOCRATIC CHANGES – FROM EMPOWERMENT TO HELPLESSNESS OF POLISH TEACHERS**

Inquires of the author fit in the area of educational policy, school pedagogy and pedeutology. In fact, they relate to changes and reforms that were made in the last quarter of the century in polish education in reference to reality of schools’ and teachers’ functionality. These changes are mainly connected with system transformation, globalizations processes, socialization and democratization of education. As the author stresses, first stage of the reform concerned leaving from the country’s monopoly in setting the goals and education policy’s tasks for self-govern, socialization, schools’ and teachers’ autonomy in selection of the curriculum, textbooks, etc. Many non-state schools author’s classes were created in that time, which became competition to the previous ones. Simultaneously with valuable social changes the negative events followed, related to the savings for the education, teacher’s low wages and low occupational status. Decommissioning of many small schools and kindergartens, crisis of education in result of excessive didacticism and teaching strictly for exam, many apparent changes, small parents’ involvement in educational cooperation are some ills to the education policy.

Conducted researches and analyses proof, that numerous changes were not well-considered and prepared. The example is appointment of new type of school, which is secondary school or introducing the levels of professional promotion, in which certificates, testimonials, diplomas are often taken into consideration instead of actual effects of the work directed toward student’s good and interest. Implemented reform reached poor results, because the reality of
local Poland and teacher’s competences to autonomic and responsible actions were not taken into consideration. Undoubtedly however, much was done in order to enable the polish school to fulfill European values, such as freedom, tolerance, human rights and cooperate with educational institutions in different countries and regions. The result of democratic changes are autonomy, cooperation and co-responsibility of educational subjects. Nonetheless to subjective and affiliative activity high awareness, preparation, conviction and society’s capital are also needed. The polish school must work on this to change the mentality and attitude of local societies to education as common cause and work. Conducted analyses lead to a conclusion, that in reforming the education it is important to think prospectively and common educational priorities. Only changes owned by all subjects, including mostly teachers, can guarantee success, development and progress.

Key words: school, teacher, reforms, empowerment and helplessness, cooperation.

**Małgorzata MAJEREK**

**THE LEVEL OF SELF-ESTEEM AT CHILDREN ACTIVELY PRACTISING SPORT**

Self-esteem is one of the key factors conditioning proper process of psycho-social development of a young person. The level of self-esteem among children has a determining influence on the ability to deal with problems, defending one’s own beliefs and realising one’s own dreamed targets. The knowledge on self-esteem of children is crucial also from the point of view of a teacher or a coach carrying out sporting activities because it enables them to dedicate the work to get most from the contesters’ potential. The very arguments became the reason for conducting the research of the level of self-esteem among children actively doing sport. A group of 100 girls at the age of 11 – 12 years old was surveyed. They were girls trained in handball for 2 years in the sports clubs associated with Province Handball Associations. The research was carried out, in 2015, in the group children who participated in training at least three times a week. A Polish adaptation of the Self-Esteem Scale (SES) by M. Rosenberg and the Sentence Completion test were used. The obtained research material underwent the quantitative analysis in Statistical Programme R. The results show a low self-esteem of the surveyed: 64% of the participants had low or very low result according to the SES. The level of self-esteem from the Sentence Completion test reveals systematically higher values than in the Rosenberg SES. What is more, the analysis of the results of the Sentence Completion test shows evidently a lower self-esteem of the
surveyed in the context of their own behaviours than attitudes towards others. Additionally, the consistency of the results of both scales was analysed, and despite the heterogeneity mentioned there is a statistically significant positive correlation between them at the level of 0.25. The structured form of activity, which the surveyed children underwent, connected with frequent verification of their own possibilities, especially within the range of sports results. It has no significant correlation to high self-esteem; therefore, there is the necessity for further work on the increase of the feeling of self-esteem.

**Key words:** self-esteem, the Self-Esteem Scale by M. Rosenberg, the Sentence Completion Test, diagnostic survey.

---

**Larysa MAKSIMUK**

**PEDAGOGICAL CULTURE OF THE CIVILIZATIONS OF LATIN AMERICA OF THE CONQUEST PERIOD: TRADITIONS AND CONTINUITY**

Strengthening the integrity of the world and human civilization, as well as the formation of new thinking is not possible without the relationship of all countries and continents, without an understanding of the contribution of each nation to humanity. Under these conditions, special importance is the need to assess the pedagogical experience of the peoples of all countries, including Latin America.

Latin America – it is a huge area with a population of over 330 million people, which has a unique and distinctive culture, one of the oldest in the history of mankind. Experience in the education of youth was formed here in difficult conditions the interaction of pre-Columbian civilizations, Iberian tradition and Western culture.

In several Latin American countries – Argentina, Bolivia, Venezuela, Mexico, Chile, etc. there were the most advanced centers of ancient American civilizations that subsequently formed the colonial territories of the Spanish monarchy. In this regard, in the history of their formation has a number of features and patterns characteristic of the Latin American region as a whole, which makes the unity of the main directions of the evolution of the school and pedagogical thought in Latin America.

While working on the article examined the written evidence of XVI – XVII centuries., Containing valuable information about the education practice in the pre-Columbian period (Diego de Landa (1524 – 1579), Bernardino de Saagün (1499 – 1590), Bartolomé de las Casas (1474 – 1584 ), Garcilaso de la Vega (ok. 1539 – ok. 1616). Another group of works up studies that focus on education issues during the conquest (M. Picon-Salas, P. Alegria, F. Moliner,
T. Sanders), and as Russian scientific literature (V.P. Andronov, L.Y. Belov, V.P. Belyaev, E.K. Garkunova, V.B., E.P. Nosova) and foreign scientists latinoamerikanisty (M. Solari, J. Ramos, F. Larroyo, S. Moreno, M. Robles, A. Labarca, P. Gonzalbo, A. Jimenez, M. Kobayahi et al.).

In the context of the conquest of the indigenous population education and Creoles was subordinated to the European pedagogical models. However, the indigenous people of the region were able to preserve their national identity, their languages, art, educational traditions and other cultural values.

**Key words:** pedagogical culture, education, educational activities Conquista, Jesuit colleges, academies.

Agnieszka PAWLUK-SKRZYPEK
Anna WITEK

THE LEVEL OF SOCIAL COMPETENCE OF STUDENTS WITH DYSLEXIA IN THE CONTEXT OF SELF-ESTEEM

Relations with a group depend largely on the level of self-esteem. A student with dyslexia needs mainly an emotional support from other important people (parents, teachers, peers) to build the sense of self-esteem and develop social skills.

In the light of P.A. Gindrich’s research students with dyslexia demonstrate adaptation disorders in three areas of psycho-social functioning: self-esteem, position held in a school class and behaviour. The results of the research conducted in this field are however not unambiguous.

The subject of the research is the analysis of the level of self-esteem and social competence of students with diagnosed developmental dyslexia.

The research was conducted among 110 students of third grades of junior high schools with diagnosed developmental dyslexia. The following research tools were applied: S. Coopersmith Self-Esteem Inventory – CSEI and Competencies Questionnaire by A. Matczak.

Empirical analyses demonstrated that 80% of the respondents achieved high and very high results within the level of self-esteem. Most of the studied youth (87.3%) have a low level of social competence.

A statistically significant difference was reported only between the results related to the level of self-esteem and social competence within the Social Exposure scale (Ch² = 20.085, df= 8, p<0.05).

**Key words:** Developmental dyslexia, self-esteem, social competence, social relations, cooperation
INTEGRATIVE APPROACH
DURING THE TRAINING OF PROFESSIONALS

Professional training of specialists of different branches requires non-standard approach in studying. Forming of students’ outlook, their value orientation, system social and humanistic thinking, which is determined by subjective and objective factors, have become priority stakes in studying process. To the latest ones the author refers integrative processes of studying activity.

Integrative studying has significant meaning for the forming of professional competence of future specialists as well as for their future work. Integration is the process and the result of forming of the continuously connected, united and comprehensive. Integrative processes are aimed at organization of integral studying action, improving knowledge, giving a new meaning and direction, it means that integration is a method of subject development in new scientific branches. Understanding of integration like a didactic principle changes the style of pedagogical thinking, this phenomenon is transformed and becomes basic.

Interdisciplinary integration is the most important and effective in comparison with inner-disciplinary one. Interdisciplinary integration as a whole didactic system, comprised of special functions, which cannot exist inside one subject. The functions of interdisciplinary integration are more complicated, they cover with different science branches, and on the basis of differentiation, classification, systematization new branches are determined and the effectiveness of receiving of information increases. Integration is an important didactic principle, which determines organization of the educational system, which takes into consideration the subject area as a general method of integration in pedagogical process.

The idea of integration studying is actual, because its successful methodological realization foresees the provision of quality education, that is competitive, able to assist to every student in independent achieving of life goals, creatively self-realize in different social spheres.

Professional preparation of future specialists has to be provided on the basis of entire conceptual aspects, has to be organized as an entire educational process, aimed at the goal and task – quality professional preparation of future specialists. It is necessary to provide search and realization of different ways and methods of integration of educational programs of different levels professional preparation.

Integration studying of future specialists has positive results: the knowledge of students becomes systematic, provide scientific connections, skills become generalized and provide for complex understanding of knowledge, its
synthesis transformation of ideas and methods from one subject to another, which is a creative approach to the studying process in the conditions of European integration.

**Key words:** integration, professional training, future specialist, learning process, interdisciplinary communication, integration of disciplines.

*Tatiana SAVCHENKO*

**STUDYING THE COURSE «TECHNOLOGY OF SOCIAL AND PEDAGOGICAL ACTIVITIES» AS A CONDITION FOR FORMATION OF SOCIAL TEACHERS’ SKILLS IN PROFESSIONALLY TARGETED COMMUNICATION**

The modern world standards in education providing training of highly qualified of specialists able to integrate theoretical knowledge and practical skills in an integrated system, master new technologies, etc. In the social sphere Ukraine is also a lot of changes to international standards requiring higher education enhance and improve the quality of professional preparation of future specialists of social sphere in conditions of higher education.

Analysis of recent research and publications in which solution of problem. The problem of professional training of future social teachers were engaged O. Bezpalko, R. Vaynola, I. Zvereva, G. Laktionova, A. Kapska, L. Mishchyk, Z. Falynska and others.

The wording of Article purposes. The article aims to justification problem of formation of future social teachers of skills of professionally oriented communication in the study course «Technology of social and pedagogical activities».

The main material of research. The experience certifies that the effective in the formation skills professionally oriented communication using interactive teaching methods. It should take into account that the interactive teaching methods used to effectively in the formation skills professionally oriented communication during the study course «Technology of social and pedagogical activities».

**Conclusions.** Thus, during mastering the discipline «Technology of social and pedagogical activities» in the future social teachers are formed skills of professionally oriented communication. Also, it should be noted that the preparation of the future social teachers in higher education based on the use of innovative approaches to professional training that contributes to the formation skills professionally oriented communication and professional development of specialists in social sphere. It may be noted that the effectively during profes-
sional training to use interactive teaching methods, namely business game and a round table. As a result the use of interactive teaching methods in the future social teachers are formed skills professionally oriented communication: the ability to listen, the ability to speak, the ability to analyze, the ability to convince, the ability to prove, the ability to refute, the ability to emotionally identify with others, the ability to establish emotional contact, the ability to be specific in the statements, the ability to use voice and others.

**Key words:** future social teachers, skills and abilities, professionally oriented communication, professional training, interactive training methods.

**Anna SHEVTSOVA**

**EDUCATIONAL POTENTIAL OF MOTHERS IN THE FORMATION OF THE FUTURE PERSONALITY**

Over the past decade there have been significant changes in the operation and activities of the modern Ukrainian family. Disharmonious system of family upbringing influenced the growth of the level of cruelty between parents and children, the deterioration of relations in the dyad mother-child. The negative impact of these processes is the children of preschool and younger school age developing a variety of mental, physical abnormalities, which complicate the process of socialization.

The problems of raising a child in the family were the object of the research of classical teachers such as J. Komensky, A. Makarenko, I. Pestalozzi, V. Sukhomlinsky, K. Ushinsky and contemporary educators and psychologists T. Alekseeva, I. Bech, I. Kon, A. Savchenko, V. Fediaieva, M. Fitsula.

The aim of our research is the study of psychological and pedagogical peculiarities of maternal education and its influence on the formation of identity growing up. The main feature of the relationship of mother and child is that the style of communication is of a reproductive character, which in most projected by family code, traditions, customs. It is believed that the mothers most often reproduce the style of education that existed in her childhood.

In psychological-pedagogical literature there are many different approaches to the classification of styles of maternal and paternal education. However, most often applies the following classification: authoritarian, democratic, liberal, paternal style.

When educating mothers the maternal attitude is important that shows her attitude to the kid. The American psychologist S. Brody identified four types of maternal attitude to the child and gave a description of each of them.
Classics of blighty pedagogics A. Makarenko and V. Sukhomlynsky in their works proved that the educational potential of the mother is formed on its authority within the family. Educationalists noted that the strength of maternal authority depends primarily on its morality, personal qualities, and purity of the marital relationship.

A. Makarenko has noticed families where the mother is trying to regain lost credibility by artificial authority (pseudo maturity). The educationalists developed a classification of types of pseudo maturity: the authority of the suppression, removal, conceit, pedantry, philosophizing, love, kindness, friendship, bribery, and described their features.

The analysis of educational potential of mothers at the formation of identity growing up showed that maternal parenting style is associated with genetic characteristics of the mother and the child, type of family, family upbringing, family traditions, the authority of the mother, her personal qualities and educational level. Such factors must be taken into account by educationalists and psychologists in the planning educational work with children and their parents.

**Key words:** family education, maternal education, mother’s authority, the formation of a child’s personality.

Larysa SLYVKA

**HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF HEALTH EDUCATION**

The problem of preserving the healthy way of life has become the subject of many scientific studies. At this point the interest in researching of the historical depths of the topic mentioned above is up-to-date, as reflected in theses of V. Bobrytska, Y. Boychuk, E. Bulych, O. Vashchenko, I. Datsenko, T. Yermakova, L. Zhovnirenko, S. Kyrylenko, I. Muravov.

At the same time Ukrainian science has no such studies which would reflect the «history» of health-improving education in entire and individual way, what influenced the topic of this research.

The aim of this thesis – is to present the author’s concept (idea) of historical and social origins and philosophical grounds of contemporary health-improving techniques basing on total of domestic and foreign research. The most common approach to keeping and improving health, in order to overall historical process, is highlighted in the article.

The first thoughts of causal link between lifestyle and health or disease was formed already in the 4th millennium B.C. Bible became the guidance point of the health improving way of life. It showed the lifestyle of ancient people, which was full of pro-health oriented rules and norms of behavior.
The philosophical concept of ancient civilizations of the East about health and ways to preserve it found itself in particular in the spiritual heritage of ancient India – Buddhism. The progressive movement towards modern concepts of understanding of the human nature, health and its improvement is associated with the philosophy of the ancient thinkers of I – IV century B. C. (Alcmaeon of Croton, Hippocrates, Plato, Pythagoras, Aristotle, Claudius Galen, Avla Cornelius Celsus), Middle (Avicenna, doctors Salerno medical school), Renaissance (Vittorino da Feltre, Francois Rabelais, Desiderius Erasmus, Michel de Montaigne, Thomas More, Francis Bacon). Analysis of creative and practical heritage shows that during these periods of time taking care of the next generation’s health came down to state laws, foundations of scientific evidence of interdependence of health and way of life and the first principles of a healthy lifestyle were laid, physical education was formed into a clear system.

It became obvious that the idea of educational theories and practices needed the upgrade and to refocus to the growing needs of individual, preservation and enhancement of it’s health.

The heritage of predecessors became the basis for pedagogical approach for solving health problems of growing individual, which were implemented at the end of 19th century, when «philosophy of health» was actively developed.

**Key words:** health, health education, growing personality, Antiquity, Middle Ages, Renaissance.

**Mikhail STRACHUK**

**MULTICULTURAL EDUCATION: CULTURAL AND HISTORICAL CONTEXT**

In today’s context of increasing cultural diversity of the society, a multicultural identity formation is becoming one of the priorities of the process of education. Pedagogical encyclopedia defines the concept of «multiculturalism» as the principle of cultural pluralism, based on the recognition of equivalence and equality of all ethnic and social groups that make up a given society, on the inadmissibility of discrimination against people on the grounds of ethnicity or religious affiliation, gender and age.

Many thinkers developed the ideas of multiculturalism and multicultural education, and education in the past (Comenius, F.A.V. Diesterweg, K. Ushinsky, V. Sukhomlinsky et al.). The concept of multicultural education is based on the concept of «culture». An indicator of human culture is the relationship of the levels of his education, the development of which is shown in the course of the individual life. Each historical epoch identifies its cultural norms and values. As this problem, multicultural education became widespread after
World War II. Original theoretical and practical multicultural elements are included in the educational life of different countries in the 60–70-ies of XX century and are known as multi-ethnic education (multiethnic education), aimed at establishing harmony in the relations between members of different ethnic groups.

The International Encyclopedia of Education (1994) considers the multicultural education as an important part of modern education. Multicultural education is the process of development of the younger generation of ethnic, national and world culture for the purpose of enrichment. The analysis of the historical aspect of multicultural education shows that the content and nature of multicultural education were determined by the peculiarities of each historical period and the dominant social relations.

In modern conditions its main goal is the formation of readiness and ability to live in a multi-ethnic environment, the ability to communicate and collaborate with people of different nationalities, races, religions and raise understanding of the uniqueness of other cultures. The content of multicultural education is built around the following guidelines: the socio-cultural identification; development of a system of concepts and ideas about a multicultural environment; training a positive attitude towards cultural environment; the development of social interaction skills. Multicultural education is designed to meet the diverse needs of all members of a multicultural society, regardless of their ethnic, cultural, social and religious affiliation.

**Key words:** culture, multicultural education, multiculturalism, the concept of multicultural education, tolerance.

_Victoriya STREMETSKA_

**PRINCIPLES OF POST-PENITENTIARY PATRONAGE IN THE XIXth – EARLY XXth CENTURY**

The study of a historical experience of the patronage of released persons in the XIXth – early XXth century, including the principles of patronage activities is important. Recidivism rate remains high, while the number of people reintegrated into society is low today despite the determined order of subjects’ interaction, the developed patronage technology, the functioning of institutions created to reintegrate these people into society, the involvement of NGOs and volunteers in this process.

Patronage of persons released from penal institutions became the subject of focused attention of researchers in the second half of the XIXth – early XXth century. P. Lyublinskyy, H. Feldshteyn, M. Luchynskyy, S. Hohel, I. Foyntskyy and others studied it.
Those researchers stayed more detailed on the principle of continuity, the essence of which was: the preparing for life in society should start in the prison. The ultimate goal of prisoners’ visiting in the gaol was a conclusion: which kind of help and how much of it a released person needed. Consequently, the principle of individualization of care belonged to one of the first places and meant the necessity to take into account the individual characteristics and needs of patronage clients. The researchers also emphasized the importance of such principle of patronage as timeliness, the essence of which was the patronage should support released persons immediately after their first steps out of prison, because those steps were the most difficult.

Much attention is paid to the principle of voluntariness. As patronage was a charity activity, it had to be offered to the public and taken by a prisoner voluntarily otherwise it would be no different from police surveillance. That meant both: a voluntary appeal of a discharged person, and a voluntary membership in a patronage society, although some authors insisted on compulsory participation of members of the prison administration in the patronage societies.

The principles of targeting and appropriateness were closely linked, according to them a released person had to get concrete specifically help just for him and in such volume that it was necessary. The least appropriate method was considered a providing a financial assistance, the most appropriate was the employment. It was recognized the necessity for flexibility in both: in volumes and in terms of assisting.

The principle of confidentiality was important: disclosure of information that was available to the prison administration, police or patronage society, led to significant difficulties in the process of care and could lead to a recurrence of crime. The principle of the interaction had to ensure representation in the patronage societies of people of different professions, public authorities, public and private institutions. It had to provide for the exchange of experiences between countries through conferences, conventions of representatives of patronage movement and so on.

**Key words:** postpenitentiary patronage, patronage society, principle, continuity, confidentiality, voluntariness, targeting.

Anna WIATROWSKA

THE ANALYSIS OF METAVALUES OF WOMEN WITH ANOREXIA AND BULIMIA NERVOSA

According to ISD-10, anorexia nervosa and bulimia nervosa belong to the group of specific eating disorders. Anorexia is characterized by permanently and considerably limiting the consumption of food, frequently associated with
different forms of behaviours, which are intended to lose weight or avoid weight gain. Abandoning food consumption is often accompanied by the loss of appetite and an intensive fear of putting on weight, which is another diagnostic criterion of anorexia. Due to the spread of the disease, high mortality rate and the degree of chronicity, some European countries recognized anorexia, besides alcoholism and AIDS, as a priority of activities in the sphere of health.

An important role in the personality structure of a person is played by the system of values since it releases definite emotions towards the surrounding people and phenomena, thus affecting the direction and manner of behaviour in various life situations. In contemporary psychology the predominant division is the one developed by Schwartz where the starting point is the inventory of values by Rokeach. The originality of Schwartz’s concept consists of a circle structure of values and their inventory, constituting a proposition for a complete description of human values. These are (1) conformity (restraint of actions likely to harm others, observance of norms, self-discipline, obedience and politeness), (2) tradition (acceptance of cultural and religious orders and prohibitions, humility, devotion), (3) benevolence (concern about the welfare of close people, faithfulness, responsibility, friendship, love), (4) universalism (care about the welfare of all people and the environment, justice, equality, peace), (5) self-direction (independence in thinking and acting, freedom and creativity), (6) stimulation (searching for novelties and variety, boldness, exciting life), (7) hedonism (striving for pleasure, the joy of living), (8) achievement (striving at personal success, ambition, efficiency), (9) power (striving for control, dominance and prestige, authority, richness), (10) security (safety for oneself and the loved ones, social order, harmony, cleanliness, health, sense of belonging).

The present paper analyzes the metavalues of women with anorexia nervosa and bulimia nervosa by means of the Schwartz Personality Questionnaire. The studies comprised 80 women with eating disorders, including 40 with bulimia nervosa, according to the criterion ICD-10, who made the basic study group. A comparative group was composed of 80 healthy women. Women with eating disorders assess the metavalue of conformity significantly higher than healthy women. Women with anorexia are distinguished from women with bulimia by a significantly higher assessment of the metavalue of self-enhancement. Women with bulimia attach a significantly greater importance to the metavalue of self-transcendence as compared to women with anorexia.

**Key words:** metavalues, women, eating disorders, anorexia nervosa, bulimia nervosa.
School is a place in the social space in which the process to support the youth in their psychosocial development is being implemented. The task is undoubtedly difficult and responsible. Upper secondary schools for many young people are the last stage of learning and often the last chance to make conscious and responsible work on their own psychosocial development. Nowadays, it is required that people should have confidence in themselves, should undertake a variety of tasks, should be able to overcome the difficulties that appear on track to meet their targets. These skills largely depend on the level of self-esteem. Self-esteem allows to cognize oneself, it is an element of consciousness of oneself. A man, seeing himself and his own behavior creates a self-image at the same time self-assessing himself. He wants to be strong and confident, recognized and accepted by others. Awareness of his value and its limitations helps to exploit the potential possessed by a man. Undoubtedly, it is also one of the elements influencing the decision of young adults regarding leaving school and entering the job market or continuing their education. Following the current studies on self-esteem, as well as the functioning of young adults empirical investigations were undertaken regarding the diagnosis of the relationship between self-esteem and communication activity of secondary school students. The efficiency of communication is one of the important attributes of a man, it is relevant to its social, educational as well and professional functioning. The study was conducted in 2015, and was attended by 144 students of the second grade of secondary schools: vocational school, technical school and high school. Results of this study reveal that the majority of young people show positive attitude towards themselves, but almost every third student has low self-esteem. Low self-esteem can adversely affect their decisions, be at the root of the escape attitude in the face of difficulties and challenges. Based on the results of the research it can be concluded that in terms of self-esteem there are no statistically significant differences between students from vocational, technical and high school. However, with regard to communication activity, it revealed quite a frightening situation because young people mostly have very low and low level of that skill. Students from a vocational school have achieved the lowest results in this area. The study also shows that there is no correlation between self-esteem and communication activity. The obtained results indicate the need to intensify educational activities aimed at developing students’ self-esteem as well as supporting their communication skills.
Key words: self-esteem, global self-esteem, fractional self-esteem, communication activities, secondary school students.

Larysa ZDANEVYCH

PSYCHOLOGIC-PEDAGOGICAL ESSENCE OF INTERACTIVE METHODS OF TEACHING IN THE PROCESS OF THE EDUCATORS’ PREPARATION TO THE WORK WITH PRESCHOOLERS

Analysis of using interactive methods of teaching interworking in the process of preparation of the future tutors of pre-school educational establishments to the work with children of pre-school age has been done in the article. It is mentioned that the method of SWOT-analysis, foresight-games and the Internet resources (blogs, skype-lectures, multimedia presentations, etc.) are efficient means of preparation of the future tutors to the work with children of pre-school age. It is found out that ability of a student to think, to see the object of research «from the side», are prior in conducting SWOT-analysis as a method for preparation of the future specialists; the technology of foresight has guaranteed optimal opportunity for development of students’ ability to solve their future professional tasks. Foresight is the technology of long-term prognostication of scientific-technological and social development, based on the experts’ inquiry. The attention is concentrated on the fact that to media resources belong: the press (newspapers, magazines, books), radio, television, the Internet, cinematograph, sound recordings and video recordings, videotext, teletext, billboards and advertising, home video centers, which combine television, telephone, computer and other lines of connection. To multimedia educational technologies also belong electronic resources, video materials, instruments of WEB 2.0: forums and blogs, webinars, podcasts, video conferences, virtual worlds, electronic libraries, WIKI. Instruments of WEB 2.0, from the point of view of a teacher, – are the modern means, network software, which supports group interactions (communications of the participants with one another) of absolutely new character, it is the chance to fill the sites with the content by himself or herself. The users themselves can add their diaries, articles, photos, audio and video recordings to the network content, reserve their comments, references to the materials, which were published. It is cleared out that the blog (Engl. Blog, originated from the web log – «network journal or the diary of events») – is the web-site, which main content serves for regularly adding notices, images or multi-media components. The differences of the blog from the traditional
diary are stipulated by the environment: the blogs are, as a rule, public and presuppose presence of other readers, who can join the public dispute with the author (in their responses to the blog – notes both in this and in their blogs). By the composition of the author, blogs can be individual or collective, by the content – topical or general. Didactic abilities of video materials have been singled out.

**Key words:** future tutor, professional preparation, children of preschool age, method SWOT-analysis, foresight-games, Internet-resources, blog, Skype-lecture, multimedia presentation.